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## Montana Coaches' Perceptions On Including Transgender Athletes In High School Interscholastic Sports And Its Effect On Team Chemistry

David L. Woods li

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COACHES' PERCEPTIONS ON INCLUDING TRANSGENDER ATHLETES  
IN HIGH SCHOOL INTERSCHOLASTIC SPORTS AND  
ITS EFFECT ON TEAM CHEMISTRY

by

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A Dissertation

Submitted to the Graduate Faculty

of the

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for the degree of

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December  
2020

This dissertation, submitted by David L. Woods II in partial fulfillment of the requirements for the Degree of Doctor of Philosophy from the University of North Dakota, has been read by the Faculty Advisory Committee under whom the work has been done and is hereby approved.

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Date

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David L. Woods II  
July 31, 2020

## TABLE OF CONTENTS

LIST OF TABLES .....	viii
ACKNOWLEDGMENTS .....	x
ABSTRACT .....	xi
CHAPTER	
I.    INTRODUCTION .....	1
Background/Statement of Problem .....	1
Purpose of the Study .....	2
Research Questions .....	2
Researcher’s Background .....	2
Definitions .....	3
Organization of Paper .....	7
II.   REVIEW OF LITERATURE .....	8
Sex, Gender, and Transgender .....	8
Gender .....	9
Transgender .....	10
Gender Fluidity .....	11
What is the Purpose of Law .....	14
Non-Discrimination Policies .....	14
Brown v. Board of Education .....	15

Title VI of the Civil Rights Act of 1964.....16

Title IX of the Education Amendments of 1972.....19

Tenth Amendment .....22

    State Versus Federal Control .....23

    Federal Mandate(s) .....26

The 14<sup>th</sup> Amendment (Equal Protection Clause) .....27

Family Educational Rights and Privacy Act.....29

Eligibility in High School Sports .....32

    Birth Certificate Eligibility .....32

    Gender Identity Eligibility .....33

    Eligibility Variance.....34

    Assumptions of Risk.....37

Theoretical Framework – Sense of Community Theory.....39

    Membership .....40

        Boundaries .....40

        Emotional Safety.....41

        Personal Investment .....41

        Common Symbol System .....41

    Influence .....41

    Integration and Fulfillment of Needs .....42

    Shared Emotional Connection .....42

Sports Context.....43

Summary .....43

III.	METHODS .....	45
	Purpose.....	45
	Pilot Study.....	46
	Pilot Study of Questionnaire, Design, & Methods .....	46
	Research Population for Pilot Study .....	47
	Purpose of Pilot Data .....	48
	Research Study.....	50
	Research Population for the Study.....	50
	Questionnaire Instrument.....	51
	Data Collection .....	52
	Data Analysis .....	57
	Summary .....	58
IV.	PRESENTATION OF DATA.....	59
	Research Questions.....	59
	Respondent Demographics .....	60
	Knowledge Construct.....	63
	Eligibility Construct.....	66
	Team Chemistry Construct .....	69
	Gender Policy Construct.....	72
	Summary .....	76
V.	SUMMARY, DISCUSSION, RECOMMENDATIONS.....	77
	Research Question 1 .....	78
	Research Question 2 .....	78

Research Question 3 .....	79
Research Question 4 .....	80
Limitations .....	80
Discussion.....	81
Topic Relevancy .....	83
Validity .....	84
Trust .....	85
Implications for Study.....	85
Conclusions.....	86
Recommendations.....	87
APPENDICES .....	90
Appendix A. Survey Instrument – Coaches’ Questionnaire.....	91
Appendix B. Statements by Construct .....	112
Appendix C. Application for Permission to Conduct Research in North Dakota.....	116
Appendix D. Approval to Conduct Study Via North Dakota High School Coaches Association .....	117
Appendix E. IRB Approval.....	118
Appendix F. Application for Permission to Conduct Research in Montana.....	119
Appendix G. Approval to Conduct Study Via Montana Coaches Association.....	120
Appendix H. Newsletter Page Containing Survey Link.....	121
Appendix I. Participants’ Consent to Participate .....	122
Appendix J. Data Tables by Construct.....	126
REFERENCES .....	143



## LIST OF TABLES

Table	Page
1. Outline of the Titles in the Civil Rights Act of 1964.....	18
2. Glossary of Terms Used in Survey .....	49
3. Number and Percentage of Responses by District Size.....	60
4. Number and Percentage of Responses by Sex of Respondent.....	61
5. Number and Percentage of Responses by Sex of Coach and Size of District .....	61
6. Number and Percentage of Responses by Sex of Athletes Coached .....	62
7. Number and Percentage of Responses by Age of Respondents .....	62
8. Number and Percentage of Responses by Years of Coaching Experience .....	63
9. Number and Percentage of Responses by Having Coached Outside Montana .....	63
10. Responses to: Transgender Female and Male Athletes Are Covered Under Title IX.....	64
11. Responses to Q2.5 Definitions of Sex and Gender Are Clearly Defined in My District . . . ..	65
12. Responses to Q2.7 I Know the Difference Between Sexual Identity and Gender....	65
13. Responses to Q2.6 I Am Comfortable Explaining the Definition of Transgender ...	65
14. Responses to Q3.1 Transgender Males Hold a Physical Advantage Over Non- Transgender Males.....	67
15. Responses to Q3.2 Transgender Females Hold a Physical Advantage Over Non- Transgender Females .....	67

16.	Responses to Q3.7 The Inclusion of Transgender Male Athletes Will Create Overall Issues of Fairness in Interscholastic Sport.....	68
17.	Responses to Q3.8 The Inclusion of Transgender Female Athletes Will Create Overall Issues of Fairness in Interscholastic Sport.....	68
18.	Responses to Q4.15 If a Male Is Transitioning to a Woman, but Has Not Elected to Have a Medical Procedure, the Individual Should Be Allowed to Play Sports With the Gender They Are in the Process of Becoming.....	69
19.	Responses to G4.4 A Transgender Male Athlete Will Be Accepted Socially Within a Respective Interscholastic Sports Team .....	70
20.	Responses to Q4.5 A Transgender Female Athlete Will Be Accepted Socially Within a Respective Interscholastic Sports Team .....	70
21.	Responses to Q4.8 Team Chemistry Does Not Come Naturally; It Must Be Facilitated by the Coach .....	71
22.	Responses to Q4.9 Interscholastic Sports Provide Female Student-Athletes With a Supportive Network of Teammates .....	72
23.	Responses to Q4.10 Interscholastic Sports Provide Male Student-Athletes With a Supportive Network of Teammates .....	72
24.	Responses to Q5.2 Non-Discrimination Laws Cover Transgender Individuals .....	73
25.	Responses to Q5.3 School Districts Should Have a Policy Regarding Bathroom Use .....	74
26.	Responses to Q5.4 School Districts Should Have a Policy Regarding Locker Room Use .....	74
27.	Responses to Q5.9 A Transgender Female Athlete’s Eligibility to Participate in a Sex-Segregated Sport Should Be Based on Gender Identity.....	75
28.	Responses to Q5.8 A Transgender Male Athlete’s Eligibility to Participate in a Sex-Segregated Sport Should Be Based on Gender Identity .....	75

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To my wife, Heather

## **ABSTRACT**

The eligibility of transgender students to participate in high school athletic sports is a polarizing topic in the United States of America. Questions of fairness within each competitive sport, along with precedents set in law and policy, both by the United States and by International Sporting Organizations such as the International Olympic Committee, shape arguments for or against transgender high school students' eligibility. Each state faces the decision of whether to base high school transgender athletes' eligibility in high school sports according to their gender identity, or their sex assigned at birth.

The study aimed to identify Montana high school athletic coaches' perceptions on the inclusion of transgender athletes within their respective sports programs' and how it affects team chemistry. The study focused four research questions: What are the general perceptions of Montana high school athletic coaches on including or assimilating transgender athletes into the athletic community? What is the overall knowledge base of the Montana high school coaches in terms of transgender athletes? What are the experiences of Montana high school athletic coaches regarding team chemistry and the inclusion of transgender athletes? Do Montana high school coaches perceive an ethical and moral responsibility of schools in supporting or rejecting the idea of transgender participation in high school sports? The results were then analyzed using demographic data such as sex, size of the district, age, and coaching experience.

The survey generated 27 responses from a potential population of 2054 Montana high school coaches. It is in the investigator's opinion that there was apprehension about responding to the survey because of the topic.

Findings appear to identify that although 93 percent of coaches responded that interscholastic sports are an integral part to a student's social development, seventy-five percent of coaches do not believe that a high school transgender male would be accepted socially within a respective interscholastic sport. Findings also appear to identify that coaches feel that both transgender male and female athletes will not be accepted socially within a respective interscholastic sports team, thus hindering team chemistry.

*Keywords:* Transgender, High School Athletes, Gender Identity

# **CHAPTER I**

## **INTRODUCTION**

### **Background/Statement of Problem**

For the transgender athlete, there is a desire to compete alongside of, as well as, against the gender to which he or she identifies. States and school districts are examining their policies, if any policies even exist, to determine if it is the gender an athlete wishes to identify himself or herself as or the gender on their birth certificate that will determine the eligibility of transgender individuals to participate in gender-specific sports. As of January of the year 2020, Montana has no policy on transgender participation in athletics and bathroom/locker room usage. When it comes to administering and enforcing laws, Montana or individual school districts (if granted) can choose to use the guidance afforded them by the federal government or to use the power of a state to govern its citizens. Whichever path is chosen, school districts across Montana will be required to enforce legislation appropriately, while protecting the rights of its citizens.

### **Purpose of the Study**

Literature exists that reveals advancements towards including transgender athletes in sports, but according to Hargie, Mitchell, and Somerville (2017), “It is fair to say that both the public understanding of, and policy responses to, transgender issues remain in their infancy” (p. 224). The purpose of this study was to identify Montana high school athletic coaches’ perceptions on the inclusion of transgender athletes within their

respective sports programs and the possible affect on team chemistry. Knowledge gained through this research can lead to more informed decisions by officials on the national, state, and district level regarding the formation and enforcement of policies and procedures that concentrate on the eligibility of all individuals who choose to play a high school extra-curricular sport.

### **Research Questions**

1. What are the general perceptions of Montana high school athletic coaches on including or assimilating transgender athletes into the athletic community (transgender girls – genetic boys – into girls’ sports and transgender boys – genetic girls – into boys’ sports)?
2. What is the overall knowledge base of Montana high school coaches in terms of transgender athletes?
3. What are the experiences of Montana high school athletic coaches regarding team chemistry and the inclusion of transgender athletes?
4. Do Montana high school coaches perceive an ethical and moral responsibility of schools in supporting or rejecting the idea of transgender participation in high school sports?

### **Researcher’s Background**

My professional background reveals several roles revolving around education while serving as a Language Arts educator, advisor, and coach for three school districts. I have had opportunities to develop perspectives from many coaching roles I have held within various school districts (girls’ basketball, boys’ basketball, football, girls’ track



and field, and boys' track and field). I also have personal experiences as a high school student-athlete for guidance.

Being both a preparatory and collegiate athlete helped me develop a personal understanding of team chemistry, which is, in part, what sparked interest in this study. The North Dakota High School Coaches Association chose not to assist with this study because they have a transgender eligibility policy in place and felt that they had addressed the issue, making this study moot. Montana, on the other hand, had yet to create legislation at the state or activities association level on the ever-growing debate high school transgender athletes' rights. The Montana Coaches Association agreed to assist with the study by providing members with a link to the survey through their newsletter (via electronic copy and physical copy).

Through my athletic and coaching careers, there were opportunities to witness the way teams created bonds, bonds that were created while traveling on a bus as a team, joking around in a locker room before and after practice, or having conversations about conflict that may arise between teammates. This research stems from questioning what coaches perceive would happen with the enforcement of a transgender policy and how or if it could affect experiences shared by teammates and competitors.

### **Definitions**

In this section, a list of terminology along with definitions for those terms clarify common usage of words by, for, and about the lesbian, gay, bisexual, transgender, and queer or questioning (LGBTQ) community:

- Cisgender: “Denoting or relating to a person whose sense of personal identity and gender corresponds with their birth sex” (Oxford University Press, n.d.-a, para. 1).
- Female-to-Male (FTM): “Also known as a ‘transgender man’” (National Center for Transgender Equality, 2014, p. 2). “Noting or relating to a person who was born female but whose gender identity and gender expression is male” (Dictionary.com, n.d.-a, para. 1). “Denoting or relating to a person whose birth sex is female and who subsequently adopts the identity or appearance of a male, especially one who has undergone gender reassignment” (Oxford University Press, n.d.-b, para. 2).
- Gender Dysphoria: “A distressed state arising from conflict between a person’s gender identity and the sex the person has or was identified as having at birth; *also*: a condition marked by such distress” (Merriam-Webster, n.d.-a, paras. 1-2). “The condition of feeling one’s emotional and psychological identity to be at variance with one’s birth sex” (Oxford University Press, n.d.-c, para. 1).
- Gender Expression: “How a person represents or expresses one’s gender identity to others, often through behavior, clothing, hairstyles, voice or body characteristics” (National Center for Transgender Equality, 2014, p. 1).
- Gender Identity: “An individual’s internal sense of being male, female, or something else. Since gender identity is internal, one’s gender identity is not

necessarily visible to others” (National Center for Transgender Equality, 2014, p. 1).

- Gender Non-Conforming: “A term for individuals whose gender expression is different from societal expectations related to gender” (National Center for Transgender Equality, 2014, p. 1).
- Male-to-Female (MTF): “Also known as a ‘transgender woman’” (National Center for Transgender Equality, 2014, p. 2). “Noting or relating to a person who was born male but whose gender identity and gender expression is female” (Dictionary.com, n.d.-b, para. 1). “Denoting or relating to a person whose birth sex is male and who subsequently adopts the identity or appearance of a female, especially one who has undergone gender reassignment” (Oxford University Press, n.d.-d, para. 2).
- Queer: “A term used to refer to lesbian, gay, bisexual and, often also transgender, people. Some use queer as an alternative to ‘gay’ in an effort to be more inclusive. Depending on the user, the term has either a derogatory or an affirming connotation, as many have sought to reclaim the term that was once widely used in a negative way” (National Center for Transgender Equality, 2014, p. 1).
- Sex Reassignment Surgery: “Surgical procedures that change one’s body to better reflect a person’s gender identity. This may include different procedures, including those sometimes also referred to as ‘top surgery’ (breast augmentation or removal) or ‘bottom surgery’ (altering genitals) . . .

These surgeries are medically necessary for some people [to transition], however not all people want, need, or can have surgery as part of their transition. ‘Sex change surgery’ is considered a derogatory term by many” (National Center for Transgender Equality, 2014, p. 2).

- Sexual Orientation: “A term describing a person’s attraction to members of the same sex and/or a different sex, usually defined as lesbian, gay, bisexual, heterosexual, or asexual” (National Center for Transgender Equality, 2014, p. 2).
- Transgender Man: “A term for a transgender individual who currently identifies as a man (see also ‘FTM’)” (National Center for Transgender Equality, 2014, p. 1).
- Transgender Woman: “A term for a transgender individual who currently identifies as a woman (see also ‘MTF’)” (National Center for Transgender Equality, 2014, p. 1).
- Transgender: “‘Trans’ is shorthand for ‘transgender’” (National Center for Transgender Equality, 2014, p. 1). “Of, relating to, or being a person whose gender identity differs from the sex the person had or was identified as having at birth; *especially*: of, relating to, or being a person whose gender identity is opposite the sex the person had or was identified as having at birth” (Merriam-Webster, n.d.-c, paras. 1-2). “The term *transgender* refers to people whose sense of their own gender differs from what would be

expected based on the sex characteristics with which they were born”  
(Sussex Publishers, n.d., para. 1).

- Transition: “The time when a person begins to living [*sic*] as the gender with which they identify rather than the gender they were assigned at birth, which often includes changing one’s first name and dressing and grooming differently. Transitioning may or may not also include medical and legal aspects, including taking hormones, having surgery, or changing identity documents (e.g. driver’s license, Social Security record) to reflect one’s gender identity. Medical and legal steps are often difficult for people to afford” (National Center for Transgender Equality, 2014, p. 2).

### **Organization of Paper**

This study is organized into five chapters; Chapter I described the problem, purpose, and research questions for this study; Chapter II consists of a discussion of literature related to the topic; Chapter III defines the methodology of this study; Chapter IV presents the findings of this study in tabular and narrative form; and Chapter V includes a discussion of the findings and recommendations for action.

## CHAPTER II

### REVIEW OF LITERATURE

Society has exhibited certain expectations of men and women over the years. Historically, team sports have been a way for men to display their masculine qualities through competition. And, although competitive as well, women, had other physical objectives placed on them – primarily fitness and socializing. The civil rights' movement, as well as the women's movement, brought a shift towards equal access for women to many male-dominated areas in society, including sports. Many states have adopted and amended their respective constitutions to reflect these changes. Although this allowed women to participate in the same competitions as their male counterparts, women still only competed against others of their own sex (Buzuvis, 2011).

#### **Sex, Gender, and Transgender**

Historically, the terms sex and gender have been used interchangeably as synonyms, including their use in case law, which is why it is important to first discuss the differences between the two terms. According to Krane and Barak (2012), “Sex refers to the physical, biological, chromosomal, and hormonal characteristics associated with being male or female” (p. 39). Females have breasts (outer), ovaries (inner), and estrogen (hormonal), while males have a penis (outer), testicles (inner), and testosterone (hormonal). The Merriam-Webster dictionary defines sex as “either of the two major forms of individuals that occur in many species and that are distinguished respectively as

female or male especially on the basis of their reproductive organs and structures”  
(Merriam-Webster, n.d.-b, para. 1).

### ***Gender***

Although *sex* and *gender* are commonly used interchangeably, *gender* has been defined as “a socially constructed grouping of characteristics that categorize an individual as masculine or feminine” (Krane & Barak, 2012, p. 39). According to Orr et al. (n.d.):

One of the most prevalent misconceptions about gender is that it is based solely on a physical understanding of sex, and that everyone fits into one of two opposite categories, male or female. This misconception in turn, leads many to incorrectly assume that the body one is born with determines an individual’s gender. (p. 5)

This is a definition the lesbian, gay, bisexual, transgender, questioning (LGBTQ) community endorses. On the other hand, the Child Protection League (n.d.) said, “The false construct of a ‘gender spectrum’ was the brainchild of the late Dr. Alfred Kinsey . . . Kinsey has been described by Dr. Judith Reisman as a sexual psychopath, and his bogus research has been completely debunked” (Child Protection League, n.d., p. 12). Society’s expectations on what characteristics qualify as masculine or feminine have created a normalcy within both constructs. For example, masculinity is characterized by strength and assertiveness, whereas femininity is characterized as gentle and meek (Krane & Barak, 2012). In LGBTQ circles, proponents feel society’s definitions may not be the only factors constructing an individual’s gender; an individual’s *gender identity* (own internal sense of maleness or femaleness) may play a pivotal role as well. This is why the LGBTQ community believes that there is no single way to qualify a transgender individual; they feel that transgenderism is sometimes revealed through gender

expression (Krane & Barak, 2012, p. 41). Opponents of the belief that gender expression is a way to qualify gender feel transgenderism is not a normal healthy condition, but an emotionally dangerous state that must be treated psychologically in order for an individual to become healthy and well-rounded. They believe that there are only two genders, male and female, and an individual's gender is determined by a person's genetic makeup. "Genes play an important role in the early development of sexual identity, and probably have much to do with shaping gender in the mammalian brain" (Psychology Today, 2003, para. 3).

### ***Transgender***

An individual whose gender identity and genetic sex do not match has been considered by LGBTQ proponents to be *transgender* (GLAAD, 2014; Krane & Barak, 2012). Transgender is a term that should only be used as an adjective as using it as a noun has been considered offensive (Orr et al., n.d.). Individuals who are lesbian, gay, bisexual, transgender, and questioning believe gender identity can be very fluid—changing over time. Although a transgender individual may express characteristics of a particular gender, that does not necessarily mean they identify with, prefer, or desire to be a particular gender, which brings a new aspect within the sports world.

Gender roles play a significant role in athletic competition. The historical allocation of sports participation in Olympic sport shows that females were to be judged by beauty in motion (rhythmic gymnastics, synchronized swimming) while men were judged by power, speed, and strength (wrestling and weightlifting) (Singh et al., 2010, p. 86). Sports are no longer fully separated by those constructs. Females can participate in events that require power, speed, and strength, and males can participate in events that



require beauty in motion. However, equal participation can come at a price. According to Singh, Singh & Sharma (2010), “the social cost that often confronts athletes attempting to participate in a sport that is non-traditional for their sex is the questioning of their sexuality” (p. 87).

Transgender individuals bring a new aspect to athletic sport. Because the gender identity is what defines each transgender individual, the outwardly appearance, characteristics, and anatomy of each transgender individual is irrelevant. This makes for eligibility considerations that may not have been examined in years past. According to Cunningham, Buzuvis, and Mosier (2018):

...interscholastic programs run the inclusiveness gamut. In some states such as Washington, athletes can participate in a manner consistent with their gender identity and expression. This policy, and others like it, are athlete-centered and illustrate the manner in which competition and inclusion align. In other states including Alabama, Idaho, Indiana, Louisiana, Nebraska, North Carolina, and Texas, athletes must compete in the category listed on their birth certificates (p. n)

### ***Gender Fluidity***

Within LGBTQ communities, individuals practicing *gender fluidity* may not necessarily be transgender, but may not want to conform to society’s stereotypes and definitions of gender. These individuals may exhibit a range of gender expressions, combining traditional masculine or feminine characteristics – including appearance. According to Krane and Barak (2012),

Altogether, sex and gender can be considered a prism in which a wide range of gender identities and expressions may occur. While a prism may radiate obvious

lines of color, the spectrum of colors also bleeds into one another and can become less distinct. When considering gender identity, sometimes sex and gender are aligned recognizably and in socially expected manners (e.g., feminine females and masculine males). Yet in a prism, a wide array of outcomes can emerge, which cannot be predicted or prescribed. (p. 39)

The description by Krane and Barak (2012) has met strong opposition by individuals such as Joseph Farah (2017):

There's no science behind it. There's no common sense behind it. There's no morality behind it. Yet our society has embraced the idea of allowing gender-confused small children to determine for themselves whether they are boys or girls and want to choose chemical castration and/or sterilization – ignoring the dire medical and health risks such procedures pose. (para 1)

Farah formed his views based on the statements of medical professionals, one being Dr. Michelle Cretella, president of the American College of Pediatricians. While participating in a forum at the Heritage Foundation, Dr. Cretella stated:

Chemical castration is what you're doing when you put any biologically normal child on puberty blockers. It's treating puberty like a disease, arresting a normal process which is critical to normal development. Indoctrinating pre-school kids with the lie that you can be trapped in the wrong body, again, that's disrupting their normal reality testing and cognitive development. Those things are abusive. (Farah, (2017), paras. 3, 5)

The medical community has been at odds with how to treat and/or care for transgender individuals, whether it is physically or mentally. “Medical care of transgender patients,

including surgical and hormonal treatment, has largely been met with resistance by physicians in favor of psychiatric treatment, owing to misconceptions that gender identity can be changed” (Boston University Medical Center, 2015, para. 1).

As it stands, gender fluidity abandons profiles once deemed important to societal standards and norms. “Gender identities are now conceived as plural, multidimensional, difficult to demarcate or classify” (Fontanella, Maretti, & Sarra, 2014, p. 2554). If an individual begins the process of living as the gender to which the individual identifies (wishes to transition to another gender), an individual can choose to transition socially, medically, or both. An individual who is socially transitioning may change aspects such as names, pronouns, hairstyle, and clothing. An individual who is medically transitioning may choose to begin “hormone therapy and gender affirming surgeries” (Orr et al., n.d., p. 7). Because each person is different, not all transgender individuals seek medical procedures as part of their transition process. However, there has been some concern about the health aspects of encouraging individuals to pursue transgender personas.

According to Higgins (n.d.):

One would think it impossible that the belief that men can become women or that humans can be ‘born in the wrong body’ could catch fire in the modern world, but we don’t live in modernity. We live in postmodernity, which denies the existence of objective reality and objective moral truth. (para. 3)

There are those who believe that an individual is born into the gender for which they are meant to exist, and there are those who believe that gender is a state of mind that has no room for conformity with established norms. Where does that leave transgender individuals in regard to sex classification and the law?

## **What is the Purpose of Law**

In the U.S., the Declaration of Independence described a philosophy that the forefathers held in regard to law, among other things. This philosophy described the purpose of United States law very well. The Declaration stated that people have been “endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty, and the pursuit of Happiness,” and “To secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed” (Bartlett et al., 1776, para. 2). Since governments are made by and for people, governments receive their powers from the people who wished to be governed by them. Before policy, statutes, and laws regarding transgender rights can be written, there is a need to form some sort of consensus on the subject. In other words, for a law to be just, the people need to give consent to the government to create law, especially law on a subject over which there is much disagreement and one that causes emotions to run high.

## **Non-Discrimination Policies**

The movement towards anti-discrimination legislation has broadened to include transgender individuals. “In 2007, the Washington Interscholastic Athletic [*sic* – *Activities*] Association (WIAA) became the first interscholastic athletic organization to adopt a formal policy” (Buzuvis, 2011, pp. 24-25) that allows transgender athletes to participate in sports based solely on gender identity (Buzuvis, 2011). Policy 18.15.0 in the *WIAA 2019-20 Handbook* states: “All students should have the opportunity to participate in WIAA activities in a manner that is consistent with their gender identity, irrespective of the gender listed on a student’s records” (Washington Interscholastic Activities Association [WIAA], 2019, p. 32). Additionally, according to the American

Civil Liberties Union (ACLU, 2015), about one-third of the United States including: “California, Colorado, Connecticut, Delaware, Hawaii, Illinois, Iowa, Maine, Maryland, Massachusetts, Minnesota, Nevada, New Jersey, New Mexico, Oregon, Rhode Island, Vermont, Washington, and the District of Columbia” (p. 2), all have state laws that prohibit what lesbian, gay, bisexual, transsexual, and questioning (LGBTQ) society considers discrimination against transgender individuals, but their legal protections for transgender individuals vary. Also, as of 2016, Massachusetts, Connecticut, and New York have issued stronger guidelines outlining expectations for schools on ways to specifically support the needs of transgender students that is consistent with specific statewide legal protections. In addition to state reform, that same year (2007), the United States Department of Education’s Office for Civil Rights issued guidance that considered transgender students protected under Title IX of the Education Amendments of 1972, and that all educators are responsible for creating an environment that will foster the full academic and athletic participation of transgender students (American Civil Liberties Union [ACLU], 2015).

### **Brown v. Board of Education**

The *Brown v. Board of Education of Topeka Kansas* (1954) case provided a framework that supports the Office of Civil Rights’ guidance regarding segregation, and has become one of the precedents used to explain the rights of transgender individuals with public schools. Supreme Court Justice Chief Justice Earl Warren questioned the establishment of separating students in public schools. He asked:

1. Does the segregation of the students deprive children of a minority group of equal educational opportunities?
2. Does the segregation of students give them a sense of inferiority? Will that demotivate the child to learn and thus retard the mental development of the student?
3. Is the child deprived of the same benefits as other students?

The Justices concluded that “separate, but equal” based on race had no place in public education.

Based on the Supreme Court’s language, an individual could argue that it is discriminatory for a high school to provide a transgender student with a separate, but equal unisex (designed to be suitable for both sexes) bathroom and or locker room. Furthermore, it may also be deemed discriminatory if a school declines a transgender individual the use of a bathroom that is consistent with the high school student’s gender identity. On the other hand, many fear granting transgender individuals the use of bathrooms and locker rooms based on gender identity will create more problems than it will solve. “There are countless deviant men in this world who will pretend to be transgender as a means of gaining access to the people they want to exploit, namely women and children. It already happens. Just Google Jason Pomares, Norwood Smith Burnes, or Taylor Buehler, for starters” (Haver, 2015, para. 12).

#### **Title VI of the Civil Rights Act of 1964**

Title VI of the Civil Rights Act of 1964 “prohibits discrimination on the basis of race, color, and national origin in programs and activities” (para. 1) that receive federal funding. Districts that are in *intentional violation* (or a violation due to non-compliance)

of Title VI stand to have their funding removed (U.S. Department of Justice, 2016). Violations of Title VI include, but are not limited to: the denial of services supplied as part of a health and human services program; failure to provide the same level of service or aid than what is afforded to others; or, the failure to take reasonable steps to ensure access by persons with limited English proficiency to programs or services (U.S. Department of Health & Human Services, Office for Civil Rights, 2013).

The entirety of the Civil Rights Act of 1964 is encompassed in 11 titles that has “sought to improve access to voting, public accommodations, and employment as well as improve the overall status of individuals discriminated against on the basis of race, color, religion, sex, and national origin” (Hersch & Shinall, 2015, p. 425). Through the Civil Rights Act, protected individuals and minorities have gained a sense of belonging, which “promotes a more inclusive vision of who belongs to the national community of the United States and that facilitates equal membership in that community” (Morgan & Zietlow, 2005, p. 1348). Furthermore:

[W]hen the legislative branch creates rights of belonging, it represents a decision within the community to effectuate the more inclusive vision of that community. The 1964 Act . . . represents a significant moment in constitutional history when our majoritarian political branches, not just the judiciary, embraced the cause of protecting minorities. (Zietlow, 2005, p. 946)

Table 1 shows an outline of protections legislated by the Civil Rights Act.

**Table 1***Outline of the Titles in the Civil Rights Act of 1964*

Title	Protected classes	Protections Extended
I	-----	Prohibits certain techniques commonly used to disenfranchise voters
II	Race, color, national origin, religion	Bans discrimination in public accommodations
III	Race, color, national origin, religion	Bans states and their subsidiaries from denying access to public facilities
IV	Race, color, national origin, religion	Extends school desegregation efforts
V	Race, color, national origin, religion	Expands U.S. Commission on Civil Rights
VI	Race, color, national origin	Prohibits discrimination by programs receiving federal funding
VII	Race, color, national origin, religion, sex	Prohibits employment discrimination
VIII	Race, color, national origin	Requires the compilation of voter records
IX	Race, color, national origin, religion	Allows parties to appeal failed removals from state courts to federal courts
X	Race, color, national origin	Establishes the Community Relations Service
XI	-----	Provides right to jury trial for Titles II-VII criminal contempt proceedings

*Note.* Adapted from “Fifty Years Later: The Legacy of the Civil Rights Act of 1964,” by J. Hersch & J. B. Shinall, 2015, *Journal of Policy Analysis and Management*, 34(2), p. 426. Copyright 2015 by the Association for Public Policy Analysis and Management (APPAM).



Further discussion regarding civil rights has brought more activity centering on the expansion of rights to more groups of individuals. For federal employees, this includes: Executive Order No. 11246 (1964-1965), expands the affirmative action requirements; Executive Order No. 13087 (1999), ends alleged discrimination based on sexual orientation; and, most recently, Executive Order No. 13672 (2015) which ends gender identity and sexual-orientation discrimination against employees of federal contractors and federal civilian employees. Both state and local levels have also experienced an expansion of legislation that extends civil rights protections—most notably in the lesbian, gay, bisexual, and transgender (LGBT) community. According to the American Civil Liberties Union, “21 states and the District of Columbia prohibit employment discrimination on the basis of sexual orientation; 18 states and the District of Columbia prohibit employment discrimination on the basis of sexual identity” (as cited in Hersh & Shinall, 2015, p. 448).

### **Title IX of the Education Amendments of 1972**

Although Title IX of the Education Amendments of 1972 does not mention sports, it is often used today as a guide to ensure gender equity within athletics (Edwards, 2010). Title IX states, “No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance” (Education Amendments of 1972, Section 1681(a), para. 1). In 1973, the focus of Title IX shifted from educational discrimination to athletic discrimination (Edwards, 2010).

Under Title IX regulations, schools may offer athletic programs that are entirely segregated on the basis of sex—for non-contact sports, sex-based exclusions are permitted so long as the sport is offered to both sexes, and for contact sports, sex-based exclusions are permitted even when the sport is only offered to one sex (Buzuvis, 2011, p. 6).

This has been cause for debate, discussion, and disagreement, which has resulted in litigation. Cases, such as *Brenden v. Independent School District 742* (1973), shaped the landscape of what Title IX is today because it forced the judicial system to discuss if there was a fair and substantial relationship to the objective of rules that are intended for fair play and athlete safety (Edwards, 2010).

In the case of *Brenden v. Independent School District 742* (1973), Minnesota high school students Peggy Brenden, a tennis athlete, and Antoinette St. Pierre, a cross-country skier and a cross-country runner, were prohibited from interscholastic competition between men and women. The school did not offer their respective interscholastic sports for women, only men; and, because of the Minnesota State High School League's rules banning females from participating in male athletics, the girls were prohibited from trying out for the boys' team.

The court decided to use a test used by the Supreme Court in *Reed v. Reed* (1971), in which a court found sex-based classification to be “in violation of the Fifth and Fourteenth Amendments” (Edwards, 2010, p. 336) when not used as “a rational basis for the statute's or regulation's classification” (Edwards, 2010, p. 336). Like many other decisions that formed precedence within Title IX, *Reed v. Reed* (1971) did not concern athletics at all. In *Reed v. Reed*, “the Court denied the state's justification of

administrative convenience as sufficient reason to give automatic preference to males as executors of a descendant's estate when there was a female relative similarly situated" (Edwards, 2010, p. 336). In (1973), the court decided a public school district must give students "an individualized determination of their own ability to qualify for positions on these teams" (Edwards, 2010, p. 324).

Because of the *Brenden* case, the other branches of government adjusted their evaluation of Title IX policy. Secretary of the Health, Education, and Welfare department, Caspar Weinberger (1973-1975), "requested information concerning the 'applicability of Title IX . . . to athletic activities . . . in particular, intercollegiate activities'" (Edwards, 2010, p. 325). Assistant Attorney General of the Office of Legal Counsel, Robert Dixson, Jr. (1973-1974), responded to Weinberger, and in his response, he considered two things: First, he wanted to answer Secretary Weinberger's questions "concerning the applicability of Title IX to athletic activities" (Edwards, 2010, p. 325); and second, he wanted "to argue his department's opinion on what Title IX regulations should entail" (Edwards, 2010, p. 325). Dixson concluded that Title IX should be specific. He said:

We recognize the complex and novel nature of the issues presented by the application of Title IX to athletics and the consequent difficulty of drafting a regulation on the subject. Still, in our view, the present provisions on athletics (§ 86.38) are not adequate. (as written in Edwards, 2010, p. 326)

Subsequently, Dixson (1974) recommended that Title IX should be defined and clarified with respect to athletics.

The United States Department of Education, Office for Civil Rights (2014) issued official guidance that included transgender students, along with minorities, women, children, and the disabled, as a protected class and thus granted transgender individuals all civil rights protections. Within the guidance, the Office for Civil Rights also addressed gender identity and sex discrimination: “Title IX’s sex discrimination prohibition extends to claims of discrimination based on gender identity or failure to conform to stereotypical notions of masculinity or femininity” (United States Department of Education [U.S. DOE], Office for Civil Rights [OCR], 2014, p. 5). The federal government will intervene if an issue of the civil rights of an individual is involved. For example, in 2015, a transgender male student requested, and was ultimately denied, use of the boys’ bathrooms at his school due to the school’s policy preventing him from doing so. Both the United States Department of Justice, Civil Rights Division, and the United States Department of Education, Office for Civil Rights contended that this type of action is both discriminatory and violates Title IX (*G.G. v. Gloucester County School District*, 2015). Subsequently, in 2016, both entities collectively issued a *Dear Colleague Letter*. Its purpose was to issue significant guidance on how both “Departments evaluate whether covered entities are complying with their legal obligations” (U. S. Department of Justice, Civil Rights Division, & U. S. Department of Education, Office for Civil Rights, 2016, p. 1).

### **The Tenth Amendment**

The Tenth Amendment of the United States Constitution grants states the responsibility of regulating and protecting its citizens in an effort to limit the federal government from having absolute power over the states. James Madison stated:

I find, from looking into the amendments proposed by the State conventions, that several are particularly anxious that it should be declared in the Constitution, that the powers not therein delegated should be reserved to the several States. Perhaps words which may define this more precisely than the whole of the instrument now does, may be considered as superfluous. I admit they may be deemed unnecessary: but there can be no harm in making such a declaration, if gentlemen will allow that the fact is as stated. I am sure I understand it so, and do therefore propose it (Kurland & Lerner, 2000, para. 66).

According to the U.S. Department of Education (2017), individual states have the right to “establish schools and colleges, develop curricula, and determine requirements for enrollment and graduation” (para. 1). Since each school district is representative of its respective state, policies that are created and/or enforced by a particular school district are reflective of state legislation and must not infringe upon any individual’s civil rights. High school transgender athletic eligibility brings in a new frontier of decisions to be made. The biggest being what level of government should make those decisions?

### ***State Versus Federal Control***

Although State Athletic Associations have contended that interscholastic activities are voluntary, extracurricular, and a highly coveted privilege, courts have still found grounds to require state action. In *St. Augustine High School v. Louisiana High School Athletic Association* (1967), the courts did not accept that the terms “voluntary” and “private” influence eligibility in high school athletics:

For the state to devote so much time, energy, and other resources to interscholastic athletics and then to refer coordination of those activities to a

separate body cannot obscure the real and pervasive involvement of the state in the total program (*St. Augustine High School v. Louisiana High School Athletic Association*, 1967, Section II, para. 9).

The Fifth Circuit Court agreed (*Louisiana High School Athletic Association v. St. Augustine High School*, 1967/1968; Wien, 1973).

In an effort to maintain local control, states may use language, such as in *United States v. Darby* (1941), as a guide:

The amendment states but a truism that all is retained which has not been surrendered. There is nothing in the history of its adoption to suggest that it was more than declaratory of the relationship between the national and state governments as it had been established by the Constitution before the amendment or that its purpose was other than to allay fears that the new national government might seek to exercise powers not granted, and that the states might not be able to exercise fully their reserved powers. (para. 48)

Although the United States state and federal governments have their separate obligations, there are ways that the federal government can influence how states govern. One such avenue is by controlling the allocation of federal resources. For example, education falls under the jurisdiction of the respective states; but, to meet the needs of each citizen within a specific state is a very costly endeavor, which is why many states depend on the federal government for subsidies to help defray costs. In most cases, the federal government is able to assist. But the assistance may require one or more stipulations and/or contingencies that must be met in order to receive full allocation of the

resources needed. An example of a contingency is the No Child Left Behind Act of 2001 (NCLB). According to the U. S. Department of Education (2005), in the president's proposed budget for 2006, No Child Left Behind programs and initiatives such as: Title I, grants, improving teacher quality, and Impact Aid, accounted for 65 percent of the U.S. Department of Education's budget to both help fund schools with economically disadvantaged students, as well as, support children with disabilities. States that chose to receive these resources were required to follow federal mandates.

Federal education program "requirements" are not unfunded mandates because the conditions in federal law apply only when a state (or other grantee) voluntarily chooses to accept federal funds. Any state that does not want to abide by a federal program's requirements can simply choose not to accept the federal funds associated with that program. While most states choose to accept and use federal program funds, in the past, a few states have forgone funds for various reasons.

(U. S. Department of Education [U.S. DOE], 2005, p. 4)

The mandates under NCLB were extensive and included “establishing an accountability system and staffing schools with high-quality professionals” (McColl, 2005, p. 605). Some believed that the government was overreaching and impeding on states' rights. Individual states made their own determination about entering into a contract with the federal government:

. . . *if* the legislation is in the form of an offer of a contract—i.e., if federal funds are offered to states as an inducement to meet certain conditions. In constitutional parlance, this arrangement, also known as a conditional grant, does not “offend”

the 10<sup>th</sup> Amendment reservation of certain powers to states since states can simply refuse the contract. (McColl, 2005, p. 605)

As long as conditions of acceptance set forth by Congress are clear, the Supreme Court has supported the federal government's use of spending power. "The legitimacy of Congress' power to legislate under the spending power thus rests on whether the State *voluntarily and knowingly* [emphasis added] accepts the terms of the 'contract'" (*Pennhurst State School v. Halderman*, 1981, p. 17).

### ***Federal Mandate(s)***

In their study, Hargie et al. (2017) concluded that transgender individuals are often placed in situations that cause a high amount of stress and possibly social exclusion. For example, participants in the study reported negative social and psychological costs, such as a decline in socializing and forming relationships due to sport exclusion and/or transphobia.

To combat this, former President Barack Obama required school districts that desire federal funding "must allow students the use of the bathroom and locker room of the gender with which they identify" (Messinger, 2016, p. 35). "They are vulnerable, and I think it's part of our obligation as a society to make sure that everybody is treated fairly, and our kids are all loved and protected, and that their dignity is affirmed" (Messinger, 2016, p. 35). In response to the federal mandate issued by President Obama, the National Association of Secondary School Principals (NASSP) issued a position statement on transgender rights that is in line with former President Obama's ideas. The statement proclaims the NASSP's opposition to legislation and policies that "discriminate against transgender students; along with providing recommendations for federal, state, and local



policymakers and school leaders on how to better support transgender students in the K-12 system” (Messinger, 2016, p. 35).

According to Messinger (2016), the NASSP’s position statement serves multiple purposes: to point out that climate conducive to the educational success of transgender students remains elusive in many schools, and that there are “several states that are considering legislation against these students, and to recommend that principals make certain that students from diverse backgrounds and identities are affirmed, supported, and assured equitable educational opportunities and access to school and community-based support services” (Messinger, 2016, p. 35).

### **The 14<sup>th</sup> Amendment (Equal Protection Clause)**

Because of its “equal protection of the laws” phrase, the 14<sup>th</sup> amendment of the United States Constitution is often referenced when discussing transgender rights. The 14<sup>th</sup> amendment states that:

All persons born or naturalized in the United States, and subject to the jurisdiction thereof, are citizens of the United States and of the state wherein they reside. No state shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; nor shall any state deprive any person of life, liberty, or property, without due process of law; nor deny to any person within its jurisdiction the equal protection of the laws. (U. S. Const. amend. XIV § 1)

When there are similar conditions and circumstances present, each individual state must treat its citizens equally. The 14<sup>th</sup> amendment is a law designed to give individual citizens equal protection under the states' jurisdiction, as opposed to federal jurisdiction, which is

covered under the fifth amendment. In order for that to happen, courts may utilize *state action* in their determination.

*State action* allows for legal claims against government entities for one or more violation(s) of an individual's civil rights. Individuals' actions are classified in one of two ways. Individuals may act as private citizens, or *under color of* a government entity (Maloy, 2005). A case example of under color is *Peterson v. City of Greenville* (1963). The Supreme Court held that the restaurant's proprietor was not acting as a private person when the store manager closed a lunch counter and denied service to patrons who were of African descent. Since the denial of service was due to a state policy, the restaurant, as well as its individuals, were acting under the color of the state (Maloy, 2005). In United States Supreme Court Chief Justice Warren's opinion, he stated:

When the state has commanded a particular result, it has saved to itself the power to determine that result and thereby "to a significant extent" has "become involved" in it, and, in fact, has removed that decision from the sphere of private choice. (*Peterson v. City of Greenville*, 1963, p. 248)

Chief Justice Warren determined that a person who owned, managed, or controlled a restaurant had to segregate the patrons and did so under city law (Maloy, 2005). Since the law violated a patron's civil rights, the person exercising the law acted as an agent of the city and violated the patron's civil rights. Years later, in *Adickes v S. H. Kress & Co.* (1970), Supreme Court Justice Frankfurter (1939-1962) corroborated Justice Chief Warren's statements, "State is responsible for the . . . act of a private party when the State, by its law, has compelled the act" (*Adickes v. S. H. Kress & Co.*, 1970, p. 170).

According to Wien (1973), jurisdiction of public high schools lies with the State since “State High School Athletic Associations . . . are persons acting under color of state law within the meaning of 42 U.S.C. §1983” (p. 572):

This is not to say, however, that the involvement of the State need be either exclusive or direct. In a variety of situations, the Court has found state action of a nature sufficient to create rights under the Equal Protection Clause even though the participation of the State was peripheral, or its action was only one of several co-operative forces leading to the constitutional violation. (*United States v. Guest*, 1966, pp. 755-756)

### **Family Educational Rights and Privacy Act**

The Family Educational Rights and Privacy Act (FERPA) of 1974 mandates that institutions that receive federal funding protect the privacy of students’ personally identifiable information. Academic institutions are prohibited from sharing students’ educational records and data without the consent of a parent or adult student (one that is 18 years of age or older and/or is emancipated from any legal parent/guardian), unless an exception to FERPA’s general consent rule applies. Under FERPA, students have the right to inspect, review, and seek amendments, as well as have some control over the disclosure of their educational records (Sutton, 2015).

The language in FERPA defines “education records” as documents and/or data that are “directly related to a student . . . maintained by an educational agency or institution or by a party acting for the agency or institution” (Family Educational Rights and Privacy, 2020, 34 C.F.R. § 99.3, Education records section, Item a). Documents that could be considered protected are:

- Transcripts sent from another institution during the application process,
- Any document of exchange that includes personally identifiable information pertaining to that student, including but not limited to:
  - Student name
  - Student identification number
  - Social Security number
  - Other indirect identifiers. (Sutton, 2015, p. 6)

According to Sutton (2015), “A key aspect of student rights in regard to education records under FERPA is the control that students maintain over their disclosure of their records” (p. 6). Unless disclosure is for school officials with legitimate education interest at the institution, and/or to a school where the student is seeking enrollment, institutions must have signed and dated consent from a student or parents (if student is under 18 years of age) if information is to be disclosed (p. 7).

The Family Educational Rights and Privacy Act (FERPA) of 1974 with the Health Insurance Portability and Accountability Act (HIPAA) of 1996 are often used interchangeably, or confused for one another though they are not the same. HIPAA applies to “health plans, healthcare clearinghouse, and health care provider (covered entities) who transmits any health information in electronic format according to a HIPAA specified transaction” (Kiel & Knoblauch, 2010, p. e-163). FERPA “applies to an educational agency or institution to which funds have been made available under any program administered by the Secretary” (Kiel & Knoblauch, 2010, p. e-163).

In May 2016, the U.S. Department of Justice, Civil Rights Division, and U.S. Department of Education, Office for Civil Rights (2016), released guidance on FERPA regarding transgender students. Under the law, transgender students' "birth name or sex assigned at birth" (p. 4) are considered "personally identifiable information" (p. 4) and relevant FERPA protections apply. Such information should not be disclosed to school personnel unless they "have a legitimate educational interest in the information" (U.S. Department of Justice, Civil Rights Division, & U.S. Department of Education, Office for Civil Rights, 2016, p. 4). With that in mind, it could be argued that a high school that restricts a transgender student to a sex-segregated bathroom could constitute a violation under FERPA; especially if the transgender individual has, what could be perceived as, a stereotypical appearance of a particular sex. Although opponents of gender-identity bathroom selection would argue that this is a reach, there is case law that corroborates a possible violation.

In *Mathis v. Fountain-Fort Carson School District 8* (2013), the school required transgender students to utilize individual bathrooms to keep transgender students away from sex-segregated bathrooms. But the district may have violated individuals' FERPA rights and "outed" (or revealed) students as being transgender, opening them up to teasing and ridicule by their cisgender peers. The practices of the Fountain-Fort Carson School District may have subjected transgender students to multiple forms of discrimination and harassment from peers, faculty, and staff. According to Himmelstein and Brückner (2011), "nonheterosexual adolescents suffer disproportionate punishments by schools and the criminal-justice system" (p. 55).

The topic of gender identity bathroom selection brings with it concerns of student safety and questions whether public schools are able to mandate transgender students utilize bathrooms that do not correspond with the student's gender identity. The language in *Cruzan v. Special School District* (2002) gives context to a situation that affects all students in a public school. In 2002, in Minnesota, the Eighth Circuit Federal Appeals Court ruled that it is not the job of a transgender individual to accommodate the concerns of cisgender individuals who express discomfort with sharing a facility with a transgender person. The rights of cisgender individuals will not have a direct influence on the decision to accommodate for a transgender individual's needs. Alone, the perception of a conflict arising is not a good reason to restrict bathroom use of transgender individuals.

### **Eligibility in High School Sports**

Sex segregation has become systematic and engrained in sports: The rigid division of sport into male or female, based upon bio-genetic sex differences, would seem to have been driven by an ideological and political heterosexual imperative that privileges masculinity (Hargie et al., 2017, p. 4). Since transgender individuals live outside the two constructs, participation in high school sports can be a difficult venture, an aspect a school board must consider whether or not the district will allow participation in athletics to be based on biological (genetic) gender, or an individual's gender identity.

### ***Birth Certificate Eligibility***

There are states and districts that require transgender athletes to participate in athletics within the gender stated on their birth certificate, i.e. based on gender as defined by genetics. This means a transgender girl will have no other choice than to participate in

boys' athletics, regardless of what stage of transition the athlete is in. According to Griffin (2015), one state has allowed transgender girls to participate in girl high school athletics if they have undergone gender surgery and are taking hormones. "In other states, students are required to participate according to the gender identified on their birth certificate regardless of their affirmed gender identity" (Griffin, 2015, para. 7).

### ***Gender Identity Eligibility***

There are a spectrum of ways a transgender individual can be granted the opportunity to play high school sports. There are state and/or state organizations that allow transgender students to participate, but under certain conditions, such as gender identity verification which could include medical information. Some states require a case-by-case review, while others require a one-year wait period before participation is granted. A few states, such as California, allow transgender students the opportunity to participate in high school athletics based on their affirmed gender identity. Section 221.5 of the California Education Code reads:

(e) Participation in a particular education activity or sport, if required of pupils of one sex, shall be available to pupils of each sex.

(f) A pupil shall be permitted to participate in sex-segregated school programs and activities, including athletic teams and competitions, and use facilities consistent with his or her gender identity, irrespective of the gender listed on the pupil's records. (Sex Equity in Education Act, 1998/2015, paras. 5-6)

The California Interscholastic Federation (CIF) followed suit and wrote their own policy, which states:

All students should have the opportunity to participate in CIF activities in a manner that is consistent with their gender identity, irrespective of the gender listed on a student's records. The student and/or the student's school may seek review of the student's eligibility for participation in interscholastic athletics in a gender that does not match the gender assigned to him or her at birth. (California Interscholastic Federation [CIF], 2018, p. 92)

### ***Eligibility Variance***

Why is there a variance between policies from different states? Is it because of perceived physical risks involved with granting eligibility by gender identity? Is it due to the political climate of a specific region? Is it due to a perceived competitive edge of one individual over another? Griffin (2015) believed states that do not allow eligibility based on gender identity are trying to address four concerns:

1. "Transgender girls are really boys despite their affirmed gender identity as a girl" (para. 10).
2. "Fear that non-transgender boys will pretend to be girls to win championships or get more playing time on girls teams" (para. 10);
3. "Transgender girls pose a safety risk for non-transgender girls in some sports, like basketball or field hockey" (para. 10).
4. "Transgender girls have a competitive advantage over non-transgender girls" (para. 10).

A lot of the concern centers around transgender girls playing alongside of and competing against cisgender girls. Although these concerns may exist, Griffin (2015) contended they are baseless because transgender girls "are not boys" (para. 11):



Their consistent and affirmed gender identity as girls is as deep-seated as the gender identity of non-transgender girls. The belief that transgender girls are not “real” girls is sometimes expressed as a concern that allowing transgender girls to compete on girls’ teams displaces opportunities for “real” girls to participate. (para. 11)

Ritchie (2016) delved into the scientific and ethical reasons people may be concerned about transgender individuals and described some additional reasons some states may have had concerns. Ritchie claimed:

1. **“Transgenderism is Tyrannical. . . .** In one fell swoop the federal government imposed transgender bathrooms on all public schools . . . states that opposed the measure have been treated with severe penalties” (Ritchie, 2016, Section 1, para. 1).
2. **“It Fuels Child Abuse”** (Ritchie, 2016, Section 2). “Conditioning children into believing a lifetime of chemical and surgical impersonation of the opposite sex is normal and healthful is child abuse . . . a lifetime of carcinogenic and otherwise toxic cross-sex hormones, and . . . unnecessary surgical mutilation of their healthy body parts” (Cretella, Van Meter, & McHugh, 2017, para. 9).
3. **“It Contradicts Biology and Science. . . .** The same progressive movement that once worshiped at the secular altar of science, to the exclusion of God and metaphysics, has turned against its own science-is-everything dogma. Now, all scientific evidence that disproves the transgender narrative is discarded” (Ritchie, 2016, Section 3, para. 1).

4. **“Biological Sex Cannot Change”** (Ritchie, 2016, Section 4). “It is physiologically impossible to change a person’s sex, since the sex of each individual is encoded in the genes—XX if female, XY if male” (Fitzgibbons, Sutton, & O’Leary, 2009, p. 118). “[Sexual identity] is written on every cell of the body and can be determined through DNA testing. It cannot be changed” (Fitzgibbons et al., 2009, p. 98).
5. **“It Warps Manhood and Womanhood.** Transgender ideology claims that biological reality does not determine one’s sex – feelings do. . . . Here we see how the homosexual, transgender, and feminist movements are allied. They share the same final goal: the destruction of male and female, manhood and womanhood” (Ritchie, 2016, Section 5, para. 3).
6. **“It Destroys Reason.** “A fundamental part of logic and reason is the idea that things have a purpose. The purpose of our eyes, for example, is to provide us with sight. . . . Likewise, the primary purpose of human sexuality is procreation. However, transgenderism, like homosexuality and feminism, deny this principle, and therefore attack human reason itself, which is a form of deliberate madness” (Ritchie, 2016, Section 6, paras. 1-2).
7. **“Transgenderism is Self-Destructive.** The homosexual movement shatters lives. Regret, despair, and suicide is common among those who adopt the “T” of the LGBT lifestyle . . . 41% of those who identify as transgender in America have attempted to commit suicide. That’s twenty-five times higher than the national average” (Ritchie, 2016, Section 7, paras. 1, 4).

8. **“Where Will Transgenderism Lead Us: Trans-Species. . . .** If a man can pretend to be a woman, why can’t he also claim to be non-human? . . . When feelings replace reality, logic dies. The intellect, the highest part of man, is degraded. The animal rules. And our Godless culture pressures us to play along with these depraved fantasies” (Ritchie, 2016, Section 8, para. 2).
9. **“Transgender Ideology and Religious Persecution.** Favored by secularism, Transgender Ideology may spark the worst type of religious persecution as it imposes a perversion of the mind, beginning with small children. Those who oppose it are targeted by this new religion of equality, which obliges children to attend sensitivity training and gender indoctrination. . . . Anyone who speaks the truth is labeled a ‘homophobe’ or a ‘transphobe” (Ritchie, 2016, Section 9, paras. 1-2).
10. **“It Offends God. . . .** Nobody is born male or female by chance, but in accordance with a plan of Divine Providence . . . . Therefore, to intentionally contradict the biological nature of mankind is an act of revolt against our Creator” (Ritchie, 2016, Section 10, paras. 1-2).

To summarize, Ritchie believed that transgender girls are indeed boys and this can be proven through science. To believe otherwise would be illogical.

### ***Assumptions of Risk***

There are concerns of safety and fairness regarding transgender individuals’ participation in all levels of sports. In 2015, against the International Olympic Committee’s recommendations, the Court of Arbitration for Sports (CAS) decided to suspend a requirement that female athletes who have blood testosterone level of

10nmol/L sit out for a period of time, citing that “a high level of testosterone was not sufficient evidence for a performance benefit in women” (Pitsiladis et al., 2016, p. 386). Because of the decrease in androgen levels in transgender women, “depending on the levels of arbitrariness one wants to accept, it is justifiable that reassigned M-F [male to female] compete with other women” (Gooren & Bunck, 2004, p. 428).

Although it is acceptable on the Olympic level, there still remains a growing concern about allowing transgender girls to participate on high school girls’ athletic teams – particularly in regard to safety. According to the NFHS, the safety concerns expressed are primarily “based on an assumption that transgender girls are bigger, stronger and unable to exercise adequate body control resulting in an increased risk of injury to other participants” (Griffin, 2015, para. 13). Griffin contends that these factors should not be considered for eligibility, as cisgender girls participate against bigger, faster, and stronger as well as shorter, smaller, and less strong girls every year (not considered: sports where competition is organized by weight; Griffin, 2015). These concerns increase stereotypes that men, because of the increased testosterone, are inherently performing better in physical activity than females, which is not always the case. Concerns such as this are not taken into consideration when stronger, larger females are excluded from competition and weaker, smaller boys are allowed to participate (Buzuvis, 2011). Because of these stereotypes and notions about gender roles, it is difficult to find an argument that includes a risk of injury to “the average boy” as a reason for denying transgender boys the opportunity to play on a boys’ high school athletics team (*Darrin v. Gould*, 1975). In *Hoover v. Meiklejohn* (1977), the court decided: “The failure to establish any physical criteria to protect small or weak males from the injurious

effects of competition with larger or stronger males destroys the credibility of the reasoning urged in support of the sex classification” (p. 169).

### **Theoretical Framework – Sense of Community Theory**

Unlike ethnic minorities, transgender individuals are not born into their minority identity and may acquire their identity later in life. This means that transgender individuals do not have an immediate reference and support group (Hargie et al., 2017). This is the reason why the Sense of Community Theory was chosen as the theoretical framework of this study.

“The layering of communities is very much part of modern life (Fischer, 1982), in which multiple affiliations are based both on territoriality and tradition” (McMillan & Chavis, 1986, p. 19). According to Gusfield (1975), the term *community* can fit under two constructs. First, community refers to a territorial or geographical area such as a neighborhood, town, or a city. The second definition speaks to a relational context – the relationship between individuals regardless of their physical location. “Durkheim (1964) observed that modern society develops community around interests and skills more than around locality” (Blumenkrantz, 2016, p. 70). The Sense of Community Theory was the best fit for the theoretical framework of this study because it speaks to the mission of the study: to identify Montana high school athletic coaches’ perceptions on the inclusion of transgender athletes within their respective sports programs and how that affects team chemistry. The Sense of Community Theory provides a template for defining community, as well as unpacking elements that create and maintain a community. Understanding the Sense of Community Theory helped to frame this research by giving insight as to whether

inclusion of transgender athletes will, or will not, change the dynamic of a team community.

What is the Sense of Community Theory? McMillan and Chavis (1986) outlined four elements that define the Sense of Community Theory: membership, influence, integration and fulfillment of needs, and shared emotional connection.

### ***Membership***

Simply put, within the membership construct, “there are people who belong and people who do not” (McMillan & Chavis, 1986, p. 9). Membership provides boundaries that create the “us” and “them” mentality, which help define and cultivate allegiances and trust. According to Berger and Neuhaus (1977), members need to feel acceptance from the group. And, in return, individual members will feel comfortable sacrificing for the group because it is viewed as “his or her group.”

According to Levine (2006):

While most of us are desperate to enhance our sense of community, we also need to work at creating the kind of community we want to be part of. When you find yourself swimming against the tide, you can retreat into disappointment or you can seek out people with similar concerns. (p. 174)

**Boundaries.** Boundaries serve as requirements members must meet to be part of an organization. They not only outline how to become a member, but also serve as a means of security, support, and emotional safety, which acts as a bonding agent and keeps intimacy within the group specifically amongst its members.

**Emotional Safety.** This may mean physical and/or emotional. According to McMillan and Chavis (1986), boundaries are what create the safety and security needed by members.

**Personal Investment.** Contributing towards the community helps its members feel as though “one has earned a place in the group,” making membership “more meaningful and valuable” (McMillan & Chavis, 1986, p. 10).

**Common Symbol System.** According to McMillan and Chavis (1986), “A *common symbol system* serves several important functions in creating and maintaining a sense of community” (p. 10). Those that choose to use the common symbol are bonded by it – creating an “us versus them” relationship. Every member of a community must understand the symbol and be able to utilize it.

### ***Influence***

According to McMillan and Chavis (1986), individuals must have some influence over the decision-making processes of their group; this creates a vested interest which gives members a sense of importance. People need what McMillan and Chavis (1986) call “consensual validation” (p. 11) in order to feel they have membership in a group. When two or more individuals share commonalities with each other: feelings, experiences, objectives, and/or goals, then those individuals feel a sense of belonging to each other and that gives them a basis to form a group. Cohesiveness is obtained when the group can influence its members to share values, needs, and opinions. Although conformity research has assumed that group pressure on an individual to validate the group’s view of the world is the primary force behind conformity, both uniformity and conformity is transactional, meaning that it comes from a person as well as a group.

### ***Integration and Fulfillment of Needs***

Individuals will do what is necessary to have their needs met. McMillan and Chavis (1986) use the term reinforcement as the overarching name for integration and fulfillment of needs. “In order to maintain a positive sense of togetherness, the individual-group association must be rewarding for its members” (p. 12). Although it is impossible to identify all reinforcements that create a sense of togetherness, there are several that have been identified – status of membership, competence and/or capabilities of other members, and the success of the community.

### ***Shared Emotional Connection***

Although individuals do not have to participate in the same history of events for there to be a sense of community in a group, they must identify with the history of their group. This can be achieved in a multitude of ways: contact hypothesis, or ample interaction; quality of interaction, or positive experiences; closure to events, or the resolution of shared events; shared valent event hypothesis, or the importance of the shared events (greater importance equals greater cohesiveness); investment (also known as intimacy), or the contributions that members make to the whole group’s values/ideas; effect of honor and humiliation on community members, both of which have a substantial impact on the community; and spiritual bond, also referred to as the “community of spirit” (McMillan & Chavis, 1986, pp. 13-14).

Each one of these elements (membership, influence, integration and fulfillment of needs, shared experiences) “fit together in a circular, self-reinforcing way with all conditions having cause and effects” (McMillan & Chavis, 1986, p. 15). A successful melding of the four elements that define the Sense of Community Theory are what



coaches desire for their athletic teams. Teams that share those aspects are considered to have a strong sense of community, which may result in a successful season.

### **Sports Context**

Sport itself has a capacity to “help combat social exclusion/promote social inclusion” (Hargie et al., 2017, p. 227). The concept of developing a sense of community within sports provided a way for both academic and non-academic individuals of diverse populations and backgrounds to coalesce into a single community to grow together (Warner & Dixon, 2013). Bailey (2005) brought forth four connected dimensions of social inclusion with consideration to participation in sport: spatial, the reduction of social and economic distances between groups by connecting individuals who may have differing backgrounds for one common goal; relational, the fostering of acceptance and belonging by creating a sense of togetherness within a team; functional, the increasing of knowledge such as fostering fitness and the acquisition of skills needed to be successful in a sport; and power, enhancement of the amount of personal control by way of extending networks or the utilization of skills acquired. When an individual does not feel part of a community, the individual may feel socially disconnected from that particular community.

### **Summary**

Chapter II discussed literature that centers around policies, statutes, and laws regarding equal rights and protections afforded to individuals under the state and federal governments, student eligibility in high school sports, and the Sense of Community Theory. Chapter III defines the methodology of this study. Chapter IV presents the

findings of this study in both tabular and narrative form. Finally, Chapter V includes a discussion of the findings and recommendations for action.

## CHAPTER III

### METHODS

#### **Purpose**

The purpose of this study was to identify Montana high school athletic coaches' perceptions on the inclusion of transgender athletes within their respective sports programs and how that inclusion affects team chemistry. Knowledge gained through this research can lead to more informed decisions by officials on the national, state, and district levels regarding the formation and enforcement of policies and procedures that concentrate on the eligibility of all individuals who choose to play a high school extra-curricular sport. In order to gain coaches' perceptions, this study addressed four research questions:

1. What are the general perceptions of Montana high school athletic coaches on including or assimilating transgender athletes into the athletic community (transgender girls – genetic boys – into girls' sports and transgender boys – genetic girls – into boys' sports)?
2. What is the overall knowledge base of the Montana high school coaches in terms of transgender athletes?
3. What are the experiences of Montana high school athletic coaches regarding team chemistry and the inclusion of transgender athletes?

4. Do Montana high school coaches perceive an ethical and moral responsibility of schools in supporting or rejecting the idea of transgender participation in high school sports?

### **Pilot Study**

To examine “the feasibility of the approach of the study that is intended to be used in a larger scale study” (Leon, Davis, & Kraemer, 2008, p. 626), a pilot study necessary. The pilot study objectives were to analyze the integrity of the research study procedures, the structure of a research instrument, the articulation of a questionnaire, and the relationships between the survey questions and research questions. The pilot study allowed the researcher to gain feedback from individuals who would see the survey in the same way as a study participant.

### ***Pilot Study of Questionnaire, Design, & Methods***

A literature review conducted by both the researcher and his advisor produced no current studies that discuss coaches’ perceptions of transgender athletes on any athletic team. A review of literature showed other results concerning transgender athletes, such as: studies centering on transgender athletes’ abilities to be competitive in a given sport, and/or the types of behaviors and/or coping mechanisms transgender athletes exhibit. Since there is little-to-no existing studies that question coaches’ perceptions of transgender athletes, nor are there any that discuss their effect on a particular activity’s sense of community and chemistry, the researcher utilized a limited literature review to create the questionnaire instrument. The researcher created the questionnaire instrument based on the researcher’s previous and current experiences working within an ethnically

and non-ethnically diverse population of individuals. The researcher also enlisted the aid of a school counselor to limit bias and ensure proper articulation of the survey questions.

### ***Research Population for the Pilot Study***

Participants of the pilot study consisted of 30 current (at the time of the pilot study) and/or former middle school coaches (Grades 6-8). Participants were individuals who:

- self-identified as either male, female, or declined to answer;
- were a current (at the time of the pilot study) or a former coach of at least one or more sports;
- were of differing educational disciplines of various experiences;
- were required to be employed at a North Dakota middle school (middle school to be defined as Grades 6, 7, or 8);
- had held the role of middle school coach, regardless of sport and/or gender of sport, gender of coach, school enrollment number, or number of sports currently coaching at the time of the pilot study;
- may not have been a current high school coach in the state of Montana at the time of the pilot study;

At the time of the pilot study, former coaches may have been involved in a school district in a different capacity (other than coaching); or may not have been involved in a particular school district at all (this included retired coaches and those who were employed at a different non-secondary school than the one they had coached at.

### ***Purpose of Pilot Data***

Pilot data was not included in the original study. The researcher did not use pilot study data to test any particular hypothesis. The pilot study was used solely as a means to assess appropriateness of survey questions, articulation of survey questions, and proper protocols and procedures for conducting a survey. Because of the sensitivity of the subject, it was hoped assessing these factors would help minimize the risk of creating an inability to recruit an ample sample size. It was also hoped utilizing a pilot study would enhance data integrity and protection of human subjects; help guide and design the implementation of a larger study; and improve protocols associated with the study.

For administering the survey, the athletic director of each respective school was provided access to the link that was to be disbursed to their respective coaches (participants). The link directed the pilot study participants to the Qualtrics survey, via University of North Dakota, a web-based survey platform, where participants were instructed not to respond to the questions of the survey but to give responses about the articulation of questions, flow of the questions, and any questions they may have had about the line of questioning. Data was collected and analyzed by the researcher. The data from the pilot group was kept separate from the actual study data and in a different location.

The pilot data found a couple issues with the survey. First uncovered was a need to place a glossary of terms at the beginning of the pilot survey, before participants responded to statements. It was determined placing a glossary before survey statements would increase participants' comfort levels and enable participants to make fully

informed responses. The glossary was composed of commonly used terms within the transgender realm (please see Table 2).

## **Table 2**

### *Glossary of Terms Used in Survey*

---

Transgender Man (see also FTM): “A term for a transgender individual who currently identifies as a man” (National Center for Transgender Equality, 2014, p. 1).

Transgender Woman (see also MTF): “A term for a transgender individual who currently identifies as a woman” (National Center for Transgender Equality, 2014, p. 1).

Cisgender: “Denoting or relating to a person whose sense of personal identity and gender corresponds with their birth sex” (Oxford University Press, n.d.-a, para. 1).

Gender Identity: “An individual’s internal sense of being male, female, or something else. Since gender identity is internal, one’s gender identity is not necessarily visible to others” (National Center for Transgender Equality, 2014, p. 1).

Transgender: “‘Trans’ is shorthand for ‘transgender.’” (National Center for Transgender Equality, 2014, p. 1). Of, relating to, or being a person whose gender identity differs from the sex the person had or was identified as having at birth; *especially*: of, relating to, or being a person whose gender identity is opposite the sex the person had or was identified as having at birth (Merriam-Webster, n.d.-b, paras. 1-2).

Transition: “The time when a person begins to living [*sic*] as the gender with which they identify rather than the gender they were assigned at birth, which often includes changing one’s first name and dressing and grooming differently” (National Center for Transgender Equality, 2014, p. 2).

Sexual Orientation: “A term describing a person’s attraction to members of the same sex and/or a different sex, usually defined as lesbian, gay, bisexual, heterosexual, or asexual” (National Center for Transgender Equality, 2014, p. 2).

Sex Reassignment Surgery: “Surgical procedures that change one’s body to better reflect a person’s gender identity” (National Center for Transgender Equality, 2014, p. 2).

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Also, one respondent felt Title IX needed to be defined as well. The respondent felt that, although Title IX is 50 years old, there may be younger coaches who may not fully understand the implications and rights afforded under Title IX other than the fact that it has to do with gender equality.

The findings of the pilot study showed that the language utilized within the survey needed careful consideration. It was important that participants fully understood the terms used in the survey to garner informed responses. Pilot study participants responded that they were more comfortable with the questions when a glossary was present because it made them feel that there were no surprises within the survey.

## **Research Study**

### ***Research Population for the Study***

The research population for the actual study (as opposed to the pilot study) consisted of Montana high school coaches who:

- self-identified themselves as either male, female, or declined to answer;
- were a current (at the time of the study) or a former head or assistant coach of at least one or more sports sanctioned by the Montana Coaches Association (MCA) in a Montana high school;
- were of different educational disciplines;
- had varying educational and coaching experience;
- held or had held the role of high school coach, regardless of sport and gender of sport, school enrollment size, or number of sports currently coaching;
- was an active member of the Montana Coaches Association (MCA).



According to Krathwohl & Smith (2005), “The representativeness of the sample is most critical with social bookkeeping because the whole point of the study is to be able to generalize from the sample to the larger society” (p. 166). In this study, a sample size of 500 participants or greater was sought to be representative of the 2054 coaches who were members of the Montana Coaches Association at the time of the study (Montana Coaches Association [MCA], 2019).

### ***Questionnaire Instrument***

The researcher used several resources to formulate an instrument that would provide answers to research questions. The questionnaire instrument (Appendix A) utilized four constructs: knowledge, eligibility, team chemistry, and gender policy. The researcher developed a coding system that identified each statement on the survey with one of the four constructs. Appendix B shows statements from the survey listed by construct. Information in Appendix B was not provided to participants as its use was for analyzing data, and for answering each particular research question as well.

Through conferencing with advisors, as well as utilizing the review of research in the literature, both the researcher and his advisor were unable to locate a created questionnaire instrument that would support this study’s research questions. Because the questionnaire used in this study was a newly created instrument and because the sensitivity of the subject matter, professional courtesies were taken to allow for proper syntax and increase articulation of terms within the questionnaire that could cause mild discomfort to participants.

Data attained through the study survey was merged onto a spreadsheet via Qualtrics (at the University of North Dakota), where it was aggregated without

participants' identifying information. Once the dataset was complete, the actual data analysis could occur. Survey statements were pre-coded within the four constructs (knowledge, eligibility, team chemistry, and gender policy) and were used to create the survey instrument. Each statement allowed participants to respond using a four-point Likert scale, which allowed the researcher to report findings using percentages.

### ***Data Collection***

Initially, permission was sought from the North Dakota High School Coaches Association to distribute a link to the study survey to member coaches. A letter asking permission to conduct the study (Appendix C) was sent to the executive secretary and president of the North Dakota High School Coaches Association, who then granted permission for the study (Appendix D). It was thought association members who chose to participate in the study would become voluntary participants and would use the link provided to access the survey instrument. When completed, participants would click on a submit button, which would then allow the researcher access to both the survey as well as participants' responses.

Prior to data collection, permission was obtained from the University of North Dakota's Institutional Review Board (Appendix E) to conduct the study. Participants' responses were to be recorded and sent back to the researcher for collection and processing, and names would be disassociated with the data used in the study – assuring both privacy and anonymity.

The researcher emailed the North Dakota High School Coaches Association president to gain access from the North Dakota High School Coaches Association

(NDHSCA) to their listserv. The NDHSCA was unable to fulfill that request. At the time of this study, the NDHSCA had a policy that . . .

. . . does not allow for the sharing of email addresses to outside sources. However, the board will relay approved correspondence to coaches through our organization's email list. The Board is willing to examine your questionnaire and then make a determination as to forwarding it to the coaches in the association.

(T. Heisler, personal communication, November 5, 2018)

In talking with my academic advisors, this seemed like an acceptable option and I was directed to next contact the NDHSCA executive secretary.

After the NDHSCA board examined the study survey, I was informed the board would not disseminate the survey because they did not feel this survey would be relevant for North Dakota Coaches:

With the policies that are set forth by the North Dakota High School Activities Association, most of these questions are irrelevant for North Dakota Coaches. Furthermore, the wording would need to be clarified in accordance with either North Dakota policy or general perception of transgender participation in athletics. (R. W. Johnson, personal communication, March 6, 2019)

The email was accompanied with an attachment of the *NDHSAA Transgender Student Board Regulation* policy from November 20th, 2015, which stated:

A transgender student will be defined as a student whose gender identity does not match the sex assigned to him or her at birth.

Any transgender student who is not taking hormone treatment related to gender transition may participate in a sex-separated interscholastic contest in accordance with the sex assigned to him or her at birth.

The following clarifies participation in sex-separated interscholastic contests of transgender high school students undergoing hormonal treatment for gender transition:

- A trans male (female to male) student who has undergone treatment with testosterone for gender transition may compete in a contest for boys but is no longer eligible to compete in a contest for girls.
- A trans female (male to female) student being treated with testosterone suppression medication for gender transition may continue to compete in a contest for boys but may not compete in a contest for girls until completing one calendar year of documented testosterone-suppression treatment. (North Dakota High School Activities Association [NDHSAA] Board of Directors, 2015, p. 1)

Because of NDHSAA transgender policies, my research intent became moot in North Dakota. Thus, after researching transgender policies by state, I uncovered that Montana has no policy regarding eligibility of transgender athletes, so I proposed to my committee and the IRB at my university to do research in the state of Montana. My committee agreed that Montana was an appropriate venue to conduct my study. I contacted (Appendix F) Don Olsen, Executive Director of the Montana Coaches

Association (MCA), and received correspondence stating that they were interested in allowing me to conduct research using their membership (Appendix G).

The Montana Coaches Association agreed to take on my study and worked with me to customize it to fit their state. Like the North Dakota High School Coaches Association, the Montana Coaches Association had a policy regarding research protocol that does not allow for outside entities to access their listserv. They required the survey link be sent out in their spring (March 21, 2019) newsletter, but that was not possible logistically as I was waiting for both my academic committee's approval, as well as the University of North Dakota Institutional Review Board's approval. Because that timeframe was not possible, I asked that MCA disseminate the survey in their winter newsletter, scheduled for December of 2019. The MCA Executive Director wanted to wait until their annual board meeting scheduled for August of 2019 for an overall determination. At that meeting, the MCA Board approved placing a link to the survey in their fall (November 14, 2019) newsletter.

On November 14, 2019, the Montana Coaches Association published their newsletter with the survey link (Appendix H), which would "facilitate accuracy of measurement and evaluation of objective concepts" (McCusker & Gunaydin, 2015, p. 540). The survey had the potential of reaching 2054 members (MCA, 2019). The MCA also mailed out a hard copy of their newsletter to their members, increasing the likelihood that members would answer the survey. A "consent to participate" (Appendix I) section was presented before each survey online. If a potential participant decided to respond and submit survey responses, the participant thereby granted his or her consent to participate in the study – making that coach a participant.

The survey was open from December 2<sup>nd</sup> to December 16<sup>th</sup> (approximately 2 weeks). In that amount of time, the survey was able to generate 23 responses. During that time, I also received an email from an individual who was “curious to know if you are for or against transgender athletes to compete in sports as the gender they identify with.”

When I explained that I did not take an issue with either side, and I “just read the data,” I received another email from the same individual:

Some of these questions, seems like they are manipulating the outcome of the survey . . . like taking it a certain direction. Interesting. Seems there is no real questions where a survey taker can give a real opinion. Whoever came up with the questions knew how to form a survey so that it went a certain direction... I am not sharing this survey, and I will encourage others to ignore it.

After additional attempts to get responses and leaving the survey open an additional three weeks (December 16<sup>th</sup>, 2019 to January 6<sup>th</sup>, 2020) and only receiving four more responses – the survey was closed. This decision was based on my committee’s full knowledge and support.

Montana Coaches Association members who chose to participate in the study were voluntary participants and used the link provided to access the questionnaire instrument. When completed, participants clicked on a submit button, which allowed the researcher access to both the questionnaire and the participants' responses.

Prior to data collection, permission was obtained by University of North Dakota’s Institutional Review Board (Appendix E) to go ahead with the study. Participants’ names

were disassociated with their data used in the study – assuring both privacy and anonymity.

Participation in the study was strictly voluntary and no compensation was given for participation. Participants were informed of measures in place that would protect their confidentiality (names, places of employment, responses). Participants' names, gender, place of employment, sex, and responses were anonymous. The researcher asked that participants provide their opinions and experiences about a particular group of athletes. A participant had the right to refuse to answer any of the questions within the questionnaire. If a participant chose to exercise that right, the researcher honored the request with no penalty to the participant.

### ***Data Analysis***

The study utilized a quantitative methodology. “In quantitative studies, investigators use quantitative research questions and hypotheses, and sometimes objectives, to shape and specifically focus the purpose of the study” (Creswell, 2014, p. 143). The data, attained through the study questionnaire, was merged onto a spreadsheet via Qualtrics (through services at the University of North Dakota) and aggregated without participants’ identifying information. Once the dataset was completed, actual data analysis occurred. Survey statements were pre-coded based on the four constructs (knowledge, eligibility, team chemistry, and gender policy) and was used to create the survey instrument. Each statement allowed participants to respond using a four-point Likert scale and allowed the researcher to report findings using both counts and percentages.

The researcher used descriptive statistics (means, medians, and percentiles) on data to gain a clear understanding of the population. While inferential statistics were planned (an ANOVA to test several independent variables; a paired *t*-test to spot differences between two related variables; an independent *t*-test for the difference between two independent variables; multiple regression tests to analyze how change in the combination of two or more predictor variables predicts the level of change in the outcome variable; and co-relational tests to check for any association between variables) their application was pre-empted by limited survey response data.

### **Summary**

Chapter III discussed the pilot study, research study, participants, and methods of the study. Chapter IV will present the findings of this study in tabular and narrative form. Finally, Chapter V includes a discussion of the findings and recommendations for action.



## **CHAPTER IV**

### **PRESENTATION OF DATA**

The purpose of this study was to identify Montana high school athletic coaches' perceptions on the inclusion of transgender athletes within their respective sports programs and how that affected team chemistry. Knowledge gained through this research can lead to more informed decisions by officials on the national, state, and district level regarding the formation and enforcement of policies and procedures that concentrate on the eligibility of all individuals who choose to play a high school extra-curricular sport.

#### **Research Questions**

1. What are the general perceptions of Montana high school athletic coaches on including or assimilating transgender athletes into the athletic community (transgender girls – genetic boys – into girls' sports and transgender boys – genetic girls – into boys' sports)?
2. What is the overall knowledge base of the Montana high school coaches in terms of transgender athletes?
3. What are the experiences of Montana high school athletic coaches regarding team chemistry and the inclusion of transgender athletes?
4. Do Montana high school coaches perceive an ethical and moral responsibility of schools in supporting or rejecting the idea of transgender participation in high school sports?

Survey statements were pre-coded based on four constructs (2 = knowledge, 3 = eligibility, 4 = team chemistry, and 5 = gender policy) and was used to create the survey instrument. Each statement allowed participants to respond using a five-point Likert scale (1 = *strongly agree*, 2 = *somewhat agree*, 3 = *neither agree nor disagree*, 4 = *somewhat disagree*, 5 = *strongly disagree*). This allowed the researcher to report findings using percentages. Appendix J shows additional survey responses based on age of respondents and sex of sport coached.

### **Respondent Demographics**

The study garnered 27 coaches' responses from the potential sample population of 2054; 12 worked in a school district with less than 500 high school students (Table 3).

**Table 3**

*Number and Percentage of Responses by District Size*

District Size	Frequency ( <i>n</i> )	Percentage (%)
Under 500	12	54.55
501-1000	5	22.73
1000-1499	2	9.09
1500-1999	0	0
2000+	3	13.64

Ten participants reported their sex as female and the remaining reported their sex as male (Table 4).

**Table 4***Number and Percentage of Responses by Sex of Respondent*

Sex of Respondent	Frequency ( <i>n</i> )	Percentage (%)
Male	13	56.52
Female	10	43.48
Prefer Not to Answer	0	0

Of those 12 coaches that reported working in a district where there were fewer than 500 high school students, six were male and six were female (Table 5).

**Table 5***Number and Percentage of Responses by Sex of Coach and Size of District*

District Size (Students)	Male Coaches		Female Coaches	
	Frequency ( <i>n</i> )	Percentage (%)	Frequency ( <i>n</i> )	Percentage (%)
Under 500	6	50%	6	50%
501-1000	3	25%	2	20%
1000-1499	1	8.33	1	10%
1500-1999	0	0	0	0%
2000+	2	16.67%	1	10%

Of the 23 coach respondents, 60 percent reported coaching both male and female athletes, six coached just female athletes, and 3 coached only male athletes (Table 6).

**Table 6**

Number and Percentage of Responses by Sex of Athletes Coached

Sex of Athletes Coached	Frequency ( <i>n</i> )	Percentage (%)
Male	3	13.04
Female	6	26.09
Both Male and Female (same sport)	6	26.09
Both Male and Female (multiple sports)	8	34.78

Just over one-third of the study sample reported they were over 50 years of age (Table 7).

**Table 7***Number and Percentage of Responses by Age of Respondents*

Age	Frequency ( <i>n</i> )	Percentage (%)
20-29	5	21.74
30-39	5	21.74
40-49	5	21.74
50-59	7	30.43
60+	1	4.35

Approximately 36 percent of the coaches reported that they have fewer than 10 years of coaching experience (Table 8).

**Table 8***Number and Percentage of Responses by Years of Coaching Experience*

Coaching Experience	Frequency ( <i>n</i> )	Percentage (%)
1-10	8	36.36
11-20	7	31.82
21-30	3	13.64
31-40	3	13.64
41+	1	4.55

Approximately three quarters of respondents had coached outside of Montana (Table 9).

**Table 9***Number and Percentage of Responses by Having Coached Outside Montana*

Out of State Coaching	Frequency ( <i>n</i> )	Percentage (%)
Yes	6	27.27
No	16	72.73

**Knowledge Construct**

This construct was used to analyze the current knowledge of coaches within Montana about transgender individuals. The questions were formed to analyze each respondent's knowledge of Title IX, individual school district policy, school district resources, and definitions of key terms. Coaches were asked to respond to a variety of statements using a 5-point Likert scale.

Fifty percent of male coaches were in some form of agreement that transgender male athletes are covered under Title IX (Table 10). Whereas 37.5 percent of males were in some form of agreement that transgender female athletes are covered under Title IX. On the other hand, 25% of female coaches were in some form of agreement that transgender male athletes are covered under Title IX and 37.5% were in some form of agreement that transgender female athletes are covered under Title IX.

**Table 10**

*Responses to: Transgender Female and Male Athletes Are Covered Under Title IX*

Anchors of Scale	Q2.2 Transgender female athletes are covered under Title IX.				Q2.1 Transgender male athletes are covered under Title IX.			
	Coaches							
	Female		Male		Female		Male	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Strongly Agree	1	12	2	25	1	12	3	37
Somewhat Agree	2	25	1	12	1	12	1	12
Neither Agree Nor Disagree	2	25	2	25	2	25	2	25
Somewhat Disagree	1	12	0	0	2	25	0	0
Strongly Disagree	2	25	3	37	2	25	2	25
Totals	8	100	8	100	8	100	8	100

Fifty percent of respondents were in some form of disagreement that definitions of both sex and gender were clearly defined in their district documents. Male coaches disagreed in some form by only 37.5 percent (Table 11).

**Table 11***Responses to Q2.5 Definitions of Sex and Gender Are Clearly Defined in My District . . .*

Q1.2 Sex of Respondent Anchors of Likert Scale	Female Coaches		Male Coaches		Prefer Not to Answer		Total	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>N</i>	%
Strongly Agree	1	12.5	1	12.5	0	0	2	12.5
Somewhat Agree	1	12.5	0	0	0	0	1	6.3
Neither Agree Nor Disagree	2	25.0	4	50.0	0	0	6	37.5
Somewhat Disagree	3	37.5	2	25.0	0	0	5	31.3
Strongly Disagree	1	12.5	1	12.5	0	0	2	12.5
Totals	8	100	8	100	0	0	16	100

Out of 16 coaches responding to Survey Question 2.7, 14 (87.5%) of both male and female coaches (over half the women and men respondents) collectively are in some form of agreement that they know the difference between sexual identity and gender (Table 12). The same number of coaches reported that they were comfortable with explaining the definition of transgender (Table 13).

**Table 12***Responses to Q2.7 I Know the Difference Between Sexual Identity and Gender*

Q1.2 Sex of Respondent Anchors of Likert Scale	Female Coaches		Male Coaches		Prefer Not to Answer		Total	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>N</i>	%
Strongly Agree	5	62.5	6	75.0	0	0	11	68.8
Somewhat Agree	2	25.0	1	12.5	0	0	3	18.8
Neither Agree Nor Disagree	0	0.0	1	12.5	0	0	1	6.3
Somewhat Disagree	1	12.5	0	0.0	0	0	1	6.3
Strongly Disagree	0	0.0	0	0.0	0	0	0	0.0
Totals	8	100	8	100	0	0	16	100

**Table 13***Responses to Q2.6 I Am Comfortable Explaining the Definition of Transgender*

Q1.2 Sex of Respondent Anchors of Likert Scale	Female Coaches		Male Coaches		Prefer Not to Answer		Total	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>N</i>	%
Strongly Agree	5	62.5	6	75.5	0	0	11	68.8
Somewhat Agree	2	25.5	1	12.5	0	0	3	18.8
Neither Agree Nor Disagree	0	0	1	12.5	0	0	1	6.3
Somewhat Disagree	1	12.5	0	0	0	0	1	6.3
Strongly Disagree	0	0	0	0	0	0	0	0
Totals	8	100	8	100	0	0	16	100

**Eligibility Construct**

Eligibility deals with policies in place that describe who and in what capacity an individual athlete is able to participate in high school athletics. The statements in the survey that form this construct include environment of participation, fairness, physical advantages, state legislation, gender identity, sex reassignment, and locker room usage. Tables 14 and 15 show perceptions of participants regarding whether or not transgender individuals have physical advantages over non-transgender athletes.

Of all female and male coaches combined, 81.3% reported some form of disagreement that transgender males hold a physical advantage over non-transgender males (Table 14), whereas 81.3% of female and male coaches combined showed some form of agreement that transgender females hold a physical advantage over non-transgender females (Table 15).



**Table 14**

*Responses to Q3.1 Transgender Males Hold a Physical Advantage Over Non-Transgender Males*

Q1.2 Sex of Respondent Anchors of Likert Scale	Female Coaches		Male Coaches		Prefer Not to Answer		Total	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>N</i>	%
Strongly Agree	0	0	0	0	0	0	0	0
Somewhat Agree	2	25.0	0	0	0	0	2	12.5
Neither Agree Nor Disagree	1	12.5	0	0	0	0	1	6.3
Somewhat Disagree	3	37.5	3	37.5	0	0	6	37.5
Strongly Disagree	2	25.5	5	62.5	0	0	7	43.8
Totals	8	100	8	100	0	0	16	100

**Table 15**

*Responses to Q3.2 Transgender Females Hold a Physical Advantage Over Non-Transgender Females*

Q1.2 Sex of Respondent Anchors of Likert Scale	Female Coaches		Male Coaches		Prefer Not to Answer		Total	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>N</i>	%
Strongly Agree	5	62.5	6	75.0	0	0	11	68.8
Somewhat Agree	1	12.5	1	12.5	0	0	2	12.5
Neither Agree Nor Disagree	0	0	0	0	0	0	0	0
Somewhat Disagree	2	25.0	0	0	0	0	2	12.5
Strongly Disagree	0	0	1	12.5	0	0	1	6.3
Totals	8	100	8	100	0	0	16	100

A higher percentage of both male and female coaches collectively responded with some form of agreement that transgender female athletes will create more overall issues of

fairness in interscholastic sports than transgender male athletes will create (Table 16, Table 17).

**Table 16**

*Responses to Q3.7 The Inclusion of Transgender Male Athletes Will Create Overall Issues of Fairness in Interscholastic Sport*

Q1.2 Sex of Respondent Anchors of Likert Scale	Female Coaches		Male Coaches		Prefer Not to Answer		Total	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>N</i>	%
Strongly Agree	3	37.5	4	50.0	0	0	7	43.8
Somewhat Agree	4	50.0	1	12.5	0	0	5	31.3
Neither Agree Nor Disagree	0	0.0	1	12.5	0	0	1	6.3
Somewhat Disagree	1	12.5	2	25.0	0	0	3	18.8
Strongly Disagree	0	0	0	0	0	0	0	0
Totals	8	100	8	100	0	0	16	100

**Table 17**

*Responses to Q3.8 The Inclusion of Transgender Female Athletes Will Create Overall Issues of Fairness in Interscholastic Sport*

Q1.2 Sex of Respondent Anchors of Likert Scale	Female Coaches		Male Coaches		Prefer Not to Answer		Total	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>N</i>	%
Strongly Agree	5	62.5	6	75.0	0	0	11	68.8
Somewhat Agree	1	12.5	1	12.5	0	0	2	12.5
Neither Agree Nor Disagree	1	12.5	0	0	0	0	1	6.3
Somewhat Disagree	1	12.5	1	12.5	0	0	2	12.5
Strongly Disagree	0	0	0	0	0	0	0	0
Totals	8	100	8	100	0	0	16	100

A majority of male and female coaches disagreed that a male who is transitioning to a woman, but has not elected to have a medical procedure, should be allowed to play sports with the gender they are in the process of becoming (Table 18).

**Table 18**

*Responses to Q4.15 If a Male is Transitioning to a Woman, but Has Not Elected to Have a Medical Procedure, the Individual Should Be Allowed to Play Sports With the Gender They Are in the Process of Becoming*

Q1.2 Sex of Respondent Anchors of Likert Scale	Female Coaches		Male Coaches		Prefer Not to Answer		Total	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>N</i>	%
Strongly Agree	0	0	0	0	0	0	0	0
Somewhat Agree	0	0	2	25.0	0	0	2	12.5
Neither Agree Nor Disagree	1	12.5	0	0	0	0	1	12.5
Somewhat Disagree	2	25.0	0	0	0	0	2	12.5
Strongly Disagree	5	62.5	6	75.0	0	0	11	68.8
Totals	8	100	8	100	0	0	16	100

### **Team Chemistry Construct**

The third construct used to formulate the survey was *team chemistry*. Questions were asked of the coaches centered around bonding and how that might and could take shape amongst athletes. These questions centered around: inclusion, fairness, acceptance, respect, positive team chemistry, and positivity. Collectively, exactly three quarters (75%) of both male and female coaches reported some form of disagreement with the statement that a transgender male athlete will be accepted socially within a respective interscholastic sports team (Table 19).

**Table 19**

*Responses to Q4.4 A Transgender Male Athlete Will Be Accepted Socially Within a Respective Interscholastic Sports Team*

Q1.2 Sex of Respondent Anchors of Likert Scale	Female Coaches		Male Coaches		Prefer Not to Answer		Total	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>N</i>	%
Strongly Agree	0	0	0	0	0	0	0	0
Somewhat Agree	2	25.0	2	25.0	0	0	4	25.0
Neither Agree Nor Disagree	0	0	0	0	0	0	0	0
Somewhat Disagree	4	50.0	5	62.5	0	0	9	56.3
Strongly Disagree	2	25.0	1	12.5	0	0	3	18.8
Totals	8	100	8	100	0	0	16	100

Both male and female coaches reported the same sentiment was felt for transgender female athletes. Twelve participants or 75% of participants disagreed that transgender females will be accepted socially within a respective interscholastic sports team (Table 20).

**Table 20**

*Responses to Q4.5 A Transgender Female Athlete Will Be Accepted Socially Within a Respective Interscholastic Sports Team*

Q1.2 Sex of Respondent Anchors of Likert Scale	Female Coaches		Male Coaches		Prefer Not to Answer		Total	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>N</i>	%
Strongly Agree	0	0	0	0	0	0	0	0
Somewhat Agree	1	12.5	1	12.5	0	0	2	12.5
Neither Agree Nor Disagree	2	25.0	0	0	0	0	2	12.5
Somewhat Disagree	3	37.5	3	37.5	0	0	6	37.5
Strongly Disagree	2	25.0	4	50.0	0	0	6	37.5
Totals	8	100	8	100	0	0	16	100

Overall, 75% of coach participants reported that both transgender male and transgender female athletes would not be accepted by their respective teammates.

Collectively, 93.8% of both male and female coaches reported some form of agreement that team chemistry does not come naturally; it must be facilitated by the coach (Table 21).

**Table 21**

*Responses to Q4.8 Team Chemistry Does Not Come Naturally; It Must Be Facilitated by the Coach*

Q1.2 Sex of Respondent Anchors of Likert Scale	Female Coaches		Male Coaches		Prefer Not to Answer		Total	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>N</i>	%
Strongly Agree	1	12.5	3	37.5	0	0	4	25.0
Somewhat Agree	6	75.0	5	62.5	0	0	11	68.8
Neither Agree Nor Disagree	0	0	0	0	0	0	0	0
Somewhat Disagree	1	12.5	0	0	0	0	1	6.3
Strongly Disagree	0	0	0	0	0	0	0	0
Totals	8	100	8	100	0	0	16	100

Although all coaches, male and female report a form of agreement that interscholastic sports provide both female and male high school student-athletes with a supportive network of teammates, there are slight variances within the percentages for each sex (Table 22, Table 23).

**Table 22**

*Responses to Q4.9 Interscholastic Sports Provide Female Student-Athletes With a Supportive Network of Teammates*

Q1.2 Sex of Respondent Anchors of Likert Scale	Female Coaches		Male Coaches		Prefer Not to Answer		Total	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>N</i>	%
Strongly Agree	4	50.0	5	71.4	0	0	9	60.0
Somewhat Agree	4	50.0	2	28.6	0	0	6	40.0
Neither Agree Nor Disagree	0	0	0	0	0	0	0	0
Somewhat Disagree	0	0	0	0	0	0	0	0
Strongly Disagree	0	0	0	0	0	0	0	0
Totals	8	100	7	100	0	0	15	100

**Table 23**

*Responses to Q4.10 Interscholastic Sports Provide Male Student-Athletes With a Supportive Network of Teammates*

Q1.2 Sex of Respondent Anchors of Likert Scale	Female Coaches		Male Coaches		Prefer Not to Answer		Total	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>N</i>	%
Strongly Agree	4	50.0	5	62.5	0	0	9	56.3
Somewhat Agree	4	50.0	3	37.5	0	0	7	43.8
Neither Agree Nor Disagree	0	0	0	0	0	0	0	0
Somewhat Disagree	0	0	0	0	0	0	0	0
Strongly Disagree	0	0	0	0	0	0	0	0
Totals	8	100	8	100	0	0	16	100

### **Gender Policy Construct**

The fourth construct is *gender policy*. These questions were aimed at measuring coaches' responses to state law, policy (both bathroom and locker room usage),

discrimination, and eligibility. Half the male coaches reported some form of agreement that non-discrimination laws cover transgender individuals. Females did not feel as strongly as males with 3 respondents (42.9%) somewhat agreeing with the statement. One female coach strongly disagreed, and two male coaches somewhat disagreed with the statement (Table 24).

**Table 24**

*Responses to Q5.2 Non-Discrimination Laws Cover Transgender Individuals*

Q1.2 Sex of Respondent Anchors of Likert Scale	Female Coaches		Male Coaches		Prefer Not to Answer		Total	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>N</i>	%
Strongly Agree	0	0	2	25.0	0	0	2	13.3
Somewhat Agree	3	42.9	2	25.0	0	0	5	33.3
Neither Agree Nor Disagree	3	42.9	2	25.0	0	0	5	33.3
Somewhat Disagree	0	0	2	25.0	0	0	2	13.3
Strongly Disagree	1	14.3	0	0	0	0	1	6.7
Totals	7	100	8	100	0	0	15	100

Aside from the 20% of male and female coaches who neither agreed or disagreed with the statement, “School districts should have a policy regarding bathroom use,” there were no (0%) female or male coaches who showed any form of disagreement with that statement (Table 25).

**Table 25***Responses to Q5.3 School Districts Should Have a Policy Regarding Bathroom Use*

Q1.2 Sex of Respondent Anchors of Likert Scale	Female Coaches		Male Coaches		Prefer Not to Answer		Total	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>N</i>	%
Strongly Agree	2	28.6	4	50.0	0	0	6	40.0
Somewhat Agree	4	57.1	2	25.0	0	0	6	40.0
Neither Agree Nor Disagree	1	14.3	2	25.0	0	0	3	20.0
Somewhat Disagree	0	0	0	0	0	0	0	0
Strongly Disagree	0	0	0	0	0	0	0	0
Totals	7	100	8	100	0	0	15	100

When it came to school districts having a policy regarding locker room usage, only one (14.3%) of female coaches somewhat disagreed school districts should have a policy. Altogether, 12 coaches agreed to some degree that school districts should have policies regarding locker room usage.

**Table 26***Responses to Q5.4 School Districts Should Have a Policy Regarding Locker Room Use*

Q1.2 Sex of Respondent Anchors of Likert Scale	Female Coaches		Male Coaches		Prefer Not to Answer		Total	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>N</i>	%
Strongly Agree	3	42.9	4	50.0	0	0	7	46.7
Somewhat Agree	3	42.9	2	25.0	0	0	5	33.3
Neither Agree Nor Disagree	0	0	2	25.0	0	0	2	13.3
Somewhat Disagree	1	14.3	0	0	0	0	1	6.7
Strongly Disagree	0	0	0	0	0	0	0	0
Totals	7	100	8	100	0	0	15	100



Over half of both male and female coaches reported some form of disagreement with both statements regarding a male transgender athlete's and a female transgender athlete's eligibility to participate in a sex-segregated sport being based on gender identity (Table 27, Table 28).

**Table 27**

*Responses to Q5.9 A Transgender Female Athlete's Eligibility to Participate in a Sex-Segregated Sport Should Be Based on Gender Identity*

Q1.2 Sex of Respondent Anchors of Likert Scale	Female Coaches		Male Coaches		Prefer Not to Answer		Total	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>N</i>	%
Strongly Agree	1	14.3	1	12.5	0	0	2	13.3
Somewhat Agree	1	14.3	0	0	0	0	1	6.7
Neither Agree Nor Disagree	1	14.3	2	25.0	0	0	3	20.0
Somewhat Disagree	2	28.6	0	0	0	0	2	13.3
Strongly Disagree	2	28.6	5	62.5	0	0	7	46.7
Totals	7	100	8	100	0	0	15	100

**Table 28**

*Responses to Q5.8 A Transgender Male Athlete's Eligibility to Participate in a Sex-Segregated Sport Should Be Based on Gender Identity*

Q1.2 Sex of Respondent Anchors of Likert Scale	Female Coaches		Male Coaches		Prefer Not to Answer		Total	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>N</i>	%
Strongly Agree	0	0	0	0	0	0	0	0
Somewhat Agree	1	14.3	2	25.0	0	0	3	20.0
Neither Agree Nor Disagree	0	0	2	25.0	0	0	2	13.3
Somewhat Disagree	4	57.4	0	0	0	0	4	26.7
Strongly Disagree	2	28.6	4	50.0	0	0	6	40.0
Totals	7	100	8	100	0	0	15	100

## **Summary**

Chapter IV presented the findings of this study in both tabular and narrative form. Chapter IV showed responses of the participants and referenced them by demographics using a Likert scale. Chapter V includes a discussion of the findings and recommendations for action.

## CHAPTER V

### SUMMARY, DISCUSSION, RECOMMENDATIONS

The purpose of this study was to identify Montana high school athletic coaches' perceptions on the inclusion of transgender athletes within their respective sports programs and the possible affect on team chemistry. Knowledge gained through this research can lead to more informed decisions by officials on the national, state, and district level regarding the formation and enforcement of policies and procedures that concentrate on the eligibility of all individuals who choose to play a high school extra-curricular sport. The goal of this study was to answer four research questions:

1. What are the general perceptions of Montana high school athletic coaches on including or assimilating transgender athletes into the athletic community (transgender girls – genetic boys – into girls' sports and transgender boys – genetic girls – into boys' sports)?
2. What is the overall knowledge base of Montana high school coaches in terms of transgender athletes?
3. What are the experiences of Montana high school athletic coaches regarding team chemistry and the inclusion of transgender athletes?
4. Do Montana high school coaches perceive an ethical and moral responsibility of schools in supporting or rejecting the idea of transgender participation in high school sports?

### **Research Question 1**

*What are the perceptions of Montana high school athletic coaches on including or assimilating transgender athletes into the athletic community (transgender girls – genetic boys – into girls’ sports and transgender boys – genetic girls – into boys’ sports)?*

Coaches responded that there are some concerns with the inclusion of transgender athletes in high school athletics. The first concern is that transgender males will have no more significant competitive advantage over their peers in male sports while also reporting that high school transgender females will have a competitive advantage in female sports. Perhaps this response can be attributed to coaches holding misconceptions about testosterone in competitive athletics. A transgender female is perceived to have an advantage over cisgender females because of the perception that the transgender female has a higher testosterone count which takes into account muscle mass and bone density. This belief brings fear that cisgender females will be injured by the transgender female athlete, which also plays into the stereotype that cisgender females are the weaker sex.

### **Research Question 2**

*What is the overall knowledge base of Montana high school coaches in terms of transgender athletes?*

Coaches felt that they had a solid knowledge base of transgender terms and were comfortable with explaining those terms. While over half responded that there are not adequate definitions within their district’s documents. This finding suggests that there is a lack of uniformity within Montana high schools regarding individual district and state guidance regarding transgender students' eligibility. That, paired with sixty-six percent of coaches responding that their district is not prepared to accommodate a transgender male

athlete, speaks to a lack of administrative guidance which could lead to high school coach mishandling situations that arise involving transgender students. A coach may not be able to make decisions with an objective lens, which will lead to the coach using their personal value system to enforce procedures – putting the coach at risk for discriminatory practices.

### **Research Question 3**

*What are the experiences of Montana high school athletic coaches regarding team chemistry and the inclusion of transgender athletes?*

The subject has not been publicly discussed since 2015, and, because of the Health Insurance Portability and Accountability Act, unless a high school transgender athlete discloses their status to a coach or the school, the coach would not know if there were a transgender athlete on an athletic team and would be in no position to assume. With that being said, there were some interesting findings about the high school coaches' perceptions on team chemistry.

Despite ninety-three percent of member coaches responded that interscholastic sports are an integral part of a student's social development, seventy-five percent of coaches do not believe that a high school transgender male would be accepted socially within a respective interscholastic sports team. Seventy-five percent of Montana coaches also believe that a high school transgender female would not be accepted socially within a respective interscholastic sports team. The finding forms another question to be answered. If sports are an avenue for high school athletes to be socially accepted by their peers, what are some reasons why coaches feel that high school athletes would not be socially accepted by their cisgender peers?

#### **Research Question 4**

*Do Montana high school coaches perceive an ethical and moral responsibility of schools in supporting or rejecting the idea of transgender participation in high school sports?*

Although Montana coaches' responses show an agreeance that schools have the responsibility to provide guidance supporting or rejecting the idea of transgender participation and eligibility in high school sports, coaches also show that there is an issue with the implementation with consideration to fairness that has yet to be decided. Montana high school coaches responded that schools have a responsibility to draft policy that outlines in what capacity high school transgender athletes are eligible to participate in high school athletics. However, coaches also felt that a policy that allows high school transgender athletes to participate in high school sports based on gender identity is unfair.

#### **Limitations**

For this study, the research process was an experience in itself. What was perceived to be a simple process to gather data, became a test of diligence and fortitude. The original purpose of the study was to analyze North Dakota Coaches' perceptions on the inclusion of transgender athletes in high school sports. I wanted to enlist the help of the North Dakota High School Coaches Association (NDHSCA) by way of attaining a list of their members so that I could email them individually. The NDHSCA informed me that it is their policy not to release names to outside entities. With that information, I then asked if they were willing to disseminate my survey link to their members. They agreed to do so, but contingent on the line of questioning within my survey. After the NDHSCA reviewed my survey, they informed me that they were not going to disseminate my

survey amongst their members because North Dakota already had a policy on transgender athletes' eligibility.

My next option was to use a different state to conduct my study. This time, I would make sure that the next state had no policies about transgender athletes' eligibility. Montana did not have a policy on transgender eligibility, bathroom use, locker room use, and these issues were last discussed in 2015 at the activities association level. I emailed the executive director of the Montana Coaches Association (MCA), asking if it were possible to conduct my study using their membership. They, like the NDHSCA, also had a policy of not allowing outside entities access to their membership list; but they were willing to disseminate my survey link both online and within a physical mailing that was sent to every member – giving me a possible 2054 (MCA, 2019) participants who were coaches of high school athletics at that time.

After a few weeks of having the survey disseminated, there was not enough of a sample size to make the data statistically significant. During that time, I received an email from a coach (presumably from or in Montana) questioning the motives of the survey. At the end of the email, he proclaimed that he was not taking the survey and would discourage others from taking it as well. My committee and I decided that we would leave the survey open a few weeks more, which garnered only a few more responses.

## **Discussion**

Out of a possible 2054 (MCA, 2019) high school coaches that were members of the Montana Coaches Association at the time of this study, 27 chose to participate in the study. Since the survey did not produce enough participants to be statistically significant, the data did not represent enough coaches to constitute a full representation of the

potential population. But, the participant responses provided some interesting data that calls for a grander study to take place. More participant responses will help states make informed decisions about the future of high school transgender athletic eligibility. But first the potential researchers will need to address a possible low response rate.

What are some possible reasons why coaches did not respond to the survey even though the link was disbursed both physically through the Montana Coaches Association newsletter via traditional mail as well as electronically through a digital newsletter? According to Saleh and Bista (2017), in a study regarding online surveys, “In the last three decades, online surveys have become the predominant method of eliciting participation in academic research for its ease, quick response, and low cost” (p. 64). But, “a low response rate of online surveys has been a concern for many researchers in the last few years; the response rate for web surveys is estimated to be 11% lower than other survey modes” (p. 64). The 2017 study found that there are a couple of factors (research interests of participants, rewards associated with survey completion, length of the survey, and assurance of privacy and confidentiality) that influence the online survey response rate. A high online survey response rate is dependent on three factors: pre-notification sent by email, survey structure -an email with a clear research subject heading, professional email invitation, short and concise question item, few or no open-ended questions, a reminder, time of day (beginning of the day is preferred) (Saleh and Bista, 2017, p. 69). Along with those reasons, others could have played a part in the low response rate of this particular study: topic relevancy, validity, and trust.



### ***Topic Relevancy***

Discussion on the topic of transgender eligibility may have lost its relevancy within Montana since there had been no documented discussion since the topic was removed by the Montana High School Activities Association in 2015. In essence, the last discussion occurred in January of 2015, when the Montana High School Athletic Association reviewed a transgender policy proposal that would allow transgender high school student-athletes to compete on teams that matched their gender identity. That proposal was withdrawn from consideration. Four executive board members determined there was insufficient support among the association's member schools. The policy required a two-thirds majority vote from representatives of Montana High School Association's 179 member schools in order to be implemented (Jorgensen, 2015). Since that time, no further documented discussion on the topic has taken place. The state has decided that it does not need to take a stance on the issue, which is worrisome because it speaks to the ill-preparedness of the state's eligibility requirements as a whole, especially in the eye of federal scrutiny regarding the transgender rights. While some states are in discussion about the topic, Montana has yet to show interest in the issue.

Whichever option a state chooses, they will need to discuss whether eligibility by gender identity or by sex is appropriate for their residents. If Montana decides to take the gender identity route, the state will need to consider further discussions about the use of bathrooms and locker room usage, as well.

Before a proper discourse can take place, Montana must determine whether the transgender individuals are as normal, natural, and acceptable or whether people who view themselves as a gender opposite their genetic sex are in need of counseling to help

them accept who they truly are. How can Montana set policy on transgender issues when they have not reached consensus on the acceptability of a transgender state? Some professional development for legislators, constituents, and state employees may also need to take place. Further education and open discussion will need to occur, which will allow state and local officials to make informed decisions about transgender athletes' sports eligibility and facility usage.

Perhaps from a study conducted by Saleh and Bista (2017) we may gain some insight. Their results showed that 88.2% of participants agreed that they were more inclined to complete a survey if they have a vested interest in the topic. In North Dakota, it appeared to be a moot point due to the NDHSAA policy on transgender developed and implemented in 2015; whereas in Montana, the discussion had not taken place since the topic did not meet the required two-thirds majority vote from representatives of Montana High School Activities Association's 179 member schools in 2015.

### ***Validity***

Because of the sensitivity of the transgender eligibility issue within Montana, coaches within the state may have questioned the validity of this study's survey. Montana coaches' hesitation to complete the survey could have been limited by using an existing survey. Since there was no such survey available, the researcher had no choice but to create one. The use of an existing survey could have given the research survey more validity based on the scores or results of pre-existing surveys (Creswell, 2014). With a pre-existing survey, I may have been better able to measure internal consistency.

Another factor that could have played a role in the lack of responses to the study survey is internal validity. Creswell (2014) described compensatory or resentful

demoralization as, “The benefits of an experiment may be unequal or resented when only the experimental group receives the treatment (e.g., the experimental group receives therapy, and the control group receives nothing)” (Creswell, 2014, p. 175).

Since the subject matter of the study was so polarizing, there may have been a perception by potential participants on either side of the issue that the survey was one-sided, leaving participants feeling that they were going to lose their argument. The researcher’s intent was only to start a discussion about the transgender eligibility issue.

### ***Trust***

The results of the Saleh and Bista (2017) study suggested “that participants prefer completing electronic surveys received mostly from students, colleagues and authority figures (e.g., department chair or higher) compared to people from other organizations who they do not know personally or professionally” (p. 70). The researcher does not have any ties to Montana nor is affected by the policies that could have formed through this study, which is a positive because it would be a way to limit internal bias. On the other hand, because of the "them versus us" mentality that is presented in the sense of community theory, some potential participants could have seen my involvement as an outside entity as negative.

### **Implications for Study**

This study has the potential to change the landscape of high school activities in the United States. First, this study indicates a reluctance for coaches to participate in a survey with such a divisive topic. Out of a possible 2054 participants, 27 responded to the survey questions. There could be any number of reasons for the low response rate, including those found in the Saleh and Bista (2017), or it could be due to apprehension to

respond to a survey with a sensitive subject. This study lends itself to further study to discover the reason for the low response rate, which will allow for a grander study (perhaps nationally) to take place. Second, the study showed a difference in opinion about transgender males' capabilities and transgender females' capabilities. The data showed that coaches believed that transgender females held an advantage over traditional females, but that transgender males did not hold those same advantages over traditional males. Despite there being research to the contrary, this finding shows that there may be a need for professional development for district personnel regarding the eligibility of transgender athletes in other state associations and national sporting organizations.

### **Conclusions**

Sports provide a space for high school students to interact with each other outside of the classroom. Transgender high school athletes require the same considerations of fairness and equal access as their peers. It is important that policymakers at the state level as well as leaders at athletic association level utilize the law to make informed decisions that allow for equal access.

There were 2054 Montana coaches exposed to the link to the survey, whether electronically through the Montana Coaches Association newsletter or through a physical mailing of the newsletter by the MCA, meaning that the coaches were exposed twice to the survey link and chose not to respond. The low response rate could be due to a list of factors:

- the topic may not have been relevant to Association members,

- the member coaches may not regularly read the newsletter, or don't regularly participate in topics within the newsletter,
- member coaches may have found that the topic is not of their interest level,
- member coaches may not have appreciated an entity from outside Montana conducting a study in their state,
- the low response rate can be attributed to a more troubling factor -- the purposeful derailing of the study by the individual who claimed that the study questions were biased and that he would encourage others not to participate.

Whatever the reason, there is a question that needs addressing: If member coaches are unwilling to participate in a study regarding transgender eligibility, what forms of data will the politicians and school administrators use to create laws and policies in their secondary public institutions? When the subject of high school transgender athletic eligibility arises, will there be enough data available to legislators and administrators to ensure that they can make informed decisions?

### **Recommendations**

Further research in the realm of transgender individuals and sports is needed. Lack of research leads to misinterpretations of the transgender community, which can lead to uninformed decisions regarding laws and policies that govern transgender eligibility and participation in high school athletics. I would recommend the following for researchers:

- Because of this topic's sensitive nature, gaining participants will require participation from an entity based in Montana. Although this study utilized the Montana Coaches Association for disseminating the survey, it was not a study conducted nor sponsored by the Montana Coaches Association. If the MCA conducted this study, participants would feel at-ease with answering the questions comfortably with anonymity. An outside entity conducting the study may have brought the apprehension of potential participants to become involved with the study due to a perceived lack of trust and validity.
- Perhaps a study that utilizes the perceptions of participants would be easier to discern through a qualitative study with open-ended questions where coaches would have a chance to propose issues to discuss rather than be locked into questions designed by a researcher.
- Consider Saleh and Bista's (2017) findings as a way to combat a low response rate.

I would recommend the following for state legislators when making decisions on eligibility for high school athletics:

- Considering the intent of legislation such as the Civil Rights Act of 1964, Title IX, the Tenth Amendment, the Fourteenth Amendment, and case law as guidance to outline what is fair and equitable for high school transgender athletes based on United States law? Are transgender athletes able to participate based on their birth certificate, or their gender identity?

- Utilizing a comprehensive look at transgender eligibility policies from each state and analyzing its effect on states and districts.
- Promoting uniformity of districts within a respective state by creating policy at the state level and not leaving the subject of high school transgender athletic eligibility up to interpretation by individual districts.

I would recommend the following for state athletic associations; state school boards associations; and state school administrator associations when making decisions on eligibility for high school athletics:

- Keep in mind that transgender athletes are protected by HIPAA and FERPA, making their medical records and school records private. The eligibility of the high school transgender athlete cannot be dependent on the infringement of their rights.
- Since the landscape of high school transgender athletic eligibility is ever-changing, conduct a state-by-state analysis of policies and actions may prove helpful since each state has adopted different approaches to creating a policy for high school transgender individuals. Keeping those policies as a reference may assist in the creation of state policy.
- Create a policy of bathroom and locker room use. Some questions to consider: Are high school transgender athletes able to use a sex-segregated bathroom that is in agreeance with the individual's gender identity? If the answer is no, is the school putting themselves and the student at risk of releasing information by utilizing separate or private locker rooms?

## **APPENDICES**



**Appendix A**  
**Survey Instrument – Coaches’ Questionnaire**

**UNIVERSITY OF NORTH DAKOTA**  
**INSTITUTIONAL REVIEW BOARD STUDY INFORMATION SHEET**

**Title of Project:**

Montana Coaches’ Perceptions on Including Transgender Athletes in High School Interscholastic Sports and Its Effects on Team Chemistry

**Principal Investigator:**

David Woods, [D.woods2@me.com](mailto:D.woods2@me.com)

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**Purpose of the Study:**

The purpose of this study is to identify Montana high school athletic coaches’ perceptions of the inclusion of transgender athletes within their respective sports programs as well as their effect(s) team chemistry.

**Procedures to be Followed:**

You will be asked to answer 61 questions on a survey.

**Risks:**

There are no risks in participating in this research beyond those experienced in everyday life.

**Benefits:**

You might learn more about yourself by participating in this study. This study could be an essential piece in creating policy and/or legislature in your state and local agencies. You might realize that others have had similar experiences as you have. This research might provide a voice for coaches in Montana so that state local and school leaders can make informed decisions that will affect interscholastic sports in Montana.

**Duration:**

It will take about approximately 20-25 minutes to complete the questions.

**Statement of Confidentiality:**

The survey does not ask for any information that would identify whom the responses belong to. Therefore, your responses are recorded anonymously. If this research is published, no information that would identify you will be included since your name is in no way linked to your responses. All survey responses that we receive will be treated confidentially and stored on the researcher's personal computer that only the researcher has access to. However, given that the surveys can be completed from any computer (e.g., personal, work, school), we are unable to guarantee the security of the computer on which you choose to enter your responses. As a participant in our study, we want you to be aware that certain "key logging" software programs exist that can be used to track or capture data that you enter and/or websites that you visit.

**Right to Ask Questions:**

The researcher who is conducting this study is David Woods. If you later have questions, concerns, or complaints about the research, please contact David Woods at [d.woods2@me.com](mailto:d.woods2@me.com), Sheryl Houdek at [sheryl.houdek@und.edu](mailto:sheryl.houdek@und.edu), (701)777-3577, and/or Gail Ingwalson, [gail.ingwalson@und.edu](mailto:gail.ingwalson@und.edu), (701) 777-2864. If you have questions regarding your rights as a research subject, you may contact the University of North Dakota Institutional Review Board at (701) 777-4279 or [UND.urb@UND.edu](mailto:UND.urb@UND.edu). You may contact the UND IRB with problems, complaints, or concerns about the research. Please contact the UND IRB if you cannot reach research staff, or you wish to talk with someone who is an informed individual who is independent of the research team. General information about being a research subject can be found on the Institutional Review Board website "Information for Research Participants" <http://und.edu/research/resources/human-subjects/research-participants.html>

**Compensation:**

You will not receive compensation for your participation.

**Voluntary Participation:**

You do not have to participate in this research. You can stop your participation at any time. You may refuse to participate or choose to discontinue participation at any time without losing any benefits to which you are otherwise entitled. You do not have to answer any questions you do not want to answer. You must be 18 years of age or older to participate in this research study. Completion and return of the questionnaire imply that you have read the information in this form and consent to participate in the research.

## INTRODUCTION

My name is David Woods and I am completing a research study at the University of North Dakota for my dissertation. The purpose of the study is to identify perceptions on the inclusion of transgender athletes and team chemistry. Please respond to the answer based on your personal, as well as, your professional beliefs. A copy of the research will be provided to \_\_\_\_\_ once it is complete. The study will take approximately 15 minutes to complete.

You may stop the survey at any time. You do not have to complete the questionnaire, nor do you have to answer questions that make you feel uncomfortable. Your responses will be kept confidential.

## COACHES' QUESTIONNAIRE

### Demographics

Q1.1 Age:

- 20-29 (1)
- 30-39 (2)
- 40-49 (3)
- 50-59 (4)
- 60+ (5)

Q1.2 Sex:

- Male (1)
- Female (2)
- Prefer Not to Answer (3)

Q1.4 Sports(s) I coach (click all that apply):

- Football (1)
- Basketball (Girls) (2)
- Basketball (Boys) (3)
- Baseball (4)
- Fast Pitch Softball (5)
- Cross Country (Girls) (6)
- Cross Country (Boys) (7)
- Ice Hockey (Girls) (8)
- Ice Hockey (Boys) (9)
- Soccer (Girls) (10)
- Soccer (Boys) (11)
- Swimming & Diving (Girls) (12)
- Swimming & Diving (Boys) (13)
- Tennis (Girls) (14)
- Tennis (Boys) (15)
- Cheerleading (16)
- Gymnastics (17)
- Volleyball (18)
- Wrestling (19)

Q1.5 Are you a head coach or an assistant coach?

- Head Coach (1)
- Assistant Coach (2)
- Head Coach (Multiple Sports) (3)
- Assistant Coach (Multiple Sports) (4)
- Head Coach/Assistant Coach (Multiple Sports) (5)

Q1.6 Sex of sport you coach:

- Male (1)
- Female (2)
- Both male and female (same sport) (3)
- Both male and female (multiple sports) (4)

Q1.7 Years of teaching (or other educational capacity):

- None (1)
- 1-9 (2)
- 10-19 (3)
- 20-29 (4)
- 30-39 (5)
- 40+ (6)

Q1.8 Overall years of coaching:

- 1-19 (1)
- 20-29 (2)
- 30-39 (3)
- 40+ (4)

Q1.9 Years of high school coaching:

- 1-19 (1)
- 20-29 (2)
- 30-49 (3)
- 50+ (4)

Q1.10 District size:

- under 500 (1)
- 501-1000 (2)
- 1000-1499 (3)
- 1500-1999 (4)
- 2000+ (5)

Q1.11 Highest level of education attained:

- Bachelors (1)
- Masters (2)
- Doctorate (3)

Q1.12 Have you coached out of state?

- Yes (1)
- No (2)

Q1.13 Years of Coaching Experience:

- 1-10 (1)
- 11-20 (2)
- 21-30 (3)
- 31-40 (4)
- 41+ (5)

*Please respond to the statements as honestly as possible. You do not have to complete the questionnaire in its entirety, nor do you have to respond to statements that make you feel uncomfortable. Your responses will be kept confidential.*

### **Knowledge Construct**

Q2.1 Transgender male athletes are covered under Title IX.

- Strongly agree (1)
- Somewhat agree (2)
- Neither agree nor disagree (3)
- Somewhat disagree (4)
- Strongly disagree (5)

Q2.2 Transgender female athletes are covered under Title IX

- Strongly agree (1)
- Somewhat agree (2)
- Neither agree nor disagree (3)
- Somewhat disagree (4)
- Strongly disagree (5)

Q2.3 My district has resources that support the inclusion of transgender male athletes.

- Strongly agree (1)
- Somewhat agree (2)
- Neither agree nor disagree (3)
- Somewhat disagree (4)
- Strongly disagree (5)

Q2.4 My district has resources that support the inclusion of transgender female athletes.

- Strongly agree (1)
- Somewhat agree (2)
- Neither agree nor disagree (3)
- Somewhat disagree (4)
- Strongly disagree (5)

Q2.5 The definitions of both sex and gender are clearly defined in my district documents.

- Strongly agree (1)
- Somewhat agree (2)
- Neither agree nor disagree (3)
- Somewhat disagree (4)
- Strongly disagree (5)

Q2.6 I am comfortable explaining the definition of transgender.

- Strongly agree (1)
- Somewhat agree (2)
- Neither agree nor disagree (3)
- Somewhat disagree (4)
- Strongly disagree (5)

Q2.7 I know the difference between sexual identity and gender.

- Strongly agree (1)
- Somewhat agree (2)
- Neither agree nor disagree (3)
- Somewhat disagree (4)
- Strongly disagree (5)



Q2.8 I can explain the definition of transgender.

- Strongly agree (1)
- Somewhat agree (2)
- Neither agree nor disagree (3)
- Somewhat disagree (4)
- Strongly disagree (5)

Q2.9 Interscholastic sports are an integral part of a student's academic development.

- Strongly agree (1)
- Somewhat agree (2)
- Neither agree nor disagree (3)
- Somewhat disagree (4)
- Strongly disagree (5)

Q2.10 Interscholastic sports are an integral part of a student's social development.

- Strongly agree (1)
- Somewhat agree (2)
- Neither agree nor disagree (3)
- Somewhat disagree (4)
- Strongly disagree (5)

Q2.11 Interscholastic sports are an integral part of a student's emotional development.

- Strongly agree (1)
- Somewhat agree (2)
- Neither agree nor disagree (3)
- Somewhat disagree (4)
- Strongly disagree (5)

Q2.12 Interscholastic sports are an integral part of a student's physical development.

- Strongly agree (1)
- Somewhat agree (2)
- Neither agree nor disagree (3)
- Somewhat disagree (4)
- Strongly disagree (5)

Q2.13 There is a policy in my district regarding bathroom use.

- Strongly agree (1)
- Somewhat agree (2)
- Neither agree nor disagree (3)
- Somewhat disagree (4)
- Strongly disagree (5)

Q2.14 There is a policy in my district regarding locker room use.

- Strongly agree (1)
- Somewhat agree (2)
- Neither agree nor disagree (3)
- Somewhat disagree (4)
- Strongly disagree (5)

#### **TERMS THAT ARE USED IN THE NEXT PART OF THIS SURVEY**

- Transgender Man: “A term for a transgender individual who currently identifies as a man (see also ‘FTM’)” (National Center for Transgender Equality, 2014, p. 1).
- Transgender Woman: “A term for a transgender individual who currently identifies as a woman (see also ‘MTF’)” (National Center for Transgender Equality, 2014, p. 1).

- Cisgender: “Denoting or relating to a person whose sense of personal identity and gender corresponds with their birth sex” (Oxford University Press, n.d.-a, para. 1).
- Gender Identity: “An individual’s internal sense of being male, female, or something else. Since gender identity is internal, one’s gender identity is not necessarily visible to others” (National Center for Transgender Equality, 2014, p. 1).
- Transgender: “‘Trans’ is shorthand for ‘transgender’” (National Center for Transgender Equality, 2014, p. 1). “Of, relating to, or being a person whose gender identity differs from the sex the person had or was identified as having at birth; *especially*: of, relating to, or being a person whose gender identity is opposite the sex the person had or was identified as having at birth” (Merriam-Webster, n.d.-c, paras. 1-2).
- Transition: “The time when a person begins to living [*sic*] as the gender with which they identify rather than the gender they were assigned at birth, which often includes changing one’s first name and dressing and grooming differently” (National Center for Transgender Equality, 2014, p. 2).
- Sexual Orientation: “A term describing a person’s attraction to members of the same sex and/or a different sex, usually defined as lesbian, gay, bisexual, heterosexual, or asexual” (National Center for Transgender Equality, 2014, p. 2).
- Sex Reassignment Surgery: “Surgical procedures that change one’s body to better reflect a person’s gender identity” (National Center for Transgender Equality, 2014, p. 2).

### **Eligibility Construct**

Q3.1 Transgender males hold a physical advantage over non-transgender males.

- Strongly agree (1)
- Somewhat agree (2)
- Neither agree nor disagree (3)
- Somewhat disagree (4)
- Strongly disagree (5)

Q3.2 Transgender females hold a physical advantage over non-transgender females.

- Strongly agree (1)
- Somewhat agree (2)
- Neither agree nor disagree (3)
- Somewhat disagree (4)
- Strongly disagree (5)

Q3.3 North Dakota legislation supports eligibility of transgender athletes participating in North Dakota high school interscholastic sports based on gender identity.

- Strongly agree (1)
- Somewhat agree (2)
- Neither agree nor disagree (3)
- Somewhat disagree (4)
- Strongly disagree (5)

Q3.4 Transgender male athletes should be able to compete in high school interscholastic sports in accordance with their gender identity if sex-reassignment surgery is executed.

- Strongly agree (1)
- Somewhat agree (2)
- Neither agree nor disagree (3)
- Somewhat disagree (4)
- Strongly disagree (5)

Q3.5 A transgender male athlete can be successful in a respective sport even if the individual cannot utilize the same locker room as other team members.

- Strongly agree (1)
- Somewhat agree (2)
- Neither agree nor disagree (3)
- Somewhat disagree (4)
- Strongly disagree (5)

Q3.6 A transgender female athlete can be successful in a respective sport even if the individual cannot utilize the same locker room as other team members.

- Strongly agree (1)
- Somewhat agree (2)
- Neither agree nor disagree (3)
- Somewhat disagree (4)
- Strongly disagree (5)

Q3.7 The inclusion of transgender male athletes will create overall issues of fairness in interscholastic sport.

- Strongly agree (1)
- Somewhat agree (2)
- Neither agree nor disagree (3)
- Somewhat disagree (4)
- Strongly disagree (5)

Q3.8 The inclusion of transgender female athletes will create overall issues of fairness in interscholastic sport.

- Strongly agree (1)
- Somewhat agree (2)
- Neither agree nor disagree (3)
- Somewhat disagree (4)
- Strongly disagree (5)

### **Team Chemistry Construct**

Q4.1 Interscholastic sports play a key role in creating a *safe* environment for all students within my district.

- Strongly agree (1)
- Somewhat agree (2)
- Neither agree nor disagree (3)
- Somewhat disagree (4)
- Strongly disagree (5)

Q4.2 Interscholastic sports play a key role in creating a *positive* environment for all students within my district.

- Strongly agree (1)
- Somewhat agree (2)
- Neither agree nor disagree (3)
- Somewhat disagree (4)
- Strongly disagree (5)

Q4.3 A transgender male athlete can be successful in a respective interscholastic sport without questions of fairness arising.

- Strongly agree (1)
- Somewhat agree (2)
- Neither agree nor disagree (3)
- Somewhat disagree (4)
- Strongly disagree (5)

Q4.4 A transgender male athlete will be accepted socially within a respective interscholastic sports team.

- Strongly agree (1)
- Somewhat agree (2)
- Neither agree nor disagree (3)
- Somewhat disagree (4)
- Strongly disagree (5)

Q4.5 A transgender female athlete will be accepted socially within a respective interscholastic sports team.

- Strongly agree (1)
- Somewhat agree (2)
- Neither agree nor disagree (3)
- Somewhat disagree (4)
- Strongly disagree (5)

Q4.6 I make a conscience effort to cultivate positive team chemistry with my athletic team(s).

- Strongly agree (1)
- Somewhat agree (2)
- Neither agree nor disagree (3)
- Somewhat disagree (4)
- Strongly disagree (5)

Q4.7 Positive team chemistry is instrumental to achieving team goals.

- Strongly agree (1)
- Somewhat agree (2)
- Neither agree nor disagree (3)
- Somewhat disagree (4)
- Strongly disagree (5)

Q4.8 Team chemistry does not come naturally; it must be facilitated by the coach.

- Strongly agree (1)
- Somewhat agree (2)
- Neither agree nor disagree (3)
- Somewhat disagree (4)
- Strongly disagree (5)

Q4.9 Interscholastic sports provide female student-athletes with a supportive network of teammates.

- Strongly agree (1)
- Somewhat agree (2)
- Neither agree nor disagree (3)
- Somewhat disagree (4)
- Strongly disagree (5)



Q4.10 Interscholastic sports provide male student-athletes with a supportive network of teammates.

- Strongly agree (1)
- Somewhat agree (2)
- Neither agree nor disagree (3)
- Somewhat disagree (4)
- Strongly disagree (5)

Q4.11 There are benefits that interscholastic sports provide to student.

- Strongly agree (1)
- Somewhat agree (2)
- Neither agree nor disagree (3)
- Somewhat disagree (4)
- Strongly disagree (5)

Q4.12 There are benefits that interscholastic sports provide to the school community.

- Strongly agree (1)
- Somewhat agree (2)
- Neither agree nor disagree (3)
- Somewhat disagree (4)
- Strongly disagree (5)

Q4.13 There are benefits that interscholastic sports provide to the town/neighborhood/community.

- Strongly agree (1)
- Somewhat agree (2)
- Neither agree nor disagree (3)
- Somewhat disagree (4)
- Strongly disagree (5)

Q4.14 The benefits of interscholastic sports are greater for those in disadvantaged groups.

- Strongly agree (1)
- Somewhat agree (2)
- Neither agree nor disagree (3)
- Somewhat disagree (4)
- Strongly disagree (5)

Q4.15 If a male is transitioning to a woman, but has not elected to have a medical procedure, the individual should be allowed to play sports with the gender they are in the process of becoming.

- Strongly agree (1)
- Somewhat agree (2)
- Neither agree nor disagree (3)
- Somewhat disagree (4)
- Strongly disagree (5)

### **Gender Policy Construct**

Q5.1 My district is prepared to accommodate a transgender male athlete.

- Strongly agree (1)
- Somewhat agree (2)
- Neither agree nor disagree (3)
- Somewhat disagree (4)
- Strongly disagree (5)

Q5.2 Non-discrimination laws cover transgender individuals.

- Strongly agree (1)
- Somewhat agree (2)
- Neither agree nor disagree (3)
- Somewhat disagree (4)
- Strongly disagree (5)

Q5.3 School districts should have a policy regarding bathroom use.

- Strongly agree (1)
- Somewhat agree (2)
- Neither agree nor disagree (3)
- Somewhat disagree (4)
- Strongly disagree (5)

Q5.4 School districts should have a policy regarding locker room use.

- Strongly agree (1)
- Somewhat agree (2)
- Neither agree nor disagree (3)
- Somewhat disagree (4)
- Strongly disagree (5)

Q5.5 Guidelines should be put in place for a male transitioning to a female, in regards to monitoring their testosterone before performing in their sport.

- Strongly agree (1)
- Somewhat agree (2)
- Neither agree nor disagree (3)
- Somewhat disagree (4)
- Strongly disagree (5)

Q5.6 Guidelines should be put in place for a female transitioning to a male, in regards to, monitoring their testosterone before performing in their sport.

- Strongly agree (1)
- Somewhat agree (2)
- Neither agree nor disagree (3)
- Somewhat disagree (4)
- Strongly disagree (5)

Q5.7 A policy that allows for transgender participation in sports based solely on gender identify is unfair.

- Strongly agree (1)
- Somewhat agree (2)
- Neither agree nor disagree (3)
- Somewhat disagree (4)
- Strongly disagree (5)

Q5.8 A transgender male athletes' eligibility to participate in a sex-segregated sport should be based on gender identity.

- Strongly agree (1)
- Somewhat agree (2)
- Neither agree nor disagree (3)
- Somewhat disagree (4)
- Strongly disagree (5)

Q5.9 A transgender female athletes' eligibility to participate in a sex-segregated sport should be based on gender identity.

- Strongly agree (1)
- Somewhat agree (2)
- Neither agree nor disagree (3)
- Somewhat disagree (4)
- Strongly disagree (5)

Q5.10 A policy that allows for transgender male athletes to participate in sports based solely on gender identity is unfair.

- Strongly agree (1)
- Somewhat agree (2)
- Neither agree nor disagree (3)
- Somewhat disagree (4)
- Strongly disagree (5)

Q5.11 A policy that allows for transgender female athletes to participate in sports based solely on gender identity is unfair.

- Strongly agree (1)
- Somewhat agree (2)
- Neither agree nor disagree (3)
- Somewhat disagree (4)
- Strongly disagree (5)

## **Appendix B**

### **Statements by Construct**

#### **Construct: Knowledge**

- Q2.1 Transgender male athletes are covered under Title IX.
- Q2.2 Transgender female athletes are covered under Title IX
- Q2.3 My district has resources that support the inclusion of transgender male athletes.
- Q2.4 My district has resources that support the inclusion of transgender female athletes.
- Q2.5 The definitions of both sex and gender are clearly defined in my district documents.
- Q2.6 I am comfortable explaining the definition of transgender.
- Q2.7 I know the difference between sexual identity and gender.
- Q2.8 I can explain the definition of transgender.
- Q2.9 Interscholastic sports are an integral part of a student's academic development.
- Q2.10 Interscholastic sports are an integral part of a student's social development.
- Q2.11 Interscholastic sports are an integral part of a student's emotional development.
- Q2.12 Interscholastic sports are an integral part of a student's physical development.
- Q2.13 There is a policy in my district regarding bathroom use.
- Q2.14 There is a policy in my district regarding locker room use.

#### **Construct: Eligibility**

- Q3.1 Transgender males hold a physical advantage over non-transgender males.
- Q3.2 Transgender females hold a physical advantage over non-transgender females.

- Q3.3 North Dakota legislation supports eligibility of transgender athletes participating in North Dakota high school interscholastic sports based on gender identity.
- Q3.4 Transgender male athletes should be able to compete in high school interscholastic sports in accordance with their gender identity if sex-reassignment surgery is executed.
- Q3.5 A transgender male athlete can be successful in a respective sport even if the individual cannot utilize the same locker room as other team members.
- Q3.6 A transgender female athlete can be successful in a respective sport even if the individual cannot utilize the same locker room as other team members.
- Q3.7 The inclusion of transgender male athletes will create overall issues of fairness in interscholastic sport.
- Q3.8 The inclusion of transgender female athletes will create overall issues of fairness in interscholastic sport.

**Construct: Team Chemistry**

- Q4.1 Interscholastic sports play a key role in creating a *safe* environment for all students within my district.
- Q4.2 Interscholastic sports play a key role in creating a *positive* environment for all students within my district.
- Q4.3 A transgender male athlete can be successful in a respective interscholastic sport without questions of fairness arising.
- Q4.4 A transgender male athlete will be accepted socially within a respective interscholastic sports team.
- Q4.5 A transgender female athlete will be accepted socially within a respective interscholastic sports team.
- Q4.6 I make a conscience effort to cultivate positive team chemistry with my athletic team(s).
- Q4.7 Positive team chemistry is instrumental to achieving team goals.
- Q4.8 Team chemistry does not come naturally; it must be facilitated by the coach.

- Q4.9 Interscholastic sports provide female student-athletes with a supportive network of teammates.
- Q4.10 Interscholastic sports provide male student-athletes with a supportive network of teammates.
- Q4.11 There are benefits that interscholastic sports provide to student.
- Q4.12 There are benefits that interscholastic sports provide to the school community.
- Q4.13 There are benefits that interscholastic sports provide to the town/neighborhood/ community.
- Q4.14 The benefits of interscholastic sports are greater for those in disadvantaged groups.
- Q4.15 If a male is transitioning to a woman, but has not elected to have a medical procedure, the individual should be allowed to play sports with the gender they are in the process of becoming.

**Construct: Gender Policy**

- Q5.1 My district is prepared to accommodate a transgender male athlete.
- Q5.2 Non-discrimination laws cover transgender individuals.
- Q5.3 School districts should have a policy regarding bathroom use.
- Q5.4 School districts should have a policy regarding locker room use.
- Q5.5 Guidelines should be put in place for a male transitioning to a female, in regards to monitoring their testosterone before performing in their sport.
- Q5.6 Guidelines should be put in place for a female transitioning to a male, in regards to, monitoring their testosterone before performing in their sport.
- Q5.7 A policy that allows for transgender participation in sports based solely on gender identify is unfair.
- Q5.8 A transgender male athletes' eligibility to participate in a sex-segregated sport should be based on gender identity.
- Q5.9 A transgender female athletes' eligibility to participate in a sex-segregated sport should be based on gender identity.



- Q5.10 A policy that allows for transgender male athletes to participate in sports based solely on gender identity is unfair.
- Q5.11 A policy that allows for transgender female athletes to participate in sports based solely on gender identity is unfair.

**Appendix C**  
**Application for Permission to Conduct Research in North Dakota**

September 25, 2018  
NDHSCA  
701 Highway Drive Apt. 9B  
Hazen, ND 58545

RE: Permission to Conduct Research Study

NDHSCA Executive Committee:

I am writing to request permission to conduct a research study within your organization. I am currently enrolled in a graduate program at the University of North Dakota and am in the process of writing my dissertation. The study is entitled *Coaches' Perceptions on Including Transgender Athletes in High School Interscholastic Sports and Its Effect on Team Chemistry*. I hope that North Dakota High School Coaches Association will allow me the use of its members along with assisting me in disseminating a study questionnaire to its membership.

If approval is granted, participants will complete the survey via a link that will be given to their respective activities director. The survey process should take no longer than fifteen minutes. The survey results will be pooled for the research study and individual results of this study will remain both confidential and anonymous. Should this study be published, only pooled results will be documented. No costs will be incurred by either your school/center or the individual participants.

Your approval to conduct this study will be appreciated. You may contact me at my email at \_\_\_\_\_.

If you agree, kindly sign below and return the signed form in the enclosed self-addressed envelope. Alternatively, kindly submit a signed letter of permission on your institution's letterhead acknowledging your consent and permission for me to conduct this survey/study at your institution.

Sincerely,

\_\_\_\_\_  
Researcher and Student, University of North Dakota

Approved by:

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

**Appendix D**  
**Approval to Conduct Study Via North Dakota High School Coaches Association**

On Nov 5, 2018, at 7:38 AM, TRACEY HEISLER <[theisler020@mygfschools.org](mailto:theisler020@mygfschools.org)> wrote:

Mr. Woods,

I shared your request with the Executive Secretary and the rest of the North Dakota Coaches' Association Board at our annual fall meeting.

The NDHSCA Board Policy does not allow for sharing of email addresses to outside sources. However, the board will relay approved correspondence to coaches through our organization's email list. The Board is willing to examine your questionnaire and then make a determination as to forwarding it to the coaches in the association.

If this is an avenue of which you wish to pursue, please send a copy of your questionnaire to Executive Secretary Randy W. Johnson ([duck@westriv.com](mailto:duck@westriv.com)) and me.

Thank you,  
Tracey Heisler  
NDHSCA President

## Appendix E IRB Approval

October 31, 2019

<b>Principal Investigator:</b>	David Woods II
<b>Project Title:</b>	Montana Coaches' Perceptions on Including Transgender Athletes in High School Interscholastic Sports and Its Effect on Team Chemistry
<b>IRB Project Number:</b>	IRB-201910-098
<b>Project Review Level:</b>	Expedited 7
<b>Date of IRB Approval:</b>	10/29/2019
<b>Expiration Date of This Approval:</b>	10/28/2020

The application form and all included documentation for the above-referenced project have been reviewed and approved via the procedures of the University of North Dakota Institutional Review Board.

*The waiver of written consent has been approved under 45 CFR 46.117(c)(2).*

Prior to implementation, submit any changes to or departures from the protocol or consent form to the IRB for approval. No changes to approved research may take place without prior IRB approval.

You have approval for this project through the above-listed expiration date. When this research is completed, please submit a termination form to the IRB. If the research will last longer than one year, an annual review and progress report must be submitted to the IRB prior to the submission deadline to ensure adequate time for IRB review.

The forms to assist you in filing your project termination, annual review and progress report, adverse event/unanticipated problem, protocol change, etc. may be accessed on the IRB website:  
<http://und.edu/research/resources/human-subjects/>

Sincerely,



Michelle L. Bowles, M.P.A., CIP  
IRB Manager

MLB/sy

Cc: Sherryl Houdek, Ed.D. & Gail Ingwalson, Ph.D.

**Appendix F**  
**Application for Permission to Conduct Research in Montana**

Attn: Montana Coaches Association

Dear Mr. Olsen,

My name is David Woods. I am writing to request permission to conduct a research study with the members of the Montana Coaches Association. I am currently enrolled in the University of North Dakota and am in the process of writing my dissertation on the perceptions high school coaches have of their team's chemistry regarding the inclusion of transgender athletes.

I am requesting that the MCA will disseminate my survey to its members, which will allow me to obtain participants for this study. At no time will a coach's email address or identification be released. With the approval of both the MCA and UND Institutional Review Board (IRB), you will provide a link to your members that will lead directly to the study survey. By giving responses to the survey, coaches will be granting consent to participate in the study (potential participants will be aware of this through a document that will accompany the survey link). A coach may elect to either not click on the link or stop at any point within the survey and leave it incomplete.

There is no foreseeable risk to the coaches who choose to participate in the study. No coach or coaches' identity will be released at any time. Only myself, my advisors (Dr. Sherry Houdek and Dr. Gail Ingwalson) will have access to this data.

If I receive a representative amount of responses within a two-week span, I will start to analyze the information. If I do not, I will request that the link once again be disbursed for a second two-week time period.

Should this study be published, only pooled results will be documented. No cost will be incurred by your organization or to the individual participants.

Approval from the MCA to conduct this study will be greatly appreciated. After I receive the Board's consent, I will attach it to a set of documents that will be sent to the University of North Dakota's Institutional Review Board.

I am more than happy to send you a copy of the completed results electronically. Should you have any follow up questions or concerns, you may contact me at david.woodsii@und.edu or (701) 899-0871.

Sincerely,

David L. Woods II, Researcher

**Appendix G**  
**Approval to Conduct Study Via Montana Coaches Association**

-----  
I, Donald R. Olsen (print name), *do consent* to the MCA disseminating a link to the survey to our membership for David Woods' research.

Donald R. Olsen Signature      4/4/19 Date  
Ex Director-MCA Title

I, \_\_\_\_\_ (print name), *do not consent* to the MCA disseminating a link to the survey to our membership for David Woods' research.

\_\_\_\_\_ Signature      \_\_\_\_\_ Date  
\_\_\_\_\_ Title

## Appendix H Newsletter Page Containing Survey Link

### OFFICERS & DIRECTORS

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**COY Chairman**  
Brian Campbell  
bcampbell@asschools.org

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**Scholarship Chairman**  
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**Golf Chairman**  
Gary Gebert

**BBQ Chairman**  
Scott King  
Bob Lanning  
Ricky Powell  
Mike Saunagesa



**Don Olsen**  
Executive Director  
& Clinic Director  
375 Ramble Inn Road  
Fort Shaw, MT 59443  
donmca@gmail.com  
PH/FAX: 406.264.5435

## Fall 2019 Newsletter

### MCA Fall Sports COY Ballots emailed to all Active Coaches

Fall COY ballots will be emailed on 12/2 to all active members (Associate members are not eligible to vote).

Voting is quick and easy, so if you haven't voted and are eligible, **please vote today at:**  
<http://montanacoaches.powermediac.com/fall-coach-of-the-year/>

**Congratulations to all Fall COY nominees!**

The March winter ballot and newsletter will be sent by **email only**, so if you didn't receive this newsletter via e-mail, please send a correct email address to [donmca@3rivers.net](mailto:donmca@3rivers.net). Please also be sure to send us any updates to your mailing address or phone number.

### COY Status & Membership Deadlines

20 top-four finishing head coaches were not members by the October 1st deadline and thus, are not eligible for COY nomination. This is a great reason to join right away in May when membership info comes out, so you don't forget. Please help by reminding your fellow-coaches to join before the cut-off date for each season:

**September 15<sup>th</sup>** for A and AA Golf, **October 1st** for Fall sports,  
**February 1st** for all Winter sports and **May 1st** for all Spring sports.

### All-State - All-Conference - Academic All-state Certificates

Templates for these certificates are emailed to ADs and Principals each season (not available on the website). Please save them and share with your appropriate staff. Contact Shirley Chesterfield-Stanton with questions or suggestions – [MCAaward@gmail.com](mailto:MCAaward@gmail.com). **We ask that you carefully guard and honor MCA integrity and yours, as you print and present these awards.**

### Membership

MCA membership stands at 2054, up 91 from last year at this point. We also have 185 MOA associate members. AD's and Administrators have been a great help, passing on our emails and promoting MCA membership. Coaches have been doing more promotion within their sport. Thank you!

**We sincerely appreciate the 65+ schools** who pay dues and/or clinic fees for their coaches. Our multi-member online option allows schools to sign up and pay for several coaches at once.

Head coaches, please talk to your assistants and lower level coaches about the benefits of MCA. We find that new coaches are often unaware of the benefits of joining MCA. **You are our ambassadors to your district coaches, so please encourage them to join.** Membership application and benefits are on the website.

### Survey

My name is David Woods. I am a doctoral candidate, at the University of North Dakota, conducting a study with Montana Coaches on their **Perceptions of Including Transgender Athletes in High School Interscholastic Sports and the Perceived Effects on Team Chemistry** for my dissertation. I am requesting your participation in this study. Provided below is a link to the survey, which will remain active for two weeks. If you have any questions, please contact me, David Woods at ([d.woods2@me.com](mailto:d.woods2@me.com)), or either of these at UND: [sherryl.houdek@und.edu](mailto:sherryl.houdek@und.edu) or [gail.ingwalson@und.edu](mailto:gail.ingwalson@und.edu)

*Thank you for your participation!*

[https://und.qualtrics.com/jfe/form/SV\\_cLMQvWPm7K02TEF](https://und.qualtrics.com/jfe/form/SV_cLMQvWPm7K02TEF)

**Appendix I**  
**Participants' Consent to Participate**

**The University of North Dakota**  
**Consent to Participate in Research**

**TITLE:** Coaches' Perceptions on Including Transgender Athletes in High School Interscholastic Sports and Its Effect on Team Chemistry

**PROJECT DIRECTOR:** Woods II, David

**PHONE #:** (701) 899-0871

**DEPARTMENT:** Office of Human Performance & Development

**STATEMENT OF RESEARCH**

A person who is to participate in the research must give his or her informed consent to such participation. This consent must be based on an understanding of the nature and risks of the research. This document provides information that is important for this understanding. Research projects include only subjects who choose to take part. Please take your time in making your decision as to whether to participate. If you have questions at any time, please ask.

**WHAT IS THE PURPOSE OF THIS STUDY?**

You are invited to be in a research study about North Dakota high school athletic coaches' perceptions on how the inclusion of transgender athletes may affect team chemistry within their respective sports programs because you are employed at a North Dakota high school and hold the role of a high school coach. Also, you are a head or assistant coach of a high school sport in North Dakota.

The purpose of this research study is to identify the North Dakota high school athletic coaches' perceptions on how the inclusion of transgender athletes within their respective sports programs can affect team chemistry.

**HOW MANY PEOPLE WILL PARTICIPATE?**

Approximately 1,100 people will take part in this study.

**HOW LONG WILL I BE IN THIS STUDY?**

Your participation in the study will last no greater than 15 minutes, which is the estimated length of time to complete the survey.



## **WHAT WILL HAPPEN DURING THIS STUDY?**

The study will be conducted through a questionnaire instrument that will be disbursed electronically through the Montana Coaches Association. Questionnaires will “facilitate accuracy of measurement and evaluation of objective concepts” (McCusker & Gunaydin, 2015, p. 540).

The instrument questions will be centered around four themes: knowledge, eligibility, team chemistry, and policy. A link will be provided, by the researcher, to the Montana Coaches Association to be distributed amongst the membership. Members who choose to participate in the study will become voluntary participants. Participants will click on the link that will guide them directly to the Qualtrics survey. When completed, participants will click on a submit button which will grant the researcher access to the participants’ responses. Once the researcher has attained the data from the questionnaire, both Qualtrics and the Statistical Package for Social Sciences (SPSS) will be used to aggregate and analyze the data.

**Participants are free to skip any questions that he/she would prefer not to answer.**

## **WHAT ARE THE RISKS OF THE STUDY?**

You may experience frustration that is often experienced when completing the questionnaire. Some of the statements may be of a sensitive nature, and you may therefore become upset as a result. However, such risks are not viewed as being in excess of “minimal risk.”

If, however, you become upset by any statement, you may stop at any time or choose not to respond to a statement. If you would like to talk to someone about your feelings about this study, you are encouraged to contact a local medical professional.

## **WHAT ARE THE BENEFITS OF THIS STUDY?**

You will not benefit personally from being in this study. However, we hope that, in the future, other people might benefit from this study.

## **WILL IT COST ME ANYTHING TO BE IN THIS STUDY?**

You will not have any costs for being in this research study.

## **WILL I BE PAID FOR PARTICIPATING?**

You will not be paid for being in this research study.

## **WHO IS FUNDING THE STUDY?**

The University of North Dakota and the research team are receiving no payments from other agencies, organizations, or companies to conduct this research study.

## **CONFIDENTIALITY**

The records of this study will be kept private to the extent permitted by law. In any report about this study that might be published, you will not be identified. Your study record may be reviewed by Government agencies and the University of North Dakota Institutional Review Board.

Any information that is obtained in this study and that can be identified with you will remain confidential and will be disclosed only with your permission or as required by law. You should know, however, that there are some circumstances in which we may have to show your information to other people. For example, the law may require us to show your information to a court or to tell authorities if we believe you have abused a child, or you pose a danger to yourself or someone else. Confidentiality will be maintained by means of gathering and immediately aggregating the data so that identifying information is not used in analyzation, storing the data on a password-secured laptop that is only accessible to the principal investigator, destroying all data after three years in accordance with federal, state, and local regulations.

If we write a report or article about this study, we will describe the study results in a summarized manner so that you cannot be identified.

## **IS THIS STUDY VOLUNTARY?**

Your participation is voluntary. You may choose not to participate, or you may discontinue your participation at any time without penalty. Your decision whether or not to participate will not affect your current or future relations with the University of North Dakota.

## **CONTACTS AND QUESTIONS?**

The researcher conducting this study is David Woods. You may ask any questions you have now. If you later have questions, concerns, or complaints about the research please contact David Woods at (701) 899-0871 during the day or after hours. The advisors of the principal investigator are Dr. Sherryl Houdek and Dr. Gail Ingwalson who can be contacted at the University of North Dakota at (701) 777-3577.

If you have questions regarding your rights as a research subject, you may contact the University of North Dakota Institutional Review Board at (701) 777-4279 or [UND.irb@research.UND.edu](mailto:UND.irb@research.UND.edu).

- You may also call this number about any problems, complaints, or concerns you have about this research study.
- You may also call this number if you cannot reach research staff, or you wish to talk with someone who is independent of the research team.
- General information about being a research subject can be found by clicking “Information for Research Participants” on the web site:  
<http://und.edu/research/resources/human-subjects/research-participants.cfm>

I have discussed the above points with the subject or, where appropriate, with the subject’s legally authorized representative. The subject is informed that, by responding to this survey, the subject is giving consent to participate in this research.

---

Signature of Person Who Obtained Consent

---

Date

**Appendix J**  
**Data Tables by Construct**

**Knowledge by Respondent's Age (Years)**

**Table J1**

*Q2.2: Transgender Female Athletes Are Covered Under Title IX*

Q1.1 Age of Respondent	20-29		30-39		40-49		50-59		60+		Total	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>N</i>	%
Strongly Agree	1	25.0	1	33.3	0	0	0	0	1	100	3	18.8
Somewhat Agree	2	50.0	0	0	0	0	1	20.0	0	0	3	18.8
Neither Agree Nor Disagree	0	0	1	33.3	0	0	3	60.0	0	0	4	25.0
Somewhat Disagree	0	0	0	0	0	0	1	20.0	0	0	1	6.3
Strongly Disagree	1	25.0	1	33.3	3	100	0	0	0	0	5	31.3
Totals	4	100	3	100	3	100	5	100	1	100	16	100

**Table J2***Q2.1: Transgender Male Athletes Are Covered Under Title IX*

Q1.1 Age of Respondent	20-29		30-39		40-49		50-59		60+		Total	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>N</i>	%
Strongly Agree	1	25.0	1	33.3	1	33.3	0	0	1	100	4	25.0
Somewhat Agree	2	50.0	0	0	0	0	0	0	0	0	2	12.5
Neither Agree Nor Disagree	0	0	1	33.3	0	0	3	60.0	0	0	4	25.0
Somewhat Disagree	0	0	0	0	0	0	2	40.0	0	0	2	12.5
Strongly Disagree	1	25.0	1	33.3	2	66.7	0	0	0	0	4	25.0
Totals	4	100	3	100	3	100	5	100	1	100	16	100

127

**Table J3***Q2.3: My District Has Resources That Support the Inclusion of Transgender Male Athletes*

Q1.1 Age of Respondent	20-29		30-39		40-49		50-59		60+		Total	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>N</i>	%
Strongly Agree	0	0	0	0	0	0	0	0	0	0	0	0
Somewhat Agree	1	25.0	0	0	0	0	0	0	0	0	1	6.3
Neither Agree Nor Disagree	0	0	1	33.3	2	66.7	3	60.0	1	100	7	43.8
Somewhat Disagree	2	50.0	2	66.7	0	0	0	0	0	0	4	25.0
Strongly Disagree	1	25.0	0	0	1	33.3	2	40.0	0	0	4	25.0
Totals	4	100	3	100	3	100	5	100	1	100	16	100

**Table J4***Q2.4: My District Has Resources That Support the Inclusion of Transgender Female Athletes*

Q1.1 Age of Respondent	20-29		30-39		40-49		50-59		60+		Total	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>N</i>	%
Strongly Agree	0	0	0	0	0	0	0	0	0	0	0	0
Somewhat Agree	1	25.0	0	0	0	0	0	0	0	0	1	6.3
Neither Agree Nor Disagree	0	0	1	33.3	2	66.7	3	60.0	1	100	7	43.8
Somewhat Disagree	2	50.0	2	66.7	0	0	0	0	0	0	4	25.0
Strongly Disagree	1	25.0	0	0	1	33.3	2	40.0	0	0	4	25.0
Totals	4	100	3	100	3	100	5	100	1	100	16	100

128

**Table J5***Q2.5: The Definitions of Both Sex and Gender Are Clearly Defined in my District Documents*

Q1.1 Age of Respondent	20-29		30-39		40-49		50-59		60+		Total	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>N</i>	%
Strongly Agree	1	25.0	0	0	1	33.3	0	0	0	0	2	12.5
Somewhat Agree	0	0	0	0	0	0	1	20.0	0	0	1	6.3
Neither Agree Nor Disagree	1	25.0	1	33.3	1	33.3	2	40.0	1	100	6	37.5
Somewhat Disagree	2	50.0	2	66.7	0	0	1	20.0	0	0	5	31.3
Strongly Disagree	0	0	0	0	1	33.3	1	20.0	0	0	2	12.5
Totals	4	100	3	100	3	100	5	100	1	100	16	100

**Table J6***Q2.7: I Know the Difference Between Sexual Identity and Gender*

Q1.1 Age of Respondent	20-29		30-39		40-49		50-59		60+		Total	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>N</i>	%
Strongly Agree	3	75.0	1	33.3	3	100	3	60.0	1	100	11	68.8
Somewhat Agree	0	0	1	33.3	0	0	2	40.0	0	0	3	18.8
Neither Agree Nor Disagree	0	0	1	33.3	0	0	0	0	0	0	1	6.3
Somewhat Disagree	1	25.0	0	0	0	0	0	0	0	0	1	6.3
Strongly Disagree	0	0	0	0	0	0	0	0	0	0	0	0
Totals	4	100	3	100	3	100	5	100	1	100	16	100

129

Seventy-five percent of coaches in the age 20-29 category strongly agreed that they knew the difference between sexual identity and gender. All of the coaches in the age 40-49 category strongly agreed with the same statement (Table J6).

**Table J7***Q2.8: I Can Explain the Definition of Transgender*

Q1.1 Age of Respondent Anchors of Likert Scale	20-29		30-39		40-49		50-59		60+		Total	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>N</i>	%
Strongly Agree	3	75.0	1	33.3	3	100	2	40.0	1	100	10	62.5
Somewhat Agree	1	37.5	2	66.7	0	0	3	60.0	0	0	6	37.5
Neither Agree Nor Disagree	0	0	0	0	0	0	0	0	0	0	0	0
Somewhat Disagree	0	0	0	0	0	0	0	0	0	0	0	0
Strongly Disagree	0	0	0	0	0	0	0	0	0	0	0	0
Totals	4	100	3	100	3	100	5	100	1	100	16	100

All of the respondent coaches of all ages reported some form of agreement that they could explain the definition of transgender (Table J7).



**Perceptions on High School Student Eligibility by Respondent’s Age (Years)**

**Table J8**

*Q3.2: Transgender Females Hold a Physical Advantage Over Non-Transgender Females*

Q1.1 Age of Respondent	20-29		30-39		40-49		50-59		60+		Total	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>N</i>	%
Strongly Agree	1	25.0	3	100	3	100	4	80.0	0	0	11	68.8
Somewhat Agree	2	50.0	0	0	0	0	0	0	0	0	2	12.5
Neither Agree Nor Disagree	0	0	0	0	0	0	0	0	0	0	0	0
Somewhat Disagree	1	25.0	0	0	0	0	1	20.0	0	0	2	12.5
Strongly Disagree	0	0	0	0	0	0	0	0	1	100	1	6.3
Totals	4	100	3	100	3	100	5	100	1	100	16	100

**Table J9**

*Q3.3: Montana Legislation Supports Eligibility of Transgender Athletes Participating in Montana High School Interscholastic Sports Based on Gender Identity*

Q1.1 Age of Respondent	20-29		30-39		40-49		50-59		60+		Total	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>N</i>	%
Strongly Agree	0	0	0	0	0	0	0	0	1	100	1	6.3
Somewhat Agree	1	25.0	0	0	0	0	1	20.0	0	0	2	12.5
Neither Agree Nor Disagree	1	25.0	3	100	2	66.7	3	60.0	0	0	9	56.3
Somewhat Disagree	1	25.0	0	0	0	0	0	0	0	0	1	6.3
Strongly Disagree	1	25.0	0	0	1	33.3	1	20.0	0	0	3	18.8
Totals	4	100	3	100	3	100	5	100	1	100	16	100

**Table J10***Q3.7: The Inclusion of Transgender Male Athletes Will Create Overall Issues of Fairness in Interscholastic Sport*

Q1.1 Age of Respondent Anchors of Likert Scale	20-29		30-39		40-49		50-59		60+		Total	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>N</i>	%
Strongly Agree	1	25.0	0	0	3	100	3	60.0	0	0	7	43.8
Somewhat Agree	1	25.0	1	33.3	0	0	2	40.0	1	100	5	31.3
Neither Agree Nor Disagree	0	0	1	33.3	0	0	0	0	0	0	1	6.3
Somewhat Disagree	2	50.0	1	33.3	0	0	0	0	0	0	3	18.8
Strongly Disagree	0	0	0	0	0	0	0	0	0	0	0	0
Totals	4	100	3	100	3	100	5	100	1	100	16	100

132

**Table J11***Q3.8: The Inclusion of Transgender Female Athletes Will Create Overall Issues of Fairness in Interscholastic Sport*

Q1.1 Age of Respondent Anchors of Likert Scale	20-29		30-39		40-49		50-59		60+		Total	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>N</i>	%
Strongly Agree	1	25.0	3	100	3	100	4	80.0	0	0	11	68.8
Somewhat Agree	1	25.0	0	0	0	0	0	0	1	100	2	12.5
Neither Agree Nor Disagree	0	0	0	0	0	0	1	20.0	0	0	1	6.3
Somewhat Disagree	2	50.0	0	0	0	0	0	0	0	0	2	12.5
Strongly Disagree	0	0	0	0	0	0	0	0	0	0	0	0
Totals	4	100	3	100	3	100	5	100	1	100	16	100

**Perceptions on Team Chemistry by Respondent's Age (Years)**

**Table J12**

*Q4.3: A Transgender Male Athlete Can Be Successful in a Respective Interscholastic Sport Without Questions of Fairness Arising*

Q1.1 Age of Respondent	20-29		30-39		40-49		50-59		60+		Total	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>N</i>	%
Strongly Agree	0	0	1	33.3	0	0	0	0	1	100	2	12.5
Somewhat Agree	0	0	1	33.3	0	0	2	40.0	0	0	3	18.8
Neither Agree Nor Disagree	1	25.0	0	0	0	0	0	0	0	0	1	6.3
Somewhat Disagree	3	75.0	1	33.3	0	0	3	60.0	0	0	7	43.8
Strongly Disagree	0	0	0	0	3	100	0	0	0	0	3	18.8
Totals	4	100	3	100	3	100	5	100	1	100	16	100

**Table J13**

*Q4.4: A Transgender Male Athlete Will Be Accepted Socially Within a Respective Interscholastic Sports Team*

Q1.1 Age of Respondent	20-29		30-39		40-49		50-59		60+		Total	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>N</i>	%
Strongly Agree	0	0	0	0	0	0	0	0	0	0	0	0
Somewhat Agree	0	0	1	33.3	0	0	2	40.0	1	100	4	25.0
Neither Agree Nor Disagree	0	0	0	0	0	0	0	0	0	0	0	0
Somewhat Disagree	3	75.0	2	66.7	2	66.7	2	40.0	0	0	9	56.3
Strongly Disagree	1	25.0	0	0	1	33.3	1	20.0	0	0	3	18.8
Totals	4	100	3	100	3	100	5	100	1	100	16	100

**Perceptions on Gender Policy by Respondent's Age (Years)**

**Table J14**

*Q5.1: My District Is Prepared to Accommodate a Transgender Male Athlete*

Q1.1 Age of Respondent	20-29		30-39		40-49		50-59		60+		Total	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>N</i>	%
Strongly Agree	0	0	0	0	0	0	0	0	0	0	0	0
Somewhat Agree	0	0	0	0	0	0	0	0	1	100	1	6.7
Neither Agree Nor Disagree	0	0	1	33.3	0	0	3	60.0	0	0	4	26.7
Somewhat Disagree	2	66.7	2	66.7	1	33.3	0	0	0	0	5	33.3
Strongly Disagree	1	33.3	0	0	2	66.7	2	40.0	0	0	5	33.3
Totals	3	100	3	100	3	100	5	100	1	100	15	100

**Table J15***Q5.2: Non-Discrimination Laws Cover Transgender Individuals*

Q1.1 Age of Respondent Anchors of Likert Scale	20-29		30-39		40-49		50-59		60+		Total	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>N</i>	%
Strongly Agree	0	0	0	0	1	33.3	0	0	1	100	2	13.3
Somewhat Agree	1	33.3	2	66.7	1	33.3	1	20.0	0	0	5	33.3
Neither Agree Nor Disagree	0	0	0	0	1	33.3	4	80.0	0	0	5	33.3
Somewhat Disagree	1	33.3	1	33.3	0	0	0	0	0	0	2	13.3
Strongly Disagree	1	33.3	0	0	0	0	0	0	0	0	1	6.7
Totals	3	100	3	100	3	100	5	100	1	100	15	100

135

**Table J16***Q5.7: A Policy That Allows Transgender Participation in Sports Based Solely on Gender Identity Is Unfair*

Q1.1 Age of Respondent Anchors of Likert Scale	20-29		30-39		40-49		50-59		60+		Total	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>N</i>	%
Strongly Agree	1	33.3	2	66.7	2	66.7	3	60.0	0	0	8	53.3
Somewhat Agree	1	33.3	0	0	0	0	1	20.0	0	0	2	13.3
Neither Agree Nor Disagree	1	33.3	1	33.3	0	0	1	20.0	1	100	4	26.7
Somewhat Disagree	0	0	0	0	0	0	0	0	0	0	0	0
Strongly Disagree	0	0	0	0	1	33.3	0	0	0	0	1	6.7
Totals	3	100	3	100	3	100	5	100	1	100	15	100

**Table J17***Q5.10: A Policy That Allows Transgender Male Athletes to Participate in Sports Based Solely on Gender Identity Is Unfair*

Q1.1 Age of Respondent Anchors of Likert Scale	20-29		30-39		40-49		50-59		60+		Total	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>N</i>	%
Strongly Agree	0	0	1	33.3	1	33.3	3	60.0	0	0	5	33.3
Somewhat Agree	1	33.3	1	33.3	0	0	0	0	0	0	2	13.3
Neither Agree Nor Disagree	1	33.3	0	0	0	0	2	40.0	0	0	3	20.0
Somewhat Disagree	1	33.3	1	33.3	0	0	0	0	1	100	3	20.0
Strongly Disagree	0	0	0	0	2	66.7	0	0	0	0	2	13.3
Totals	3	100	3	100	3	100	5	100	1	100	15	100

136

**Table J18***Q5.11: A Policy That Allows Transgender Female Athletes to Participate in Sports Based Solely on Gender Identity is Unfair*

Q1.1 Age of Respondent Anchors of Likert Scale	20-29		30-39		40-49		50-59		60+		Total	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>N</i>	%
Strongly Agree	0	0	2	66.7	1	33.3	2	40.0	0	0	5	33.3
Somewhat Agree	2	66.7	1	33.3	0	0	1	20.0	0	0	4	26.7
Neither Agree Nor Disagree	1	33.3	0	0	0	0	2	40.0	0	0	3	20.0
Somewhat Disagree	0	0	0	0	0	0	0	0	1	100	1	6.7
Strongly Disagree	0	0	0	0	2	66.7	0	0	0	0	2	13.3
Totals	3	100	3	100	3	100	5	100	1	100	15	100

**Knowledge by Sex of Sport Coached by Respondents**

**Table J19**

*Q2.1: Transgender Male Athletes Are Covered Under Title IX*

Q1.6 Sex of Athletes You Coach Anchors of Likert Scale	Male		Female		Both (Same Sport)		Both (Multiple Sports)		Total	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>N</i>	%
Strongly Agree	0	0	1	25.0	2	50.0	1	14.3	4	25.0
Somewhat Agree	0	0	0	0	1	25.0	1	14.3	2	12.5
Neither Agree Nor Disagree	1	100	1	25.0	0	0	2	28.6	4	25.0
Somewhat Disagree	0	0	0	0	0	0	2	28.6	2	12.5
Strongly Disagree	0	0	2	50.0	1	25.0	1	14.3	4	25.0
Totals	1	100	4	100	4	100	7	100	16	100

**Table J20**

*Q2.2: Transgender Female Athletes Are Covered Under Title IX*

Q1.6 Sex of Athletes You Coach Anchors of Likert Scale	Male		Female		Both (Same Sport)		Both (Multiple Sports)		Total	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>N</i>	%
Strongly Agree	0	0	1	25.0	1	25.0	1	14.3	3	18.8
Somewhat Agree	0	0	0	0	1	25.0	2	28.6	3	18.8
Neither Agree Nor Disagree	1	100	1	25.0	0	0	2	28.6	4	25.0
Somewhat Disagree	0	0	0	0	0	0	1	14.3	1	6.3
Strongly Disagree	0	0	2	50.0	2	50.0	1	14.3	5	31.3
Totals	1	100	4	100	4	100	7	100	16	100

**Table J21***Q2.5: The Definitions of Both Sex and Gender Are Clearly Defined in my District Documents*

Q1.6 Sex of Athletes You Coach Anchors of Likert Scale	Male		Female		Both (Same Sport)		Both (Multiple Sports)		Total	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>N</i>	%
Strongly Agree	0	0	1	25.0	1	25.0	0	0	2	12.5
Somewhat Agree	0	0	0	0	0	0	1	14.3	1	6.3
Neither Agree Nor Disagree	1	100	0	0	2	50.0	3	42.9	6	37.5
Somewhat Disagree	0	0	2	50.0	0	0	3	42.9	5	31.3
Strongly Disagree	0	0	1	25.0	1	25.0	0	0	2	12.5
Totals	1	100	4	100	4	100	7	100	16	100

**Perceptions on Eligibility by Sex of Athletes Coached by Respondents****Table J22***Q3.1: Transgender Males Hold a Physical Advantage Over Non-Transgender Males*

Q1.6 Sex of Athletes You Coach Anchors of Likert Scale	Male		Female		Both (Same Sport)		Both (Multiple Sports)		Total	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>N</i>	%
Strongly Agree	1	100	0	0	0	0	0	0	1	6.3
Somewhat Agree	0	0	1	25.0	0	0	1	14.3	2	12.5
Neither Agree Nor Disagree	0	0	0	0	0	0	1	14.3	1	6.3
Somewhat Disagree	0	0	1	25.0	1	25.0	4	57.1	6	37.5
Strongly Disagree	0	0	2	50.0	3	75.0	1	14.3	6	37.5
Totals	1	100	4	100	4	100	7	100	16	100



**Table J23***Q3.2: Transgender Females Hold a Physical Advantage Over Non-Transgender Females*

Q1.6 Sex of Athletes You Coach Anchors of Likert Scale	Male		Female		Both (Same Sport)		Both (Multiple Sports)		Total	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>N</i>	%
Strongly Agree	1	100	3	75.0	2	50.0	5	71.4	11	68.8
Somewhat Agree	0	0	1	25.0	0	0	1	14.3	2	12.5
Neither Agree Nor Disagree	0	0	0	0	0	0	0	0	0	0
Somewhat Disagree	0	0	0	0	1	25.0	1	14.3	2	12.5
Strongly Disagree	0	0	0	0	1	25.0	0	0	1	6.3
Totals	1	100	4	100	4	100	7	100	16	100

139

**Table J24***Q3.6: A Transgender Female Athlete Can Be Successful in a Respective Sport Even if the Individual Cannot Utilize the Same Locker Room as Other Team Members*

Q1.6 Sex of Athletes You Coach Anchors of Likert Scale	Male		Female		Both (Same Sport)		Both (Multiple Sports)		Total	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>N</i>	%
Strongly Agree	1	100	0	0	1	25.0	1	14.3	3	18.8
Somewhat Agree	0	0	3	75.0	2	50.0	3	42.9	8	50.0
Neither Agree Nor Disagree	0	0	0	0	1	25.0	2	28.6	3	18.8
Somewhat Disagree	0	0	0	0	0	0	1	14.3	1	6.3
Strongly Disagree	0	0	1	25.0	0	0	0	0	1	6.3
Totals	1	100	4	100	4	100	7	100	16	100

**Table J25***Q3.7: The Inclusion of Transgender Male Athletes Will Create Overall Issues of Fairness in Interscholastic Sport*

Q1.6 Sex of Athletes You Coach Anchors of Likert Scale	Male		Female		Both (Same Sport)		Both (Multiple Sports)		Total	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>N</i>	%
Strongly Agree	1	100	2	50.0	2	50.0	2	28.6	7	43.8
Somewhat Agree	0	0	1	25.0	2	50.0	2	28.6	5	31.3
Neither Agree Nor Disagree	0	0	0	0	0	0	1	14.3	1	6.3
Somewhat Disagree	0	0	1	25.0	0	0	2	28.6	3	18.8
Strongly Disagree	0	0	0	0	0	0	0	0	0	0
Totals	1	100	4	100	4	100	7	100	16	100

**Perceptions on Team Chemistry by Sex of Athletes Coached by Respondents****Table J26***Q4.4: A Transgender Male Athlete Will Be Accepted Socially Within a Respective Interscholastic Sports Team*

Q1.6 Sex of Athletes You Coach Anchors of Likert Scale	Male		Female		Both (Same Sport)		Both (Multiple Sports)		Total	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>N</i>	%
Strongly Agree	0	0	0	0	0	0	0	0	0	0
Somewhat Agree	0	0	0	0	1	25.0	3	42.9	4	25.0
Neither Agree Nor Disagree	0	0	0	0	0	0	0	0	0	0
Somewhat Disagree	1	100	2	50.0	2	50.0	4	57.1	9	56.3
Strongly Disagree	0	0	2	50.0	1	25.0	0	0	3	18.8
Totals	1	100	4	100	4	100	7	100	16	100

**Table J27***Q4.5: A Transgender Female Athlete Will Be Accepted Socially Within a Respective Interscholastic Sports Team*

Q1.6 Sex of Athletes You Coach	Male		Female		Both (Same Sport)		Both (Multiple Sports)		Total	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>N</i>	%
Strongly Agree	0	0	0	0	0	0	0	0	0	0
Somewhat Agree	0	0	0	0	1	25.0	1	14.3	2	12.5
Neither Agree Nor Disagree	0	0	1	25.0	0	0	1	14.3	2	12.5
Somewhat Disagree	0	0	1	25.0	2	50.0	3	42.9	6	37.5
Strongly Disagree	1	100	2	50.0	1	25.0	2	28.6	6	37.5
Totals	1	100	4	100	4	100	7	100	16	100

141

**Perceptions on Gender Policy by Sex of Athletes Coached by Respondents****Table J28***Q5.1: My District is Prepared to Accommodate a Transgender Male Athlete*

Q1.6 Sex of Athletes You Coach	Male		Female		Both (Same Sport)		Both (Multiple Sports)		Total	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>N</i>	%
Strongly Agree	0	0	0	0	0	0	0	0	0	0
Somewhat Agree	0	0	0	0	1	25.0	0	0	1	6.7
Neither Agree Nor Disagree	1	100	0	0	0	0	3	42.9	4	26.7
Somewhat Disagree	0	0	1	33.3	1	25.0	3	42.9	5	33.3
Strongly Disagree	0	0	2	66.7	2	50.0	1	14.3	5	33.3
Totals	1	100	3	100	4	100	7	100	15	100

**Table J29***Q5.8: A Transgender Male Athlete's Eligibility to Participate in a Sex-Segregated Sport Should Be Based on Gender Identity*

Q1.6 Sex of Athletes You Coach	Male		Female		Both (Same Sport)		Both (Multiple Sports)		Total	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>N</i>	%
Strongly Agree	0	0	0	0	0	0	0	0	0	0
Somewhat Agree	0	0	1	33.3	0	0	2	28.6	3	20.0
Neither Agree Nor Disagree	0	0	0	0	1	25.0	1	14.3	2	13.3
Somewhat Disagree	0	0	1	33.3	1	25.0	2	28.6	4	26.7
Strongly Disagree	1	100	1	33.3	2	50.0	2	28.6	6	40.0
Totals	1	100	3	100	4	100	7	100	15	100

142

**Table J30***Q5.8: A Transgender Male Athlete's Eligibility to Participate in a Sex-Segregated Sport Should Be Based on Gender Identity*

Q1.6 Sex of Athletes You Coach	Male		Female		Both (Same Sport)		Both (Multiple Sports)		Total	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>N</i>	%
Strongly Agree	0	0	0	0	0	0	2	28.6	2	13.3
Somewhat Agree	0	0	1	33.3	0	0	0	0	1	6.7
Neither Agree Nor Disagree	0	0	0	0	1	25.0	2	28.6	3	20.0
Somewhat Disagree	0	0	1	33.3	1	25.0	0	0	2	13.3
Strongly Disagree	1	100	1	33.3	2	50.0	3	42.9	7	46.7
Totals	1	100	3	100	4	100	7	100	15	100

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