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Creating a Safe and Supportive School Climate for Transgender Students

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Transgender Students
by
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Abstract

Research has shown that transgender students do not feel safe at school and as a result experience negative outcomes. An effective teacher training program on transgender students will help these students feel a greater sense of safety at school. Additionally, this project will explore inclusive curricular resources for educators. The research reviewed for this project includes the key findings for why transgender students feel unsafe that included bullying & harassment, untrained and unprepared staff, and unsafe spaces in school. It is imperative for transgender students to feel safe at school so they may have the same opportunities for success in education as their cisgender peers.

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Chapter One: Introduction

Problem Statement

A majority of transgender students feel unsafe at school. About 75% of transgender students specifically feel unsafe coming to school because they feel uncomfortable with expressing their gender expression (Pampati et al., 2020). In other words, they do not feel accepted by others for showing their gender identity. This is an issue because schools are meant to foster a safe environment to allow all students to comfortably learn. This is a high percentage of transgender students, and it needs to be addressed.

Importance and Rationale of the Project

This project is important because no student should feel unsafe at school. A 2017 multi-school climate survey in the United States "found that trans students reported significantly lower feelings of overall safety at school than their cisgender counterparts" (Wernick et al., 2017, p. 926). The National School Climate Survey reported by the GLSEN is another survey example that demonstrates these statistics. In 2019, it found that 69.5% of transgender students feel unsafe at school because of their gender expression while 84.4% feel unsafe because of their gender (Kosciw et al., 2020). Needless to say, this is a problem happening across the nation. Based on this same survey, researchers found that transgender students experience a more hostile school climate than their peers (Kosciw et al., 2020). It is necessary for educators to protect transgender students from any type of harm at school since they

have a more negative school experience than their peers. "Transgender youth experience negative school environments and may not benefit directly from interventions defined to support Lesbian, Gay, Bisexual (LBG) youth" (McGuire et al., 2010, p. 1175). "There is an assumption that the needs of transgender students are similar to those of LGB students" (Dugan et al., 2012, p. 720). However, these students' experiences can be different which is why it is important to understand their specific needs.

Background of the Project

Over the years, students come out and define themselves as lesbian, gay, bisexual, or transgender (LGBT), terms that were not previously encompassed by the Title IX policy. In 2014, Title IX modernized its policy to meet the needs of transgender students in order to protect them from gender discrimination and violence (Seelman, 2014a). "In 2016, the Departments of Justice and Education issued *Guidelines for Supporting Transgender Students*, which aimed to ensure the civil rights of transgender students" were protected under the Title IX policy of the Education Amendments of 1972 (Leonardi & Staley, 2017, p. 754). These guidelines were set forth under President Obama at the time (Farley & Leonardi, 2021). Not too long after, President Trump was elected to office. It was then that the appointed U.S. Secretary of Education, Betsy DeVos, withdrew this guidance and "undid many of the progressive changes for transgender youth" (Farley & Leonardi, 2021, p. 275). During this time, bathroom access for trans youth became a forefront issue in the United States since "President Trump issued a directive to rescind protections for

transgender students" (Wernick et al., 2017, p. 925). Moreover, he was not going to allow transgender students to use the bathroom based solely on their gender identity. There are eighteen states that have state laws which protect these students from any type of harassment or discrimination (Beese & Martin, 2018). Therefore, all schools across the United States need to put a similar regulation as part of their educational policy.

"A recent study published by the Williams Institute estimates that 0.7% of youth ages 13–17 years old (150,000 youth) in the United States identify as transgender" (Wernick et al., 2017, p. 918). This number includes a large portion of students who are of middle and high school age. With almost 1% of the United States population identifying as a transgender youth, bathroom access for transgender students exposed the lack of transgender student management, policies and guidelines within schools.

Statement of Purpose

The overall purpose of this project is to create a positive school climate for transgender students by understanding and providing resources for their needs. This way, they can feel more safe at school. Schools can become a more positive climate for transgender students by ensuring their safety, improving school connectedness, and reducing bullying (Pampati et al., 2020). This is a unique project because it is about educating others in a topic discussed rarely in schools. School administrators, teachers, and other school staff will be given this opportunity to learn more about it.

The hope for this project is for all students, explicitly transgender students, to come to school feeling welcome and safe.

Objectives of the Project

Throughout the school year, staff attend professional developments where they learn about curriculum, teaching strategies, classroom management, and many other topics. Some of the material covered could be completely new or unheard of to them. The topic of gender identity and expression of students in schools is one that is not often discussed. Thus, it is a topic that should be talked about more in professional development. The objective of this project is to have administrators, teachers, and other school staff receive the proper training and gain the knowledge when dealing with such a personal topic.

Definition of Terms

Cisgender- "Individuals whose gender identity matches their biological sex" (Silveira, 2018, p. 429).

GLSEN- An acronym for the American education organization that stands for the gay, lesbian and straight network.

LGBTQ- An acronym for lesbian, gay, bisexual, transgender, and queer in which all terms describe an individual's sexual orientation or gender identity.

School Connectedness- "refers to an academic environment where students believe that adults in the school care about their learning and about them as individuals" (Pampati et al., 2020, p. 294).

Title IX- is a federal civil rights law under the Education Amendments of 1972 that 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" (Weiss, 2014, p. 332).

Transgender- "is an umbrella term used to describe people with gender identities that do not match their sex assigned at birth" (McQuillan & Leininger, 2021, p. 156).

Transphobia- "is defined as emotional disgust, fear, anger, or discomfort felt or expressed towards people who do not conform to society's expectations" (DePedro et al., 2016, p. 294).

Scope of the Project

The scope of the project is to learn how to create a safer school climate for transgender students through professional development. The professional development will be for a K-12 school district. It will address key terminology and appropriate language when talking to them. In addition, it will discuss guidelines for creating policies and procedures that adhere towards transgender students. Staff will spend time on training in a half-day of professional development. There will need to be money from the School Board to provide the necessary professional development. A factor that may hinder the effectiveness of this project is staff who are not open-minded. Another factor may be staff not implementing what they learn at training to incorporate in and outside of the classroom.

Chapter Two: Literature Review

Introduction

Bullying and harassment policies, untrained and unprepared staff, and unsafe spaces in schools will be discussed in this literature review. Furthermore, this project will address how bullying and harassment school policies do not protect transgender students, how school staff are untrained and unprepared about gender identity, and how bathrooms and locker rooms are unsafe spaces at school for these students. The focus of this chapter is to develop an understanding of the reasons why these students experience a negative school environment.

Theory/Rationale

This project is driven by the Social Cognitive Theory of Gender Development and Differentiation. It is a theory that emphasizes how environmental and social factors create gender differentiation (West, 2015). School is a place where students can experience their gender identity and it serves as a setting for developing gender orientations (Bussey & Bandura, 1999). However, schools do not have the characteristics for a safe environment for students who identify as transgender. This is a problem because all students should feel safe at school. "The tendency to stereotype by gender is so deeply ingrained that even minimal disembodied gender cues activate stereotypically gendered evaluative judgements" (Bussey & Bandura, 1999, p. 702). Transgender students are not being accepted for the person they want to be. In other words, societal norms are interfering with the way in which such students want to

express themselves. Often, people identify one's gender from their birth certificate or the way they look. This can then bring confusion about what is the right way to address an individual. Minimal research exists on how schools can specifically help transgender students. "[F]ailure to recognize transgender people's identity exacerbates gender dysphoria and can lead to feelings of inadequacy, humiliation, self-hatred, depression, and even self-harm" (Mangin, 2018, p. 17). Transphobia is another reason for why students, teachers, and administrators are not accepting transgender students. "Transphobia is immeasurable today because transgender inclusivity is a new concept for society" and "in education is a prominent issue that is difficult to eliminate" (DePedro et al., 2016, p. 299).

Research/Evaluation

Bullying and Harassment Policies

There have been several studies reporting transgender students being victims of bullying and harassment in schools. In fact, one survey found that gender expression is one of the common reasons for bullying and harassment to occur at school (DeWitt, 2012). Bullying and harassment policies in schools sometimes do not adhere to transgender students. However, it is a violation of Title IX for one to harass transgender students (Darden, 2014). "One of the intended consequences of an antibullying/harassment policy is to specify to school personnel the behaviors that are not to be tolerated and the procedures for intervening in and reporting harassment" (Kosciw et al., 2013, p. 59). Furthermore, such a policy should "provide specific

protections regarding sexual orientation and gender identity" (Kosciw et al., 2013, p. 47). Even when policies are in place, they can have "insufficient clarity or guidance to ensure trans acceptance" (Farley & Leonardi, 2021, p. 277). In addition, many articles have agreed that policies are aimed at the individual and not looking at the root problem, which can be cultural and systematic (Farley & Leonardi, 2021). Many antidiscrimination policies do not factor in the different kinds of identities of people (Farley & Leonardi, 2021). Michigan is one out of ten states that has a legal rule for schools about how discrimination against transgender students is considered sex discrimination (Mangin, 2018). Therefore, 80% of this country does not have legal rulings for these students in schools.

Transgender youth can experience different types of bullying. In one study, it found that transgender youth experience gender-based bullying, homophobic bullying, or the two combined (Day et al., 2018). A similar study found that "transgender students had over 4 times the odds of reporting being harassed or bullied on school property more than 1 time during the past 3 months compared to cisgender students" (Pampati et al., 2020, p. 298). Research has shown that teachers rarely intervene when a harassment situation occurs towards a transgender student or ignores these students when they ask for help (McGuire et al., 2010). According to the 2015 National School Climate Survey in the United States, "approximately 64.5% of transgender students report experiences of verbal harassment, 24.9% report physical harassment, and 12% report physical assault based on their gender expression" (Pampati et al., 2020, p. 293). All this harassment in transgender youth

brings negative outcomes such as higher school absences, lower grade point averages, and dropping out or not even going to college (McGuire et al., 2010). According to McGuire et al. (2010), transgender youth described their harassment experiences and some of them were downplayed because they are just used to it happening. Overall, students should not be "used to" harassment, especially at school where it should be considered a safe place.

Untrained and Unprepared Staff

Educators play a significant role in a child's life, which is why they must be accepting of all students. Specifically, transgender students need a sense of belonging when they are at school. Moreover, they have expressed their reasons for feeling unaccepted by their teachers. Research from many years ago has shown that teachers have gender bias towards students. Some of these examples include praising boys more than girls, expecting less of girls in academics, and critiquing more boys than girls in behavior (Bussey & Bandura, 1999). Based on more recent research, students who are transgender have stated that their teachers mock them, ignore them when they need help, use their birth names or the wrong pronouns (Case & Meir, 2014), reinforce gender stereotypes, or make transphobic comments (McQuillan & Leininger, 2021). Another study stated that transgender students think the school staff do not care or treat them fairly (Pampati et al., 2020). Therefore, the teacher-student relationship is not great if the teacher does not have a positive response to a transgender student.

Part of this problem could be that "most counseling and education programs fail to prepare practitioners to competently serve the needs of transgender youth" (Case & Meir, 2014, p. 62). Another reason may be that educators could potentially be fired for supporting students who are gay or gender-nonconforming (Case & Meir, 2014). In other words, they might feel the need to keep quiet instead of speaking up and taking the risk of losing their job.

An additional potential risk is for elementary educators discussing issues of sexuality with students or parents (Payne & Smith, 2014). This is a topic that would be considered more private. Teachers fear the judgement from parents or society and how being a supporter of the LGBTQ community could expose them to personal violence (Payne & Smith, 2014). Other studies have suggested that teachers rarely address their students about the fixed notions of the expressed gender (Ryan et al., 2013). One factor could be the fact that "school professionals [have] expressed high levels of fear and anxiety over effectively educating these children" in elementary schools (Payne & Smith, 2014, p. 399).

One study interviewed school staff and found that their fear and anxiety was due to lack of preparation, lack of policy and procedure, maintaining confidentiality, and fear of community backlash (Payne & Smith, 2014). This fear and anxiety educators have could be the result of very little professional developments about LGBTQ topics (Payne & Smith, 2014). Research has confirmed that topics in this category at schools are rarely talked about or even ignored (Payne & Smith, 2014).

However, they are essential for an elementary level student's development (Springer et al., 2020).

Elementary school principals have also said in interviews that they have "harmful misconceptions of what it means to be transgender" and "a gap in their knowledge" (Mangin, 2020, p. 269). In this same study, many principals mentioned that children without a transgender student in their classroom do not receive much opportunity to learn about gender (Mangin, 2020). Overall, gender identity and expression is a topic not being discussed amongst school administrators, teachers, or students.

Specific resources such as curricula or books in schools may not include discussions of people who are transgender. Additionally, educators may not understand the appropriate terminology or use gender-inclusive language. Their lack of knowledge could "impede the development of a supportive school environment for transgender students and have the potential to create legal problems for schools" (Beese & Martin, 2018, p. 70). Thus, educators do not have the education about their rights and the best way to attend to these students.

Unsafe Spaces

Places where harassment occurs most in schools is in the hallways, locker rooms, and entering or exiting the school building (McGuire et al., 2010). These areas could be considered unmonitored by staff if teachers are in their classrooms. Specifically, bathrooms and locker rooms are two spaces in schools that can be

considered unsafe for transgender students because most schools have these places as sex-segregated facilities. According to the 2019 National School Climate Survey, transgender students most likely avoid the school bathrooms and locker rooms due to feeling unsafe (Kosciw et al., 2020). Part of the reason is because 58.1% of such students experience gender-related discrimination for being required to use the bathroom of their legal sex, and similarly 55.5% of them experience such discrimination for being required to use the locker room of their legal sex (Kosciw et al., 2020). It is with certainty that these students feel unsafe when going to these specified areas in a school building. Therefore, it is hard when schools do not have a policy in place or have gender-inclusive restrooms or locker rooms for transgender students.

Bathroom access for transgender people is one of the most common key points talked about when discussing trans rights (Farley & Leonardi, 2021). Over the past few years, certain states have passed bathroom laws. "When they follow the law and use the bathroom designated by their birth certificate sex, they are breaking societal norms related to appearance and could potentially face social backlash, gender policing and even violence" (Platt & Milam, 2018, p. 182). Therefore, choosing the male or female bathroom could be difficult for an individual who identifies as transgender and can make them feel unincluded or unsafe (Corbat, 2017). California is an example of a state that passed a law for transgender students to decide which bathroom or locker room they would like to use (Brown, 2014).

According to Title IX of the Education Amendments of 1972, "transgender students should have the right to use the bathroom appropriate to their gender identity" (Weiss, 2014, p. 332). Participants in one study reported that they feel fear when bathroom stalls do not lock (Seelman, 2014b). One study found that college transgender students who have a negative experience in bathrooms have physical and mental health related issues. Some of these include dehydration, urinary tract or bladder infection, and an increased risk for suicide (Wernick et al., 2017). A similar study found that people were having health problems like kidney infections or gastrointestinal problems from avoidance of the bathroom (Platt & Milam, 2018). So, gender policing is having a negative impact on these students.

Summary

In summary, transgender students experience more of a negative school environment due to bullying and harassment, untrained and unprepared staff, and unsafe spaces. School policies are not put into place specifically to help protect these students' safety. In addition, school staff do not have the proper training and knowledge for addressing students who identify as transgender. Next, safety in bathrooms and locker rooms has become an issue for these students because they tend to be sex segregated. These are some of the reasons for why transgender students feel unsafe at school.

Conclusion

In order to help transgender students feel more safe at school, educators must understand the way these students perceive a negative school climate. There needs to be specific guidelines for bullying and harassment regarding transgender students. A gender-inclusivity training program is also necessary for staff to learn more about the topic of gender. Gender-neutral restrooms can be put in place at schools to ensure bathroom safety for transgender individuals. In conclusion, "[t]ransgender students want to be treated as the person they aspire to be rather than the one assigned at birth" (Watkins & Moreno, 2017, p. 166).

Chapter Three: Project Description

Introduction

Transgender students are experiencing greater feelings of unsafety in schools than cisgender students. To help ensure transgender students' protection and safety in schools, principals, teachers, and school staff must have a better understanding of the proper treatment of transgender students. It is important to have the necessary training and resources available for staff when learning about transgender students. This way they will feel more comfortable when handling situations that involve a transgender student. In addition, principals need to create school policies that will support and protect these students' rights. For example, schools can implement a policy where transgender students can use the bathroom based on their gender identity. Transgender students have rights, and it is crucial for schools to support them using educational policies and practices while balancing the rights of all students.

Project Components

Transgender students became included in the Title IX Policy back in 2014 (Seelman, 2014a). However, these students continue to feel unsafe at school. The objective for this project is for transgender students to come to school where it is supportive, safe, and inclusive. It was created so that educators would acknowledge this problem and understand ways to help them. The project will include a half-day of professional development for school staff in a K-12 school district. They will be trained on how to advocate for transgender inclusion. This will be in a PowerPoint presentation shown in Appendix A. It will include but not be limited to providing information on defining key terminology, using gender-inclusive language, and implementing transgender topics in school curriculum. The principal will go over the updated school policies to protect transgender students from discrimination (intolerable behaviors and procedures for intervening and reporting). Throughout the presentation, staff will participate in various activities, watch videos, have group discussions, and ask questions. The videos from the PowerPoint are found in Appendix B and the scenario activity is found in Appendix C. Staff will also be given the 68-page resource called *Schools in Transition: A Guide for Supporting Transgender Students in K-12 Schools*, which is organized into six different chapters, as a reference to keep (The Human Rights Campaign, n.d.).

Project Evaluation

The project will be evaluated by having staff fill out a professional development evaluation form once the training is complete (Appendix D). The

success of this training will be determined by any positive responses as well as how many people will choose "strongly agree" or "agree" for the statements listed on the form. It is then important for the staff to implement their knowledge about gender identity and expression throughout the school year and beyond. Lastly, this project will truly be successful when transgender students no longer feel unsafe at school, and when there are fewer reports of harassment.

Project Conclusions

For transgender students to feel safer at school, there needs to be updated school policies in regard to bathroom utilization, bullying, and harassment. This will help ensure that any bullying or harassment of students based on one's gender identity will not be tolerated. Additionally, staff will learn ways to prevent or interfere when a bullying or harassment situation occurs. Staff will also receive the proper training to be more supportive and gender inclusive. Next, transgender students will no longer have to make the difficult decision of choosing which bathroom to use and will simply use the one that matches their gender identity. A question that remains unknown is exactly how many students in the United States are transgender. This is because some may know it but have not yet "come out" to their peers. By providing school staff with the proper training and updating school policies, this will help to ensure that transgender students feel safe at school.

Plans for Implementation

The information provided in this project would be beneficial for school staff to implement before the school year begins. In other words, this can be a part of back-to-school district-wide professional development. All staff will be required to attend this training at their school, preferably in the area where staff meetings take place. School counselors will present this information to the rest of the staff. One reason is that they "can leverage their knowledge of specific topics because of their expertise, coupled with their relationships with staff" (Springer et al., 2020, p. 192). Administration will oversee planning and preparing as well. These school leaders will attend a gender-inclusive leadership training hosted by Gender Spectrum (n.d.) prior to the school year to gain more knowledge to deliver the content to the staff. With these plans implemented, schools will learn how to create a safe and supportive school climate for tansgender students.

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Appendices

Appendix A

"Creating a Safe and Supportive School Climate for Transgender Students"

Professional Development: A PowerPoint Presentation to facilitate in-person district-wide professional development.

Definitions continued

LGBTQ- An acronym for lesbian, gay, bisexual, transgender, and queer in which all terms describe an individual's sexual orientation or gender identity.
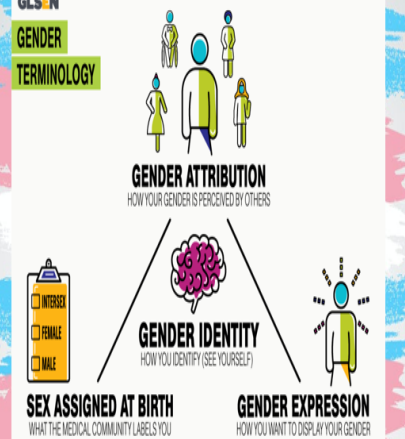
Transgender- "is an umbrella term used to describe people with gender identities that do not match their sex assigned at birth" (McQuillan & Leininger, 2021, p. 156).

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Demographics

- About 75% of transgender students specifically feel unsafe coming to school because they feel uncomfortable with expressing their gender expression (Pampati et al., 2020).

- The 2019 National School Climate Survey reported by the GLSEN found that 69.5% of transgender students feel unsafe at school because of their gender expression while 84.4% feel unsafe because of their gender (Kosciw et al., 2020).

- Transgender students experience a more hostile school climate than their cisgender peers (Kosciw et al., 2020).

- "A recent study published by the Williams Institute estimates that 0.7% of youth ages 13–17 years old (150,000 youth) in the United States identify as transgender" (Wernick et al., 2017, p. 918).

7

Laws and Policies Regarding Transgender Students

Title IX of the Education Amendments of 1972- is a federal civil rights law under the Education Amendments of 1972 that 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" (Weiss, 2014, p. 332). In 2014, Title IX modernized its policy to meet the needs of transgender students by protecting them from gender discrimination and violence (Seelman, 2014a).

The Family Educational Rights and Privacy Act (FERPA)- "prohibits schools from sharing students' tranegnder status" (Mangin, 2018, p. 3).

The First Amendment of the U.S. Constitution- "protects the right of students to free speech and freedom of expression including of one's gender identity" (Beese & Martin, 2018, p. 71).

Some states have their own laws that protect transgender students from harassment and discrimination based on gender identity.

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Using Gender-Inclusive Language in the Classroom

- Honor students' preferred names
- Ask students their preferred pronouns
- Refrain from saying "boys and girls" or "ladies and gentlemen"
- Use non-gendered ways to organize and manage the classroom
- Do not utilize "boy" and "girl" bathroom passes
- Use the phrases, everyone, students, scholars, children, folks, or friends

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Ways to help transgender students feel safe

- Gay-Straihght Alliances (GSA)
- Supportive staff
- Gender-inclusive curricula
- Trusted school nurse
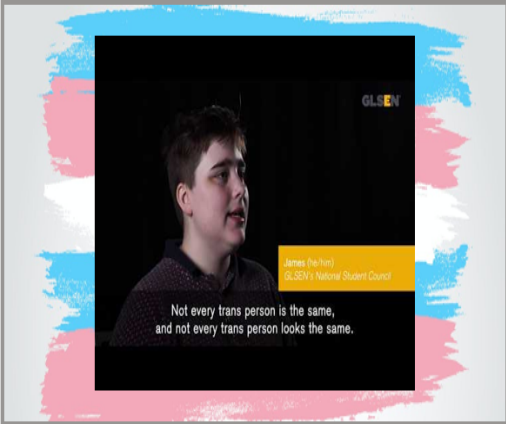- Always intervene when bullying or harassment occurs

15

Scenarios Activity

- Each table or group of people will have a scenario
- Read and discuss the scenario for 10 minutes
- Try to imagine that it is a student at your school
- After, we will discuss it as a whole-group

What would YOU DO?

16

17

K-12 Literature about being transgender

Ewert, M. (2008). *10,000 dresses* (R. Ray, Illus.). New York, NY: Seven Stories.

Howe, J. (2005). *Totally Joe*. New York, NY: Atheneum.

Jimenez, K. P. (2000). *Are you a boy or a girl?* Toronto, Canada: Green Dragon.

Kilodavis, C. (2009). *My princess boy* (S. DeSimone, Illus.). Seattle, WA: KD

Woodson, J. (2001). *The other side* (E. B. Lewis, Illus.). New York, NY: Putnam.

Herthel, J. & Jennings, J. (2014). *I am Jazz* New York, NY: Dial Books

Gino, A. (2015). *George* New York, NY: Scholastic Inc.

Peters, J. A. (2004). *Luna* New York, NY: Little, Brown Books for Young Readers

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Book Activity

- 20 minutes to read and discuss the book with the folks at your table
- Write down questions you would ask to your students as you're reading the book
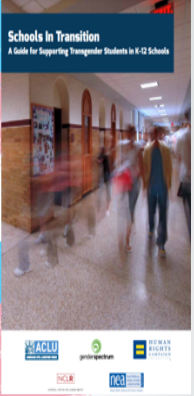- Whole group discussion after the 20 minutes

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Resource

Schools in Transition: A Guide for Supporting Transgender Students in K-12 Schools

Everyone will receive a copy after the training

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New district policy changes

Dress Code- Transgender students will follow district dress code with the right to wear clothing based on their gender identity or expression.

Bullying and Harassment- Transgender students will not be targeted for bullying and harassment because of they are transgender. Staff must step in when they witness a situation occurring.

Privacy- Transgender students' school records will remain confiedntial and not disclosed without student consent in regard to their gender identity.

Sex-segregated places- Transgender students will be allowed to use the bathroom or locker room based on their gender identity or expression. Additionally, there will be a gender-neutral restroom available for them to use.

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Turn and Talk

How knowledgeable or comfortable are you now with facing students who identify as transgender?

22

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Education Week. (2016, June 13). *Beyond Bathrooms: The Transgender Student Experience* [Video]. YouTube. https://www.youtube.com/watch?v=NclJgVY4oQo

GLSEN. (2017, Nov. 13). *How to Support Transgender Students* [Video]. YouTube. https://www.youtube.com/watch?v=kq19QdOfH1Y

GLSEN. (2018, Sept. 15). *Transgender students deserve to learn and thrive in school.* [Video]. YouTube. https://www.youtube.com/watch?v=AjqHXqH48sU

Kosciw, J. G., Clark, C. M., Truong, N. L., & Zongrone, A. D. (2020). The 2019 national school climate survey: The experiences of lesbian, gay, bisexual, transgender, and queer youth in our nation's schools. New York: GLSEN

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Weiss, J. T. (2013). Protecting transgender students: Application of title ix to gender identity or expression and the constitutional right to gender autonomy. *Wisconsin Journal of Law, Gender & Society*, *28*(3), 331–346.

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Appendix B

Video Clips from PowerPoint: A list of the videos played in the PowerPoint

Presentation.

Video Clips from PowerPoint
(in order they appear)

Transgender students deserve to learn and thrive in school.

GLSEN
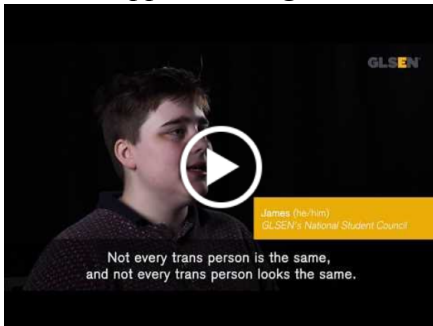https://www.youtube.com/watch?v=AjqHXqH48sU

Beyond Bathrooms: The Transgender Student Experience

Education Week
https://www.youtube.com/watch?v=NclJgVY4oQo

*How to Support Transgender Student*s

GLSEN
https://www.youtube.com/watch?v=kq19QdOfH1Y

Appendix C

Scenarios Activity : A list of the six different scenarios from the Scenarios Activity

in the PowerPoint Presentation.

Scenario #1

Sally is about to start kindergarten. From a very early age, Sally identifies as a boy. Sally and her mom come up to the school for kindergarten round-up and need your help. Sally wants to be called Scott.

Scenario #2

There is a new student in the school named Avery. You are unsure as to what their gender identity is because Avery is a quiet student. Avery's hair and clothing also are not distinctly defined as male or female. Many students are asking if Avery is a boy or girl.

Scenario #3

A student named Morgan comes to you with concerns for her friend, Enrique, who she says is being taunted and teased when there are no teachers present. Morgan states that Enrique is often being called names like "faggot," "gayboy," and "girlie". He does not usually try to defend himself. Instead, he appears to be trying to make himself invisible, and keeps his eyes down.

Scenario #4

You have a new student at your school, Chloe, who is getting tall and somewhat stocky. She is transgender and socially transitioned in 3rd grade. Her gender expression is quite feminine. Several female students come to you saying that they don't feel comfortable in the bathroom with Chloe, because they say she's actually a boy.

Scenario #5

A student, Gabriel, has recently started changing into more and more feminine clothing, and then changing back at the end of the school day. Gabriel announces to you and the class that they want to be called Gabriella and to use the pronoun "she".

Scenario #6

In the hallway, you overhear a group of girls talking about a student named Samantha. Samantha was known as Sam back in elementary school. These girls are talking about Samantha saying that "she's not a real girl." When Samatha walks by, one of the girls coughs loudly, "Freak!"

Appendix D

Professional Development Evaluation Form: An evaluation form that will be filled

out by the staff after the professional development.

Professional Development Evaluation Form

Thank you for participating in today's training. Please complete this short form regarding your experience. Your feedback is highly valuable to us and your answers will remain anonymous. Thank you!

What is your role at school?

○ Administrator

○ Staff

○ Teacher

○ Other

For the following statements, please indicate your level of agreement.

The objectives of the training were clearly defined.

○ Strongly disagree

○ Disagree

○ Neutral

○ Agree

○ Strongly agree

The content was organized and easy to follow.

○ Strongly disagree

○ Disagree

○ Neutral

○ Agree

○ Strongly agree

This training will be useful in my work.

○ Strongly disagree

○ Disagree

○ Neutral

○ Agree

○ Strongly agree

The time allotted for the training was sufficient.

○ Strongly disagree

○ Disagree

○ Neutral

○ Agree

○ Strongly agree

I feel more capable with discussing transgender students with other staff members.

○ Strongly disagree

○ Disagree

○ Neutral

○ Agree

○ Strongly agree

The training addressed the questions that I had regarding transgender youth.

○ Strongly disagree

○ Disagree

○ Neutral

○ Agree

○ Strongly agree

The question-and-answer portion was useful.

○ Strongly disagree

○ Disagree

○ Neutral

○ Agree

○ Strongly agree

After the training, I now feel more equipped to create a safe school environment for transgender students.

○ Strongly disagree

○ Disagree

○ Neutral

○ Agree

○ Strongly agree

What did you enjoy most about the training?

Your answer

Any suggestions you would make for this training in the future?

Your answer

Any additional comments you would like to share regarding the training today?

Your answer

Submit

Project Approval Form

The signature of the individual below indicates that the individual has read and approved the project of Taylor DeWilde in partial fulfillment of the requirements for the degree of Master of Educational Leadership.

Catherine L. Meyer-Looze
Catherine L. Meyer-Looze, Project Advisor   Date 7/26/21

Accepted and approved on behalf of the
Educational Leadership Program

Rick Vandermolen
Richard Vandermolen, Graduate Program Director

Date 7/26/21

Accepted and approved on behalf of the
Educational Leadership and Counseling Unit

Catherine L. Meyer-Looze
Catherine L. Meyer-Looze, Unit Head

Date 7/26/21