



SAFER SCHOOLS AND CAMPUSES
**BEST PRACTICES
CLEARINGHOUSE**

- Lessons from the Field -

***Supporting Transgender & Nonbinary Students in
K-12 Schools***

APRIL 13, 2022
3:00-4:15 PM ET



NCSSLE Website

[HTTPS://SAFESUPPORTIVELEARNING.ED.GOV](https://safesupportivelearning.ed.gov)

The screenshot shows the website's header with the logo and navigation menu. Below are sections for 'RESOURCES' with two featured items, 'FEATURED EVENTS' with three upcoming events, and 'FEATURED RESOURCES' with a list of external links and a large image of hands holding a heart.

School Climate Improvement Resource Package

ED School Climate Surveys

Trauma-Sensitive Schools Training Package

Building Student Resilience Toolkit

Human Trafficking in America's Schools

Improving Higher Education Learning Environment

Supporting Trauma Recovery

Promoting Mental Health

Responding to Covid-19

To access information and archived materials from previous Lessons from the Field webinars, go to: <https://safesupportivelearning.ed.gov/lessons-field-webinar-series>



Logistics

Zoom Control Panel

Audio Settings ^



Chat



Q&A



Live Transcript

Leave

Technical Issues

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

This webinar is being recorded and will be archived at the following location:

<https://safesupportivelearning.ed.gov/events/webinar/lessons-field-supporting-transgender-nonbinary-students-k-12-schools>

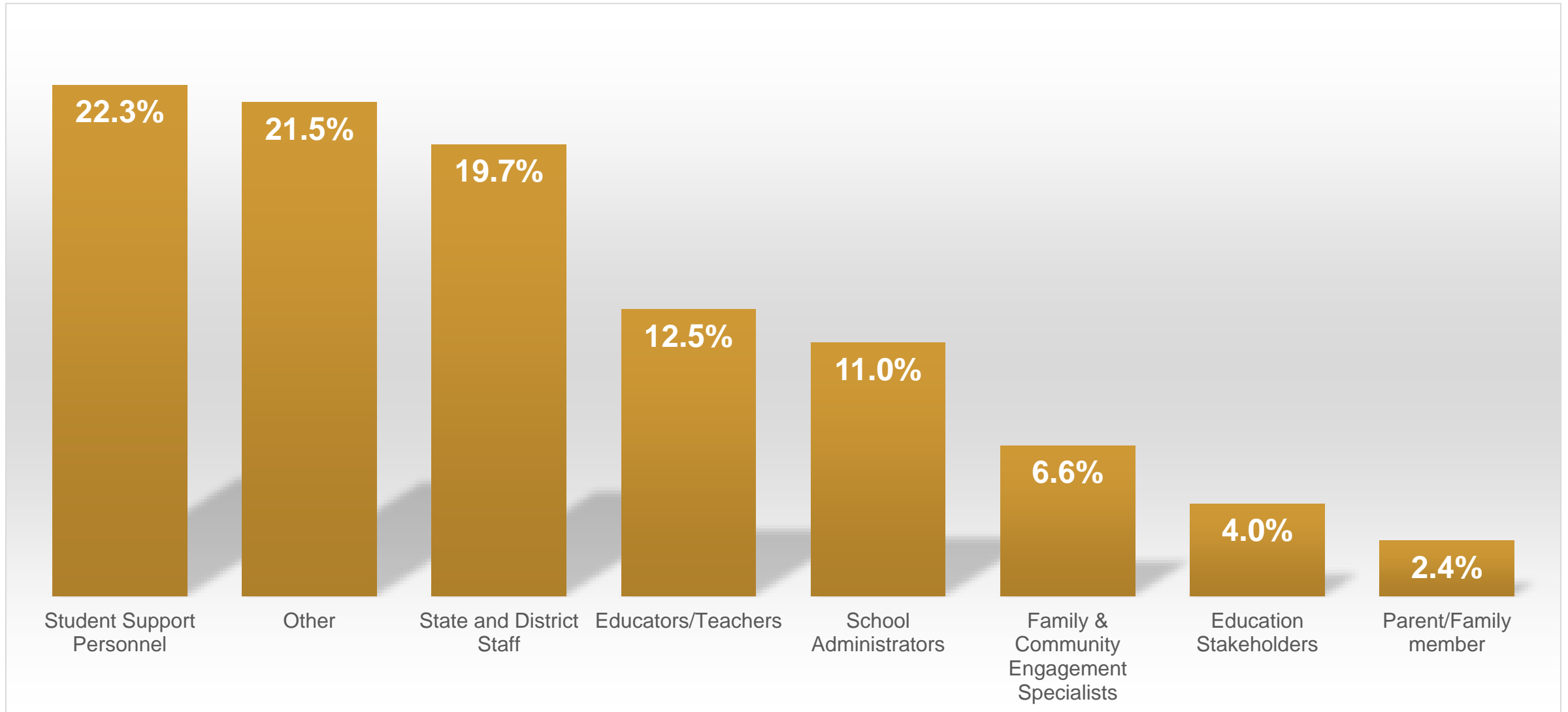


The content of this presentation does not necessarily represent the policy or views of the U.S. Department of Education, nor does it imply endorsement by the U.S. Department of Education.



Registration Polling Question Results

WHAT BEST DESCRIBES YOUR ROLE? (N=3354)





Agenda

- 1 Introduction and Logistics
- 2 U.S. Department of Education Welcome: Christian Rhodes
- 3 CDC/HHS Support of Transgender & Nonbinary Students: Dr. Catherine Rasberry
- 4 Round Table 1: Melanie Willingham-Jaggers, Sam Long, Rae Garrison, Rebekah (student)
- 5 Round Table 2: Sam Ames, Laura Ross, Amy Cannava
- 6 Questions and Answers
- 7 Closing Remarks



Speakers

Sam Ames
(they/he)

Director, Advocacy and Government Affairs, Trevor Project

Amy Cannava
(she/her)

High School Psychologist, Arlington County Schools (VA)

Rae Garrison
(she/her)

Principal, West Jordan Middle School (UT)

Sam Long
(he/him)

High School Science Teacher, Denver South High School (CO)

Dr. Catherine Rasberry
(she/her)

Acting Chief, Research Application and Evaluation Branch, Division of Adolescent and School Health, CDC

Rebekah
(she/her)

Student

Christian Rhodes
(he/him)

Senior Advisor, Office of the Secretary, U.S. Department of Education

Laura Ross
(she/her)

Middle School Counselor, Forks Middle School (GA)

Melanie Willingham-Jaggers
(she/they)

Executive Director, GLSEN

Bios for the speakers are archived at the following location:

<https://safesupportivelearning.ed.gov/events/webinar/lessons-field-supporting-transgender-nonbinary-students-k-12-schools>



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Today's Moderator

CHRISTIAN RHODES, SENIOR ADVISOR
OFFICE OF THE SECRETARY
U.S. DEPARTMENT OF EDUCATION



National Center for HIV, Viral Hepatitis, STD, and TB Prevention

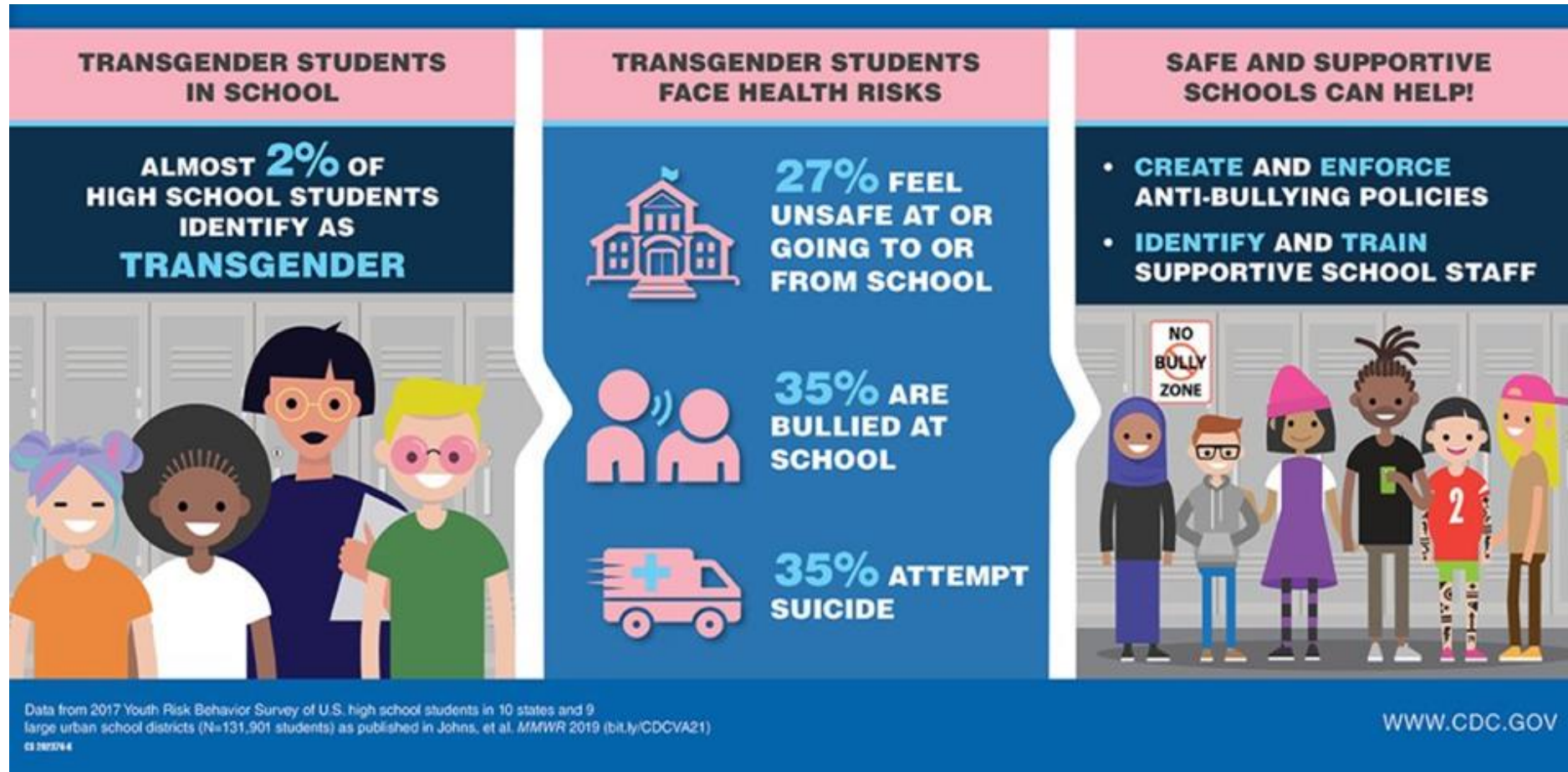
Creating Safe and Supportive Environments for Transgender and Nonbinary Youth

Catherine Rasberry, PhD (she, her, hers)
Division of Adolescent and School Health
April 13, 2022



U.S. Department of
Health and Human Services
Centers for Disease
Control and Prevention

Transgender Youth Need Safe and Supportive Schools



Fostering Inclusive School Environments



Chicago Public Schools

Created gender-affirming guidelines, resources, and professional development for all 40,000 staff to build safe and supportive environments for transgender, non-binary, and gender non-conforming students.



Affirming the Experiences of LGBTQ+ Youth



Seattle Public Schools

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



Creating Safe Spaces, Empowering Students



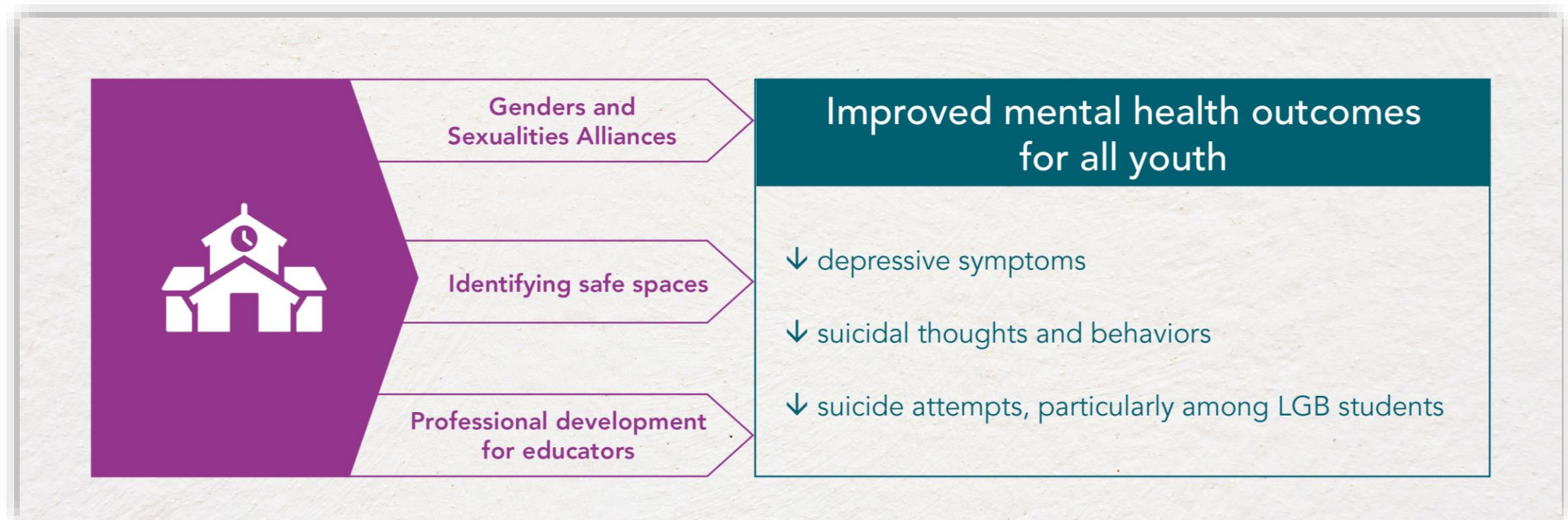
Albuquerque Public Schools

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

“We believe that it is essential to normalize using pronouns and sharing current names in order to create a more affirming place for LGBTQ+ students, especially transgender students.”

- GSA Members

LGBTQ-Supportive School Policies and Practices Protect All Youth



For More Information



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

The findings and conclusions in this report are those of the authors and do not necessarily represent the official position of the Centers for Disease Control and Prevention.



**U.S. Department of
Health and Human Services**
Centers for Disease
Control and Prevention

Supporting Transgender & Nonbinary Students in K-12 Schools

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



Terminology

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

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

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

Terminology

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

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

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

Trans & Nonbinary Students: Demographic Snapshot

In GLSEN's [National School Climate Survey](#) of LGBTQ+ secondary students, transgender students—including trans nonbinary students—comprised:

- 28% of all students surveyed
- 29% of Indigenous LGBTQ+ students
- 25% of Black LGBTQ+ students
- 23% of Latinx LGBTQ+ students
- 22% of Asian American of Pacific Islander LGBTQ+ students

Experiences with Victimization in K-12 Schools

Harassment or bullying based on gender identity

- **83%** of transgender secondary school students, including trans nonbinary students, and **69%** of all other nonbinary students

Discrimination at school

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

Four Core Supports

GLSEN's research has surfaced four supports that promote transgender and nonbinary student's ability to thrive and reach their full potential:



Supportive School Clubs (GSAs)



Supportive School Personnel



Inclusive Curricular Resources



Comprehensive policies that prohibit victimization

**Figure 2. Transgender and Nonbinary Students With Higher Levels of School Belonging
by Presence of Supportive Resources**

(Percentage reporting above average levels of school belonging)

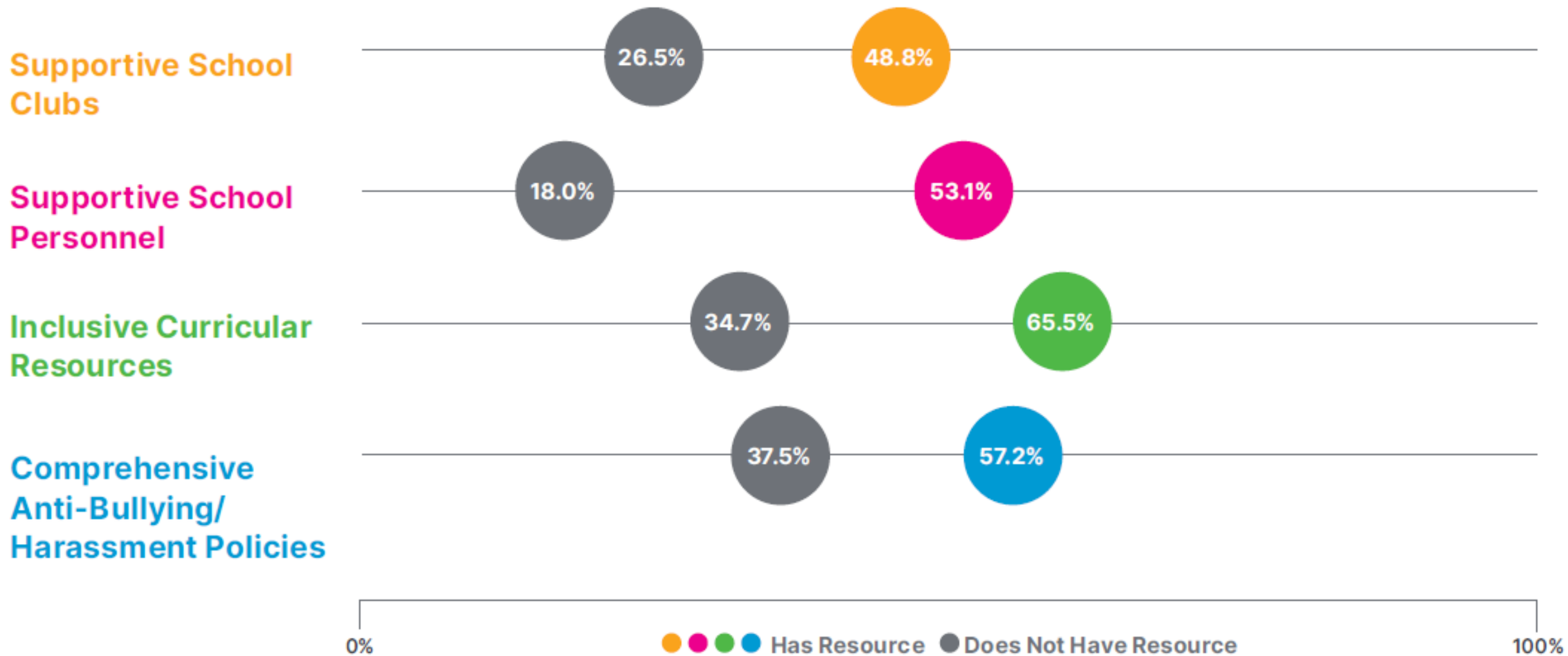
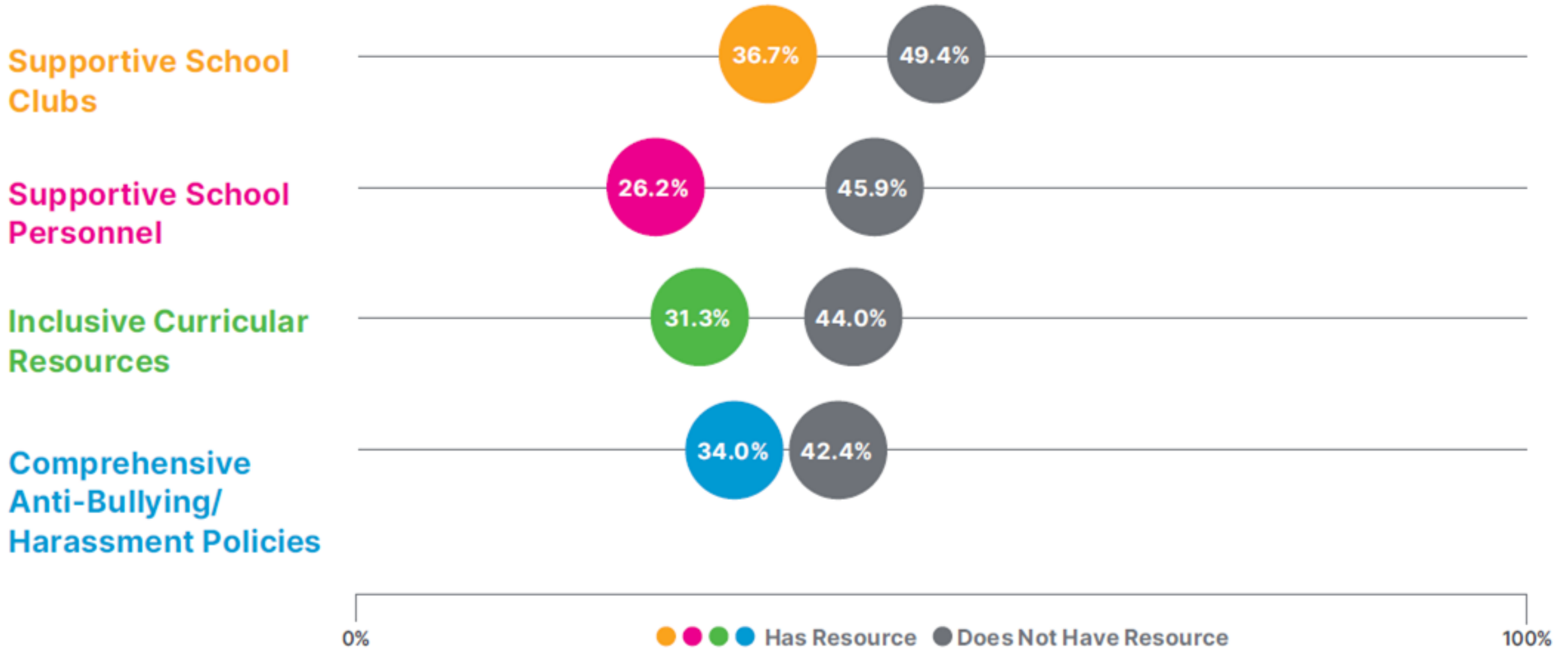


Figure 5. Transgender and Nonbinary Students Who Missed School Due to Feeling Unsafe by Presence of Supportive Resources
(Percentage reporting any missed days of school)



Resources

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

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



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ROUND TABLE 1

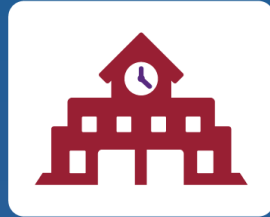
RAE GARRISON
SAM LONG
REBEKAH



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ROUND TABLE 2

SAM AMES
AMY CANNAVA
LAURA ROSS







SAFER SCHOOLS AND CAMPUSES
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Q and A DISCUSSION

SAM AMES
AMY CANNAVA
RAE GARRISON
SAM LONG
REBEKAH
LAURA ROSS
MELANIE WILLINGHAM-JAGGERS



Feedback Form

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[NCSSE] 2022 - Lessons from the Field - Expanding School-Health Center Partnerships

Thank you for attending the webinar, *Expanding School-Health Center Partnerships*, on March 30, 2022. To best serve you, we would greatly appreciate receiving your feedback on the webinar.

1. Prior to the webinar, how knowledgeable were you about the webinar's topic?

Not At All Knowledgeable

Somewhat Knowledgeable

Very Knowledgeable

2. Overall this webinar was a good use of my time.

Strongly Disagree

Somewhat Disagree

Somewhat Agree

Strongly Agree

3. This webinar improved my understanding of the covered topic.

Strongly Disagree

Somewhat Disagree

Somewhat Agree

Strongly Agree

[HTTPS://WWW.SURVEYMONKEY.COM/
R/LFTF_SESSION22](https://www.surveymonkey.com/r/LFTF_SESSION22)



Thank You!

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

NCSSLE Website

<https://safesupportivelearning.ed.gov>

Best Practices Clearinghouse

<https://bestpracticesclearinghouse.ed.gov/>

Next Lessons from the Field Webinar: May 2022