



A Critical Review of *Schools in Transition: A Guide for Supporting Transgender Students in K-12 Schools*

[*Schools In Transition: A Guide for Supporting Transgender Students in K-12 Schools*](#) is a 61-page guidebook **designed for educators and administrators to use with school-age children**. The lead authors are from the National Center for Lesbian Rights and Gender Spectrum, and it is edited by the Human Rights Campaign Foundation.

Contributing authors are from the following organizations: Human Rights Campaign Foundation, American Civil Liberties Union (ACLU) LGBT & HIV Project, Human Rights Campaign Foundation, and ACLU of Northern California. The guidebook also includes an endorsement by the National Education Association. The logos for all five organizations are on the front cover. The printing date appears to be 2015 or 2016, although no date is given.

This guidebook contains biased, inaccurate and harmful information drawn wholly from politically charged organizations with a radical social change agenda. **It has no place in the public schools.** Any school relying upon this guidebook as a policy guiding document is thoroughly undermining its credibility and perpetrating a dangerous disservice to children and to the public.

Shockingly, in an incredible dereliction of duty, the Minnesota Department of Education (MDE) [recommends this Guide](#) as a credible “Resource for Schools, Educators, Students, Families and Community Members.” This strongly suggests that the MDE harbors dangerous leadership that is seriously corrupting and endangering MN children.

Following are many examples of the false information being disseminated and recommended to school districts around the country and here in Minnesota.

Supporting Transgender Students (Page 1): In this section, students who identify with a gender other than their biological sex are falsely described as living openly as their “authentic selves.” The authors provide no references and no scientific studies to justify overriding the genuine biological reality that chromosomes determine gender. There are only two genders: male and female.

Guiding Principles (Page 3): In this chapter, the authors warn that a “gender-expansive student” suffers “significant emotional harm” if teachers request the student identify his/her gender “in a manner that is not consistent with their self-identification or expression.”

Again, the authors cite no objective data to support this claim. [Studies have shown](#) that the opposite is true: 80 to 95% of young people who experience gender dysphoria, but who do not receive social affirmation, mature into physically and psychologically healthy adults. One could more easily make

the point that allowing a child to persist in the false belief that they are a gender other than their biological sex *causes significant emotional harm* since they are out of touch with reality and embracing a delusion.

According to the American College of Pediatricians (ACOP), using the wrong pronoun when addressing a gender confused child is not where the real harm lies. Rather, the harm is intrinsic in the transgender identity itself. [The ACOP states](#): “It is noteworthy that these mental health disparities are observed in one of the most lesbian, gay, bisexual and transgender (LGBT) affirming nations of the world. It suggests that these health differences are not due primarily to social prejudice, but rather due to the adult transgender condition or lifestyle. This is also consistent with an American study published in the *Journal of LGBT Health* in 2008 that found discrimination did not account for the mental health discrepancies between LGBT-identified individuals and the heterosexual population.”

Some Gender Basics (Page 5): Once again, the writers, in this chapter, provide no scientific basis for their false statements which include the following:

“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....gender is better understood as a spectrum.”

“Sexual orientation describes a person’s sexual or romantic attraction, while gender identity refers to someone’s own personal sense of being male, female, both or neither. Everyone has both a gender identity and a sexual orientation.”

Scientific researchers at the Weizman Institute of Science, however, confirm there are just two genders, and there always will be just two genders. Sexual identity is determined and fixed at conception. Biological science confirms this self-evident truth.

The American College of Pediatricians [also reports](#) that:

“The largest study of twin transsexual adults found that only 20 percent of identical twins were both trans-identified. Since identical twins contain 100 percent of the same DNA from conception, and develop in exactly the same prenatal environment where they are exposed to the same prenatal hormones, if genes and/or prenatal hormones contributed significantly to transgenderism, the concordance rates would be close to 100 percent. Instead, 80 percent of identical twin pairs were discordant.”

Since identical twins share identical DNA, it should follow that both would trans-identify almost 100% of the time. But they don’t.

Definitions (page 6): Here is a sampling of LGBT definitions from this section:

“In the United States, individuals are **assigned** ‘female’ or ‘male’ sex at birth, based on physical attributes and characteristics.” (Emphasis added)

“Gender Binary: A social system that constructs gender according to two discrete and opposite categories—male or female.”

“Cisgender: A term for people whose gender identity aligns with the sex they were **assigned** at birth.” (Emphasis added)

“Gender Spectrum: An understanding of gender as encompassing a wide range of identities and expressions.”

All of these definitions are unsubstantiated and arbitrary, amounting to nothing more than statements of ideology, not science. The authors provide no evidence for them to be adopted or to be considered minimally credible.

Our social system does not ‘construct’ gender. A child conceived with an X+Y combination of genes, is a boy from the moment of conception and will always be a male until he dies. A child conceived with an X+X combination, is a girl from the moment of conception and will always be female until she dies.

How Gender Identity Develops (Page 8): In this section, it states:

“There’s a gender in your brain and a gender in your body. For 99 percent of people, those things are in alignment. For transgender people, they’re mismatched. That’s all it is.”

The ‘expert’ quoted above is Chaz Bono! Chaz Bono was born Chastity to Sonny and Cher Bono and became a pop culture icon after coming out as a lesbian in 1995, and then later as a boy (Chaz). This *People-Magazine* level of scientific scholarship makes the so-called *Guiding Principles* of this document a mockery of academic publishing.

Another false statement made in this section repeats the theme stated on page 3:

“Not having their gender identity respected and affirmed in their daily lives will likely cause them significant psychological distress. That distress is often exacerbated when a transgender student’s gender identity is not affirmed at school, which can be a very gendered space (e.g., girls’ and boys’ toys/games, girls’ and boys’ lines). The consequences of not affirming a child’s gender identity can be severe, ...” (Page 8)

Not only do the authors fail to provide any scientific or medical documentation to substantiate these statements, genuine science actually refutes this claim. The ACOP describes the harm associated with conditioning children into believing they can be the opposite sex as “child abuse.” In

the ACOP article entitled "[Gender Ideology Harms Children](#)" they warn: "Endorsing gender discordance as normal via public education and legal policies will confuse children and parents, leading more children to present to 'gender clinics' where they will be given puberty-blocking drugs. This, in turn, virtually ensures they will 'choose' a lifetime of carcinogenic and otherwise toxic cross-sex hormones, and likely consider unnecessary surgical mutilation of their healthy body parts as young adults."

Why This Matters (Page 11): This section refers to a school climate survey by GLSEN, and promotes Gay-Straight Alliances as a way to reduce "homophobic slurs."

There is no hard data to support this claim. In addition, GLSEN is not an objective, independent source of data since it is a well-known gender-activist group with a clear bias.

Key Considerations (Page 15): In the "Age & Grade Level" section, educators are encouraged to discuss 'transitioning' with elementary children. According to the guidebook, the rationale for encouraging these discussions with youngsters is that "in most cases younger students are much more flexible in their thinking and capacity for understanding a peer's assertion of their *authentic gender*." (Emphasis added)

Elementary students have highly impressionable minds. Encouraging discussions of 'transitioning' to a different gender with elementary students is harmful and confusing since changing one's sex is an imaginary concept and scientifically unattainable. A child's subjective perceptions of sex may be derailed by a teacher who suggests that some boys become girls and some girls become boys.

For a gender-confused child who desires to transition to the opposite sex, this guidebook recommends keeping that information from the child's parents if the parents do not agree with the transition.

"Privacy and confidentiality are critically important for transgender students who do not have supportive families. In those situations, even inadvertent disclosure could put the student in a potentially dangerous situation at home,..." (Page 16)

This advice is unconscionable. It undermines parental rights and severs the bond of trust between parent and child. When a loving parent believes a child is making a dangerous decision and doesn't affirm it, that doesn't mean they are non-supportive! That means they are *protecting* their children and trying to guide them toward *healthy* choices—based on facts, not feelings. This guidebook distorts the role of parents—painting them as adversaries in these situations.

Parents, by law, are the primary educators of their children—teachers and counselors are not. By urging schools to intentionally cut parents out, this guide leaves vulnerable children at the mercy of groups and individuals with ulterior motives and agendas. Children without parental oversight are in grave danger of being manipulated by people who have no reason to have the child's best interest at heart.

Key Elements & Practical Tips (Page 20): This chapter gives instructions for setting up the school environment for treating transgender students:

“Ultimately, the school environment must be set up so that transgender girls are treated like all other girls and transgender boys like all other boys. For many people, particularly adults, that notion challenges societal assumptions about the immutability of gender,…”

The “notion” that gender is fixed at conception is not a ‘societal assumption’—it is a statement of fact and self-evident truth. Changing the school environment to normalize transgenderism is denying reality, medical science, and common sense.

Names & Pronouns (Page 22):

“...intentionally using a transgender student’s prior name and associated pronouns will make that student feel unsafe and unwelcome, and will interfere with their ability to learn....it is important to note that a growing number of gender-expansive youth are identifying themselves outside the gender binary, and many use gender-neutral pronouns.”

Appendix B Gender & Pronouns (Page 45) lists gender neutral pronouns that teachers are encouraged to use such as ze, hir, hirs (pronounced zee, hear, hears). Here is the example that is given:

“This is my friend Sam. **Ze** came to my house today. I borrowed a book from **hir**. This book is **hirs**.”

“This is my friend Sam. They came to my house today. I borrowed a book from them. This book is theirs.”

This misuse of the English language is pure nonsense and is nothing more than confused Alice-in-Wonderland thinking. They even suggest that the pronoun “they” may be used for one person!

Restrooms & Locker Rooms (Page 24): Teachers are told “school officials should avoid assuming the role of gatekeeper” when it comes to restrooms and locker room since [Media Matters for America reported in 2015](#) that officials at the largest school districts in 12 states have not reported “any incidences of harassment or inappropriate behavior” as a result of “allowing transgender students to access facilities they’re comfortable with.”

This is a strawman argument. The invasion of a child’s personal and physical privacy in bathrooms, showers, locker rooms, and other personal accommodations is real and harmful. No girl should be subjected to a boy undressing in front of her or being expected to undress in front of him. These are rudimentary rules of a civilized culture.

Being transgender does not imply homosexuality. A teenage boy who identifies as a girl does not automatically lose his physical attraction to women.

It is the *duty* of schools to be the gatekeepers. They are “in loco parentis.” They have assumed the responsibility of protecting and safeguarding our children’s personal and physical privacy while at school. Numerous incidents are recorded of women being attacked by men in women’s restrooms. Young, vulnerable girls especially do not want their personal and physical privacy invaded and to suggest otherwise defies common sense.

On page 25 bathroom and locker room privacy concerns that parents might have are addressed this way:

“While this concern may seem understandable, it is often based on the false idea that a transgender boy is not a ‘real’ boy, a transgender girl is not a ‘real’ girl or that a transgender student wants access to those facilities for an improper purpose.”

Here the authors are brazenly making the point that they intend to force children into believing that boys are really girls, and girls are really boys. No, it is *not* a false idea that a “transgender girl is not a ‘real’ girl”. That is a biological and scientific fact. A transgender girl is not—nor ever will be—a real girl. A transgender boy is not—nor ever will be—a real boy. The *false* idea is teaching that a boy can become a girl or a girl can become a boy.

If a student feels uncomfortable sharing an intimate space with a transgender student, the guide’s solution is to direct that student to a private facility in the nurses’ office. The transgender student, however, must never be told to use another facility. On page 26 it states:

“...transgender students should never be forced to use a separate single-stall facility.”

Why are transgender students’ rights more important than the rights of everyone else? A single-stall facility open to everyone is the logical solution and transgender students should be encouraged to use that facility.

Overnight Field Trips (Page 27): The advice in this chapter puts every child at risk of having his or her physical privacy violated. The guidebook advises the following:

“If students are to be separated based on gender, then the transgender student should be allowed to room with peers that match their gender identity....Regardless of whether those roommates know about the student’s gender identity, the school has an obligation to maintain the student’s privacy and cannot disclose or require disclosure of the student’s transgender status to the other students or their parents.”

In other words, your daughter could be assigned to share a room with a biological male on an overnight field trip without you or your daughter being told about this in advance. Imagine her fear realizing she must sleep with a boy who *thinks* he is a girl! This is sexual harassment and puts your daughter at a high risk of sexual assault.

And the reverse situation is just a dangerous for your teenage son who discovers he must sleep next to a girl who thinks she is a boy. Not only does this unwittingly expose him to sexual temptation, it also leaves him completely unprotected from potential charges of assault. No teenage boy should ever be left alone overnight with a teenage girl. Both of them are vulnerable and any school that allows it is guilty of exposing children to serious harm.

Competitive Sports Teams (Page 28): Fifteen states are mentioned as having adopted “eligibility rules that explicitly permit transgender students to participate in school sports consistent with their gender identity.” They only list a few of them: California, Florida, Minnesota, South Dakota, Washington and the District of Columbia.

In addressing concerns about competitive advantage, this is the guidebook’s response:

“Unfortunately, schools often erroneously believe that a transgender student, particularly a transgender girl, will have a competitive advantage over the other players and therefore should not be allowed to compete on the team that matches their gender identity. Concerns regarding competitive advantage are unfounded and often grounded in sex stereotypes about the differences and abilities of males versus females.”

“Thus, while a transgender girl may have been assigned male at birth, she still falls within the wide range of athletic abilities of her female peers.”

“Similarly, the participation of transgender student-athletes does not compromise their safety or that of other student-athletes.”

“Increasingly transgender youth are transitioning before puberty and, as part of their transition, taking medication that prevents their body from going through the wrong puberty which means that—with the exception of their reproductive organs—transgender students are just like their cisgender peers, including their hormone levels.”

Once again, these blanket statements have no grounding in fact. Concerns regarding competitive advantage are not unfounded. Transgender girls have a definite competitive edge due to the obvious differences in body structure and strength. To deny this is to deny reality. Many transgender girls are transitioning *after* puberty—giving those *boys* a real physical advantage in sports.

Biological males who are joining women’s teams are dominating in those sports and smashing records. This is unfair to females. When it comes to sports, equality between the sexes simply does not exist. The whole point of Title IX federal legislation was to carve out some equality between the sexes in sports. Boys competing as girls in girls’ sports undermines Title IX.

Discrimination, Harassment & Bullying (Page 30): The guide claims that the most effective way to reduce bullying is to “create a school-wide culture of inclusion and respect for difference.”

Addressing the root causes of bullying is recommended by means of “restorative justice” programs with positive behavior interventions and supports.

When a school adopts the principle that children must affirm and respect radical gender ideology as true, then “restorative justice”—which is counseling the child until the desired attitude is achieved—becomes another dangerous and manipulative tool to change the values and beliefs of children who hold traditional views regarding LGBT issues.

Complex Issues (Page 31): This section of the guidebook addresses in greater detail the issue of “unsupportive parents.” It states that research on family rejection of lesbian, gay and bisexual youth has shown that “high levels of parental pressure to try to change an adolescent’s gender expression to enforce gender conformity is related to high levels of depression, a nearly four times greater likelihood of attempted suicide and illegal drug use, and being more than twice as likely to put oneself at high risk for HIV.” They apply this same claim to transgender students as well.

“These findings are also applicable to transgender youth who also experience high rates of family rejection for the same reason families often reject lesbian, gay and bisexual youth—namely their inability to conform to stereotypes associated with their sex assigned at birth.”

The high risk of suicide is blamed on societal non-acceptance of the behavior. It ignores the psychological disorder that in most cases is the root of the problem.

On page 32 the goal of this guidebook is revealed as a one-way street—total acceptance of the child’s *chosen* gender. There is no counseling to offer differing views, or to support a child’s biological sex:

“...the goal should be to support the student’s family in accepting their child’s gender identity and seek opportunities to foster a better relationship between the student and their family. A parent’s initial negative reaction to indications that their child might be transgender is likely based on inaccurate or incomplete information about gender identity or out of fear for what this will mean for their child’s future.”

Radical gender ideology is itself the source of distorted, inaccurate and incomplete information about ‘gender identity.’ Forcing this delusion on everyone else is unhealthy.

Fear is a normal response for parents of a child who desires to change his or her sex through hormones and/or surgery. Parents instinctively know that reinforcing gender confusion is a dangerous path for any boy or girl. It is psychological manipulation that detaches children from physical reality and encourages them to pursue medical interventions with serious and often permanent side effects.

Schools are encouraged to take on the role of assisting the process of family acceptance of a transgender child through counseling services for the whole family or by connecting them to

“gender-expansive” resources. **Children and their families should *never* be connected to dangerous “gender-expansive” resources.**

“As part of this effort, it is important to educate the student’s family members about the serious consequences of refusing to affirm their child’s gender identity. Sharing observations from school personnel that highlight the effects rejection has had on the student may also help encourage parents to begin moving toward acceptance.” (Page 32)

The *opposite* of this statement is true. [According to the ACOP](#), serious consequences are a direct result of affirming a child in a false identity. When a young child is affirmed in a false gender, the child’s world becomes one of imagination and fantasy--pretending to be the opposite sex. This is emotionally dangerous for the child.

On page 33, the guidebook addresses the need to educate the courts and educate the parents. The kind of education they promote, however, is not grounded in medical science or reality and can more easily be viewed as propaganda and indoctrination rather than education.

“By educating courts about transgender youth and the current standards of care, parents have been increasingly able to demonstrate to judges that supporting and affirming a child’s gender identity is in the child’s best interest.”

“For the non-affirming parent, this conversation is also an opportunity for them to discuss the reasons why they do not accept their child’s gender identity. ...educate them on the harm caused by family rejection.”

Again, the real harm is gender-radical educators confusing children by teaching them a false gender ideology. Transgenderism is not healthy; it is a mental illness.

Page 35 suggests how schools and parents can use special education laws to affirm transgenderism. The guide suggests that a school can develop an IEP or 504 plan for a transgender student.

“...many transgender students will qualify because of the anxiety, depression and other forms of psychological distress caused by not having their gender identities affirmed in all aspects of their lives.”

“Through a special education plan, schools can provide basic accommodations like use of the student’s chosen name and access to the appropriate restrooms.”

The Legal Landscape (Page 37): This section refers to state and federal laws that protect students in schools. The laws they refer to are Title IX, the Family Educational Rights and Privacy Act (FERPA) and state anti-discrimination laws. The United States Constitution’s rights to free speech, privacy and equal protection are referred to as the “final layers of protection.”

There is no mention that the original intent of Title IX was to have increased opportunities for women to participate in sports. Title IX is not directed in any way toward transgender students. In 2016, President Obama arbitrarily, and with no legal grounding, redefined ‘sex’ in Title IX. That kind of authoritarian dictate was an issue in the 2016 presidential election, and in February, 2017, President Trump properly rescinded it.

The free speech rights of students, teachers, and parents are fully protected in our Constitution. These rights are now under grave assault. If students disagree with the gender radical agenda and speak the truth about gender confusion, or refuse to use incorrect pronouns, their views and words are labeled as hate speech.

The guidebook says that the mission of the schools is:

“...to foster social, emotional and academic growth and well-being.”

That is absolutely *not* the mission of the schools. No one has authorized the schools, counselors or psychologists to do this.

Conclusion: *Creating an Affirming School for All* (Page 42): The guidebook sums up its mission and its basic principle as being “that students can and should be supported and able to attend schools where their authentic gender is recognized and honored.”

The authors shamelessly hijack the word *authentic*. The *authentic gender* of a child is either male or female—as identified by their DNA. That is common knowledge, and science confirms that. Feelings do not authenticate what is true or false. Feelings are unreliable and often change with the circumstances. To suggest feelings are more authentic than biological facts is dishonest.

Puberty & Medical Transition (Page 44 Appendix A): In this section, very dangerous information is presented that is not backed up by medical science. Teachers are encouraged to support young girls, who think they are boys, when they decide to wear clothing to flatten their breasts—also known as *breast binders*:

“Transgender youth often take special precautions to hide their developing bodies with the hope of presenting to the outside world a body that is consistent with their gender identity. For example, a youth who identifies as male may use clothing and materials to flatten the contours of his chest. Those materials can be tight, constricting and uncomfortable; however, the dysphoria caused by not taking those additional precautions far outweighs the drawbacks.”

Breast binders, described as “materials to flatten the contours of his chest,” are used by some young developing women to disguise their female bodies. Breast binders are a serious health risk. They can cause the following:

- tissue injury
- bruising and fracturing of ribs
- lung collapse
- spinal problems
- low blood flow to the heart (could result in heart attack),
- decreased lung capacity (lungs only functioning to 30 and 40%),
- decreased blood flow in the lymph nodes in the breast area. This could cause clots, damage to circulation and can lead to lymphatic cancer due to the bacteria build up and clogging of the lymph-nodes
- permanent loss of sensation in the breast/chest area

For any organization to recommend such a dangerous option is unthinkable.

The guidebook also refers to “taking medications that delay the physical changes associated with puberty” without alerting or even informing readers to the serious risks associated with these drugs.

The American College of Pediatricians [has condemned the use of hormones](#) to treat transgenderism.

“The treatment of [Gender Dysphoria] in childhood with hormones effectively amounts to mass experimentation on, and sterilization of, youth who are cognitively incapable of providing informed consent. There is a serious ethical problem with allowing irreversible, life-changing procedures to be performed on minors who are too young to give valid consent themselves; adolescents cannot understand the magnitude of such decisions.”

Writer Mike Konrad in his article [Transgenderism and Cancer](#) says that there is a real risk for cancer when “the natural cycles in humans are replaced by the hormones of the opposite sex, introduced into a body where every cell is keyed in opposition to the new hormonal environment.” The question he raises is: “Are we setting up hundreds of thousands for early deaths due to cancer?” Konrad warns that we are “permitting confused youth to be used as guinea pigs in medical procedures that mutilate the anatomy and flood the body with potentially damaging hormones.”

Elementary children are being targeted!

This guidebook is clearly targeting young children as evidenced by the information given to teachers in Appendix C on page 48:

“By learning about the diversity of gender, children have an opportunity to explore a greater range of interests, ideas, and activities.”

“While as adults, we struggle to separate the ideas of gender and sexuality (primarily because many were taught that they are one and the same), children have an ability to grasp the complexity of gender diversity because sexuality does not factor in to complicate their understanding.”

“The purpose of learning about gender diversity is to demonstrate that children are unique and that there is no single way to be a boy or a girl. If a child does not agree with or understand another student’s gender identity or expression, they do not have to change how they feel inside about it.”

“...children of any age are able to understand that there are more than two gender categories currently recognized by our society...gender diversity is an easy concept for children to grasp.”

“...you may hear them exploring where they fit on the gender spectrum and why...Their use of language or their personal placements along this spectrum may surprise you.”

“Is gender nonconformity a product of abuse, emotional problems, neglect, divorce, or detached, or over-involved parents? No.”

The false construct of a ‘gender spectrum’ was the brainchild of the late Dr. Alfred Kinsey—one of the founding fathers of the transgender movement. Kinsey developed what has become known as the Kinsey Continuum a.k.a. Gender Spectrum. He believed that **all sex acts and sexual lifestyles were normal and equally acceptable**—all fell on a spectrum of behavior. [Kinsey has been described by Dr. Judith Reisman as a sexual psychopath](#), and his bogus research has been completely debunked.

These false statements regarding elementary children are absurd and dangerous. They fly in the face of medicine and science, and confirm the fact that this so-called guide promotes a harmful ideology. Teachers using this guide will confuse children with a concept of sex and gender identity that is disconnected from reality. They will be teaching kids to deny what they can see with their own eyes. Additionally, when language and the meaning of words are deliberately distorted, the child’s mind is being manipulated and dangerous consequences are often the end result.

Conclusion from the Child Protection League:

The Child Protection League is sounding the alarm concerning the harm posed to students who are indoctrinated into accepting transgender ideology as true and who are persuaded that changing their sex is not only possible, but normal and healthy as well. **This is a toxic myth that will cause many more cases of gender confusion and serious harm to children.**

Schools in Transition: A Guide for Supporting Transgender Students in K-12 Schools is biased and dangerous and its use must be terminated. This critical review of *Schools in Transition* serves as a warning to parents, and puts the Departments of Education, teachers, and administrators on notice that they will be held accountable for the harm done to school-age children in their care if any of the misleading transgender information from this guide is used in their school district.