

17,300+ Educators and Scholars to President Biden: Support Trans Youth

April 3, 2021

Dear President Biden:

We, a coalition of educators and educational scholars, are gravely concerned about the unprecedented number of coordinated attacks on trans and non-binary youth currently underway in state legislatures across the United States. As educators, we believe that a young person's ability to thrive should not depend on their conformity to gender norms. **On this week of action to commemorate the annual International Trans Day of Visibility (March 31st), we urge your administration and the federal government to do everything in your power and as quickly as possible to uphold the rights and dignity of trans youth.**

Over the past three months alone, more than 80 anti-trans bills—most of them targeting trans youth—have been introduced in over two dozen states, [breaking the record](#) for the highest number of anti-trans bills in U.S. history. The [focus of these bills](#) varies: some prohibit or even criminalize the provision of trans health care; some deny the right to change the assigned sex on one's birth certificate; some prohibit teaching in schools about trans people and related topics; some prohibit mandatory professional development about LGBT people and history; and some mandate educators to disclose a child's sexual orientation or gender identity to their parents or guardians without the child's consent. Additionally, half of the bills forbid or even criminalize trans youth's participation in [school sports](#) based on their gender identity.

Former President Trump's condemnation of trans athletes in his late-February speech at the Conservative Political Action Conference may have fanned the flames, but the rapid spread of anti-trans legislation has been credited primarily to [coordination by conservative groups](#), including the Heritage Foundation, Eagle Forum, and most notably, the Alliance Defending Freedom (ADF). Not surprisingly, the language in bills across multiple states is strikingly similar to one another. This should sound familiar: the ADF, which is designated as a hate group by the Southern Poverty Law Center, played a key role in coordinating the spread of model legislation between 2016-2018 when dozens of anti-trans "[bathroom bills](#)" were introduced across the country. The wave of "bathroom bills" did not materialize into laws banning the use of restrooms based on one's gender identity. However, the inflammatory and false claims that trans rights can create dangerous or unfair conditions for others by making cisgender (non-trans) girls and women unsafe persisted.

There is no need or public desire for anti-trans legislation, yet trans people's lives are being put in danger in an attempt to sow division among the general public. In nearly every case, sponsors of anti-trans bills [cannot cite a single instance](#) where the participation of trans girls in girls' sports teams led to unfair competition. Polls show that the [majority of voters](#) believe that trans people should be able to live openly and freely and receive medical care. Earlier this month, many of the nation's leading child health and welfare groups—representing [over 7 million professionals and 1000 organizations](#)—called on states to oppose the wave of anti-trans bills.

Importantly, most of the aforementioned proposed legislation would disproportionately harm trans girls and women. Due to intersecting patterns of racism and misogyny, trans girls and women of color remain especially precarious, [making up 79% of the known murders of trans people in 2020](#). Trans girls and women also experience high rates of sexual violence, [particularly trans girls and women of color](#). Because much of the anti-trans ire is focused on trans girls and women not being who they say they are, and because much of the anti-trans rhetoric aimed at trans girls and women is imbricated through racism, it is imperative to focus policy directives on improving life chances for trans girls and women of color. **Here, we emphasize that we do not want to expand systems of school-based punishment, but seek to prioritize a transformative justice approach to supporting trans youth at school.** Such initiatives and directives would fit well within your administration’s stance on seeking redress against racial injustice in the United States.

We are encouraged that your administration issued an [Executive Order](#) on Preventing and Combating Discrimination Based on Gender Identity or Sexual Orientation on your first day in office. This Order asserts that “[c]hildren should be able to learn without worrying about whether they will be denied access to the restroom, locker room, or school sports.” This Order also asserts that the recent Supreme Court decision in *Bostock v. Clayton County*, which ruled that “sex discrimination” includes discrimination based on sexual orientation and gender identity, also applies to [Title IX](#). Building on the Executive Order, the federal government must do much more to protect trans youth and school employees against these ongoing attacks and cultivate educational environments that actively support trans people to thrive.

In particular, we assert that protecting trans youth and school employees from discrimination requires supporting them in at least three ways:

First is regarding **health care**. One-third of the anti-trans bills would prohibit or even criminalize trans-competent health care. Notably, most such bills do explicitly allow for invasive surgeries on intersex infants and young children that have been deemed forms of torture by the [United Nations](#) and [Amnesty International](#). Affirming, consensual health care is vital for all youth, but trans youth have unique and specific needs: they navigate hostility and transphobia; they face significantly higher risk of violence, bullying, and harassment; and like trans people across the lifespan, they already face disparities in access to health care, according to the [2015 US Transgender Survey](#). Trans youth are at higher risk of depression, self-harm, and suicide—but [these risks are reduced](#) when they receive trans-competent care. The [American Medical Association](#) offers research-based recommendations for gender-affirming care, and similarly, the [American Academy of Pediatrics](#) recommends that trans youth be given access to comprehensive, gender-affirming, and developmentally appropriate health care. Rather than prohibiting health care, schools should be improving and increasing access to health care for trans students and school employees, including trans-inclusive employee insurance coverage, trans-competent school-based health services, expanded professional development for staff, and health education for students.

Second, regarding **school facilities and activities**. Half of the anti-trans bills would prohibit or even criminalize trans youth’s participation in school sports. Such bills hinder equal educational opportunity: while academic success and overall well-being can be improved with access to and

participation in school activities, successful outcomes can be hindered when access and participation are restricted. These bills normalize anti-trans sentiment by institutionalizing discrimination against trans youth as well as by validating problematic narratives about what it means to be trans. For example, the notion that some “boys might claim to be girls” in order to gain advantage in girls’ sports competition or access girls’ locker rooms as sexual predators reflects a fundamental misunderstanding of what it means to identify as trans and engage in gender transition. Social and medical transitions happen over time with a network of support from families, communities, health providers, legal advocates, and others. Such bills would also make problematic demands of schools: the notion that only girls who were legally assigned female at birth or who have XX chromosomes should be allowed to play girls’ sports creates the conditions for schools to engage in invasive and profoundly harmful physical scrutiny and gender policing of young people’s bodies and self-expression. Nineteen states already have [policies in place](#) that allow for full trans inclusion in K-12 school sports, and the [NCAA](#) has developed research-based practices for including trans athletes in college athletics—the nation’s K-12 schools should follow their lead.

Third, regarding **school records and identification**. Members of the school community regularly use legal sex markers to categorize and track students and employees—we argue that much of this is unnecessary. However, where it is deemed absolutely necessary to collect such data, school documents and groupings should reflect the person’s self-identified gender and/or allow people to self-select to refuse to be identified by gender. School personnel and classmates should reference all students and employees by using language (e.g., pronouns and honorifics) that align with the person’s self-identified gender as a matter of basic respect. School personnel should not be mandated to violate a student’s privacy by disclosing their sexual orientation or gender identity to the parents or guardians without the young person’s consent. School personnel have a responsibility to uphold our students’ trust when they share this information at school but are not yet ready to share it with their parents. We are concerned by bills like the proposed Oklahoma House Bill 1888, which states, “Teachers, counselors, principals, administrators, or other school personnel, upon determining that a student is experiencing sexual orientation [sic] or gender dysphoria, shall notify the parents or legal guardians of the student immediately upon determining that such risk exists.” Here, the bill suggests that being LGBT is itself a risk, which is incorrect: the risk to the safety, health, wellness, and academic success of LGBT youth is not their sexual orientation, gender identity, or expression but the widespread and institutionalized homophobia and transphobia that are driving such bills.

Anti-trans bills are merely the tip of a much larger iceberg of anti-trans sentiment, gender misunderstandings, and the scapegoating of trans youth that serves to mobilize a conservative base. We stand ready to work collectively with you as we reframe the conversation about trans youth and enact laws and policies that advance justice.

Over 17,300 educators and educational scholars have endorsed this statement (affiliations are listed for identification purposes only). This letter is available online [here](#). Contact persons:

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Catherine Neville, Teacher, Brockton Public Schools
Catherine Norris, Professor, Swarthmore College
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Catherine Spicer, Lecturer, Indiana State University
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Danielle Brandes, Teacher, Minneapolis Public Schools
Danielle Castillo, Teacher, SFUSD
Danielle Cloward, Spanish Teacher, Newport News Public Schools
Danielle Cowley, Associate Professor, University of Northern Iowa
Danielle Cristal, Career Counselor, New York University
Danielle Crsoby, Associate Professor, University of North Carolina Greensboro
Danielle Curry, Teacher, Kearny School District NJ
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David Dominguez, Professor Emeritus, Brigham Young University
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David Stroupe, Associate Professor, Michigan State University
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Deanna Beach, Teacher, Aspire Public Schools
Deanna Cooper, Assistant Clinical Professor, University of Montana
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Elizabeth Sullivan, Teacher, Mary Lin Elementary
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Elizabeth Tavella, Postdoctoral Fellow, University of Chicago
Elizabeth Terzakis, Professor, Cañada College
Elizabeth Theta Brown, Associate Professor, James Madison University
Elizabeth Thompson, Teacher's Aide, Bear Lake Elementary School
Elizabeth Tonogbanua, ESL Teacher, Boston Public Schools
Elizabeth Townsend West, Teacher, NYCDOE - Brooklyn Collaborative School
Elizabeth Turnbull, Teacher, Southampton
Elizabeth Victor, Associate Professor, William Paterson University
Elizabeth Wang, Teacher, Brooklyn East Collegiate Charter School
Elizabeth West, Executive director, Longview
Elizabeth Wetzal Gracyalny, School Social Worker, Green Bay Area Public Schools
Elizabeth Whalen, Teacher, The Galloway School
Elizabeth Wheeler, Teacher, Newark Community High School
Elizabeth Woodburn, Medical Student, Carle Illinois College of Medicine
Elizabeth Zack, Teacher, The Philadelphia School
Elizabeth Zakrzewski, Teacher, Mary McDowell Friends School
Elizabeth Ziff, Assistant Professor, University of Indianapolis
Elizabeth Zyer, Teacher, Chicago Public Schools
Elizabeth-Marie Helms, Teacher, Fort Wayne Community Schools
Elizabeth Payne, Professor/Director, Queering Education Research Institute (QuERI)
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Ellen Green, Teacher, Columbia Academy
Ellen Greenberg, Teacher, Phillips Academy
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Ellen Solis, Professor, University of Illinois
Ellen Sulzycki, Graduate Student, UMass Amherst
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Emily Beerbower, Teacher, Doral Academy
Emily Benjamin, Teacher, Warren City Schools

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Emily Bowditch, Teacher, Moorestown Friends School
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Emily Braverman, Teacher, Explore Charter Schools
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Emily Smith, Teacher, Nashoba Valley Technical High School
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Emma Tebben, Teacher, American Schools Abroad
Emma Vacirca, Student, Boston University
Emma Velis, Teacher, Berkeley Carroll School
Emma Vierheller, Teacher, Penta Career Center
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Gregory Carson, Teacher, Gordon School
Gregory David, Teacher, Bank Street School for Children

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Jeannie Kim, Teacher, Gunsaulus, Chicago Public Schools
Jeannine Thurston, English Teacher/ Instructional Coach, San Rafael High School
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Jeff Carter, Professor, DePaul University
Jeff Edelstein, Doctoral Student, University of Massachusetts Amherst
Jeff Freeman, Principal, Montclair High School
Jeff Godowski, Assistant Dean, Cornell University
Jeff Katcherian, Founder of Education Nonprofit, Culture Academy
Jeff Osborne, Professor, Murray State University

Jeff Passe, Professor, Cal Poly Pomona
Jeff Perkins, Program Manager, Creative Reaction Lab
Jeff Solomon, Assistant Professor, Wake Forest University
Jeffery Cassity, Special Education Teacher, Oakland Unified School District
Jeffery Rubley II, Professional Educator, Inclusive, Individualized Education Support Services
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Jennifer Sears, Teacher, Dedham High School
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Kaitlyn Courville, Teacher, La Petite Academy
Kaitlyn Craven, Teacher, New Iberia Senior High
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Kathryn Goode, Teacher, Mannheim Middle School
Kathryn Grubbs, Academic Adviser, University of Washington Seattle
Kathryn Guerra, Teacher, Anthony High School
Kathryn Hansen, Teacher (retired), Kaukauna Area School District
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Mary Middleton, Professor, Rogue Community College
Mary Mitchell, Clinical Assistant Professor, Pacific University
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Mary Murphy, Teacher, Urban School of San Francisco
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Mary Nessmith Gaskins, Teacher, Fairfax County Public Schools
Mary Netri, Teacher, North Valleys High School

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Mary Pettenger, Professor, Western Oregon University
Mary Potts, Graduate Student, Texas Woman's University
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Mary Quinn Wood, Teacher, Bowmar Elementary
Mary Rechner, Teacher, Lincoln High School
Mary Reid Munford, Teacher, The New School, Atlanta
Mary Roach, Teacher, Cambridge Rindge and Latin
Mary Robb, Teacher, Andover High School
Mary Ruth Huerta, Teacher, Twin Peaks Middle School
Mary Ruth Marotte, Professor, University of Central Arkansas
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Mary Sangree, Teacher, Brooklyn New School
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Mary Wang, Teacher, The Academy at Palumbo
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Mary Wayne-Thomas, Professor, Wake Forest University
Mary Wells, Professor, Chair, Sinclair College
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Matt C. Howard, Assistant Professor, University of South Alabama
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Matthew Girson, Professor, DePaul University
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Megan Baxter, Teacher, Union High School

Megan Beach, Teacher, Smoky Hill High School
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Megan clendening, Teacher, Blue Ridge Academy
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Megan Elizabeth Trocha Morelos, Teacher, Pecan Trail Intermediate
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Megan OBrien, Teacher, Falk School
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Megan Oliver, Teacher, North Clackamas School District
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Melissa Phillips, Teacher, East Irondequoit CSD
Melissa Pollay, Academic Advisor, Northwestern University
Melissa Pompos Mansfield, Instructor and Composition Coordinator, University of Central Florida
Melissa Prescott, Visual Art Educator, Telstar Middle School, Bethel, Maine
Melissa Raman Molitor, Professor, School of the Art Institute of Chicago
Melissa Redwin, Teaching Artist, Enchanted Circle
Melissa Roberts Beukema, Teacher, Minneapolis Public Schools
Melissa Rosario, School Psychology Graduate Student, Teacher's College, Columbia University
Melissa Rosen, Teacher, Rodeph Sholom School
Melissa Rudder, Teacher, Bishop Montgomery High School
Melissa Sainz, Teacher, Okemos Public Schools
Melissa Satterberg, Professor, Lewis & Clark College
Melissa Schieble, Associate Professor, Hunter College-CUNY
Melissa SchultzAhearn, Teacher, Horseheads Middle School
Melissa Sheedy, Lecturer, University of Wisconsin-Madison
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Melissa Stalnaker, Librarian, Langston Middle School
Melissa Stangl, School Social Worker, Minneapolis, MN
Melissa Strouth, Teacher, Cleveland Heights - University Heights Schools
Melissa Tomlinson, Teacher, Buena Regional School District
Melissa Uhlmann, Teacher, Pierce Middle School
Melissa W. Alemán, Professor, James Madison University
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Melissa Warstadt, Graduate student, UCSD
Melissa Whitaker, Teacher, Kenosha Unified School District
Melissa Wicker, Research Associate, University of Oklahoma
Melissa Williams, Teacher, Public School
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Melody Ellison, School Librarian, Fort Worth ISD
Melody Messer, Librarian, Harrison Elementary School
Melody Olsen, Teacher, Mary McDowell Friends School
Melody Rood, Assistant Professor, UNCG
Melody Zoch, Associate Professor, University of North Carolina at Greensboro
Melvin E. Beavers, Professor, University of Arkansas at Little Rock
Menelik Tafari, Grad Student, UCLA
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Merav Shohet, Asst Professor, Boston University
Mercedes Anderson, Graduate Student, Arizona State University
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Meredith Atchison, Director of Campus Activities and Programs, UNC Greensboro
Meredith Bailey, Teacher, High School of Fashion Industries NYC
Meredith Byrd, Teacher, Thomas Dale High School
Meredith Charles, Teaching Artist, Drama Out of the Box
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Meredith Cook, Director, Pilgrim Community Preschool
Meredith Doench, Professor, University of Dayton
Meredith Florkey, Owner, Ohio Naturally LLC
Meredith Gamer, Assistant Professor, Columbia University
Meredith Gonzenbach, Graduate Student / Adjunct, Montclair State Univ / Fairleigh Dickinson Univ
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Meredith Huntley, Music Educator, Brookline, MA
Meredith Ibach, Music Teacher, Cardinal Valley Elementary School-Fayette County Public Schools,

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Meredith Joppa, Assistant Professor, Rowan University
Meredith Kirkwood, Professor, Clark College
Meredith Lee, Assistant Professor, Leeward Community College
Meredith Maroney, Instructor, University at Albany
Meredith Mechanik, Student Program Coordinator/Instructor, University of South Florida
Meredith Michelle Dodd, Teacher, University of Chicago Laboratory Schools
Meredith N. Sinclair, Associate Professor, Southern Connecticut State University
Meredith Newman, Teacher, Cabarrus County Schools, NC
Meredith Oliveira, Special Projects Coordinator, Capitol Region Education Council
Meredith Overcash, Librarian, Braswell Memorial Library
Meredith Post, Teacher, Southwestern City Schools
Meredith Powers, Librarian & Instructor, York College, CUNY
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Meredith Thompson, Latin Teacher, The Jemicy School
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Meredith Wold, Teacher, Love Elementary
Meredith Wright, Teacher, Edgewood Middle School
Merideth Garcia, Assistant Professor, University of Wisconsin-La Crosse
Merideth Lynn Glosemeyer, Teacher, School District of Beloit
Meridith Bopp, Teacher, Benton High School, Benton, AR
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Mica Reel, Sexual Health Educator, Railroad Street Youth Project
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Micaela Rodas, Graduate student, AT Still University
Micaela Tepler, Teacher, Lewiston Middle School
Micaela Watson, Graduate Student, UCLA
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Michele Hoang, Teacher, Catlin Gabel School
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Michele Machado, Graduate Student / Student Teacher, Pacific University / Happy Valley Elementary
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Michele Zuckman, Teacher, Friends' Central School
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Michelle Cleveland, Teacher, Minneapolis Public Schools
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Michelle Dangelo, Teacher, Quincy Public Schools
Michelle Deutsch, Teacher, Wayside Elementary School
Michelle Dickens, Teacher, Mary McDowell Friends School
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Michelle Eckstein, Teacher, Peak to Peak Charter School
Michelle F. Eble, Associate Professor, East Carolina University
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Michelle Freedman, Teacher, Stanwood Elementary
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Michelle Pearlman, Teacher, FEH BOCES
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Mickey Jurewicz, Art Teacher, Upper Mississippi Academy
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Mickey TerLouw, Educational Assistant, Justice Page Middle School
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Mignon Tissera, Paraprofessional, Brooklyn New School
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Mike Flower, Teacher, Crescenta Valley High School
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Mike Hoa Nguyen, Assistant Professor, University of Denver
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Mike McRaith, Principal, Vermont
Mike Nagler, Professor, Cañada College
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Milos Savic, Professor, University of Oklahoma
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Mindi Goodling, Teacher, Frances C. Richmond School
Mindy Blaise, Professor, Edith Cowan University, Australia
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Miriam Paterson, Teacher, Ethical Culture Fieldston School
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Miriam Perlmutter, Teacher, Oakland High School
Miriam Phillips, Retired Asst. Professor, University of Maryland
Miriam Schildkret, Voice and Piano Instructor, High Note Performance
Miriam Walden, Teacher, Albany High School
Mirna Hughes, ENL Teacher, Abbey Lane
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Missy Springsteen-Haupt, Teacher and Graduate Student, Ames Community School District
Missy Torres, Teacher, Yolo High School
Missy Widmann, Educator and Doctoral Candidate, Challenger Alternative High School
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Misty Wilson, Independent Scholar, Northeastern University
Mitch Thompson, Teacher, Luis Munoz Marin School, Bridgeport CT
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Mitchell Fryling, Interim Associate Dean, California State University, Los Angeles
Mitchell Tetschner, Community Director, University of Arizona
MJ Robinson, Museum Educator, Rhode Island School of Design
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Rachel Bouttenot, Teacher, Chewonki
Rachel Brainin, Teacher, Dwight Englewood School
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Rachel Cummings, Teacher, Greenfield Public Schools
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Rachel Dysar, Teacher, Santa Cruz
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Rachel E Garcia, Assistant Director, University of Delaware
Rachel E. Marquez, Advisor, UC Berkeley
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Rachel Evans, Teacher, Normal Community West High School
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Rachel Floyd, Teacher, Pasco County Schools
Rachel Frenkil, Teacher, Gann Academy
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Rachel Goss, Assistant Principal, Denver Public Schools
Rachel Grote, Teacher, North shore
Rachel Guldin, Doctoral Candidate, Graduate Employee, University of Oregon
Rachel Hanks, Teacher, Unemployed Teacher due to COVID
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Robert Brown, Graduate Student, Colorado State University
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Robert Deering, Teacher, St. Peter High School
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Ronit Robinson, Teacher, East Baton Rouge Parish schools
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