

## Transgender Students

A transgender student is a student whose gender identity—one’s internal sense of gender—is different from the student’s birth gender and is a sincerely held part of the student’s core identity. An individual can express or assert a transgender gender identity in a variety of ways, which may not always include specific medical treatments or procedures. This is especially true with adolescent transgender individuals. Medical treatments or procedures are not considered a prerequisite for one’s recognition as transgender.

Our local policy prohibits discrimination against students on the basis of their gender; this includes transgender students. FFH (local) provides:

“Gender-based harassment includes physical, verbal, or nonverbal conduct based on the student’s gender, the student’s expression of characteristics perceived as stereotypical for the student’s gender, or the student’s failure to conform to stereotypical notions of masculinity or femininity. For purposes of this policy, gender-based harassment is considered prohibited harassment if the conduct is so severe, persistent, or pervasive that the conduct:

1. Affects a student’s ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;
2. Has the purpose or effect of substantially or unreasonably interfering with the student’s academic performance;
3. Otherwise adversely affects the student’s educational opportunities.”

### Requests for Accommodations

You may receive requests for accommodations for or from a transgender student in relation their identified gender in regards to use of name and pronoun consistent with transgender identity, dress and grooming requirements, access to restroom and locker room facilities, sleeping arrangements on school trips, and participation in school activities, including athletic activities.

Accommodations should be considered and made on a case-by-case basis and should be implemented in a way that is least burdensome on the student, appropriate to the circumstances and, to the extent possible, in accordance with the student’s and parent’s expressed wishes and concerns.

Campuses should also consider creating a support team, as part of the accommodation plan for the student, in order to address any concerns raised by the student and help ensure that the student has safe and equitable access to school district facilities and activities.

### Resources for School Personnel

1. *Creating Safe and Supportive Learning Environments: A Guide for Working with Lesbian, Gay, Bisexual, Transgender, and Questioning Youth and Families*, edited by Emily Fisher and Karen Komosa-Hawkins
2. *Supporting Transgender & Gender Creative Youth: Schools, Families, and Communities in Action*, edited by Elizabeth Meyer and Annie Pullen Sansfacon
3. *From the Dress Up Corner to the Senior Prom: Navigating Gender and Sexuality Diversity in PreK-12 Schools* by Jennifer Bryan
4. *Gender and Sexual Diversity in Schools* by Elizabeth Meyer