Resource Guide:
Working with Transgender and Gender-Nonconforming Students and Staff

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Why Does This Matter?

State & Federal Law

Both state and federal laws protect transgender students and employees. The Washington Law Against Discrimination (“WLAD”), Chapter 49.60 RCW, prohibits discrimination against public school students and employees based on “sex” and “sexual orientation” (including “gender expression or identity”). In addition, the WLAD protects transgender people if they have, or are considered to have, a “disability based on that condition.” The WLAD creates a private right of action to enjoin further violations or recover actual damages, together with costs and attorney’s fees. RCW 49.60.030(2).

State law provides overlapping protection specifically for Washington public school students and employees for sex (RCW 28A.640.010), as well as sexual orientation—including gender expression or identity—and disability (RCW 28A.642.010). OSPI regulations implementing these statutes allow any person, including a student or employee, to file a complaint of discrimination with a school district. See Chapter 392-190 WAC. District decisions in these cases can be appealed to an administrative law judge, who may order a reduction in funding, termination of programs, or other relief. In addition, the statutes create a private right of action that could lead to money damages against a school district. See RCW 28A.640.040; RCW 28A.642.040.

Federal Title VII also prohibits employment discrimination by school districts on the basis of unequal treatment due to an employee’s perceived failure to act in the way expected of a man or a woman.

School District Policy

Federal Way Public School Non-Discrimination Policy 3210: The District shall provide equal educational opportunity and treatment for all students in all aspects of its academic and activities programs without regard to race, religion, creed, color, national origin or ethnicity, sex or gender, sexual orientation, gender expression, gender identity, marital or family status, or the presence of any non-program related sensory, mental or physical disability (consistent with RCW 49.60), or the use of a trained dog guide or service animal by a person with a disability. District programs shall be free from sexual and malicious or discriminatory harassment.

The Superintendent shall provide for the annual evaluations, periodic surveys, annual notice and complaint procedures as required by law to ensure that there is in fact equal opportunity for all students in the District. The Superintendent shall designate a staff member to serve as the Nondiscrimination Compliance Officer. Adopted and Revised under Policy Governance – 04/10/12 Adopted of Previously Revised – 3/09/10 Federal Way Public Schools

Why is Federal Way’s Non-Discrimination Policy different than other Districts’ Policy?

Listing “sexual orientation or gender identity” together without a comma implies that the two categories are somehow similar or related. To clarify their difference, sexual orientation refers to one’s attractions toward others while gender identity refers to one’s internal experience of their gender. As the policy currently states, individuals are entitled to protections from discrimination based on their gender identity. “Gender expression is not yet included but would protect individuals whom express a gender identity that is not aligned with behaviors typically and traditionally associated with their biological sex. By including these changes, we will be better positioned to address the specific and unique protection needs of individuals who fall within each of these distinctly different categories.
**Student Wellness**

The District is committed to a safe and civil educational environment for all students, employees, volunteers and patrons, free from harassment, intimidation or bullying. Transgender individuals encompass all races and ethnicities, religions, and social classes. Research suggests that these individuals face health disparities linked to societal stigma, discrimination, and denial of their civil and human rights. Discrimination against them has been associated with high rates of psychiatric disorders, substance abuse, and suicide. Experiences of violence and victimization are frequent for them, and have long-lasting effects on the individual and the community.

**Terminology**

Individuals use a number of words to describe their gendered experiences. Some people may refer to themselves as trans, transsexual, transgender, male-to-female (MTF), female-to-male (FTM), two-spirit, and a variety of other terms. Terminology can differ based on region, language, race, ethnicity, age, culture, and many other factors. Some common terms are defined below.

- **Gender identity** is a person’s deeply felt internal sense of being male or female, regardless of their sex assigned at birth.

- **Gender expression** is the manner in which a person represents or expresses gender to others, often through behavior, clothing, hairstyles, activities, voice, or mannerisms.

- **Transgender** is a general term used to describe a person whose gender identity or expression is different from that traditionally associated with the person’s sex assigned at birth.

- **Transitioning** is the process in which a person changes their gender expression to better reflect their gender identity.

- **Gender nonconforming** is a term for people whose gender expression differs from stereotypical expectations about how they should look or act based on the sex they were assigned at birth. This includes people who identify outside traditional gender categories or identify as both genders.

**Responsibilities Of Staff**

The District believes that a safe, civil environment is essential to high student and staff achievement, to the free exchange of ideas central to a quality educational process, and to the development of youth as thoughtful participants in our democracy. Conversely, uncivil conduct, like other forms of disruptive behavior, interferes with a student’s ability to learn and a school’s ability to educate its students. (Policy 3205-Civility)
Facilities Access:

Access to restrooms, locker rooms and other facilities that are typically gender specific

As a result of the reach of OSPI’s rules and guidelines on discrimination (and a lack of specific statutory, regulatory or case law direction on the issue of access to restrooms, locker rooms and other gender-specific facilities in Washington state), it is recommended that the District conform its policies to the February 2012 publication Prohibiting Discrimination in Washington Public Schools Guidelines for school districts to implement Chapters 28A.640 and 28A.642 RCW and Chapter 392-190 WAC. http://www.k12.wa.us/Equity/ProhibitingDiscrimination.aspx

Pursuant to WAC 392-190-0591, OSPI includes employees as having a right to be free of discrimination as provided for in RCW 28A.642.010, so in general the guidelines are likely to be considered equally applicable to employees. As regards restrooms, OSPI provides that restrooms should be made available to transgender students on the basis of the gender the person consistently asserts at school. More private restrooms should be made available to students who wish them for any reason. No one should be required to use an alternative because they are transgender or gender nonconforming. If there are specific privacy or safety concerns, school staff should work with the student and/or parents to address those concerns appropriately.

OSPI's guidance on locker rooms is more nuanced. The guidelines provide for a case-by-case assessment with the goal of maximizing the student’s social integration and equal opportunity, ensuring the student’s safety and comfort, and minimizing stigmatization of the student. The guideline goes on to say that in most cases the student should have access to the locker room consistent with the gender identity the student consistently asserts at school. A reasonable alternative changing area should be made available to any student that wishes increased privacy, but no student should be required to use a locker room that conflicts with his/her gender identity.
Student & Staff Records:

The following provides a brief background on the procedure for legal name changes in Washington and the federal and state laws prohibiting discrimination against transgender students and employees, then provides recommendations for the District’s policy/procedure on these issues. In brief, it is recommended allowing students to prospectively change their names in most official records—with or without parental agreement—by submitting certain documentation. Likewise, it is recommended allowing employees to prospectively change their names in most official records upon submission of documentation.

Name Changes in Washington

In Washington, there are two primary methods of changing a person’s “legal name”: (1) filing a petition in county district court for a name-change order under RCW 4.24.130; or (2) through the common law by adopting and using a new name so long as it is not done for a fraudulent purpose or to infringe upon the rights of others, as described in Doe v. Dunning, 87 Wn.2d 50 (1976). Under the first method, a person must be 18 to file a name-change petition. For minor children, a parent or guardian must file. The district court has discretion to decide whether to grant the change based on the best interests of the child. There is no age at which a non-emancipated minor child may file a petition. However, a 16- or 17-year-old child who has been emancipated per Chapter 13.64 RCW may file for a name change without parental support.

Under the second method, a person may change his or her name merely by using the new name consistently. The Washington Attorney General’s Office has opined that “it is fundamental law that any person may use any name he sees fit, provided that the use thereof is not with the intent to defraud.” AGO 1985 No. 10 (quoting Attorney General Opinion, Jan. 30, 1928). Further, in “the matter of the choice of a name the individual has absolute liberty provided that a name is not assumed for the purpose of committing a fraud.” Id. Thus, while use of the court petition procedure in RCW 4.24.130 to obtain an order reflecting a name change “has much to recommend it in terms of definiteness and certainty,” that procedure is not required. Id.

It is unclear whether a non-emancipated minor child may use the common-law method in Washington. The general common-law rule is that a minor on his or her own initiative may exercise this right to change a name without any legal formality, so long as he or she is of sufficient age and maturity to make an intelligent choice. 57 Am. Jur. 2d Names § 43; see also Margaret M. Mahoney, Stepfamilies and the Law 151 (1994). Therefore, a transgender adult employee (and potentially a transgender minor student on her own initiative) may change her legal name by adopting and using the new name in lieu of receiving a court order.
**Student Names**

The OSPI guidelines recommend practices for handling names of transgender (and “gender nonconforming”) students in school district records:

First, the guidelines state that transgender students “should be addressed and treated using the name and pronouns of their choice.” This is consistent with the District’s stated intention regarding informal use of desired names (and presumably gender).

Second, the guidelines recommend that permanent student records including a student’s legal name and gender should include the student’s desired name and gender to the extent that the records do not legally require use of a student’s legal name and gender. According to OSPI, such records include student-identification cards. OSPI recommends that districts change students’ names in official records upon receipt of documentation that the name and gender changed pursuant to a court order or amendment of state- or federally issued identification (such as a driver’s license or passport). OSPI suggests that if a district is required to report students’ non-desired names or genders for purposes such as standardized testing, the district should adopt practices to avoid inadvertent disclosure of the students’ transgender status.

A general requirement that the District record or report a student’s “legal name” in student records has not been identified. However, further research may be needed to identify specific records that require use of a certain name (such as the standardized tests referenced by OSPI or immunization records). Maintaining a student’s birth name in records may have practical advantages, such as easing record-keeping by reducing the potential for confusion and by generally preventing the District from deciding disputes among separated parents about whose surname a child will use. As a practical matter, maintaining a student’s birth name in official District documents also may present challenges. For example, if a transgender student’s name as it appears on that child’s birth certificate (which does not match her gender identity) is used on attendance rolls and a substitute reads that student’s name, that child could be put in an awkward situation in front of peers.

Should the District decide to follow the OSPI guidelines, it will need to decide what constitutes a legal name change. The OSPI guidelines do not define “legal name,” and the background on name changes above shows that this may not be a simple inquiry. A name change is clear in the event of a court order. An updated government-issued identification card could be evidence of a successful common-law name change. However, a student of sufficient age and maturity might argue that she has undergone a common-law name change but not received new documentation. To simplify the issue, it is suggested that District policy require officials to prospectively change any student’s name in all District records—regardless of parental support—when the student submits a copy of a court order showing a name change or current government-issued identification indicating the new name. For students 14 and younger, the District would also accept a declaration of the new name signed by the enrolling parent, so long as it is not contrary to a legally valid court order. For students 14 and older, the District would accept a signed declaration of name change by the student (the student exercising the common-law
right to a name change), regardless of parental support. (The age 14 has significance in the common law on name changes and family law.) In addition, the District would require officials to notify students or parents who request an informal name change about the procedure to request an official change in student records.

It is further suggested maintaining the same student identification number to ease recordkeeping. District policy/procedure could create an exemption to use of new names in records when necessary for compliance with state and federal law. The policy/procedure should call for the District to protect the confidentiality of the student’s transgender status consistent with FERPA.

The guidelines also do not address to what extent the District should edit preexisting paper records (i.e., old report cards), rather than making prospective changes (including to databases). It is not recommended to commit to change all prior references to a student by her former name due to the potential administrative burdens.

**Employee Names**

The WLAD, *Chapter 28A.642 RCW*, and federal law likely require the District to change transgendered employees’ names in employment records to avoid discrimination in a condition of employment. Thus, it is likewise recommended requiring District officials to change an employee’s name in employment records on a prospective basis when an employee provides a court order, current government identification, or signed declaration of name change. The District should inform an employee who requests an informal change of the procedures for requesting a formal change. As with student names, it is not recommended to agree retroactively edit an employee’s name in prior employment records, such as teaching credentials, application materials, or disciplinary documents kept in the employee’s confidential personnel file.

Note that the issue of what gender marker for students or staff the District will record or report to other various government entities, such as on tax forms, may require additional analysis.
Language:

Names/Pronouns

Students shall have the right to be addressed by a name and pronoun corresponding to the gender identity consistently asserted at school. Students are not required to obtain a court ordered name and/or gender change or to change their official records as a prerequisite to being addressed by the name and pronoun that corresponds to their gender identity. The District reference guide acknowledges that initially, inadvertent slips or honest mistakes in the use of the preferred names or pronouns might occur, but does not condone the intentional and persistent refusal to respect a student’s gender identity. The student’s requested name shall be included in the electronic student record system along with the student’s legal name in order to inform teachers of the name and pronoun to use when addressing the student.

Terminology

• **Cisgender**: anybody who is not transgender. The Latin prefix “cis” meaning the opposite of “trans”.

• **Gender expression**: refers to the way a person expresses her or his gender, often through behavior, gestures, emotional expression, movement, dress and grooming.

• **Gender identity**: refers to one’s deeply felt internal sense of being female or male, or both, or neither, regardless of their gender assigned at birth.

• **Gender nonconforming**: is a term for people whose gender expression differs from stereotypical expectations about how they should look or act based on the gender they were assigned at birth. This includes people who identify outside traditional gender categories or identify as both genders, or as gender neutral. For example, “feminine boys,” “masculine girls,” and students who are androgynous, or view their gender as fluid. Another example might be the boy who comes to school in clothing that some might perceive as “girls’ clothing,” or the girl who plays games on the playground that might be perceived as “boys’ games.”

• **Genderqueer**: an umbrella term for gender identities other than man or woman. May include people who identify as a third gender, two or more genders, or no gender at all. (Alternately: GQ, non-binary)

• **Intersex**: a term used for people who are born with external genitalia, chromosomes, or internal reproductive systems that are not traditionally associated with either a “standard” male or female.

• **Passing**: a term used by transgender people to mean they are seen as the gender with which they self-identify. For example, a transgender man (born female) who most people see as a man.

• **Pansexual**: an attraction to people of any gender (including those outside man or woman). Often used as an alternative to bisexual by people who feel the latter isn’t inclusive of non-binary identities.

• **Queer**: an umbrella term for sexual orientations that are not heterosexual. Can be derogatory or affirming depending on the user, as many have worked to reclaim the term.
• **Sex:** Biological sex refers to our chromosomal, hormonal and anatomical selves.

• **Sexual Orientation:** is the preferred term used when referring to an individual’s physical and/or emotional attraction to the same and/or opposite gender. “Heterosexual,” “bisexual” and homosexual” are all sexual orientations. A person’s sexual orientation is distinct from a person’s gender identity and expression.

• **Stealth:** the state of having one’s transgender status kept secret.

• **Trans:** shorthand for transgender.

• **Transgender:** An umbrella term for people whose gender identity and/or gender expression differs from the sex they were assigned at birth. The term may include but is not limited to: transsexuals, cross-dressers, and other gender-variant people. Transgender people may identify as female-to-male (FTM) or male-to-female (MTF). Use the descriptive term (transgender, transsexual, cross-dresser, FTM or MTF) preferred by the individual. Transgender people may or may not choose to alter their bodies hormonally and/or surgically.

• **Transgender:** is a general term used to describe a person whose gender identity or expression is different from that traditionally associated with the person’s gender assigned at birth.

• **Transition:** The period during which a person begins to live as their new gender. Transitioning may include changing one’s name, taking hormones, having surgery, or changing legal documents (e.g. driver’s license, Social Security record, birth certificate) to reflect their new gender.

• **Transitioning:** is the process in which a person changes their gender expression to better reflect their gender identity.

• **Transsexual:** An older term which originated in the medical and psychological communities. Many transgender people prefer the term “transgender” to “transsexual.” Some transsexual people still prefer to use the term to describe themselves. However, unlike transgender, transsexual is not an umbrella term, and many transgender people do not identify as transsexual. It is best to ask which term an individual prefers.

**Cultural terms**

Many cultures have terms for third genders. Keep in mind that the meaning of gender conformity can vary from culture to culture, so these may not translate exactly to Western ideas of what it means to be transgender. Some of these identities include Hijra (South Asia), Fa’afafine (Samoa), Kathoey (Thailand), Travesti (South America), and Two-Spirit (Native American/First Nations).
Dress Code:

Washington state law prohibits discrimination in public schools based on gender expression and identity (RCW 28A.642.010). Students must be permitted to dress according to the gender with which they consistently identify and should be addressed using the name and pronouns of their choice (i.e., “he” and “him” or “she” and “her”). If a school is adopting a dress code, it should be gender-neutral and not restrict a student’s clothing choices on the basis of gender. Dress codes should be based on educationally relevant considerations, apply consistently to all students, include consistent discipline for violations, and make reasonable accommodations when the situation requires an exception.

Students have the right to dress in accordance with the gender identity they consistently assert at school, within the constraints of the dress codes adopted at their school site, and within the constraints of the District guidelines for dress, as they relate to health and safety issues (e.g., prohibitions on wearing gang symbols, regalia, and apparel).

SOURCE: Superintendent Procedure 3210SPC
Cross Reference: Policy No. 3210; Supt Proc. 32 JOSPA; Supt. Proc. 321 OSPB
RCW 28A.642, Discrimination prohibition; WAC 392-190 WAC; RCW 49.60 RCW, Washington Law Against Discrimination; Prohibiting Discrimination in Washington Public Schools - OSPI Guidelines for school districts to implement Chapters 28A.640 and RCW 28A.642 and WAC 392-190 (February 2012);
Sports & Athletics:

Sports and Physical Education Classes
Transgender and gender nonconforming students must be provided the same opportunities to participate in physical education as are all other students. Regarding participation in interscholastic athletics, should any questions arise as to whether a student’s request to participate in a sex-segregated activity consistent with his or her gender identity is bona fide, a student may seek review of his or her eligibility for participation by working through the Gender Identity Participation procedure set forth by the Washington Interscholastic Activities Association (WIAA), available at www.wiaa.com or Washington Interscholastic Activities Association 435 Main Avenue South Renton, WA 98057 (425) 687-8585.

Philosophy of Gender Identity Participation
The WIAA allows participation for all students regardless of their gender identity or expression. The purpose of this policy is to designate a set of criteria in which student-athletes are able to compete on a level playing field in a safe, competitive and friendly environment, free of discrimination. Fundamental fairness, as well as most local, state and federal rules and regulations, requires schools to provide transgender student-athletes with equal opportunities to participate in athletics. This policy creates a framework in which this participation may occur in a safe and healthy manner that is fair to all competitors.

Gender Identity Participation
All students should have the opportunity to participate in WIAA activities in a manner that is consistent with their gender identity, irrespective of the gender listed on a student’s records. Once the student has been granted eligibility to participate in the sport consistent with his/her gender identity, the eligibility is granted for the duration of the student’s participation and does not need to be renewed every sports season or school year. All discussion and documentation will be kept confidential, and the proceedings will be sealed unless the student and family make a specific request.

Notice to the School
The student and/or parents shall contact the school administrator or athletic director indicating that the student has a consistent gender identity different than the gender listed on the student’s school registration records, and that the student desires to participate in activities in a manner consistent with his/her gender identity.

Notice to the WIAA
The school administrator shall contact the WIAA office, which will assign a facilitator who will assist the school and student in preparation and completion of the WIAA Gender Identity eligibility appeal process.
**First Level of Appeal**

The student will be scheduled for an appeal hearing before an eligibility committee specifically established to hear gender identity appeals. The WIAA shall schedule a hearing as expeditiously as possible, but in no case later than five (5) school business days of that member school prior to the first full interscholastic contest that is the subject of the petition, or within a reasonable time thereafter in cases of emergency, including, but not limited to, any unforeseeable late student enrollment. The Gender Identity Eligibility Committee will be comprised of a minimum of three of the following persons one of whom must be from the physician or mental health profession category:

A. Physician with experience in gender identity health care and the World Professional Association for Transgender Health (WPATH) Standards of Care.

B. Psychiatrist, psychologist or licensed mental health professional familiar with the World Professional Association for Transgender Health (WPATH) Standards of Care.

C. School administrator from a non-appealing school

D. WIAA staff member

E. Advocate familiar with Gender Identity and Expression issues

**Documentation**

The appealing student should provide the Eligibility Committee with the following documentation and information:

A. Current transcript and school registration information

B. Documentation of student’s consistent gender identification (e.g., affirmed written statements from student and/or parent/guardian and/or health care provider)

C. Any other pertinent documentation or information
**Second Level of Appeal**
An aggrieved student wishing to appeal the Gender Identity Eligibility Committee decision shall file notice of appeal with the Executive Director of the WIAA on or before the tenth (10th) school business day following the date of receipt of the written decision of the Gender Identity Eligibility Committee denying the petition. An appeal to the WIAA Executive Director shall require the Executive Director to schedule a hearing to commence on or before the tenth (10th) school business day following the date of receipt of the written notice of appeal. Written notice of the time and place of the hearing shall be delivered to the petitioned appellant in person or by certified mail, with return receipt requested, no later than five (5) school business days of that member school prior to the date of the hearing.

When there is confirmation of a student’s consistent gender identity, the eligibility committee/WIAA Executive Director will affirm the student’s eligibility to participate in WIAA activities consistent with the student’s gender identification. The WIAA will facilitate the provision of resources and training for a member school seeking assistance regarding gender identity.

*SOURCE: 2013-2014 WASHINGTON INTERSCHOLASTIC ACTIVITIES ASSOCIATION HANDBOOK*
Questions & Answers:

**Gender Identity & Gender Expression**

Example 1: Alexis was assigned female at birth, but she identifies as gender nonconforming. Alexis prefers to express herself like a tomboy - she enjoys playing sports with boys in her class, and she prefers that her friends call her Alex. While Alex currently uses female pronouns, she is questioning her gender identity and is considering transitioning to a male role. Currently, Alex is consistently presenting as female at school, but that will change if she decides to transition.

Example 2: Although Casey attended kindergarten and first grade as a boy, about midway through first grade, she and her family decided that Casey would transition and begin presenting as a girl. Casey prefers to dress in stereotypically feminine attire such as dresses and skirts. Although she is growing her hair out, it is still in a rather short, typically boyish haircut. Casey, her parents, and school administrators have asked her friends and teachers to use female pronouns to address her. Casey is consistently presenting as female at school.

**Should transgender and gender nonconforming students have the right to express their gender identity in school?**

Yes. Washington state law prohibits discrimination in public schools based on gender expression and identity (RCW 28A.642.010). Students must be permitted to dress according to the gender in which they consistently identify and should be addressed and treated using the name and pronouns of their choice (i.e., “he” and “him” or “she” and “her”). School districts are encouraged to adopt gender-neutral dress codes that do not restrict a student’s clothing choices on the basis of gender. Dress codes should be based on educationally relevant considerations, apply consistently to all students, include consistent discipline for violations, and make reasonable accommodations when the situation requires an exception.

**How should school districts address a student’s name and sex on official records?**

School districts maintain permanent student records that include a student’s legal name and legal gender. To the extent that the school district is not legally required to use a student’s legal name and gender on school records or documents, the district should use the name and gender by which the student identifies. School IDs, for example, are not legal documents and should use the student’s preferred name. The school district should change a student’s official record to reflect a change in the student’s legal name or gender upon receipt of documentation that such change has been made pursuant to a court order or through amendment of state- or federally-issued identification. In situations where school staff or administrators are required by law to use or report a student’s legal name or gender, such as for standardized testing, school staff should adopt practices to avoid the inadvertent disclosure of such confidential information.
**Should schools inform staff, students, or parents about a student’s transgender status?**

Information about a student’s transgender status, legal name, or gender assigned at birth may constitute confidential medical or education information. Disclosing this information to other students, their parents, or other third parties may violate privacy laws, such as the federal Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 C.F.R. Part 99). School staff should not disclose information that may reveal a student’s transgender status to others, including parents and other school staff, unless legally required to do so or unless the student has authorized such disclosure.

**Should a school district require proof of medical treatments as a prerequisite for respecting a student’s gender identity or expression?**

No. School districts should not require proof of medical treatments in order to respect a student’s gender identity or expression. If a school district has an objective basis that would justify questioning whether a student’s asserted gender identity is genuine, it may ask for information to show that the student’s gender identity or expression is sincerely held. No particular type of information (such as medical history information) should be specifically required.

**Should school districts allow transgender students to use the restroom of their choice?**

Yes. School districts should allow students to use the restroom that is consistent with their gender identity consistently asserted at school. Any student – transgender or not - who has a need or desire for increased privacy, regardless of the underlying reason, should be provided access to an alternative restroom (e.g., staff restroom, health office restroom). This allows students who may feel uncomfortable sharing the facility with the transgender student(s) the option to make use of a separate restroom and have their concerns addressed without stigmatizing any individual student. No student, however, should be required to use an alternative restroom because they are transgender or gender nonconforming.

If school administrators have legitimate concerns about the safety or privacy of students as related to a transgender student’s use of the restroom, school administrators should bring these concerns to the school district compliance coordinator. Such privacy or safety issues should be immediate and reasonably foreseeable, not speculative. School administrators and/or compliance coordinator should meet with the student and/or parents to determine if there is a need for an alternative facility. Determination to provide an alternative facility for any student should be on a case-by-case basis.

**How should school districts address physical education and athletic participation by transgender students?**

School districts should allow students the opportunity to participate in physical education and athletic activities in a manner that is consistent with their gender identity. For interscholastic athletics, should any questions arise as to whether a student’s request to participate in a sex-segregated activity consistent with his or her gender identity is bona fide, a student may seek review of his or her eligibility for participation by working through the Gender Identity Participation procedure set forth by the Washington Interscholastic Athletic Association (WIAA), available at [http://www.wiaa.com/subcontent.aspx?SecID=350](http://www.wiaa.com/subcontent.aspx?SecID=350).
**Should school districts allow a transgender student to use the locker room of their choice?**

The use of locker rooms by transgender students should be assessed on a case-by-case basis, with the goals of maximizing the student’s social integration and equal opportunity to participate in physical education classes and sports, ensuring the student’s safety and comfort, and minimizing the stigmatization of the student. In most cases, transgender students should have access to the locker room that corresponds to their gender identity consistently asserted at school. Any student who has a need or desire for increased privacy, regardless of the underlying reason, should be provided with a reasonable alternative changing area, such as the use of a private area (e.g., a nearby restroom stall with a door), or a separate changing schedule. Any alternative arrangement should be provided in a way that protects the student’s ability to keep his or her transgender status private. No student, however, should be required to use a locker room that conflicts with his or her gender identity.

*SOURCE: Prohibiting Discrimination in Washington Public Schools February 2012*
Resources:

**Gender Diversity**
*Programs for families, Schools, Organizations, Employers, Individuals*

Aidan Key’s work to increase understanding and awareness of gender identity in all people has taken him into places ranging from kindergarten classes to boardrooms. He has guided many schools and organizations in expanding their anti-discrimination language to include gender identity/expression and in understanding the practical, everyday ways in which to implement these new policies.

- **Web:** [www.genderdiversity.org](http://www.genderdiversity.org)
- **Phone:** 1-855-4GENDER
- **Email:** info@genderdiversity.org

**Rainbow Center**
*Resources for young people and groups for the whole family.*

Partnered with many other organizations. A great place for young people that need support and people to talk to. Also it is a good first step for parents that need to learn about transgender people.

- **Web:** [www.rainbowcntr.org](http://www.rainbowcntr.org)
- **Phone:** 253-383-2318
- **Email:** info@rainbowcntr.org
- **Address:** 2215 Pacific Ave. Tacoma, WA 98402

**Oasis Youth Center**
*This is a great place for youth support.*

Oasis Youth Center, located in Tacoma, WA. Oasis enhances and sustains the health and well-being of lesbian, gay, bisexual, transgender, queer and questioning (LGBTQ) youth by saving individual lives, building community, and developing young leaders who can change the world. Oasis is a youth-adult partnership in which young people and adults come together for shared teaching, learning and action. Oasis is fiscally sponsored by the **Pierce County AIDS Foundation**.

- **Web:** [www.oasisyouthcenter.org](http://www.oasisyouthcenter.org)
- **Phone:** 253-671-2838
- **Email:** oasisyouthcenter@gmail.com
**Gender Alliance of South Sound**

*A great place for youth and parent support.*

G.A.S.S. is a not-for-profit organization, located in and primarily serving the southern Puget Sound region of Washington state, and providing support, referral to resources, peer-to-peer support and fellowship for individuals who are transgender, crossgender, intersexed, androgyne, gender variant, cross-dresser, or are involved in activities or expressions of gender identity or presentation divergent from their gender assigned at birth. The organization also provides educational and social services, materials and programs for these individuals and their families, friends and allies. Additionally, the organization engages in community outreach and educational efforts to promote better understanding and acceptance of gender diversity, expression and identity issues, and works to establish and enhance the social and legal rights and protections for such individuals.

- **Web:** [www.southsoundgender.com](http://www.southsoundgender.com)
- **Phone:** 253-383-2318

**Ingersoll Gender Center**

Ingersoll Gender Center supports transgender people toward growth and well-being. We provide support, education, advocacy, and information resources for people interested in gender identity issues, and for service providers, employers, families and friends as well, in order to promote understanding, awareness and acceptance of gender diversity.

- **Web:** [www.ingersollcenter.org](http://www.ingersollcenter.org)
- **Phone:** 206-323-1768
- **Address:** 1216 Pine St Suite 300, Seattle, WA 98101

**Roots to Branches**

Therapy services for adults and kids.

Roots to Branches Counseling & Consulting strives to provide safe and knowledgeable therapy services that respect all individuals as they are. We take a special interest in LGBT concerns and non-traditional family structures; adults and teens. Whether it be exploring ones identity, changes in mood, or negative behavior patterns - Roots to Branches can help you grow towards your goal.

- **Web:** [www.roots-to-branches.com](http://www.roots-to-branches.com)
- **Phone:** (206) 550-3830
- **Email:** joeyp@roots-to-branches.com
- **Address:** 600 1st Ave, #523 Seattle, WA 98104
Human Rights Campaign Foundation | Coming out Center

Great online resource for Youth and their parents

As the largest civil rights organization working to achieve equality for lesbian, gay, bisexual and transgender Americans, the Human Rights Campaign represents a force of more than 1.5 million members and supporters nationwide — all committed to making HRC’s vision a reality.

Web: www.hrc.org/campaigns/coming-out-center

Gender Odyssey

Web: www.genderodyssey.org
     www.genderodysseyfamily.org

Phone: 1-855-4GENDER

Email: info@genderodyssey.org

Lambert House

Web: www.lamberthouse.org

Phone: (206) 322-2515

Address: 1818 15th Ave. Seattle, WA 98122

My Purple Umbrella

Web: www.mypurpleumbrella.org

Phone: (253) 677-5188

Email: mypurpleumbrella253@gmail.com

Address: PO Box 6977 Tacoma, WA 98417

POW (Burien) Group:

Web: http://www.navos.org/pow

Phone: (206) 326-9112

Email: pow@navos.org

Safe Schools Coalition:

Web: http://www.safeschoolscoalition.org/
Resource Guide:

Working with Transgender and Gender-Nonconforming Students and Staff

2014–2015 • Version 1

Special Thanks to the Members of the 2013-14 Transgender Equity Taskforce:

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