



SECTION: STUDENTS

POLICY: 261

**TITLE: TRANSGENDER AND
GENDER EXPANSIVE STUDENTS**

ORIGINAL: June 13, 2016

CURRENT REVISION: June 1, 2021

**LAST REVIEWED BY THE
COMMITTEE:**

I. PURPOSE

The Board is committed to creating a safe and inclusive learning environment for all students that is free from discrimination, regardless of sex, sexual orientation, gender identity, or gender expression and to ensuring that every student has equal access to all components of the educational program.

II. DEFINITIONS

- A. **Sex Assigned at Birth or Assigned Sex** refers to the gender designation listed on one's original birth certificate.
- B. **Gender Identity** refers to one's internal sense of gender, which may be different from one's assigned sex, and which is consistently and uniformly asserted most or all of the time, or for which there is other evidence that the gender identity is sincerely held as part of the individual's core identity. It is one's innermost concept of self as male, female, a blend of both or neither (which is referred to as agender.) One's gender identity can be the same or different from their sex assigned at birth.
- C. **Gender Expression** refers to external cues that one uses to represent or communicate one's gender to others, such as behavior, clothing, hairstyles, activities, voice, mannerisms, or body characteristics.
- D. **Transgender** is an adjective describing an individual whose gender identity is different from the individual's assigned sex. "Transgender boy" and "transgender male" refer to an individual assigned the female sex at birth who has a male gender identity. "Transgender girl" and "transgender female" refer to an individual assigned the male sex at birth who has a female gender identity. Being transgender does not imply any specific sexual orientation.
- E. **Gender Expansive:** A term for people whose gender expression differs from stereotypical attributes for a gender, e.g., "feminine" boys, "masculine" girls, and those who are perceived as androgynous may be identified as gender expansive. This term conveys a wider, more flexible range of gender identity and/or expression than typically associated with the binary gender system. This term also includes people who identify outside traditional gender categories or identify as both genders. Other terms that can have similar meanings include gender diverse or gender fluid.

III. POLICY

- A. The purpose of this policy is to facilitate compliance with District policy and state and federal laws concerning bullying, harassment and discrimination.

- B. The District prohibits discrimination, harassment, and/or bullying based on gender identity, sexual orientation, and/or transgender or gender expansive status, and such statuses are incorporated by reference into any District policy prohibiting discrimination, harassment, or bullying based on sex.

IV. DELEGATION OF AUTHORITY

- A. The Superintendent or designee shall develop administrative guidelines for the implementation of this policy.
- B. The Superintendent or designee shall ensure that training is provided for all staff members, including teachers, administrators, counselors, social workers, security, and health and physical education staff, on their responsibilities under applicable laws and this policy. Information regarding this policy shall be incorporated into training for new school employees.
- C. This Policy shall be posted on the District's website. A summary of the policy shall be included in the Code of Student Conduct. The District and individual schools shall make reasonable efforts to ensure the visibility of this policy, as well as the school team for all students to confer with regarding its details and applicability.
- D. The District shall implement ongoing professional development to build the skills of all staff members to prevent, identify, and respond to bullying, harassment, and discrimination. The content of such professional development shall include but not be limited to:
 - E. Terms, concepts, and current developmental understandings of gender identity, gender expression, and gender diversity in children and adolescents;
 - F. Developmentally appropriate strategies for communication with students and parents/guardians about issues related to gender identity and gender expression that protect student privacy;
 - G. Developmentally appropriate strategies for preventing and intervening in bullying incidents, including cyber bullying;
 - H. School and District policies regarding bullying, discrimination, and gender identity and expression issues and responsibilities of staff.

V. REFERENCES

24 P.S. 1302-A
24 P.S. 1303.1-A
22 PA Code Sec. 12.3
43 P.S. Sec. 951 et seq.
20 U.S.C. Sec. 1681 et seq.
34 CFR Part 106
29 CFR Sec. 1604.11 (a), 1606.8(a)