DEFINITIONS

GENDER EXPRESSION:
The manner in which a person represents or expresses gender to others, often through behavior, clothing, hairstyles, voice, or mannerisms.

GENDER IDENTITY:
A person's deeply held internal sense of their own gender, regardless of the sex they were assigned at birth.

GENDER-NONCONFORMING:
An umbrella term for people whose gender expression differs from stereotypical expectations of the sex they were assigned at birth.

TRANSGENDER:
An umbrella term describing a person whose gender identity or expression is different from that traditionally associated with their assigned sex at birth.

GENDER PRONOUNS:
The pronouns with which we refer to someone in conversation (i.e. he/him/his, they/them/their/ she/her/hers). Please note that some people may also go by their names as opposed to pronouns.

TRANSITION:
The process in which a person goes from living and identifying as one gender to living and identifying as another. Transitions are not linear and may include any combination of physical, social, and medical processes.
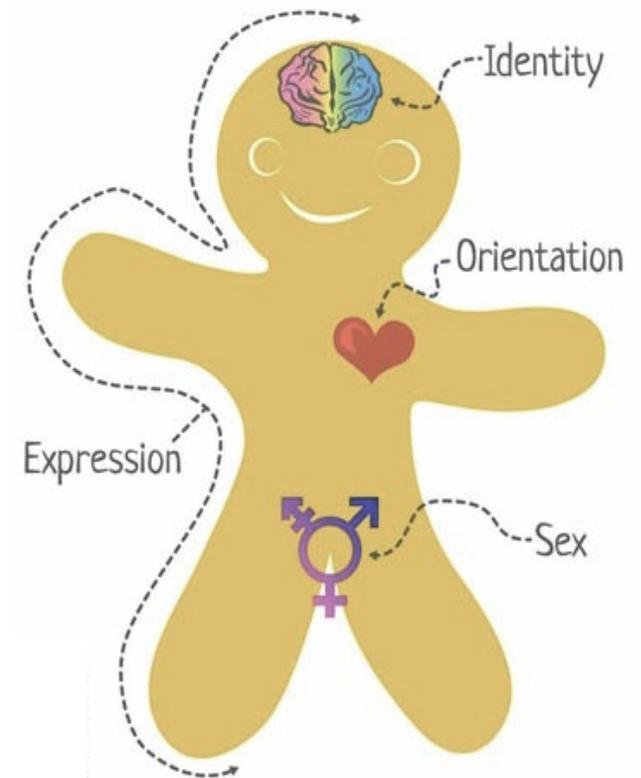
MISSION STATEMENT

DCPS's Health and Wellness team strives to build the capacity of schools to develop and coordinate health services and wellness strategies that empower students to stay engaged in their academics by making healthy decisions and living healthy lives.

DC Public Schools
Office of Youth Engagement
1200 First Street NE

Cover image credit to Sam Killermann

DC PUBLIC SCHOOLS
TRANSGENDER AND GENDER-NONCONFORMING POLICY

KEY POINTS FOR SCHOOL STAFF

KEEP IN MIND:

➢ Students have the right to be called by their preferred name and gender pronoun.

➢ A student's transition may be "site-specific" (they choose to go by one name or pronoun in one place and different name or pronoun used in another).

➢ If a student prefers to go by a different name and has expressed a readiness to share this information, the school's registrar should enter that name in the "Preferred First Name" field of the STARS/Aspen database.

➢ Arbitrary gender dividers should be eliminated wherever they can be avoided (Ex: students line up by last name vs. boy/girl or same graduation gown color for all students).

➢ Students are entitled to use the bathroom or locker room that matches their gender identity.

➢ If there is a privacy concern, *any* student has the right to access a reasonable accommodation (i.e. a single user restroom, a separate changing schedule).

MORE INFORMATION:

☐ DC Public Schools:
(202) 442-5103
www.dcps.dc.gov

KEY POINTS FOR STUDENTS

YOU HAVE THE RIGHT TO:

➢ Be called by your preferred first name and pronouns

➢ Participate in sports and activities that matches your gender identity

➢ Use the bathroom or locker room that match your gender identity

➢ Feel safe in the school community

WHO CAN HELP:

➢ Principal

➢ LGBTQ Liaison

➢ Counselors/Social Workers

MORE INFORMATION:

☐ SMYAL
www.smyal.org
☐ The Trevor Project:
www.thetrevorproject.org
☐ Whitman Walker Health:
www.whitman-walker.org
☐ Gay Straight Alliance Network:
www.gsanetwork.org

KEY POINTS FOR FAMILIES

THE MOST IMPORTANT THING FAMILY MEMBERS CAN PROVIDE IS SUPPORT.

➢ Families are a critical part of a student's transitional process. Although it is up to the student to choose whom they include in their transition process, families should show support and seek resources to aide in the process.

➢ Families should ask about the School Planning Tool and understand how they can support their student and school community in the planning process. This tool is available on DCPS's website via Transgender/Gender-Nonconforming Policy Guidance.

MORE INFORMATION:

☐ Supporting and Mentoring Youth as Advocates and Leaders (SMYAL):
www.smyal.org
☐ Children's National Medical Center:
http://childrensnational.org
☐ Family Acceptance Project:
http://familyproject.sfsu.edu
☐ True Child:
www.truechild.org
☐ PFLAG:
www.pflagdc.org