Administrative Procedures for Transgender and Gender Non-Conforming Students
(Attachment for Policy No. 252)

Purpose

In accordance with School District of Philadelphia Policy 252, ourTransgender and Gender Non-Conforming Students must be provided access to supports necessary for them to safely express their gender identities at school. The School District of Philadelphia ("District") has developed the following administrative guidance and procedures.

The goal of these procedures is to ensure that District staff have the necessary training and information to foster school environments where ALL students feel safe, seen and supported in the expression of their gender identity. These procedures are designed to promote learning environments that are inclusive of ALL students.

Definitions

"Sex assigned at birth" is the classification, either male or female, that a doctor assigns to an individual upon birth. This differs from biological sex, which encompasses sex traits both external and internal, including genitals, hormones, chromosomes, internal reproductive organs, etc.

"Gender identity" is a person's deeply held sense or psychological knowledge of their own gender, regardless of the sex they were assigned at birth. Individuals determine their own gender identity and gender identity may change over time.

"Cisgender" is a term that describes people whose gender identity is consistent with their sex assigned at birth.

"Transgender" is a term that describes people whose gender identity is different from their sex assigned at birth.

"Gender expression" refers to the way a person expresses gender to others through behavior, clothing, hairstyles, activities, voice or mannerisms.

"Gender nonconforming," "gender variant," and "gender queer" describe people whose gender expression and/or gender identity falls outside the traditional male/female binary.

"Gender-neutral pronouns," such as they/them/their (singular), are used by some transgender and gender non-conforming people.

"Social transition" refers to a change in any combination of the following: name, pronouns, gender identity, or gender expression. Social transition does not necessarily involve any legal name change or medical intervention and does not need to be certified by a doctor or therapist.

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"Medical transition" refers to the use of puberty blockers, hormones, or surgery by a transgender or gender non-conforming person, designed to align their physical sex characteristics with their gender identity.
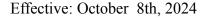
"Questioning" is the process of self-exploration and self-discovery about one's gender identity, often involving unlearning one's assigned gender and learning a new one. There is no timetable for this process.

Procedures

1. **Training and Education:** Make available regular professional development for faculty and staff to educate them about gender identity, pronouns, and the importance of respecting students' choices. Sessions will include but are not limited to the topics below:
   a. **Confidentiality and Privacy:** Educate staff on the legal and ethical importance of protecting students' transgender identities and medical information, ensuring adherence to privacy laws like FERPA through regular workshops and scenario-based exercises to reinforce best practices.
   b. **Inclusive Language and Communication:** Foster an environment where all students and families feel respected and valued. Provide guidance on using gender-neutral language, such as scholars or students, supported by practical examples and exercises, and includes interactive role-playing sessions to enhance staff's ability to communicate inclusively.
   c. **Bathroom and Facility Accessibility:** Educate staff on the significance of providing accessible and gender-neutral facilities for all students, ensuring equitable access and fostering an inclusive school environment. Inform staff about the location and availability of these facilities and emphasizes the need for regular updates and adequate provisions to meet evolving accessibility needs.
   d. **Staff Professionalism and Support:** Foster a respectful and supportive environment that recognizes and affirms students' gender identity and expression, ultimately enhancing student well-being. Provide ongoing resources to equip staff with the skills to address related challenges effectively.
   e. **Prevention Tools and Resources:** Provide staff with the necessary tools and resources to effectively prevent bullying and harassment through regular policy updates and targeted training sessions.
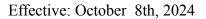
   ### Training Implementation Plan

   Continually offer professional development both in person and asynchronously throughout the school year, providing regular professional development on the topics and content listed above.

- ● Conduct regular evaluations of the offered professional development to inform changes and updates to delivered content
- ● Regularly evaluate the effectiveness of policies and procedures through student feedback and other means, using this feedback to make improvements.
  - ○ Utilize Student Board Representatives, the GSA Advisory, and the Superintendent's Student Advisory as a mechanism for collecting feedback

2. **Clear Communication:** Ensure that all students and staff are aware of the policy through school-wide announcements, posters, and inclusion in student handbooks.

   a. **Collaboration with Communications Team:** Work closely with the communications team to effectively publicize the policy, creating web-based resources and standardized language to support schools in their use of publicizing the policy to the greater school community
   b. **Inclusion in Student Handbook:** Reference the policy in student handbooks.
   c. **Student Board Representatives**: Utilize student board representatives in promoting the policy.
   d. **Continuous Input Gathering**: Establish a system for continuous feedback.
   e. **Superintendent's Student Advisory:** Utilize the Superintendent's Student Advisory as one source of gathering student feedback.
   f. **Access to Gender and Sexuality Alliances (GSAs)**: In an effort to create a supportive environment, all students have a right to create a GSA at their school.
   g. [GSA Handbook](#)
      i. Resources for creating supportive environments
   h. **Collaborative Capacity Building**: The Offices of Climate and Culture, Diversity, Equity, and Inclusion, and Students Rights and Responsibilities will work collaboratively to implement this policy through dedicated professional learning opportunities that build school level capacity to implement the policy.
3. **Support for Name and Pronoun Changes**: The process of changing names and pronouns is easy and accessible for students, including clear instructions and forms, and ensuring an expedient response to the request.
4. [Name Change Request Form](#)
   a. [Name Change Process](#)
5. **Addressing Discrimination**: Reinforce measures to address and prevent discrimination of faculty, staff, and students, including additional training and disciplinary action when appropriate.
   a. To report a violation and begin an investigation please use the link below:
      i. [Policy 103, 248, and 249 Administrative Procedures](#)

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Maintenance Schedule

These administrative procedures will be reviewed every two years to ensure effective implementation.

Related Information:

Link Policies
103
248
249
PHRA regulation (16 Pa. Code 41.206)
Philadelphia Code 9-1103, and 9-1133