No person...shall be subjected to discrimination, or any form of illegal bias, including harassment. No person shall be excluded from participation in or denied the benefits of any [school] program or activity on the basis of sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability.

Title 5, California Code of Regulations, § 4900(a).

“Gender” means sex, and includes a person's gender identity and gender related appearance and behavior whether or not stereotypically associated with the person's assigned sex at birth.

Cal. Penal Code § 422.56(c); see also Cal. Educ. Code §§ 200, 220
Engaging in the Gender Discourse

✓ Meet people where they are
✓ Acknowledge intersections
✓ Gender impacts all kids!

Dimensions of Gender
Three Essential Ideas:

1. A person’s experience of gender is informed by three dimensions:
   - Body
   - Identity
   - Social
   \[ \text{Body} \times \text{Identity} \times \text{Social} = \text{Gender} \]

2. Each dimension is a spectrum
   - Body
   - Identity
   - Social
Language:

- Cisgender—Gender identity matches “assigned” sex
- Transgender—Gender identity divergent from “assigned” sex
- Gender Nonconforming—Gender expression varied or non-defined and different from expected “norms”

Language:

“Transgender” is an incomplete shorthand.

Language:

Girls Can Be Tomboys...

Boys Can Be?
Gender Congruence

Harmony or balance across the three dimensions for a particular person

It Just Feels Right

3. Gender and sexual orientation are different

Gender ≠ Sexual Orientation
Gender Inclusive Schools: Why?

When someone with the authority of a teacher describes the world and you are not in it, there is a moment of psychic disequilibrium as if you looked into a mirror and saw nothing.

— Adrienne Rich

Gender Inclusive Schools: What?

Gender inclusive schools take specific steps so the unique gender of every student is:

- Seen
- Safe
- Supported
Gender Inclusive Schools: What?

You already have the framework to support gender in schools:

✓ Ethnicity
✓ Social-Emotional
✓ Socio-Economic
✓ Sexuality
✓ Disability

Gender Inclusive Schools Ask:

How are we accounting for the unique gender of every student?

Gender Inclusive Schools: Four Entry Points

1. Internal
2. Interpersonal
3. Instructional
4. Institutional
1. **Internal Entry Points:**
Understandings of gender.

How do experiences and beliefs about gender impact the work we do with students?

2. **Interpersonal Entry Points**
Relationships & Language

How do our interactions reinforce a commitment to gender inclusion?

3. **Instructional Entry Points**
Teaching & Learning about gender

What and how are we teaching our students about gender?
How are we demonstrating our recognition of gender diversity?

Legal Guidance Is Easy To Find

Frequently Asked Questions:
School Success and Opportunity Act (Assembly Bill 1266)
https://www.cde.ca.gov/re/di/eo/faqs.asp
The first and best option is always to engage in an open dialogue with the student and the student's parent or parents if applicable. There is no medical diagnosis or age requirement.

A transgender or gender nonconforming student may not express their gender identity openly in all contexts, including at home. This is about privacy and safety.
To prevent accidental disclosure of a student's transgender status, it is strongly recommended that schools keep records that reflect a transgender student's birth name and assigned sex (e.g., copy of the birth certificate) apart from the student's school records.

When and to whom is a student’s choice

Permanent Records

- Legal Gender Change
- Social Gender Change
- Non-conforming Gender
  - Technology vs. Culture
  - “Nonbinary” Designation

A school may maintain separate restroom and locker room facilities for male and female students.

However...
Gendered Facilities?

The use of such a “gender neutral” restroom or private changing area shall be a matter of choice for a student and no student shall be compelled to use such restroom or changing area.

Staff comfort is immaterial!

What About Sports?

California Interscholastic Federation: Guidelines for Gender Identity Participation

What About Overnight Activities?
Schools should evaluate all gender-based policies, rules, and practices and maintain only those that have a clear and sound pedagogical purpose. Examples of policies and practices that should be reconsidered include: gender-based dress code for graduation or senior portraits and asking students to line up according to gender. Gender-based policies, rules, and practices can have the effect of marginalizing, stigmatizing, and excluding students, whether they are gender nonconforming or not.

Remember
- Identities Can and Do Change.
- There is No Right Choice or Right Time
- We Meet and Validate Students Where They Are