

Best Practices for Serving Transgender and Gender Non-Conforming Students in Schools



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**Massachusetts
Transgender
Political
Coalition**

Letter from the MTPC Executive Director

I am pleased to present the Massachusetts Transgender Political Coalition (MTPC)'s best practice recommendations to the Massachusetts Department of Elementary and Secondary Education (DESE), and through the Department, to all School Districts in the state, concerning the fair treatment, equal rights, and safety of transgender and gender non-conforming youth in Massachusetts public schools and other institutions under the jurisdiction of the Commonwealth.

Transgender and gender non-conforming youth continue to experience overwhelming amounts of harassment and discrimination in schools across the Commonwealth and throughout the nation. The 2007 National School Climate Survey conducted by the Gay, Lesbian and Straight Education Network (GLSEN) found that 87% of transgender students had been verbally harassed in the past year because of their gender expression, more than a quarter had been physically assaulted, and more than half (54%) who were victimized did not report the events to school authorities. These traumatic experiences negatively affected the youth in school as almost half (47%) skipped school at least once in the past month because they felt unsafe or uncomfortable, their GPAs dropped to an average of 2.5, and, as noted in other studies, many became at-risk for developing depression and suicidal tendencies. The evidence is overwhelming that transgender and gender non-conforming youth need active school support and protection for their physical, mental, and educational well being.

I applaud the Massachusetts legislature and Governor Deval Patrick for the passage and enactment of the 2011 An Act Relative to Gender Identity, which provides non-discrimination on the basis of gender identity in the areas of education, employment, housing, and credit/lending. In addition, Massachusetts Superior and Appeals Courts, ruled in October 2000 and February 2001 respectively, that Massachusetts' schools may not prohibit transgender students from expressing their gender identities and are afforded the same protections and rights under the law as other students. MTPC and other partner organizations look forward to collaborating with the school administrators, superintendents, and DESE on implementing these best practice recommendations in all Massachusetts school districts.

These recommendations were prepared by the MTPC Policy Committee and reflect the best education practice models used in other school systems or districts in the United States, existing laws, policies and regulations for school systems in other States, and policy recommendations devised by transgender and LGB think tanks and education policy specialists.

Thank you,

Gunner Scott
Executive Director, Massachusetts Transgender Political Coalition

November 2012

CHAPTER I.

Legal and Colloquial Definitions

A. LEGAL DEFINITIONS

Adverse Action: any form of exclusion, intimidation, reprisal, or harassment such as diminishment of grades, suspension, expulsion, change(s) in educational conditions, loss of privileges or benefits, or other unwarranted disciplinary action involving any school-sponsored activity.

Gender Identity and/or Expression: a gender-related identity, appearance, expression, or behavior of an individual, regardless of the individual's assigned sex at birth.

Protected Class Status: includes race, color, religious creed, national origin, sex, gender identity or expression, sexual orientation, age and ancestry. Qualified handicapped persons shall be deemed as members of a protected class and, as such, shall have protected class status.

School Community: includes, but is not limited to, all students, school employees, contractors, unpaid volunteers, work study students, interns, student teachers, and visitors.

School pupil: any person enrolled in any school, kindergarten through grade twelve, or enrolled in any program for child care services, or in any program for children with special needs as defined in M.G.L. Chapter 71B, or in any organized day or summer camp program or any activity supported by said schools.

Schools: includes all public primary, secondary, charter schools, including Horace Mann charter schools.

School official: any member or employee of the local school committee.

B. COLLOQUIAL DEFINITIONS

Assigned Sex: a student's legally assigned sex at birth.

Gender Identity: how a student identifies one's own gender, or inner sense of being a boy or a girl, or somewhere in between these identities, regardless of the student's assigned sex at birth. This includes a student's gender-related identity, appearance, expression, or behavior.

Gender Expression: how a student expresses gender identity or the characteristics and behaviors that people use to identify another person's gender. This can include appearance, dress, mannerisms, speech patterns, and social interactions that are perceived as masculine, feminine, or androgynous.



Gender Non-Conforming: having gender-related characteristics and/or behaviors that do not conform to stereotypical or traditional expectations; this can include appearance, dress, mannerisms, speech patterns, and social interactions that are perceived to be androgynous and/or a variation of masculine and feminine expressions.

Preferred Name: the name with which a student identifies and prefers others to use. A student may choose to legally change one's name to correspond to their gender identity and/or expression. This is not unlike the common practice of legal name change by which people change their names for various reasons. A student may also *not legally change* their name due to the law's requirement for parental consent and/or not having reached the age of 18, but prefer to use a name that is different than their legal name, not unlike the common practice of using a nickname where the expectation is that others refer to the student by their nickname, rather than their legal name.

Transgender: an umbrella term used to describe students whose gender expression and/or gender identity is different from their assigned sex at birth, regardless of any gender-related medical or surgical treatment they may or may not have received. This can include transsexual students, transgender students, cross-dressing students, androgynous students, and other students whose appearance or characteristics are perceived to be gender-atypical.

Transgender Boy (Female-to-Male/FTM): a student who was assigned the female sex at birth, but identifies and lives as a boy and uses masculine pronouns.

Transgender Girl (Male-to-Female/MTF): a student who was assigned the male sex at birth, but identifies, and lives as a girl and uses feminine pronouns.

Transition: the personal process a transgender/transsexual student undergoes to begin to live as their self-identified gender. This may include some or all of the following cultural, legal, and medical adjustments: telling one's family, friends, and/or classmates; changing one's style of dress; changing one's name and/or sex on legal documents; hormone therapy; and possibly (though not always) some form of surgical procedure.

CHAPTER II.

Administrative Practices

A. NAMES AND PRONOUNS

Transgender and gender non-conforming students in Massachusetts should be addressed and referred to by their preferred names, and by pronouns corresponding to their gender identity that are exclusively and consistently asserted at school. Students should not be required to obtain a court-ordered name and/or gender change, change their official records, or have a diagnosis from a psychologist or therapist as a prerequisite to being addressed by their preferred name and pronoun. While inadvertent slips or honest mistakes may occur, intentional or persistent refusal to respect a student's gender identity should not be tolerated.

A reasonable effort should be made to include the preferred name in the student information system, *instead of or in addition to* the student's legal name, in order to inform teachers and administrators of the correct name and pronouns to use when addressing and referring to the student. Students should be referred to with their preferred pronouns, such as he/his, she/her, or gender-neutral pronouns (for example, ze/hir or they/them) if they so request.

B. OFFICIAL RECORDS

Upon receipt of documentation that a transgender student has changed their legal name and/or gender marker on legal documentation pursuant to the Commonwealth's law, **the student's school is obligated to make the necessary corrections in the student's official records.**

Upon receipt of documentation that a former student has changed their legal name, **a high school must provide an updated copy of the student's high school diploma with the student's new name at the student's request.** If the student does not legally change their name, a best practice, recommended for high schools, is to issue at graduation two diplomas to those students whose preferred name is different from their legal name, with one diploma bearing the student's legal name, and the other bearing the student's preferred name.

In cases where a student has not yet completed the formal name change process or changed the gender marker on any legal documentation, schools should cooperate with the student and/or student's parent(s) or legal guardian(s)' request to amend the student's official records. Under state law and school district policy, a student or the student's parents has the right to request to add, amend, or delete information from the student's records. While amending an official record can be a lengthy process, principals should take all necessary steps to expedite the process of altering a transgender student's record to make the name and gender in the record consistent



with the student's gender identity. Upon providing a student's and/or parent's request in writing and other required documentation, the principal will make the decision in favor of the student or parent(s) or legal guardian(s) and will alter the record accordingly in a manner which protects the student's privacy.

C. CONFIDENTIALITY

It is strongly recommended that school personnel not discuss a student's transgender status with anyone other than the student and the student's parent(s) or legal guardian(s) including other school personnel, unless the information is necessary in order to accommodate the student or ensure the student's safety or the student has given written informed consent.

For the purpose of this section *written informed consent* means a written consent form for each requested release of the information. Such written consent form shall state the purpose for which the information is being requested.

D. TRANSFERS

A transgender or gender-nonconforming student who decides that another school would provide a more conducive learning environment should be able to transfer within the district according to the policy of the local school board or into another district through the inter-district school choice program.

CHAPTER III.

Restroom and Sex-Segregated Space Accessibility

A. RESTROOM ACCESSIBILITY

Where schools maintain separate restroom facilities for male and female students, it is strongly recommended that **transgender students have access to the restroom that corresponds to their gender identity exclusively and consistently asserted at school**. Where available, a single stall bathroom should be available to any student, transgender or not, who desires increased privacy, regardless of the underlying reason. The use of such a single stall bathroom should be a matter of choice for a student, and **no student shall be compelled to use such bathroom**.

B. LOCKER ROOM ACCESSIBILITY

Where schools maintain separate locker room facilities for male and female students, **transgender students should be allowed to use the locker room that corresponds with their gender identity and not their assigned sex at birth**. In locker rooms that involve undressing in front of others, transgender students who want to use the locker room corresponding to the gender identity they exclusively and consistently assert at school should be provided with the available accommodation that best meets the needs and privacy concerns of all students involved. Based on availability and appropriateness to address privacy concerns, such accommodations could include, but are not limited to:

- Use of a private area in the locker room (i.e., a bathroom stall with a door, an area separated by a curtain, a physical education instructor's office in the locker room)
- A separate changing schedule (either utilizing the locker room before or after the other students);
- Use of a nearby private area (i.e., a nearby restroom, a nurse's office);

If transgender and/or gender non-conforming students are uncomfortable with all options above, it is strongly recommend that they be able to choose activities in lieu of activities requiring use of locker rooms, for example a health course instead of physical education. It is recommended that all reasonable alternatives suggested by student or parents/legal guardian should be considered.



CHAPTER IV.

Bullying and Harrasment

As of May 3, 2010 ,all Massachusetts school districts, charter schools, approved private day or residential schools and collaborative schools must develop, adhere to and update a plan to address bullying prevention and intervention. Prevention of bullying and harassment against transgender and gender non-conforming students should be a priority for all Massachusetts school systems. This section is aimed at addressing acts and threats which show a pattern of harassment designed to coerce, intimidate, or humiliate a student victim based on actual or perceived gender identity or expression. Protection of students from gender identity/expression-based bullying and harassment can be accomplished without infringing on constitutionally protected speech or activity.

A. DEFINITIONS

Bullying: is the repeated use by one or more students of a written, verbal or electronic expression or a physical act or gesture or any combination thereof, directed at the victim that:

- i) Causes physical or emotional harm to the victim or damage to the victim's property;
- ii) Places the victim in reasonable fear of harm to himself or herself or of damage of his or her property;
- iii) Creates a hostile environment at school for the victim;
- iv) Infringes on the rights of the victim at school; or
- v) Materially and substantially disrupts the education process or the orderly operation of a school.

For the purposes of this definition, bullying shall include cyber bullying pursuant to M.G.L. Chapter 71 Section 370.

Harassment against transgender students: is any unwelcome verbal, written or physical conduct that either denigrates or shows an aversion toward a student on the basis of their actual or perceived gender identity or expression or sexual orientation that:

- i) Has the purpose or effect of creating an intimidating, hostile or offensive educational environment;
- ii) Has the purpose or effect of unreasonably interfering with the transgender student's performance in school, attendance to classes and/or school activities; or



- iii) Affects the transgender student's opportunity to join extra-curricular activities, sports teams or other out-of-school initiatives sponsored by the school; and
- iv) Submission to such conduct is made either explicitly or implicitly a term or condition by a school official or other representative of administration, faculty, coaching staff or fellow student for the transgender student to participate and attend class, join a sports team, club or participate or attend any other activity during schools hours or event sponsored by the school; and/or
- v) Submission to or rejection of such conduct by a transgender student is used as a basis for the administration, faculty member, coaching staff or fellow student to punish or reprimand or take reprisals against such an individual student.

Methods of harassment: are forms of disturbance used by an administrator or any other representative of the school district, a faculty member, coaching staff, fellow student or parent in consistent ways in order to disrupt, intimidate, or offend a transgender student because of their gender identity and/or expression; such forms of harassment include, but are not limited to:

- i) Deliberately misusing a student's preferred name form of address and/or gender pronoun;
- ii) Asking inappropriate personal questions about the student's body, gender identity or expression, or gender transition, including whether the child has had or plans to have medical or surgical procedures done;
- iii) Causing distress to the student by disclosing to other students, faculty, staff or administrators that the student is transgender;
- iv) Posting offensive pictures, or sending offensive electronic or other communications related to the student, including telephone, internet, and text-messaging harassment; or
- v) Making derogatory remarks, jokes, insults or epithets including negative stereotypes about transgender people in the presence of the student.

Third Party Harassment: is any form of disturbance outlined in the above definition committed by someone from outside the school community, such as a contracted vendor, service provider, visiting faculty, members of visiting athletic or club teams, or other guests of the school community against a transgender student.



B. CONDUCT OF SCHOOL FACULTY/ADMINISTRATORS/SUPERINTENDENTS

Pursuant to updated Massachusetts's law, all school faculty, administrators, and superintendents must take incidents and/or allegations of bullying and harassment of any student with the utmost seriousness and address such situations promptly. Bullying is prohibited on school grounds, property immediately adjacent to school grounds, at school-sponsored or school-related activities, functions or programs, at a school bus stop, on a school bus, through technology such as the internet and text-messaging, and other enumerated locations laid down by the law.

In the anti-bullying plans to be developed by all school districts, as required by law, it is strongly recommended that explicit protection of students from bullying and harassment based on *gender identity and expression*, as well as sexual orientation, be specifically addressed either in a separate section or as part of policies concerning bullying and harassment of special categories of students.

C. TRAINING

In accordance with Massachusetts's laws, all public school districts and other school systems named in the law must provide age-appropriate instruction on bullying prevention in each grade that is incorporated into the curriculum of the school district or school. It is strongly recommended that elementary and secondary schools develop curricula for tolerance training that addresses gender identity/gender expression-based bullying, and educate students about transgender and gender non-conformity issues. Such education and preventative work may foster a climate of acceptance in what are often hostile environments pervasive with bullying of transgender and gender non-conforming students, including those who identify as gay, lesbian, or bisexual.

Massachusetts' public school systems should also ensure that their respective faculty and staff are adequately trained and prepared to address transgender and gender non-conforming issues through mandatory in-service training and access to outside resources. In addition, if there is a transgender student present in the school, it is strongly recommended that training should happen as soon as possible upon student disclosure of transgender status. Trainings for schools should be developed in consultation with transgender and LGBT youth advocacy organizations, as well as education professionals, and address the following areas:

- Massachusetts laws and regulations on transgender and gender non-conforming students, and what their rights and duties are in the school environment;
- Confidentiality and non-disclosure, including how to not "out" students as transgender;
- Bullying and harassment of transgender and gender non-conforming students and how the school anti-bullying plan should be used in these situations;



- Basic information about transgender and gender non-conforming youth, including how to address students with appropriate pronouns, respect their name choice, and handle their transition in the school community;
- Where to find additional resources on working with transgender and gender non-conforming students.



CHAPTER V.

Athletics

A. PHILOSOPHY

All students, regardless of gender identity or expression, deserve the opportunity to participate in school athletics. The purpose of the following athletic policy best practice recommendations 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 and gender non-conforming student-athletes with equal opportunities to participate in athletics. These athletic policy best practices conceptualize a framework in which this participation may occur in a safe and healthy manner that is fair to all competitors.

It is strongly recommended that all transgender and gender non-conforming student-athletes be allowed to play on sports teams *based on their self-identified gender*, be called by their preferred name, be referred to by their preferred pronouns, and *be permitted to wear clothing and uniforms that correspond with their gender identity/expression*.

Furthermore, all transgender and gender non-conforming student-athletes should have equal instruction, training and coaching in addition to access to available facilities, equipment, and opportunities to practice and compete.

B. PROCEDURE

When a transgender student makes known and requests to participate in a sex-segregated activity *consistent with his or her gender identity*, it is strongly recommended that Massachusetts school administrators and athletic directors follow the procedure outlined below. Once the student in question is granted eligibility to participate in the sport consistent with his or her gender identity, the student should not be required to renew eligibility every sports season or school year. **All discussion and documentation should be kept confidential, and the proceedings should be sealed unless the student and family make a specific request to the contrary.** The procedure should be conducted as follows:

1. Notice to the School: The student and/or their parent(s) or legal guardian(s) should 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 (if applicable) or state birth record, and that the student desires to participate in activities in a manner consistent with his or her gender identity. **It is strongly recommended that**



where the school administration and athletic department have prior knowledge of the student's transgender status that they rule in favor of the student.

2. Notice to the Massachusetts Interscholastic Athletic Association (MIAA): The athletic director should notify the MIAA of the student's interest in participating.
3. Once the athletic director grants the student eligibility to participate in the sport consistent with their gender identity, the eligibility should be granted for the duration of the student's participation and should not need to be renewed every sports season or school year. All discussion and documentation should be kept confidential, and proceedings should be sealed unless the student and family make these records available.
4. It is strongly recommended that all communications among involved parties and required supporting documentation should be kept confidential and all records of proceedings should be sealed unless the student and family make a specific request otherwise. All medical information provided should be kept strictly confidential as is consistent with medical privacy laws.
6. If any questions arise about whether a student's request to participate in a sports activity consistent with his or her gender identity is *bona fide*, a student should be able to seek review of his or her eligibility for participation through the procedure set forth below:
 - A. First Level of Appeal: The student is scheduled for an appeal hearing before the MIAA eligibility committee specifically established to hear gender identity appeals. The MIAA should schedule a hearing as expeditiously as possible, but in no case later than five (5) school business days of the student's 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 should comprise of a minimum of three of the following persons, *at least one of whom must be from the physician or mental health profession categories*:
 - A physician with experience in transgender health care and the World Professional Association of Transgender Health (WPATH) Standards of Care
 - A psychiatrist, psychologist, or licensed mental health worker familiar with the WPATH Standards of Care
 - A school administrator from a non-appealing school
 - An MIAA staff member
 - An advocate familiar with issues of gender identity and expression
 - B. Documentation: The appealing student should provide the Eligibility Committee with the following documentation and information:
 - A current transcript and school registration information
 - Documentation of the student's consistent gender identification (e.g., written



statements from the student and/or parent(s)/guardian(s) and/or health care provider

- Any other pertinent documentation or information
- C. Committee Decisions Process: The student's appeal should be granted upon the committee's receipt of the documentation noted above.
- D. Second Level of Appeal: If the Gender Identity Eligibility Committee denies the student's request to participate, the student should be able to file a notice of appeal with the Executive Director of the MIAA on or before the tenth (10th) school business day following the date of receipt of the written decision of the Committee denying the petition. An appeal to the MIAA Executive Director should 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 should be delivered to the appealing student in person or by certified mail, with return receipt requested, no later than five (5) school business days of the student's school prior to the date of the hearing.
- E. **It is strongly recommended that when a positive confirmation of a student's consistent gender identity is made, the Eligibility Committee/MIAA Executive Director affirm the student's eligibility to participate in MIAA activities consistent with the student's gender identification.**

As a final recommendation, it is important to acknowledge that most elementary and secondary transgender athletes will not have undergone hormonal treatments or even surgeries; this recommended best practice – **which requires inclusion regardless of whether a transgender student has undergone any medical treatment** – understands that regulating access to elementary and secondary sports based on medical treatment would be unfair and overly complicated for this level of competition. However, it is highly recommended that **elementary and secondary schools in Massachusetts should ensure that transgender student athletes are aware of any policies that may affect their ability to compete at the collegiate level** so that they can make informed choices about how medical transition may affect their eligibility to participate in future collegiate athletics.

C. HARASSMENT

It is strongly recommended that coaches and school administrators not engage in or tolerate gender identity or expression-based harassment of transgender student-athletes (e.g., the practice of deriding an athlete's performance by intentionally calling them by the wrong pronoun or referring to them with another name with which they do not use). Coaches should take immediate action to stop and prevent gender-based harassment by other athletes. Harassment is any unwelcome verbal, written or physical conduct directed at the characteristics of a person's real or perceived gender identity or expression, such as negative name-calling and imitating mannerisms.



D. LOCKER ROOM ACCESSIBILITY

As Massachusetts's public schools maintain separate locker room facilities for male and female students, it is strongly recommended that schools provide transgender students access to a locker room facility that corresponds with the gender identity/expression that they consistently assert at school. If there is a reason or desire for increased privacy and safety, regardless of the underlying reason, students should be provided access to a reasonable alternative locker room such as:

- Use of a private area in the locker room (i.e., a bathroom stall with a door, an area separated by a curtain, a physical education instructor's office in the locker room);
- A separate changing schedule (either utilizing the locker room before or after the other students);
- Use of a nearby private area (i.e., a nearby restroom, a nurse's office);

If transgender and/or gender non-conforming student athletes are uncomfortable with all options above, it is strongly recommend that all reasonable alternatives suggested by them or their parents/legal guardian be considered.

E. SAFETY

It is recommended that student-athletes should only be excluded from participation because of *bona fide* safety reasons such as:

- The student-athlete caused injury during a prior interscholastic athletic contest.
- The student-athlete has previously altered the method or manner of play, in a substantial way, by means of the style of play during a prior interscholastic athletic contest.
- Through actual knowledge of specific facts as to the reason the student-athlete poses a threat to safety of others.



It is further recommended that the following **should not** be considered *bona fide* safety reasons:

- That a student-athlete may have an advantage due to greater physical skills.
- That a potential student-athlete by reason of gender/gender identity alone is more likely to cause injury than another player.
- The possibility that a student-athlete may cause a threat to the safety his or her own or opponent's teammates

F. TEAM HOTEL ACCOMMODATIONS

It is highly recommended that coaches, when making a determination as to which teammates share a room or stay in a single room, make every effort not to isolate a transgender or gender non-conforming student-athlete while considering his or her comfort level and privacy. It is recommended that in all circumstances coaches make arrangements with the student's consent.



CHAPTER VI.

Implementation

Successful implementation of the best practices outlined in the preceding chapters depends on the actions of school committees, superintendents, and school personnel. Each of these stakeholders should add *gender identity and gender expression* to the list of protected categories they currently address. It is highly recommended that the Department of Elementary and Secondary Education (DESE) should provide each stakeholder with the training needed to understand these issues and enforce the law successfully. In addition, as a best practice, the state can marshal federal and local resources to help support enforcement. Mandated by federal law, Title IX Coordinators can provide support to school systems in ensuring equal access to educational opportunity for transgender and gender non-conforming students. In addition, individual schools may choose to appoint Gender Safety Leaders.

A. Integration with Massachusetts Law on Access to Equal Educational Opportunity

DESE has established a structure for enforcing equal access to education for students regardless of race, color, sex, religion, national origin, limited English-speaking ability, or sexual orientation. The Department is strongly urged to ensure that school committees and superintendents have the training, information, and resources they need to incorporate gender identity and expression into these existing procedures and policies. The school committee members should establish policies and procedures necessary to ensure a non-discriminatory environment towards transgender and gender non-conforming students, and the superintendent should carry out these policies and suggest revisions to the school committee on an as needed basis. Schools should incorporate *gender identity and gender expression* into the training they conduct annually for all school personnel on preventing harassment and discrimination.

B. Title IX Coordinators

Title IX forbids discrimination in education on the basis of gender. Schools or school districts that receive federal funds are required to have Title IX coordinators and to adequately train these coordinators to be able to fulfill all responsibilities of Title IX. It is strongly recommended that DESE provide the Title IX Coordinators across the state with training on gender identity and expression so that they can support the implementation of these best practices in the school systems they serve.

C. School Contacts

It is recommended that each school appoint a Gender Safety Leader to serve as a resource to enrolled transgender or gender non-conforming students, as well as other students, parents, faculty, staff, and administrators as questions arise.



Appendices

Transgender Youth Resources

Resources for Trans and Gender Non-Conforming Youth

Transgender and Gender Non-Conforming Students: Your Rights at School by the National Center for transgender Equality

www.masstpc.org/publications/3party/NCTE-EducationKnowYourRights_June2012.pdf

Be Yourself: Questions & Answers for Gay, Lesbian, Bisexual & Transgender Youth

www.pflag.org/fileadmin/user_upload/Publications/Be_Yourself.pdf

Mental Health

Sidney Borum Health Center: 130 Boylston St Boston, MA 02116 (617) 457-8141

Mick Rehrig, LSW: 130 Boylston St Boston, MA (617) 457-8140

Andrea Razi, LSW: 12 Alfred St Suite 200 Woburn, MA 01801 (718) 646-0500

Charles Strauss, MSW, LICSW: 175 Elm St, Suite 2C, Somerville, MA 02144 (857) 523-8268
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Diane Ellaborn, LSW: 152 Edmands Rd Framingham, MA 01701 (508) 788-7761

Richard Abelli, LMHC: 390 Main St., Ste 1049 Worcester, MA 01608 (508) 341-3379

Gwen Carelli, LMHC: 31 Harvard St Worcester, MA 01609 (508) 756-4646

Jason Rose Langston, LICSW: 116 Pleasant St, Ste 316, Easthampton, MA 01207 (413) 695-6633

Patricia Jenkins, MSW: 16 Center St, Ste 503, Northampton, MA 01060 (413) 584-2590

Sara Lucia Scuff, LICSW: 30 Merriam St. Pittsfield, MA 01201 (413) 358-3038

Youth Support Groups

BAGLY: Boston Alliance of GLBT Youth: BAGLY meets Wednesdays at the Community Church of Boylston 565 Boylston St Boston, MA (617) 227-4313 <http://www.bagly.org>

Boston GLASS: Gender Identity Group for youth ages 13-25 - Tuesdays 5:45-6:45pm, 25 West Street, Third Floor, Boston, MA 02111 (617) 226- 3349 <http://www.jri.org/glass>

Generation Q is a social/support group for queer youth in Northampton and Greenfield, MA. All gay, lesbian, bi, trans, intersex, queer, questioning, and allied youth ages 21 and under are welcome. Generation Q has a weekly support group that meets on Tuesday nights from 5-7 in Greenfield and on Wednesday nights from 5:30-7:30 in Northampton, as well as special events. For more information, please call: 413-475-1798

TREE (TRans Education and Empowerment] is social/support for trans and gender non-conforming youth ages 21 and younger in Greenfield and Northampton, MA. TREE meets from 4-5 in Greenfield on Tuesdays and from 4:30-5:30 in Northampton on Wednesdays. Call 413-475-1799 for more information.

What is Gender? - Every 2nd and 4th Wednesday, 8-9 pm at the Cape and Islands Gay and Straight Youth Alliance is proud to announce the formation of a new Conversational Group for people who have questions about gender. Meetings are at CIGSYA House, 56 Barnstable Road in Hyannis. For more information call (508) 778-7744 or email cigsyahouse@aol.com.

Resources for Teachers/Administrators

Beyond the Binary: A Tool-Kit for Gender Identity Activism in Schools: Co-created by Transgender Law Center, Gay-Straight Alliance Network & National Center for Lesbian Rights, provides students and their allies with practical and accessible tools to support their efforts to make schools safe and welcoming for all students regardless of gender identity.
www.transgenderlawcenter.org/pdf/beyond_the_binary.pdf

Harsh Realities: The Experience of Transgender Youth in Our Nation's Schools- A report of GLSEN's 2009 School Climate Survey discussing the experience of transgender youth in K-12 schools.
www.glsen.org/binary-data/GLSEN_ATTACHMENTS/file/000/001/1375-1.pdf

Discussing Gender: Strategies for Re-Thinking and Discussing Gender Issues
genderspectrum.org/images/stories/Discussing_Gender.pdf

Gender Spectrum: Gender Spectrum has many resources for educators and administrators
genderspectrum.org/education

Resources for Parents

Metro Boston Area Support Group for Parents with Trans Youth: 2x a month: one evening during the week in Boston and one Saturday in Waltham Greater Boston PFLAG is offering a



support group for parents who have a transgender child. This is not a therapeutic group. It is an opportunity for parents who have a transgender child to meet and talk to other parents. It will offer support and education on specific topics. The group will be ongoing and it is not required that parents attend every week. To join the group and get more information contact Melissa MacNish melissamacnishlmhc@gmail.com

PFLAG's Transgender Network (TNET): TNET's mission is to educate members and allies about transgender issues and provides resources for family, friends, allies and GLBT people.

Welcoming Our Trans Family and Friends: A Support Guide for Parents Families and Friends of Transgender and Gender Non-Conforming People.
community.pflag.org/Document.Doc?id=202

Gender Spectrum: Gender Spectrum has many resources for parents.
genderspectrum.org/education

The Trans Youth Equality Foundation of New England: Provides education, advocacy and support for transgender and gender non-conforming children and youth and their families. Based in Portland, Maine.
www.transyouthequality.org/

TransYouth Family Allies, Inc. empowers children and families by partnering with educators, service providers and communities, to develop supportive environments in which gender may be expressed and respected. National Organization <http://www.imatyfa.org/> or call 1-888-462-8932

Books

Books for Youth

10,000 Dresses by Marcus Ewert, ages 5-8: Every night, Bailey, a transgender child, dreams of dresses, but when she tells her parents of her wishes to wear dresses, they yell at her, saying she's a boy and should not think about wearing dresses. Bailey meets an older woman across the street who is more open-minded and wants to sew but lacks ideas so she and Bailey work together to make beautiful dresses.

My Princess Boy by Cheryl Kilodavis, ages 3-8: Inspired by the author's son, this is a story about a 4-year-old boy who loves to wear girls' clothes. It teaches children and adults to accept and support children for who they are and how they wish to look.

Be Who You Are by Jennifer Carr, ages 5+: This book tells the story of Nick, a child who has known he is a girl inside for as long as he can remember. Nick's parents support her, but in school she is

forced to be a boy. Nick's parents seek help from a therapist, and Nick decides she will live as a girl.

Goblinheart: A Fairy Tale by Brett Axel, ages 4-7: Goblinheart tells the story of Julep who has wings like fairies rather than claws, but feels like a goblin on the inside, and wants to live and be accepted by the tribe as a goblin. This book contains no gendered pronouns and is intended to encourage gender equality to the very young.

Jumpstart the World by Catherine Ryan Hyde, ages 14-17: Jumpstart the World tells the story of Elle, a loner. She meets Frank, the guy who lives next door, who is unlike anyone she has ever met, and begins falling for him hard. Elle finds out that Frank is transgender, which turns her world upside down. Now, she'll have to search inside herself to find not only the true meaning of friendship but her own role in jumpstarting the world

Hello Cruel World: 101 Alternatives to Suicide for Teens, Freaks and Other Outlaws by Kate Bornstein and Sara Quin: This is a one-of-a-kind to staying alive outside the box. It provides an unconventional approach to life for those who want to stay on the edge, but alive. Designed to encourage readers to give themselves permission to unleash their hearts' harmless desires, the book has only one directive: "Don't be mean."

Books for Families and Professionals

The Transgender Child: A Handbook for Families and Professional by Stephanie Brill and Rachel Pepper: This is a comprehensive guidebook that explores the unique challenges faced by families raising gender variant and transgender children. Through extensive research and experience, as well as years of experience working in the field, the authors cover gender variance from birth through college

Mom, I need to be a Girl
By "Just Evelyn"

Helping Your Transgender Teen: A Guide for Parents by Irwin Krieger. If you are the parent of a transgender teen, this book will help you understand what your child is feeling and experiencing. Irwin Krieger is a clinical social worker with many years of experience helping transgender teens.

Transitions of the Heart: Stories of Love, Struggle and Acceptance by Mothers of Transgender and Gender Variant Children by Rachel Pepper.



Transitions of the Heart is the first collection to ever invite mothers of transgender and gender variant children of all ages to tell their own stories about their child's gender transition. Often "transitioning" socially and emotionally alongside their child but rarely given a voice in the experience, mothers hold the key to familial and societal understanding of gender difference.

Gender Born, Gender Made: Raising Healthy Gender-Nonconforming Children by Diane Ehrensaft PhD. A comprehensive guidebook developed for the parents and therapists of children who do not identify with or behave according to their biological gender. From her perspective as both clinician and parent of a gender creative child, Dr. Ehrensaft advocates a new approach, encouraging caregivers to support gender-variant children as they explore their gender identities. Rather than offering a "cure" for gender variance, *Gender Born, Gender Made* facilitates improved understanding and communication about gender identity.

Responsive School Practices to Support Lesbian, Gay, Bisexual, Transgender, and Questioning Students and Families (School-Based Practice in Action) by Emily S. Fisher and Kelly S. Kennedy. This book provides a practical and useful guide for school-based mental health professionals to support students, families, teachers, and administrators in the development of a safe, inclusive school environment for all LGBTQ students and families.

The Right to Be Out: Sexual Orientation and Gender Identity in America's Public Schools by Stuart Biegel. *The Right to Be Out* begins with a cogent history and analysis of the dramatic legal developments concerning the rights of LGBT persons since 1968. Stuart Biegel then turns to what K-12 schools should do-and in many cases have already done-to implement right-to-be-out policies. He examines recent legal and public policy changes that affect LGBT students and educators in the K-12 public school system.

General Resources

The Massachusetts Transgender Political Coalition (MTPC)

PO Box 301897, Jamaica Plain, MA 02130
www.masstpc.org,
info@masstpc.org
617-778-0519

The Massachusetts Transgender Political Coalition (MTPC) was formed in 2001 and is dedicated to ending discrimination on the basis of gender identity and gender expression. Provides individual advocacy, online transgender resource guide, trainings, referrals, and works to change policies, practices, and laws to be inclusive of gender identity and gender expression. Provides an annual Transgender Youth and Parent Summit.

Gay and Lesbian Advocates and Defenders (GLAD)

www.glad.org GLAD's

Legal InfoLine (617) 426-1350 (800) 455-GLAD

M - F 1:30 - 4:30pm English/Spanish

GLAD is New England's leading legal rights organization that is dedicated to ending discrimination based on sexual orientation, HIV status and gender identity and expression.

Massachusetts Commission on GLBT Youth

www.mass.gov/cgly/

The Massachusetts Commission on GLBT Youth is established by law as an independent agency of the Commonwealth to recommend and advocate to all branches of state government effective policies, programs, and resources for GLBT youth to thrive.

National Center for Transgender Equality

www.nctequality.org

202-639-6332

(NCTE) is a social justice organization dedicated to advancing the equality of transgender people through advocacy, collaboration and empowerment

National Gay Lesbian Task Force's Transgender Civil Rights Project

www.thetaskforce.org/statelocal/transgender.htm

The Transgender Civil Rights Project works to increase the number of state, local and federal laws that prohibit discrimination based on gender expression and identity.



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About the Massachusetts Transgender Political Coalition

Founded in 2001, the Massachusetts Transgender Political Coalition (MTPC) is dedicated to ending discrimination on the basis of gender identity and gender expression. We envision a world where persons of all genders are treated with respect and fully participate in all areas of society, free from fear of prohibition, harassment or violence based on their gender identity and/or expression. To that end we educate the public, advocate with state, local, and federal government, engage in activism, and encourage empowerment of community members through collective action. MTPC is a fiscally sponsored 501c3 non-profit with one full-time staff, active board, dedicated volunteers, and statewide chapters. MTPC does not engage in campaign or electoral politics.

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