In the following brief, Hanover Research outlines the policies developed by states and organizations to address the needs of transgender students who wish to participate in high school athletic programs.
# Table of Contents

**Executive Summary and Key Findings** .................................................................................. 3  
**INTRODUCTION** ........................................................................................................................... 3  
**KEY FINDINGS** ............................................................................................................................ 3  

**Policies for Transgender Student Athletes** ............................................................................. 5  
**NATIONAL AND INTERNATIONAL POLICIES AND RECOMMENDATIONS** ......................... 5  
International Olympic Committee ............................................................................................... 5  
National Collegiate Athletic Association .................................................................................... 6  
“Equal Opportunities for Transgender Student-Athletes” ............................................................ 7  
**STATE-LEVEL POLICIES** .......................................................................................................... 9  
Washington Interscholastic Activities Association ......................................................................... 9  
Colorado High School Activities Association ............................................................................... 10  
Wisconsin Interscholastic Athletic Association ........................................................................... 12  
Illinois High School Association .................................................................................................. 12  
Vermont Principals’ Association .................................................................................................... 14  
Oregon School Activities Association ............................................................................................ 14  
Massachusetts Interscholastic Athletic Association ..................................................................... 15  
State of California ......................................................................................................................... 16
EXECUTIVE SUMMARY AND KEY FINDINGS

INTRODUCTION

According to a March 2013 article from Forbes, “If high schools (and even junior high and middle schools) haven’t yet thought about how they would handle a situation in which a transgender student wanted to play a sport, they’d better start.” However, not all states have adopted policies to address the eligibility of transgender students in high school athletics.

In response, the following brief examines policies from across the country that address the participation of transgender students in athletic competition. The report begins with a review of the policies outlined by the International Olympic Committee and the National Collegiate Athletic Association to provide context for similar policies, and then discusses the best practices recommended by a 2010 report sponsored by numerous sport and gender rights organizations. Following these examples, the brief outlines the policies developed by several state activities associations.

KEY FINDINGS

- **Policies tend to allow students to participate as the gender with which they identify, but often require more than mere self-identification.** Typically, students are asked to provide subjective proof of their self-identification, including letters from parents or teachers discussing dress, attitudes, and actions. Some states also require the student to provide testimonies from medical professionals or medical records of hormone therapy or procedures.

- **However, best practices research argues that high school students should be allowed to participate in athletics based on their gender self-identification,** as they may be too young to have undertaken medical treatments for their gender transition. The majority of examined state policies reflect this practice, with Oregon as the only state that appears to determine eligibility based on hormone treatments or other medical procedures.

- **In most states, a student’s documentation is reviewed by a panel of professionals that determine eligibility.** This panel should include a physician, a psychiatrist or psychologist, school staff, and an advocate for gender identity and expression issues. As the majority of these policies have been established by state high school activities associations or principals’ associations, a representative from this organization is also a critical leader in the process. All medical professionals should

---

1 Cook, B. “Schools on Notice to Figure Out How to Handle Transgender Athletes.” Forbes. March 12, 2013. http://www.forbes.com/sites/bobcook/2013/03/12/schools-on-notice-to-figure-out-how-to-handle-transgender-athletes/
be familiar with the World Professional Association for Transgender Health Standards of Care.

- According to Forbes, female to male transgender students are more often allowed to compete on boy’s teams, while there is more scrutiny when male to female students participate on girl’s teams. However, research suggests that concerns of the competitive advantage these students bring are unfounded.

- Nearly all reviewed policies focus on the rights of all students, regardless of gender identification, to participate in sports in a safe environment that is not hostile or offensive to the student. Many policies review appropriate use of locker rooms, hotel rooms, and other facilities for transgender students, and often provide legal definitions for terms such as “transgender,” “gender identity,” and “gender expression.”
POLICIES FOR TRANSGENDER STUDENT ATHLETES

According to the NCAA, “An increasing number of high school- and college-aged young people are identifying as transgender.” However, not all states have adopted policies for determining the eligibility of these students to participate in athletics with other students of their self-identified gender. Washington and Colorado were the first states to address the topic through their high school activities associations, and have been supported by best practices research on the subject as well. As noted throughout the brief, other states adopting policies for transgender students appear to use the guidelines published by Washington and Colorado, often with minor or no changes.

As noted, the brief first reviews the policies of the International Olympic Committee and the NCAA to provide examples of nationally or internationally accepted practices, and then reviews nationally-accepted research on the topic before examining the policies produced by specific states.

NATIONAL AND INTERNATIONAL POLICIES AND RECOMMENDATIONS

INTERNATIONAL OLYMPIC COMMITTEE

The International Olympic Committee (IOC) was the first organization to address policies for transgender athlete participation. In 2003, an ad-hoc committee convened in Stockholm, Sweden, and produced the rules which now govern Olympic athletic participation. The committee recommended that individuals undergoing sex reassignment after puberty be eligible for participation in their new gender under the following conditions:

- Surgical anatomical changes have been completed, including external genitalia changes and gonadectomy;
- Legal recognition of their assigned sex has been conferred by the appropriate official authorities; and
- Hormonal therapy appropriate for the assigned sex has been administered in a verifiable manner and for a sufficient length of time to minimize gender-related advantages in sport competitions.

The committee noted that eligibility for participation in athletic competition with members of the new sex should not begin sooner than two years after gonadectomy. Further, each case is to be reviewed individually and confidentially.

---

**NATIONAL COLLEGIATE ATHLETIC ASSOCIATION**

The National Collegiate Athletic Association’s (NCAA’s) Office of Inclusion developed a policy for transgender athletes in 2010. Beyond discussing the value of athletic participation, the document includes a detailed review of the fears of the competitive advantage that male-to-female student athletes may have participating on women’s athletic teams. However, the NCAA notes that these fears should be dismissed, given the extensive process of gender transition, and the detailed rules for athletic participation in these instances. The NCAA outlines the following two policies for each type of transgender student athlete:

A trans male (FTM) student-athlete who has received a medical exception for treatment with testosterone for diagnosed Gender Identity Disorder or gender dysphoria and/or Transsexualism, for purposes of NCAA competition may compete on a men’s team, but is no longer eligible to compete on a women’s team without changing that team status to a mixed team.

A trans female (MTF) student-athlete being treated with testosterone suppression medication for Gender Identity Disorder or gender dysphoria and/or Transsexualism, for the purposes of NCAA competition may continue to compete on a men’s team but may not compete on a women’s team without changing it to a mixed team status until completing one calendar year of testosterone suppression treatment.4

The NCAA further outlines rules for the use of facilities such as locker rooms and hotel rooms during away games.

**Changing Areas, Toilets, Showers** — Transgender student-athletes should be able to use the locker room, shower, and toilet facilities in accordance with the student’s gender identity. Every locker room should have some private, enclosed changing areas, showers, and toilets for use by any athlete who desires them. When requested by a transgender student-athlete, schools should provide private, separate changing, showering, and toilet facilities for the student’s use, but transgender students should not be required to use separate facilities.

**Competition at Another School** — If a transgender student-athlete requires a particular accommodation to ensure access to appropriate changing, showering, or bathroom facilities, school leaders, athletic directors, and coaches, in consultation with the transgender student-athlete, should notify their counterparts at other schools prior to competitions to ensure that the student has access to facilities that are comfortable and safe. This notification should maintain the student’s confidentiality. Under no circumstances should a student-athlete’s identity as a transgender person be disclosed without the student’s express permission.

**Hotel Rooms** — Transgender student-athletes generally should be assigned to share hotel rooms based on their gender identity, with a recognition that any student who needs extra privacy should be accommodated whenever possible.5

---

5 Ibid., p. 20.
The NCAA additionally offers best practices for school leaders, team coaches, and other students, as well as suggestions for handling media and a guide for legal definitions of frequently used terms and a list of additional resources.

“EQUAL OPPORTUNITIES FOR TRANSGENDER STUDENT-ATHLETES”

In 2010, a group of organizations supporting equality and new rules for transgender athletic participation produced “On The Team: Equal Opportunities For Transgender Student Athletes,” which was designed to provide guidance to “high school and collegiate athletic programs about how to ensure transgender student athletes fair, respectful, and legal access to school sports teams.”6 Contributors to the report included representatives from the NCAA and the National High School Federation, as well as leaders from the National Center for Lesbian Rights and various experts in law, medicine, advocacy, and athletics.

Similar to the NCAA, the “On the Team” report notes the various benefits of athletic participation for all students:

The benefits of school athletic participation include many positive effects on physical, social, and emotional well-being. Playing sports can provide student athletes with important lessons about self-discipline, teamwork, success, and failure—as well as the joy and shared excitement that being a member of a sports team can bring.7

However, the report notes differences between high school and collegiate athletic participation for transgender students. Specifically, it is recommended that “high schools permit transgender athletes to play on teams consistent with the student’s gender identity, without regard to whether the student has undertaken any medical treatment.” This is in contrast to collegiate athletic policies, which may be more nuanced and require that students are undergoing hormonal therapy.8 The report references the World Professional Association for Transgender Health, noting that high school students are still growing and maturing, and that the gender transition process for youth has many stages:

1. Children and youth: Transition typically consists entirely of permitting the child to dress, live, and function socially consistently with the child’s gender identity.
2. Youth approaching puberty: Hormone blockers may be prescribed to delay puberty in order to prevent the youth from going through the traumatic experience of acquiring secondary sex characteristics that conflict with his or her core gender identity.
3. Older youth: Cross-gender hormones or even some sex-reassignment surgeries may be prescribed.9

---

7 Ibid., p. 6.
8 Ibid., p. 13.
Further, the report offers ten guiding principles for the participation of transgender students in athletics:

1. Participation in intercollegiate athletics is a valuable part of the education experience for all students.
2. Transgender student-athletes should have equal opportunity to participate in sports.
3. The integrity of women’s sports should be preserved.
4. Policies governing sports should be based on sound medical knowledge and scientific validity.
5. Policies governing sports should be objective, workable, and practicable; they should also be written, available and equitably enforced.
6. Policies governing the participation of transgender students in sports should be fair in light of the tremendous variation among individuals in strength, size, musculature, and ability.
7. The legitimate privacy interests of all student-athletes should be protected.
8. The medical privacy of transgender students should be preserved.
9. Athletics administrators, staff, parents of athletes, and student-athletes should have access to sound and effective educational resources and training related to the participation of transgender and gender-variant students in athletics.
10. Policies governing the participation of transgender students in athletics should comply with state and federal laws protecting students from discrimination based on sex, disability, and gender identity and expression.  

The recommendations and policies for high school athletic participation are based upon those adopted by the Washington Interscholastic Activities Association (WIAA) in 2008, discussed below. The previously-examined policies for locker rooms, hotel rooms, and other facilities outlined in the NCAA guidelines are the same as those provided by the “On the Team” report.

---

10 Bulleted points taken verbatim from: Ibid., pp. 21-22.
STATE-LEVEL POLICIES

WASHINGTON INTERSCHOLASTIC ACTIVITIES ASSOCIATION

Washington State was one of the first to adopt policies for transgender student athletic participation at the state level. The WIAA’s policy is depicted in the figure below. As demonstrated, the requirements for documentation provided regarding the student’s gender self-identification are vague, and note that letters from parents or medical professionals may suffice.

18.15.0 Gender Identity Participation – All students should have the opportunity to participate in WIAA activities in a manner that is consistent with their gender identity, irrespective of the gender listed on a student’s records. Should any questions arise whether a student’s request to participate in a sex-segregated activity consistent with his or her gender identity is bona fide, a student may seek review of his or her eligibility for participation by working through the procedure set forth below: Once the student has been granted eligibility to participate in the sport consistent with his/her gender identity, the eligibility is granted for the duration of the student’s participation and does not need to be renewed every sports season or school year. All discussion and documentation will be kept confidential, and the proceedings will be sealed unless the student and family make a specific request.

18.15.1 Notice to the School: The student and/or parents shall 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, and that the student desires to participate in activities in a manner consistent with his/her gender identity.

18.15.2 Notice to the WIAA: The school administrator shall contact the WIAA office, which will assign a facilitator who will assist the school and student in preparation and completion of the WIAA Gender Identity eligibility appeal process.

18.15.3 First Level of Appeal: The student will be scheduled for an appeal hearing before an eligibility committee specifically established to hear gender identity appeals. The WIAA shall schedule a hearing as expeditiously as possible, but in no case later than five school business days of that member school prior to the first full interscholastic contest that is the subject of the petition, or with a reasonable time thereafter in cases of emergency, including, but not limited to, any unforeseeable late student enrollment. The Gender Identity Eligibility Committee will be comprised of a minimum of three of the following persons, one of whom must be from a physician or mental health profession category:

A. Physician with experience with gender identity health care and the World Professional Association for Transgender Health Standards of Care.
B. Psychiatrist, psychologist or licensed mental health professional familiar with the World Professional Association for Transgender Health Standards of Care.
C. School administrator from a non-appealing school
D. WIAA staff member
E. Advocate familiar with Gender Identity and Expression issues

Figure 1: WIAA Gender Identity Participation Policy

18.15.4 Documentation: The appealing student should provide the Eligibility Committee with the following documentation and information:
   A. Current transcript and school registration information
   B. Documentation of student’s consistent gender identification (e.g., affirmed written statements from student and/or parent/guardian and/or health care provider)
   C. Any other pertinent documentation or information

18.15.5 Second Level of Appeal: An aggrieved student wishing to appeal the Gender Identity Eligibility Committee decision shall file notice of appeal with the Executive Director of the WIAA on or before the tenth school business day following the date of receipt of the written decision of the Gender Identity Eligibility Committee denying the petition. An appeal to the WIAA Executive Director shall require the Executive Director to schedule a hearing to commence on or before the tenth school business day following the date of receipt of the written notice of appeal. Written notice of the time and place of the hearing shall be delivered to the petitioned appellant in person or by certified mail, with return receipt requested, no later than five school business days of that member school prior to the date of the hearing.
When there is confirmation of a student’s consistent gender identity, the eligibility committee/WIAA Executive Director will affirm the student’s eligibility to participate in WIAA activities consistent with the student’s gender identification. The WIAA will facilitate the provision of resources and training for a member school seeking assistance regarding gender identity.

COLORADO HIGH SCHOOL ACTIVITIES ASSOCIATION

The Colorado High School Activities Association (CHSAA) was another of the first state organizations to address policies for transgender student athletes at the high school level. While Colorado’s procedures for approval are similar to that of Washington’s, the Colorado policies require students and their families to provide more extensive evidence of the gender transition. Specifically, bulleted points C, D, and E below demonstrate more specified types of verification, as the student must provide a variety of documentation.

The student’s member school will be the first point of contact for determining the student’s eligibility to participate in CHSAA sanctioned event(s). The student and parent(s)/guardian must notify the school in writing that the student has a consistent gender identity different than the gender of the student’s birth certificate and list the sanctioned event in which the student would like to participate. The school may use the following criteria to determine participation:
   A. Current transcript and school registration information
   B. A written statement from the student affirming the consistent gender identity and expression to which the student self-relates
   C. Documentation from individuals such as, but not limited to, parents, friends, and/or teachers, which affirm that the actions, attitudes, dress, and manner demonstrate the student’s consistent gender identification and expression.
   D. Written verification from an appropriate health-care professional (doctor, psychiatrist, psychologist) of the student’s consistent gender identification and expression
E. Medical documentation (hormonal therapy, sexual re-assignment surgery, counseling, medical personnel, etc.)

Once the school decides on the student’s athletic eligibility, a school administrator must communicate the decision with the CHSAA. The CHSAA Equity Liaison may be required to intervene in the situation if a school denies a student request, and the student and their family appeal the decision to the CHSAA. An Equity Liaison may also become involved in the situation if school appeals to the CHSAA and requests a review of a student in another school. If a student wishes to appeal the decision of their school, the process must be discussed before an Equity Appeals Panel. This panel must consist of three individuals, including at least one physician or mental health professional. Similar to the Washington review panel, suggested participants in the panel include:

- A physician with experience in gender identity health care and the World Professions Association for Transgender Health standards of care.
- A psychiatrist, psychologist, or licensed mental health professional familiar with the standards of care.
- A school administrator representative of the student’s league and from the non-appealing school.
- Representative(s) from the CHSAA staff
- An advocate familiar with gender identity and expression issues.

Finally, the CHSAA offers suggestions for improving awareness and sensibility to issues of transgender students, including:

- Have a plan in place.
- Use correct names/pronouns according to the student’s self-identification.
- Ensure gender appropriate restroom access.
- Reasonable accommodate equitable locker room access
- Educate teachers, counselors, coaches, administrators, parents, and students on transgender sensitivity in relation to students. Also educate booster clubs as needed with regards to potential funding issues.
- Permit the student to dress according to gender identity.
- Provide all members of the school community with access to resources and accurate information.

---


13 Ibid., p. 3.
**Wisconsin Interscholastic Athletic Association**

The Wisconsin Interscholastic Athletic Association based its transgender participation policy on the previously released policies from the NCAA, Washington, and Colorado. The Wisconsin policy appears to most closely resemble the Colorado policy, as it requires more specific types of proof of the gender transition than the Washington policy. **This includes more medical documentation and written verification from healthcare professionals, beyond anecdotal evidence from the student’s parents, teachers, and friends.**

The student’s member school will be responsible for determining the student’s eligibility to participate in WIAA sponsored interscholastic athletics. The school’s policy shall provide that the student and parents/guardian must notify the school in writing that the student is a transgender individual, having a consistent gender identity different than the gender of the student’s birth certificate, and list the WIAA sport(s) in which the student would like to participate. The following information and criteria should be used by the school to determine which gender the student will participate on the school’s teams:

A. Current school registration information
B. A written statement from the student and parent(s)/guardians(s), affirming the consistent gender identity and expression to which the student self-relates
C. Documentation from individuals such as, but not limited to, parents, friends, and/or teachers, which affirm the actions, attitudes, dress and manner and demonstrate the student’s consistent gender identification and expression
D. Written verification from an appropriate health-care professional (physician, psychologist) of the student’s consistent gender identification and expression
E. Medical documentation (hormonal therapy, sexual re-assignment surgery, counseling, etc.)

**Illinois High School Association**

The Illinois High School Association (IHAS) offers similar guidelines to those of Washington state regarding the participation of transgender students in high school athletics. While the IHAS does not require as extensive documentation as Colorado or Wisconsin, it does appear to require more defined medical records than Washington’s policies. Interestingly, both the school and the IHAS make decisions regarding the student’s eligibility, with non-medical documentation such as testimonials from parents or teachers regarding student dress, attitudes, or activities only used by the IHAS panel.

The student and/or parents shall contact the school administrator or athletic director at their member school notifying them that the student has a different gender identity than listed on the student’s school registration card or birth certificate and that the student wishes to participate in athletics/activities in a manner consistent with their gender identity. The school shall collect the following for the participation ruling:

---


A. Gender identity used for school registration records
B. Medical documentation (hormonal treatments, sexual re-assignment, counseling, medical personnel, etc.)
C. Gender identity related advantages for approved participation

As with many of the other examined state association policies, **the school administration determines the eligibility of the student.** Once participation in a sport is granted for the new gender of the student, they are able to participate throughout their high school career without renewing their eligibility. The IHSA makes the final decision on student eligibility, and uses a panel of medical personnel to review submissions. As opposed to the school decisions, which may be based on medical records, the IHSA panel reviews:

- A current transcript and school registration information
- Documentation of the student’s consistent gender identification (e.g., affirmation statements from student, parent/guardian, and/or health care provider)
- Any other pertinent documentation or information

**Maine Principals’ Association**

In Maine, the recent transgender athletic eligibility policy was adopted by the Maine Principals’ Association (MPA) instead of a state activities or athletics association. It appears that Maine’s policies were adopted from those of Washington and Colorado, and include the review of each student’s individual situation by the Gender Identity Equity Committee. Students should provide a variety of documentation, as consistent with other examined state policies, such as medical documentation and statements from the student, parents, and/or teachers affirming the student’s consistent gender self-identification.

Documents in Support of Request: The school and student and/or his parents shall collect some or all of the following information for transmittal to the MPA prior to or at the hearing.

i. Current transcript and school registration records showing gender identity used for school registration records.

ii. Pertinent personal characteristics of the student (e.g., date of birth, grade, height, weight, birth-assigned gender, pre- or post-pubescence status).

iii. A list of the athletic activities that the student seeks to participate in during the current school year, if selected through the team try-out process.

iv. Documentation establishing the student’s consistent gender identity (e.g., a statement from a parent or guardian; a letter from a teacher, administrator or coach; a statement from the student).

v. Medical documentation related to the student’s consistent gender identity and/or athletic advantage or disadvantage (e.g., a statement from a health care provider who has treated the student athlete; records of hormonal treatments (if any), sexual re-assignment surgery (if any), counseling, etc.).

---

16 Bulleted points taken verbatim from: Ibid.
17 Bulleted points taken verbatim from: Ibid.
vi. Documentation describing the student athlete’s prior athletic participation, either during or prior to high school, including relevant statistics related to the student’s prior athletic performances.

vii. Other documentation that the school, student, or parent feels should be considered in the MPA’s determination.19

**Vermont Principals’ Association**

The Vermont Principals’ Association (VPA) similarly offers a policy for transgender student participation in athletics. The policy directly mirrors that of Washington state, including limited recommendations or requirements for varied types of documentation, and a review of the situation by the Gender Identity Eligibility Committee. As with other examined states, the VPA facilitates the process, as opposed to the individual school. It appears that this policy is used at both the middle school and high school levels.20

**Oregon School Activities Association**

The Oregon School Activities Association (OSAA) offers different policies than other examined states for athletic participation for transgender athletes, dividing standards for male to female and female to male students and focusing on the use of hormone treatments. This is unique from other states, which allow students to participate in athletics in their chosen gender based on their self-identification and documentation from parents, teachers, or mental health professionals. As noted below, more focus is placed on the use of hormone treatments to demonstrate the gender transition process, as opposed to the review by school administrators or a panel of professionals.

A student athlete who has completed, plans to initiate, or is in the process of taking hormones as part of a gender transition shall submit the request to participate on a sports team to the athletic director of the student’s school and to the OSAA when the decision to undergo hormone treatment is made. The request shall include a letter from the student’s physician documenting the student’s intention to transition or the student’s transition status if the process has already been initiated. This letter shall identify the prescribed hormonal treatment for the student’s gender transition and the date the hormone treatment was initiated. The Executive Director shall make a determination whether the student is eligible to compete under the above criteria.21

Further, the OSAA specifically outlines the appropriate sports teams for transgender students, depending on their participation in hormone treatment and their gender of birth.

- A female to male transgender student athlete who is not taking hormone treatment related to gender transition may participate on a boys team or a girls team, but once the transgender student selects the gender of the team on which the student

---

19 Bulleted points taken verbatim from: Ibid., p. 21.
wishes to participate, the student thereafter must consistently participate on teams of that gender in all sports for the duration of their high school career.

- A male to female transgender student athlete who is not taking hormone treatment related to gender transition may participate only on a boys team.
- A female to male transgender student athlete who is taking medically prescribed testosterone for the purposes of gender transition may participate only on a boys team.
- A male to female transgender student athlete who is taking medically prescribed hormone treatment for the purposes of gender transition may participate on a boys team at any time, but must complete one year of hormone treatment related to gender transition before competing on a girls team.22

While these procedures may be more easily defined, they may not adhere to the best practices recommended in the “On the Team” report, as the authors argued that gender transition in high school may not involve hormone treatments or procedures, and may be more related to dress, attitudes, and actions.

**Massachusetts Interscholastic Athletic Association**

The Massachusetts Interscholastic Athletic Association has adopted a slightly different approach to many of the other examined states. The Association notes the importance of allowing students to participate in athletics according to their self-identified gender, but does not participate in the eligibility decision process:

Where there are sex-segregated classes or athletic activities, including intramural and interscholastic athletics, all students must be allowed to participate in a manner consistent with their gender identity. With respect to interscholastic athletics, the Massachusetts Interscholastic Athletic Association will rely on the gender determination made by the student’s district; it will not make separate gender identity determinations.23

The Association defines the process for the school’s eligibility decision with similar requirements to many other states. Documentation must demonstrate the student’s consistent self-identification with the new gender, and confirmation of this may be drawn from teachers, medical personnel, or a variety of other individuals with active participation in the student’s life.

Consistent with the statutory standard, a school should accept a student’s assertion of his or her gender identity when there is “consistent and uniform assertion of the gender-related identity, or any other evidence that the gender-related identity is sincerely held as part of a person’s core identity.” If a student’s gender-related identity, appearance, or behavior meets this standard, the only circumstance in which a school may question a student’s asserted gender identity is where school

---

22 Bulleted items taken verbatim from: Ibid., p. 95.
personnel have a credible basis for believing that the student’s gender-related identity is being asserted for some improper purpose.\textsuperscript{24}

Confirmation of a student’s asserted gender identity may include a letter from a parent, health care provider, school staff member familiar with the student (a teacher, guidance counselor, or school psychologist, among others), or other family members or friends. A letter from a social worker, doctor, nurse practitioner, or other health care provider stating that a student is being provided medical care or treatment relating to her/his gender identity is one form of confirmation of an asserted gender identity. It is not, however, the exclusive form upon which the school or student may rely. A letter from a clergy member, coach, family friend, or relative stating that the student has asked to be treated consistent with her/his asserted gender identity, or photographs at public events or family gatherings, are other potential forms of confirmation. These examples are intended to be illustrative rather than comprehensive.\textsuperscript{25}

\textit{STATE OF CALIFORNIA}

In August 2013, California became the first state to guarantee certain rights for transgender students at the elementary and secondary levels. The bill, AB1266, allows transgender students to use whichever locker rooms and restrooms they desire. \textbf{Further, these students are allowed to choose if they want to participate on boys’ or girls’ athletic teams.}\textsuperscript{26}

221.5 (f) A pupil shall be permitted to participate in sex-segregated school programs and activities, including athletic teams and competitions, and use facilities consistent with his or her gender identity, irrespective of the gender listed on the pupil’s records.\textsuperscript{27}

The Los Angeles Unified School District implemented a similar policy nearly 10 years prior, and the San Francisco public schools adopted this policy recently as well. In examining the policies at Los Angeles USD, it appears that “Participation in competitive athletic activities and contact sports are to be addressed on a case-by-case basis.”\textsuperscript{28}

The California bill was designed to reduce bullying and discrimination in schools. However, the bill has caused significant controversy from conservative groups, and is expected to draw legal action.

\textsuperscript{24} Ibid., p. 4.
\textsuperscript{25} Ibid., p. 5.
PROJECT EVALUATION FORM

Hanover Research is committed to providing a work product that meets or exceeds member expectations. In keeping with that goal, we would like to hear your opinions regarding our reports. Feedback is critically important and serves as the strongest mechanism by which we tailor our research to your organization. When you have had a chance to evaluate this report, please take a moment to fill out the following questionnaire.


CAVEAT

The publisher and authors have used their best efforts in preparing this brief. The publisher and authors make no representations or warranties with respect to the accuracy or completeness of the contents of this brief and specifically disclaim any implied warranties of fitness for a particular purpose. There are no warranties which extend beyond the descriptions contained in this paragraph. No warranty may be created or extended by representatives of Hanover Research or its marketing materials. The accuracy and completeness of the information provided herein and the opinions stated herein are not guaranteed or warranted to produce any particular results, and the advice and strategies contained herein may not be suitable for every member. Neither the publisher nor the authors shall be liable for any loss of profit or any other commercial damages, including but not limited to special, incidental, consequential, or other damages. Moreover, Hanover Research is not engaged in rendering legal, accounting, or other professional services. Members requiring such services are advised to consult an appropriate professional.