

NOAH WEBSTER EDUCATIONAL FOUNDATION MODEL POLICY

TO: TBD
FROM: Noah Webster Educational Foundation
RE: Gender Dysphoria and Parental Notification Model Policy
DATE: TBD

This model policy sets standards for how schools communicate with parents about their child's gender identity. This policy also seeks to protect teachers' First Amendment rights following the Supreme Court ruling in *Mirabelli v. Bonta*.

Gender Dysphoria and Parental Notification

AUTHORS:

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BACKGROUND: Following the Supreme Court decision in *Mirabelli v. Bonta* regarding teachers' First Amendment rights regarding student pronoun usage, the decision also set a precedent for teachers to communicate with parents about their students' gender identity. School boards have a responsibility to work with parents to provide the best care for students within the district.

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Subject: Gender Dysphoria and Parental Notification

I. Description of Policy

This School Board/School Division, as required by the state and federal government, is responsible for working alongside parents to provide the best educational environment for students. This policy outlines the appropriate procedures for notifying parents if their child expresses gender dysphoria, specifically, by expressing discontent with or identifying apart from their biological sex assigned at birth. This policy affirms school boards' responsibility to ensure schools notify parents of important information about their child's health and well-being.

II. Definitions

The definition of terms given below clarifies their use throughout this policy:

- A. Gender Incongruence - Persistent incongruence between an individual's experienced gender and the assigned sex.¹
- B. Gender Dysphoria - Refers to the psychological distress that results from an incongruence between one's biological sex assigned at birth and one's perceived gender identity.²
- C. Social Transitioning - Social transitioning can include many things, such as: telling family and friends about identifying as transgender, going by a name that is not the student's legal name typically chosen to reflect the student's perceived gender identity, changing pronoun usage that matches their perceived gender identity (she/her, he/him, they/them), and wearing different clothes or changing hairstyles to match the student's perceived gender identity.³
- D. Medical Transitioning - Medical interventions to attempt to physically alter the student's appearance to match their perceived gender identity. These medical interventions include hormone therapy and gender-affirming surgeries, which are

¹ World Health Organization, "Gender Incongruence and Transgender Health in the ICD," accessed May 12, 2026, World Health Organization, <https://www.who.int/standards/classifications/frequently-asked-questions/gender-incongruence-and-transgender-health-in-the-icd>.

² American Psychiatric Association, "What Is Gender Dysphoria?" accessed May 12, 2026, American Psychiatric Association, <https://www.psychiatry.org/patients-families/gender-dysphoria/what-is-gender-dysphoria>.

³ UMass Memorial Health, "Gender Identity: Social Transitioning," accessed May 12, 2026, UMass Memorial Health, <https://www.ummhealth.org/health-library/gender-identity-social-transitioning>.

complex plastic surgery procedures that can change a person's face, chest, or genitals.⁴

III. Requirements for Parental Notification of Gender Dysphoria

Schools within [schoolboard district] have a responsibility to both parents and students to communicate and support parental engagement. As such, the [schoolboard district] will require all teachers, faculty, staff, and any individual employed by the district to take the necessary steps to notify parents if their child is experiencing gender dysphoria, socially transitioning, or seeking medical transition. The following steps should be taken to notify parents of any of these situations occurring:

- A. The individual who was made aware of the student experiencing gender incongruence or attempting to undergo a social or medical transition should immediately, and no later than 48 hours after receiving this information, report to the school administrators to begin communicating with the student's parents.
- B. School administrators must reach out and schedule an in-person conference with the student's parents within 3 business days of receiving this information. If a conference is not possible within 3 business days, administrators should, with parental consent, have a phone conference. If the student's parents do not respond, school administrators should take reasonable steps, such as sending an email or letter directly to the parents, to notify them of their child's gender incongruence or any attempt at a social or medical transition.
- C. After communicating with the student's parents, school administrators should share the information discussed, including the original issue and the steps chosen moving forward, with any of the student's teachers and other faculty and staff who work closely with the student.

IV. Protection of First Amendment Rights for Teachers

School board members should ensure that all teachers have protection for their First Amendment rights when handling the topic of Gender Dysphoria and students. Parents have ultimate authority over their students' medical and moral well-being. If and when a parent chooses to support their student's decision to express their perceived gender identity, that authority should be respected while considering a teacher's First Amendment rights, such as freedom of speech and the free exercise of religion.

If a teacher morally disagrees with a student's pronoun usage, the teacher should address the student by the name listed in the school's records. The student's parents are responsible for contacting the appropriate school administrator to have their student's name listed as they wish to be addressed in the classroom and by any school faculty and staff. The parents and school administrators are responsible for communicating to make the desired name change effective,

⁴ UMass Memorial Health, "Gender Identity: Medical Transitioning," accessed May 12, 2026, UMass Memorial Health, <https://www.ummhealth.org/health-library/gender-identity-medical-transitioning>.

and administrators are responsible for communicating these changes and the First Amendment rights protection procedure to parents, teachers, and other necessary faculty and staff.

V. Disciplinary Action

If an administrator, teaching faculty member, staff member, or anyone who is employed by the district is made aware of a student experiencing gender dysphoria, socially transitioning, or seeking medical transition and does not take the appropriate steps to ensure the student's parents are notified, the following measures will be taken against them:

- A. Following the first offense, the individual will receive an informal reprimand, including a meeting/conference to discuss the wrongful behavior and how to correct it moving forward.
- B. Following the second offense, the individual will receive a formally written letter of admonishment added to their record.
- C. After a third offense, and pending an investigation, the individual must appear before the district disciplinary committee for a hearing. The committee will decide how to proceed with disciplinary action.

VI. Determining Possible Exemptions in the Case of Abuse

The only exemption when communicating with a parent concerning their student experiencing gender dysphoria, socially transitioning, or seeking medical transition is if the individual who is responsible for taking those steps has concerns about current abuse and can demonstrate reasonable evidence to substantiate their concerns of possible abuse occurring in the household.

Abuse should be defined by the state, and all evidence to demonstrate concerns of abuse should also be shared with the necessary faculty, such as the school counselor and/or social worker. In the case of suspected abuse, the following steps should be taken:

- A. The staff or faculty member concerned about abuse occurring in the home should acquire and present evidence of such abuse to the school administration. A school counselor and/or social worker should help determine which evidence meets the legal standard for abuse. The school counselor and/or social worker is then responsible for filing a report if necessary.
- B. Following the evidence being presented and reported, the school administration should follow up on any investigation into the abuse claims made by either police or the Department of Child Protective Services.
- C. Following an investigation, the school administration is responsible for following up with a parent or legal guardian to discuss the student's gender dysphoria, socially transitioning, or seeking medical transition for the safety and health of the student.