



TRANSGENDER STUDY TASK FORCE

Approved by the Executive Committee on January 17, 2013

- I. **PURPOSE:** Emma Willard School is a girls' school with the mission of empowering each girl on our campus so that she may expand and fulfill her potential. It is against that background that the task force is to consider the issues presented by adolescent transgender students and applicants and provide recommendations to the board and the head of school.

- II. **COMPOSITION:** The task force will be chaired by Anne DePrez, chair of the board, and consist of the following staff, faculty and trustees:
 - a. Judy Bridges, Assistant Head for Community Life
 - b. Jon Calos, faculty member and former faculty/staff trustee
 - c. Jane Freedman, Chair of the Alumnae Association Council and trustee
 - d. Dr. Michael Sussman, former Emma Willard parent and former parent trustee
 - e. Kathy Van de Loo, Emma Willard parent and parent trustee

- III. **EXPECTATIONS:** At a minimum, the task force should study, discuss and make recommendations to the board and head of school regarding the following questions and issues:
 - A. How should the School describe itself to best reflect its mission in light of the fact that phrases "single-gender," "single-sex," and "girls' school" may have different meanings in today's world where sex identification may differ from gender identification?
 - B. Should application and admission materials and/or processes be modified to address transgender issues in a way that is sensitive to transgender applicants and also provide transparency around the School's approach toward transgender applicants and students?
 - C. The situation of a current student, while a student, realizing they are transgender, including: the effect on the student at issue of continuing in a girls' school environment; the impact, if any, on the School's mission or other students; facilities and other resources that might be necessary or advisable to support such a student; whether the status of day versus boarder or domestic versus international makes a difference; at what point a student would be considered to be the new gender for School purposes; privacy and other legal issues; and any other issues the task force considers relevant.

- D. The issues involved in consideration or acceptance of male to female transgender applicants or female to male transgender applicants, including the issues described in C.
- E. How should the School respond to requests to change names or sex/gender markers on the transcripts of alumnae?
- F. Regardless of the consideration of the foregoing issues, should the School be educating its constituencies about what transgender means, the confidentiality/privacy needs of transgender students, and the emerging needs of transgender individuals? If so, which constituencies need that education, and what should that education look like?

IV. TIMEFRAME: The task force will begin its study and deliberations with the launch of the second semester and will be prepared to deliver recommendations to the board of trustees at its June Retreat.