

## BRADLEY-BOURBONNAIS COMMUNITY HIGH SCHOOL GUIDANCE

### Gender Support Plan

#### A. Definitions

An important component of providing appropriate support and services to all students is understanding the terminology associated with gender identity. To that end, the following definitions provide context for purposes of assisting in understanding this Guidance and BBCHS's procedures.

*Affirming.* Acknowledging and supporting the identity of an individual.

*Affirmed Gender/Affirmed Name.* The name and gender with which a person identifies.

*Ally.* A person who is not LGBTQ+ but affirms and shows support for LGBTQ+ people and promotes equality.

*Cisgender/Cis.* Term used to describe people whose gender identity corresponds solely with their sex assigned at birth.

*Gender Diversity.* The wide range of gender identities, gender roles, and/or gender expressions that exist.

*Gender Expression.* An individual's characteristics and behaviors such as appearance, dress, grooming, mannerisms, voice or speech patterns, activities, and social interactions that are perceived as masculine, feminine, both, or neither.

*Gender Identity.* A person's internal, deeply held sense or psychological knowledge of their own gender that can include being female, male, another gender, nonbinary, gender nonconforming, or no gender, and is unrelated to the person's sex assigned at birth. Gender identity is an innate part of a person's identity, and the responsibility for determining an individual's gender identity rests with the individual. Unlike gender expression, gender identity is not visible to others.

*Gender Nonconforming or Gender Expansive.* Gender expression or identity that falls outside of traditional, societal, or stereotyped expectations based on the sex assigned at birth. Gender expansive individuals may identify as male, female, some combination of both, or neither.

*Gender Pronouns.* The set of words used to refer to someone without using their name. Common examples include, but are not limited to, "she/her/hers," "he/him/his," "they/them/theirs," and "ze/zir/zirs."

*Gender Support Coordinators.* District staff authorized to coordinate supports for individual transgender, nonbinary, and gender nonconforming students.

*Gender Support Plan.* A document that may be used to create a shared understanding about the way in which a student's gender identity will be accounted for and supported at school.

*GSA.* A GSA is a student-run organization that unites LGBTQ+ and allied youth to build community and organize around issues impacting them in their schools and communities. GSA is an abbreviation of either a Gender-Sexuality Alliance or Gay-Straight Alliance.

*Intersex.* A general term used for the many ways in which a person can be born with chromosomes, reproductive anatomy, and/or genitalia that do not fit the typical binary expectations of female or male.

*LGBTQ+.* A commonly used acronym referring to the Lesbian, Gay, Bisexual, Transgender, and Queer community. The plus acknowledges that there are additional identities within the community. Other iterations include LGBTQQIA (adding Questioning, Intersex, Asexual/Aromantic).

*Misgendering.* When a person intentionally or accidentally uses the incorrect name or pronouns to refer to a person. Intentional and/or persistent misgendering is a form of bullying and harassment.

*Nonbinary.* A term used to describe people whose gender identity is not exclusively male or female, including those who identify as a gender other than male or female, as more than one gender, or as no gender.

*Outing.* The act of disclosing information about another person's gender identity or sexual orientation without that person's knowledge and/or consent. Outing by school officials can violate that student's privacy rights and puts students at risk of harm.

*Questioning.* Being unsure of or exploring one's gender identity and/or sexual orientation.

*Sex Assigned at Birth.* A label a person is given at birth, often based on a medical professional's interpretation of the newborn's physical characteristics. Common examples may be "male" or "female." This binary assignment does not reflect the natural diversity of bodies or experiences. This is typically the sex reflected on one's original birth certificate.

*Sexual Orientation.* The term for someone's romantic, emotional, physical, and/or sexual attraction to the same or different gender(s). Sexual orientation is distinct from gender identity. Common terms used to describe sexual orientation include, but are not limited to, heterosexual, lesbian, gay, bisexual, and pansexual.

*Transgender/Trans.* Individuals with a gender identity different than their sex assigned at birth. Transgender can be used as an umbrella term that encompasses diversity of gender identities and expressions. Being transgender is not dependent on appearance, body parts, or medical procedures.

*Transition.* The process whereby people may change their gender expression, bodies, and/or identity documents to match their gender identity. Transition can be social (changing gender expression, using facilities, using a different name/pronouns), medical (hormones and/or surgeries), and/or legal (changing name/gender marker on identity documents), and is different for every individual. It is common for gender transition to be an ongoing process and is unique to each person.

## **B. Discrimination, Harassment and Bullying**

It is the policy of BBCHS to maintain a safe and supportive learning environment that is free from discrimination, harassment, and bullying based on a student's actual or perceived gender, gender identity, and gender expression. To create a supportive environment free from discrimination, harassment, and bullying for transgender, nonbinary, and gender nonconforming students, BBCHS will:

Provide ongoing training to all staff members. One of the most common challenges that students, teachers, staff, administrators, and school board members experience when creating affirming environments for transgender, nonbinary, and gender nonconforming students is having effective ways to address harmful and/or discriminatory language and actions, especially in the moment. Regular training is an essential part

of preventing discrimination and harassment in a school environment and helps ensure the effective and informed implementation of inclusion practices.

Create a non-punitive environment that focuses on prevention. BBCHS will take a preventive approach to enforcement of anti-bullying policies by focusing on education and positive behavioral interventions and supports rather than exclusionary discipline.

Hold employees accountable to maintaining inclusive practices. When an employee fails to meet the expectations of the policy and procedures, BBCHS will hold the employee accountable, up to and including appropriate disciplinary action, as determined on a case by case basis. Intentional or persistent refusal to respect a student's gender identity after notification of the student's affirmed name and pronouns violates BBCHS's harassment and non-discrimination policy and/or procedures.

Provide easily accessible information and supports. BBCHS will have "Know Your Rights" information easily accessible to all students and families. BBCHS will consider posting such information in common areas of its schools, such as bathrooms and hallways, and on the school website.

Be clear about the complaint procedure. BBCHS will make students aware of the avenues of support available to them if they have experienced bullying, discrimination, or harassment by including BBCHS's available complaint policies in the student handbook and by making the policies available on BBCHS's website. BBCHS will ensure that the name and contact information of the appropriate staff to address student complaints are included in the available complaint policies.

Support LGBTQ+-affirming student groups. BBCHS will assist in LGBTQ+-affirming student groups on an as needed basis, including assisting with identifying faculty sponsors willing to work to begin and support the GSA.

### **C. Gender Support Plan**

In order to create a shared understanding about the ways BBCHS will support transgender, nonbinary, and gender nonconforming students, BBCHS may create Gender Support Plans to coordinate these supports.

A Gender Support Plan is a framework by which staff and school systems may thoughtfully and intentionally provide support to transgender, nonbinary, and gender nonconforming students according to each student's needs.

In order to provide the appropriate support to students, BBCHS will designate a Gender Support Coordinator(s) who is properly trained in providing gender-affirming support for transgender, nonbinary, and gender nonconforming students. At BBCHS, the Gender Support Coordinator will be the Director of Counseling. The Gender Support Coordinator will serve as the point of contact for the student and the student's parent(s)/guardians(s). The Gender Support Coordinator will assist with drafting a Gender Support Plan for the student. The student's Gender Support Plan will be the guiding document to address a variety of issues, including use of facilities, student records, and confidentiality. Drafting a Gender Support Plan provides an opportunity for the Gender Support Coordinator and student to discuss significant issues and make a plan for informing the appropriate BBCHS staff regarding the student's individual preferences.

When creating and implementing a Gender Support Plan, BBCHS personnel may consider the following:

- Access to restrooms and other gender-segregated facilities;

- Methods for affirming the student's updated name, pronouns, and gender identity;
- Disclosure of the student's gender identity in the school community;
- Confidentiality of gender identity in student records and information systems;
- The student's chronological and developmental age;
- Family supports;
- Risk factors outside of school;
- Continuity of supports for students transferring or graduating;
- Staff training; and
- Other supports, as needed.

The Gender Support Coordinator will facilitate positive communication between parties when creating a Gender Support Plan. Conflicts regarding Support Plans will be resolved on a case-by-case basis, with the goal of supporting the student's academic, social, and emotional success.

Gender Support Plans will be maintained as a student temporary record and shall not be included in the student's permanent file. The Support Plan shall be maintained in confidence and only accessible to the student's Gender Support team, appropriate BBCHS staff, and/or individuals identified in the Support Plan.

#### **D. Confidentiality**

It is critical when providing a safe and healthy learning environment for transgender, nonbinary, and gender nonconforming students to ensure student confidentiality where appropriate and where warranted, based on the individual needs of the student. Accordingly, BBCHS employees shall not disclose student information and records, unless such disclosure has been authorized by the student or their parent/guardian, or the disclosure is to BBCHS employees as needed for their work with a student, when it relates to student safety, and in certain other listed circumstances permitted by law (such as to law enforcement or to comply with a court order).

To facilitate the confidentiality of a student's transgender, nonbinary, or gender nonconforming identity, BBCHS staff will:

Set limits on disclosure of a student's gender identity. BBCHS staff will only discuss a student's transgender, nonbinary, or gender nonconforming identity with other staff if it is necessary to support the student's social, emotional, or academic success. BBCHS will train all staff on confidentiality of student records, including BBCHS's procedures on confidentiality. Information gathered about a student's transgender, nonbinary, or gender nonconforming identity should be kept secure and confidential, and not be released or disclosed outside of district staff without the student's or parent/guardian's explicit consent.

Understand and respect the level of privacy desired by a student. BBCHS will consider a student's desired level of privacy, which may change over time. If a student is uncertain about their desired level of privacy, BBCHS may support the student in making an informed choice.

Take a student-centered approach. Typically, parents or guardians are aware of the student's transgender status and should be included in discussions on how to support the student. However, some students may indicate that their parents are not aware, that there is a conflict between the parent's expectation and the student's regarding their gender identity, or that they generally would prefer the information to remain confidential. Generally in these circumstances, the student's gender identity should not be reported to his/her parents unless the student has consented to this disclosure (unless there are extenuating circumstances that

involve an articulable risk of harm to the student). BBCHS employees will work with students, and whoever else is appropriate, to develop a plan regarding the confidentiality of the student's identity.

Be forthcoming with students about formal and informal ways information flows within the school ecosystem. While BBCHS staff should explain that the school cannot control how information will travel once it is shared by the student. For example, if a student requests to use their affirmed name and pronouns in one class at school, the other students in that class may share that information with peers, family members, and/or other district staff.

### **E. Names, Pronouns and School Records**

Students have the right to be addressed at school by their affirmed name and pronouns that correspond to the student's gender identity by both staff and fellow students.

For students under 18 years of age, the student's parent/guardian can update the student's school records to reflect their identity with written permission. For students 18 and over, the student may request a change to their school student records, without consent of their parent/guardian. BBCHS will not require a legal name change or change of a gender marker on a birth certificate before the school addresses a student by their affirmed name and pronouns or before updating most school records to properly reflect the student's identity. Parents/guardians have a right to access and review student school records until a student turns 18 or is emancipated. If a student requests that their gender identity remain confidential, or if a student's parent/guardian does not agree to change the student's name and pronouns in school records, BBCHS will not update the school student records with the student's updated name and pronouns. BBCHS will, however, still respect individual student wishes to use an updated name and identify their pronouns regardless of a parent's knowledge or agreement.

If a student's records will be adjusted to reflect the student's updated name and pronouns, BBCHS will: Adjust records to reflect a student's affirmed name and pronouns. As parent(s)/guardian(s) may have a legal right to inspect their student's school records, the Gender Support Coordinator will discuss changes to a student's school records as part of the support process for students. Student records that should be considered include, but are not limited to:

- Infinite Campus (Student Information System)
- BBCHS Student Issued Email
- BBCHS School ID
- Google Meets/Zoom/APEX
- Local Testing
- Classroom rosters/sub rosters
- Tech logins
- Honor roll lists
- School website
- Yearbook
- Unofficial Transcripts
- Diplomas
- Club/sports rosters

Remove gender marker from school records where possible. BBCHS will only include a student's gender marker on school records where required by law. Those records BBCHS is required to maintain by law with a student's name or gender as it appears on the student's birth certificate will be stored in a separate, confidential file.

Inquire about inclusive options for student name and gender with Student Information System companies. Prior to signing contracts, BBCHS may inquire about how the Student Information System company captures, reports, and performs other functions that include or affect a student's affirmed name and gender identity. BBCHS may also request changes to its current systems to meet student needs.

## **F. Use of Facilities**

Students will be allowed to use the facilities that correspond with their gender identity in the same manner that all students are provided with such access.. Students will not be required to use a single-stall restroom because the student is transgender, nonbinary, or gender nonconforming. The discomfort or privacy concerns of students, teachers, or parents are not valid reasons to deny or limit the equal use of facilities by transgender, nonbinary, and gender nonconforming students. Rather, the interest of any student seeking more privacy should be addressed by providing that student a more private option upon their request.

To encourage access to school facilities, BBCHS will:

Maintain safe and accessible facilities. Facilities include, but are not limited to, locker rooms, restrooms, showering facilities, costume rooms/backstage areas, nurse's offices, and athletic training rooms. Facilities also include any communal area where a student may be required to undress, such as a gym used for a weigh-in for a wrestling match. BBCHS may also make available all-gender restrooms and locker rooms in multiple locations across the school for use by all students. Any alternative facility arrangements will be provided in a way that protects the student's privacy and is consistent with the student's Gender Support Plan.

Allow additional time to use facilities, if necessary. If a student desires to use an alternative facility, but such use would cause a student to be late to class, the student may be allotted additional time to use the facilities without the penalty of tardiness.

Provide options for all students. If any student desires more privacy when using a facility, BBCHS will provide the student with a reasonable alternative upon request.

## **G. Dress Codes**

BBCHS will allow students to wear clothing that is consistent with their gender identity at school, including at school-sponsored functions such as dances, after school activities, and graduation. BBCHS's rules regarding clothing will be enforced consistently, regardless of the student's gender identity or expression. BBCHS will review its dress code to uphold gender-neutral principles, including but not limited to:

- Describing what BBCHS considers appropriate clothing without assigning clothing options to particular genders;
- Allowing students to wear clothing or makeup that is appropriate under the dress code, even if it does not conform to gender-based stereotypes;
- Allowing students to wear gender-affirming clothing to school events and activities;
- Providing the opportunity for athletic uniform modifications appropriate for the sport.

## **H. Sports, Clubs, Events**

BBCHS will maximize every student's ability to participate in any desired school activity and/or athletic

team consistent with their gender identity.

For students participating in interscholastic athletics, BBCHS will support, guide and assist students with paperwork that is required by IHSA for participation in athletics teams of the gender with which the student identifies. To do so, the school's designated staff/athletic director will collect the following:

- 1) Gender identity used for school registration purposes
- 2) Medical documentation (hormone treatment, surgery, counseling, medical personnel, etc.)
- 3) Gender identity related advantages for approved participation

The school administration will contact IHSA office, in writing, regarding the following:

- 1) The student's gender identity
- 2) The selected athletics/activities the student would like to participate in, if selected through the team's try out process

Once the student is approved, participation is granted for the duration of the student's high school career.

Training will be provided to coaches/sponsors and volunteers on all-inclusive language and adjusting the mindset to follow along with language shift (as heard in inspirational speeches, motivational phrases, locker room pep talks, team chants).

BBCHS sports/activities staff will communicate with other hosting districts or venues regarding student access to facilities consistent with a student's gender identity.

## **I. Overnight School Trips**

Overnight school trips with classmates and school staff can present unique barriers to full access to educational programs if schools are not vigilant in attending to the needs of transgender, non-binary and gender non-conforming students. All students will be permitted to participate in school trips in a manner that corresponds with their gender identity or in a manner that allows the student to feel safe, included, and comfortable.

During school trips, BBCHS will:

Ask the student in advance of the trip. In planning for overnight trips, BBCHS will ask the student what type of arrangements will make the student feel safe, supported, and included. When planning school trips, BBCHS staff will assess a student's need in collaboration with the student and/or the student's parent/guardian and will make reasonable efforts to provide an accommodation acceptable to the student. Accommodations will be discussed in advance of the trip on a case-by-case basis and will be documented in the student's Gender Support Plan.

Maintain privacy. Confidentiality requirements continue to apply during school trips. A trip is not a basis to disclose or require disclosure of a student's transgender, nonbinary, or gender nonconforming identity.

School policies for facility use should carryover to overnight trips and should allow for privacy. Depending on the student's preference, BBCHS may inquire as to whether there are any single stall or other private facilities available if facilities are communal while on the trip and the student has requested additional

privacy.

Do not send notifications or permission slips. BBCHS will not send notifications or permission slips to other parents and/or students regarding a student's transgender, nonbinary, or gender nonconforming identity.

## **J. Curriculum and Teaching**

Adopting a gender- and LGBTQ+-inclusive curriculum is essential to fostering a safe and supportive learning environment. An inclusive curriculum benefits all students by promoting diversity, acceptance, and respect. BBCHS will promote inclusive curriculum and instruction across subject areas and will adopt instructional materials that accurately portray the political, economic, and social contributions of lesbian, gay, bisexual, and transgender (LGBT) individuals, as required by State law. In addition, BBCHS will work to:

Regularly review curriculum to ensure inclusivity. Using a gender-affirming approach in the classroom requires examination of the existing curriculum and teaching to identify where gendered practices show up and where there is room to be more gender inclusive. BBCHS will encourage the incorporation of inclusive curriculum into lessons such as scenarios, word problems, and classroom examples.

Eliminate the use of gendered language. BBCHS staff will receive training on how to use non-gendered classroom practices. This can make a notable difference to transgender, nonbinary, and gender nonconforming students who may feel alienated by the gender binary.

Set affirming and inclusive expectations at the beginning of a class and throughout the year. Educators will be encouraged to take time to create class agreements/rules and discuss what each guideline means, identifying what will happen if/when a boundary is transgressed, and asking all students to come to a consensus and agree to the guidelines. This sets the tone of a culture of mutual respect and collective responsibility for upholding the norms.

Demonstrate the school's commitment to inclusivity in communal spaces. BBCHS will work to update the school's common areas to show images of diverse family structures and people of different races, gender expressions, ethnicities, and abilities.

Never teach "appropriate" gender behavior. Classes and behavior lessons should never teach or promote gender-specific rules or behavior. When staff do need to comment and model appropriate classroom behavior, they should use gender-neutral phrases.

Have a robust health education program. The school's health and sex education curriculum, if offered, shall be inclusive of diverse gender identities, gender expressions, and sexual orientations. Healthy romantic relationships will be taught regardless of the gender identity or sexual orientation of students.

## **K. Training**

BBCHS staff will be informed of the existence of this Guidance. BBCHS will provide training on this Guidance, gender-affirming approaches to education, and on how to support and address the unique needs of transgender, non-binary, and gender non-conforming students on an annual basis. BBCHS training may include, but is not limited to:

- Potential biases;



- Health topics related to students who are transgender, nonbinary, or gender non-conforming;
- Responding to the use of derogatory terms or phrases;
- Managing conversations about gender diversity;
- Student rights; and/or
- Inclusive curriculum.

BBCHS may also consult with organizations focused on supporting transgender, nonbinary, and gender nonconforming students, when available.

## **L. Parent/Guardian Involvement**

BBCHS's policy is to maintain a safe and supportive learning and educational environment free from harassment, intimidation, violence, and/or bullying, and free from discrimination on account of actual or perceived gender, gender identity, or gender expression. BBCHS will be vigilant for any mistreatment, bullying, or harassment based on gender identity or expression for all students, including transgender, nonbinary, and gender nonconforming students and will respond promptly to any such allegations. BBCHS is responsible for the care and safety of students while they are at school. In many instances, schools are not required to seek parental consent to support transgender, nonbinary, and gender nonconforming students, especially when the safety of the student is a concern. For example, just as a school would not typically seek parent/guardian permission to use a child's nickname at school, affirmative permission from a parent/guardian is not necessary to use a student's affirmed name.

To facilitate parent/guardian involvement, BBCHS will: Engage parents and guardians as appropriate.

In an effort to provide wrap-around support services to transgender, nonbinary, and gender nonconforming students, BBCHS will involve parent(s)/guardian(s) as appropriate/available and provide a clear awareness of resource options.

Keep resources updated on an easily accessible website. BBCHS will make its policies and procedures publicly available on its website and include appropriate references in the student handbook. BBCHS's website will provide students and parent(s)/guardian(s) with information about making a request to meet with a Gender Support Coordinator and/or social worker(s) regarding supports. BBCHS's website may provide information about gender transition and related resources.

Provide resources and referrals. BBCHS may develop and provide easily accessible information that includes local resources for affirming medical, psychological, and legal services for transgender, nonbinary, and gender nonconforming students.

Encourage auxiliary groups to adopt inclusive policies and language. BBCHS will encourage any auxiliary groups, including but not limited to parent-teacher associations, booster clubs, and club sports organizations, to have inclusive policies and language in their organizing documents.

Adjust school language to be inclusive towards diverse families. BBCHS will review forms and documents to be inclusive of different family structures.

## **M. Support for District Staff**

BBCHS will also address the needs and rights of transgender, nonbinary, and gender nonconforming staff members. BBCHS will:

Support and affirm district staff. BBCHS will affirm the gender identity of all employees and support

their right to transition. Additionally, BBCHS will provide an affirming environment for all parents, guardians, family members, and visitors in the building.

Coordinate with transitioning employees. Employees who transition on the job should expect a workplace that is supportive and affirming. BBCHS administration, including supervisors, will work with each transitioning employee individually, upon request, to evaluate any appropriate and available accommodations or support while at work.

**– Confidential –  
Gender Support Plan**

The purpose of this document is to create shared understandings of how the student's authentic gender will be accounted for and supported at school. School staff, caregivers (if appropriate) and the student should work together to develop the document. Ideally, each will spend time completing the sections and then come together to review them and confirm shared agreements. Use the action planning section at the end of the document to track items requiring any follow-up. Please note that there is a separate document to plan for a student formally communicating a change in their gender status at school.

School/District _____		Today's Date _____	
Name Student Uses: _____		Pronouns Student Uses: _____	
Name on Birth Certificate: _____		Sex Assigned at Birth _____	
Date of Birth _____	Student's Grade Level _____		
Sibling(s)/Grade(s) _____ / _____ / _____			
Parent(s), Guardian(s), or Caregiver(s) /relation to student			
_____ / _____		_____ / _____	
_____ / _____		_____ / _____	
Meeting participants: _____			

**PARENT/GUARDIAN INVOLVEMENT**

Guardian(s) aware of student's gender status? Yes/No Support Level: (none) 0 1 2 3 4 5 6 7 8 9 10 (High)  
If support level is low what considerations must be accounted for in implementing this plan? \_\_\_\_\_

**PRIVACY: CONFIDENTIALITY AND DISCLOSURE**

How public or private will information about this student's gender be (check all that apply)?

- ☐ District staff will be aware (Superintendent, Student Support Services, District Psychologist, etc.)  
Specify the adult staff members: \_\_\_\_\_
- ☐ Site level leadership/administration will know (Principal, head of school, counselor, etc.)  
Specify the adult staff members: \_\_\_\_\_
- ☐ Teachers and/or other school staff will know  
Specify the adult staff members: \_\_\_\_\_
- ☐ Student will not be openly "out," but some students are aware of the student's gender  
Specify the students: \_\_\_\_\_
- ☐ Student is open with others (adults and peers) about gender
- ☐ Other – describe: \_\_\_\_\_

If the student has asserted a degree of privacy, what steps will be taken if that privacy is compromised, or is believed to have been compromised? \_\_\_\_\_

How will a teacher/staff member respond to any questions about the student's gender from:

Other students? \_\_\_\_\_

\_\_\_\_\_

Staff members? \_\_\_\_\_

\_\_\_\_\_

Parents/community? \_\_\_\_\_

\_\_\_\_\_

#### **STUDENT SAFETY**

Who will be the student's "go to adults" on campus? \_\_\_\_\_

If these people aren't available, what should student do? \_\_\_\_\_

What, if any, will be the process for periodically checking in with the student and/or family? \_\_\_\_\_

\_\_\_\_\_

What are expectations in the event the student is feeling unsafe and how will student signal their need for help:

During class \_\_\_\_\_

On the yard \_\_\_\_\_

In the halls \_\_\_\_\_

Other \_\_\_\_\_

What should the student's parents do if they are concerned about how others are treating their child at school?

\_\_\_\_\_

Other safety concerns/questions: \_\_\_\_\_

\_\_\_\_\_

#### **PRIVACY: NAMES, PRONOUNS AND STUDENT RECORDS**

Name to be used when referring to the student \_\_\_\_\_ Pronouns \_\_\_\_\_

Name/gender marker as listed on the student's identity documents \_\_\_\_\_

Name/gender marker entered into the Student Information System \_\_\_\_\_

If needed, is there a process/form for changing the student's name/gender marker in the SIS? \_\_\_\_\_

How is it accessed/used? \_\_\_\_\_

\_\_\_\_\_

Name/gender marker entered into the student's Health Record \_\_\_\_\_

If needed, is there a process/form for changing the student's name/gender marker in the Health Record? \_\_\_\_\_

If not, how will confidentiality be kept? \_\_\_\_\_

\_\_\_\_\_

Who will be the point person at school for ensuring these adjustments to the student's records are made and communicated as needed?

\_\_\_\_\_

If the student's name cannot be modified in the above systems, how will the student's privacy be accounted for and maintained in the following situations or contexts:

Reporting data to the state/other entities \_\_\_\_\_

During registration \_\_\_\_\_

Completing enrollment \_\_\_\_\_

Student cumulative file \_\_\_\_\_

IEPs/Other Services \_\_\_\_\_

Seating charts/Taking attendance \_\_\_\_\_

With substitute teachers \_\_\_\_\_

Teacher grade book(s) \_\_\_\_\_

Standardized tests \_\_\_\_\_

School photos \_\_\_\_\_

Student ID/library cards \_\_\_\_\_

Lunch lines/Free Lunch Card \_\_\_\_\_

Yearbook \_\_\_\_\_

Assignment of IT accounts/email address \_\_\_\_\_

Distribution of texts or other school supplies \_\_\_\_\_

After-school programs \_\_\_\_\_

Official school-home communication \_\_\_\_\_

Unofficial school-home communication (PTA/other) \_\_\_\_\_

Outside district personnel or providers \_\_\_\_\_

Summons to office \_\_\_\_\_

PA announcements \_\_\_\_\_

Posted lists \_\_\_\_\_

How will instances be handled in which the incorrect name or pronoun are used by staff members? \_\_\_\_\_

By students? \_\_\_\_\_

If the student's guardians are not aware and/or supportive of the student's gender status, how will school-home communications be handled, including when individual staff members need to contact guardians?

What are some other ways the school needs to anticipate the student's privacy being compromised? How will these be handled?

#### USE OF FACILITIES

Student will use the following bathroom(s) on campus \_\_\_\_\_

Student will change clothes in the following place(s) \_\_\_\_\_

If student/parent have questions/concerns about facilities, who should they contact? \_\_\_\_\_

What are the expectations regarding the use of facilities for any class trips? \_\_\_\_\_

What are the expectations regarding rooming for any overnight trips? \_\_\_\_\_

Are there any questions or concerns about the student's access to facilities? \_\_\_\_\_

#### **EXTRA CURRICULAR ACTIVITIES**

In what extra-curricular programs or activities will the student be participating (sports, theater, clubs, etc.)? \_\_\_\_\_

What steps will be necessary for supporting the student in these spaces? \_\_\_\_\_

Does the student participate in an after-school program? \_\_\_\_\_

What steps will be necessary for supporting the student in these spaces? \_\_\_\_\_

Are there any other questions or concerns about extra-curricular activities? \_\_\_\_\_

#### **OTHER CONSIDERATIONS**

Does the student have any sibling(s) at school? \_\_\_\_\_ Factors to be considered regarding sibling's needs? \_\_\_\_\_

Does the school have a dress code? \_\_\_\_\_ How will this be handled? \_\_\_\_\_

Are there lessons, content, traditions or other activities coming up this year to consider (growth and development, swim unit, social justice units, name projects, dance instruction, Pride events, school dances, etc.)? \_\_\_\_\_

Are there any specific social dynamics with other students, families or staff members that need to be discussed or accounted for? \_\_\_\_\_

Does the student use school- or district-provided transportation services? If so, how will the student's gender be accounted for? \_\_\_\_\_

If required to be searched by school security staff, what needs to be considered regarding the sex/gender of the staff conducting the search? \_\_\_\_\_

\_\_\_\_\_

What training(s) will the school engage in to build capacity for working with gender-expansive students? How will the school work to create more gender inclusive conditions for all students? \_\_\_\_\_

\_\_\_\_\_

Are there any other questions, concerns or issues to discuss? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

#### **NEXT STEPS: SUPPORT PLAN REVIEW AND REVISION**

What are specific follow-ups or action items emerging from this meeting and who is responsible for them?

Action Item	Who?	When?

How will this plan be monitored over time? \_\_\_\_\_

\_\_\_\_\_

What will be the process should the student, family, or school wish to revisit any aspects of the plan (or seek additions to the plan)? \_\_\_\_\_

\_\_\_\_\_

Date/Time of next meeting or check-in \_\_\_\_\_ Location \_\_\_\_\_

