District Protocol
In Support of
Transgender and Gender Nonconforming Students

May, 2019
District 46 Diversity Policy

Policy Effective Date: 10/5/16

Diversity shall be defined as a fluid concept that includes gender, race, religion, ethnicity, socioeconomic background, linguistic differences, exceptional abilities, sexual orientation, gender identity and expression, variations of talents and abilities and special needs.

• The District promotes an educational setting that is culturally and linguistically responsive along with the use of authentic multicultural literature and resources that reflect today’s diverse society and workforce.

• The District will communicate the benefits of diversity in education to all CCSD 46 staff, students, and families through its programs and activities.

• The District seeks to recruit and retain employees who reflect a culturally rich and diverse perspective. Staff shall receive training with the objectives of increasing knowledge, skills and sensitivity in the area of diversity.

CROSS REF.: 2:150 (Committees), 2:250 (Access to District Public Records), 3:40 (Superintendent)

ADOPTED: 10/5/16
COMMUNITY CONSOLIDATED SCHOOL DISTRICT 46

This document contains our procedures on Transgender and Gender Nonconforming Students, which outlines best practices to ensure that all students are safe, included, and respected in school, regardless of their gender identity or expression. The model presents objectives, key points, and alternatives to consider. It is meant to be adaptable to the specific needs of our school district, while keeping the original intent intact.

Our purpose is:

1) To foster an educational environment that is safe, welcoming, and free from stigma and discrimination for all students, regardless of gender identity or expression,

2) To facilitate compliance with local, state and federal laws concerning bullying, harassment, privacy, and discrimination,

3) To ensure that all students have the opportunity to express themselves and live authentically.
Mission Statement
“Community Consolidated School District 46 will provide an educational environment that maximizes the potential of ALL students to be prepared for life’s opportunities, while developing a lasting appreciation for learning.”

Vision
The vision of our school district is to provide an exemplary education that promotes continual success in CCSD 46, high school and beyond.

To that end, our students will acquire:
• A strong academic foundation through a rigorous curriculum
• A strong knowledge base that supports problem solving and enables students to think in more abstract ways
• The ability to listen, speak, and write effectively in a variety of settings
**KEY TERMS**

These alphabetized terms are used by Lurie Children's staff to provide a shared language and context for the concepts of LGBTQ+ and Gender Inclusive Trainings. Identity is individual and these definitions may vary/may be used differently by each person.

**AFFIRMING**: Acknowledging and supporting the identity of an individual.

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

**CISGENDER/CIS**: A term used to describe people whose gender identity corresponds with their assigned sex at birth.

**GENDER EXPRESSION**: An individual’s characteristics and behaviors such as appearance, dress, mannerisms, speech patterns, and social interactions that are perceived as masculine, feminine, both, or neither.

**GENDER IDENTITY**: A person’s internal, deeply-felt sense of being male, female, something in between, or something else. Gender identity is not determined by body parts or sex assigned at birth.

**GENDER EXPANSIVE (NONCONFORMING/Creative)**: Gender expressions that fall outside of societal expectations for one’s sex assigned at birth.

**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 definitions 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. Repeated or intentional misgendering is a form or bullying.

**NON-BINARY GENDER**: A term that reflects gender identities that don’t fit within the binary of male and female. Individuals may identify as both genders, neither, or some mixture thereof. Some terms under this umbrella: genderqueer, gender fluid, agender, bigender, etc. Some non-binary folks may use they/them/their or other neutral pronouns.

**OUTING**: When someone discloses information about another person’s sexual orientation or gender identity without that person’s knowledge and/or consent.
**PRONOUNS:** A word used to refer to someone without using their name. Common pronouns include, but are not limited to: they/them, she/her.

**QUEER:** A term that has been embraced and reclaimed by many in the LGBTQ community as a symbol of pride, representing individuals who identify outside of the typical expectations for gender and/or sexuality.

**SEX ASSIGNED AT BIRTH:** Typically, the assignment of “male” or “female” at birth by a medical professional based on visible body parts. This binary assignment does not reflect the natural diversity of bodies or experiences.

**SEXUAL ORIENTATION:** The gender or genders to which one is romantically, emotionally, physically, and/or sexually attracted. Sexual orientation is distinct from, and unrelated to, gender identity.

**TRANSGENDER/TRANS:** Individuals with an affirmed 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. Applies to identity, not body parts.

Sources include Welcoming Schools, TYFA, Illinois Safe Schools Alliance, HRC, GLAAD, Ann & Robert H. Lurie Children’s Hospital of Chicago

**CONFIDENTIALITY**

All students have a right to privacy. To ensure the safety and well-being of transgender and gender nonconforming students, District staff shall not disclose a student’s transgender identity. When contacting the parent(s)/guardian(s) of a student who is transgender or gender nonconforming, District staff should use the student’s name and pronoun assigned at birth unless otherwise requested by the student or their parent(s)/guardian(s). District staff shall not disclose a student’s transgender identity, birth name, or sex assigned at birth to anyone, including other students or parent(s)/guardian(s) of other students, unless legally required to do so or if such a disclosure has been authorized by the student or their parent(s)/guardian(s). If such a disclosure is necessary, it shall be documented in writing and discussed with the student in advance.

A student’s disclosure of their transgender identity to District staff and/or other students does not authorize District staff to disclose the student’s transgender identity to others. However, all students under 18 years old should be aware that their parent(s)/guardian(s) have the right to review their student records.
**Names, Pronouns, and School Records**
Students shall have the right to be addressed by a name and pronoun corresponding to their gender identity. At the request of parent(s)/guardian(s) or a middle school student, the Gender Support Plan shall include a method for the requested name to be included in the District’s electronic database in order to inform teachers (including substitute teachers) of the name to use when addressing the student. The Gender Support Plan shall also include a method for a student to change their name in student technology logins, email systems, student identification cards, non-legal documents such as diplomas and awards, and at events such as graduation. Students are not required to obtain a court ordered name change and/or submit medical or psychological documentation as a prerequisite to being addressed by the name and pronoun that corresponds to their gender identity or to having their preferred name and/or gender identity included in the student database. An intentional and persistent refusal by school staff to respect a student’s gender identity is a violation of District Policies 7:10 and 7:20.

School personnel should not disclose information that may reveal a student’s transgender identity except as allowed under the Family Education Rights Privacy Act (FERPA). Under FERPA, generally only those school employees “determined to have legitimate educational interest” may have access to a student’s records or the information contained within those records.

i. The school should make every effort to maintain confidentiality with the records maintained by the school (birth certificates, etc.) in identifying biological sex. Where possible, this includes limiting access for staff to only those with a need to know the student’s biological sex (e.g., school nurse).

In some circumstances, our transgender students do not want their parents to know about their transgender status or that they are expressing their affirmed gender at school. We must balance our goal of supporting the student with the requirement that we keep parents informed of key information about their student. In these circumstances, building administrators should work with the Superintendent and/or Assistant Superintendent and the General Counsel’s office as the administrator is taking part in discussions with the student to recognize the concerns and acknowledge to the student what can and cannot be maintained regarding such confidentiality.

**Curriculum & Pedagogy**
All teachers, administrators, staff, and support staff shall use a gender-affirming approach. A gender-affirming approach is a framework used to create an environment in which transgender and gender non-conforming youth are able to live as the gendered person they identify themselves to be, and achieve healthy development and social, emotional, and academic success. This approach includes affirming students’ gender identities and being flexible during gender transition processes. School libraries should include accurate information on gender diversity as well as gender-affirming children’s books, young adult fiction, non-fiction, and multimedia. School staff shall create inclusive lessons so that all students see themselves reflected in the curriculum. Where appropriate, school staff are encouraged to develop age-appropriate lessons for students about gender diversity and acceptance whether or not they are aware of transgender or gender nonconforming students in their classes. However, it is essential that an individual student’s gender transition or personal gender history never be the subject of a class lesson unless specifically directed in writing, such as in the student’s Gender Support Plan.
Specifically, health and sex education shall be inclusive of diverse gender identities, gender expressions, and sexual orientations, and these identities will be reflected throughout the curriculum.

As a general matter, school administrators should evaluate all practices that divide students on the basis of gender and maintain only those that have a clear and sound pedagogical purpose. Gendered practices can have the effect of marginalizing, stigmatizing, and excluding students, whether they are gender nonconforming or not. Teachers should not restrict students’ exploration of any available toys or books. Whenever students are separated by gender in school activities or are subject to an otherwise lawful gender-specific practice, students must be permitted to participate in such activities consistent with their gender identity and a clear strategy to support the student should be documented in advance of the activity in the student’s Gender Support Plan.

All staff shall be trained annually through required district training on gender-affirming approaches to education.

Access to Gender-Segregated Activities and Facilities
With respect to all restrooms, locker rooms, or changing facilities, students shall be allowed use of facilities that correspond to their gender identity, in the same manner that cisgender students are provided with such access. No student shall be required to use an all-gender or secure-access restroom, a nurse’s restroom, and/or an all-gender locker room because they are transgender, gender non-conforming, or questioning their gender.

Access to restrooms and locker rooms for nonbinary students and students questioning their gender will be determined on a case-by-case basis while providing students with the options that allow for them to feel safest and most included.

Any student who is uncomfortable using a shared gender-segregated facility, regardless of the reason, shall, upon the student’s request, be provided with a safe and non-stigmatizing alternative. This may include, for example, addition of a privacy partition or curtain, provision to use a nearby private restroom or office, or a separate changing schedule. However, such alternatives shall only be provided to a student upon that student’s request. Under no circumstances may students be required to use gender-segregated facilities that are inconsistent with their gender identity.

Schools shall designate any existing facilities that are designed to be used by only one person at a time as accessible to all students regardless of gender. However, under no circumstances shall a student be required to use a single-user facility because they are transgender or gender nonconforming. Schools are encouraged to incorporate single-user facilities and greater privacy into new construction or renovation, and to assess ways to increase privacy for all students in gender support plan.

Physical Education Classes and Intramural and Interscholastic Athletics
All students shall be permitted to participate in gender-segregated, recreational, physical education class activities, sexual health education, clubs, school events, and non-competitive sports in accordance with the gender identity. As a member of the
Illinois Elementary Association (IESA), the District will follow the [IESA Policy and School Recommendations for Transgender Participation](#) for all IESA sports.

**Other Gender-Based Activities, Rules, Policies and Practices**
As a general matter, District staff are discouraged from separating students by gender and shall evaluate all practices that divide students on the basis of gender. Whenever students are separated by gender in school activities or are subject to otherwise lawful gender-specific practices, students shall be permitted to participate in such activities in accordance with their gender identity and/or in ways that make them feel safest and most included.

**Dress Code**
A student whose gender expression is different from expectations based on the student’s sex assigned at birth shall not be considered disruptive of the educational process or in interference with the maintenance of a positive teaching/learning climate. All students shall be permitted to wear gender-affirming clothing to school, including at school events such as dances and graduation.

The district may not adopt dress codes that restrict students’ clothing or appearance on the basis of gender, including at school events such as dances and graduation.

**Student Transitions**
The school shall accept the gender identity that each student asserts. A student is not required to obtain legal and/or medical or psychological documentation as a prerequisite to having their gender identity recognized and respected. The assertion may be evidenced by an expressed desire to be consistently recognized as the sex consistent with their gender identity. Students ready to socially transition at school may initiate a process to change their name, pronoun, attire, and access to gender-related programs, activities, and facilities consistent with their gender identity. Each student has a unique process for transitioning. The school shall customize support to optimize each student’s equal access to the District’s educational programs and activities.

**Discrimination & Harassment**
It is the goal of the District 46 Procedures on Transgender and Gender Nonconforming Students is to create a learning environment in all its school communities where students are protected from bullying, discrimination, and harassment. Therefore, it is the responsibility of each employee to ensure that students who are transgender and gender nonconforming have a safe and welcoming school environment. This includes ensuring that any incident of discrimination, harassment, or violence is given immediate attention, including investigating the incident, taking appropriate corrective action, and providing students and staff with pertinent resources. Complaints alleging discrimination or harassment based on a person’s actual or perceived transgender status or gender nonconformity are a violation of this Administrative Procedure and shall be reported in the manner consistent with Board Policies 7:20 and 7:180.
References:
Berwyn South School District 100. Administrative Procedure for Student Gender Support. (August 26, 2015)
Chicago Public School. Supporting Gender Diversity Toolkit
Corvallis School District Transgender & Gender Nonconforming Students Board Policy (December 13, 2018)
Illinois Elementary School Association (IESA). Policy & School Recommendation for Transgender Participation (July 1, 2018)
GLSEN. Model School District Policy on Transgender and Gender Nonconforming Students. (September 2018).
Ann & Robert H. Lurie Children’s Hospital of Chicago Gender and Sex Development Program. Key Terms.
Oak Park River Forest High School. Accommodating Transgender Students and Gender Nonconforming Students
Portland Public School Administrative Directive 4.30.061-AD Transgender and Gender Non-Conforming Students (January 3, 2018)
The purpose of this document is to create shared understandings about the ways in which the student’s authentic gender will be accounted for and supported at school. School staff, caregivers and the student should work together to complete this document. Ideally, each will spend time completing the various sections to the best of their ability and then come together to review sections and confirm shared agreement about using the plan. Please note that there is a separate document to plan for a student formally communicating information about a change in their gender status at school.

---

**School/District** ___________________________ **Today’s Date** ______________

**Name Student Uses:**_________________________ **Name on Birth Certificate** ____________________

**Student’s Gender Identity**_________________ **Assigned Sex at Birth**_________________________

**Student Grade Level**________________________

**Date of Birth** ________________________________ **Siblings(s)/Grade(s)**________________________

**Parent(s), Guardian(s), or Caregiver(s)/relation to student**

__________________________________________________________________________

__________________________________________________________________________

Meeting participants:__________________________________________________________

---

**PARENT/GUARDIAN INVOLVEMENT**

Are guardian(s) of this student aware and supportive of their child’s gender status?  __Yes __No

If not, what considerations must be accounted for in implementing this plan?____________________________

__________________________________________________________________________

__________________________________________________________________________

---

**CONFIDENTIALITY, PRIVACY 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 adult staff members:

___ Student is open with others (adults and peers) about gender
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 adult” on campus?

If this person is not 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 playground?
- In the halls?
- Other?
- Other safety concerns/questions:

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

**NAMES, PRONOUNS AND STUDENT RECORDS**

What name and gender marker are listed on the student’s identity documents?

Name/gender marker entered into the Student Information System

Name to be used when referring to the student

Pronouns

Can the student’s name/gender marker be reflected in the SIS? If so, how? If not, why not?
If not, what adjustments can be made to protect this student’s privacy (see below)?

____________________________________________________________________
____________________________________________________________________

Who will be the point person at school for ensuring these adjustments are made and communicated as needed?

____________________________________________________________________

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

____________________________________________________________________

By students?

____________________________________________________________________

If unable to change the student’s profile in the student information system, how will the student’s privacy be accounted for and maintained in the following situations or contexts:

During registration
Completing enrollment
With substitute teachers
Standardized tests
School photos
IEPs/Other Services
Student cumulative file
After-school programs
Lunch lines
Taking attendance
Teacher grade book(s)
Official school-home communication
Unofficial school-home communication (PTA/other)
Outside district personnel or providers
Summons to office
Yearbook
Student ID/library cards
Posted lists
Distribution of texts or other school supplies
Assignment of IT accounts/email address
PA announcements

If the student’s guardians are not aware and/or supportive of the student’s gender status, how will school-home communications be handled?

____________________________________________________________________
____________________________________________________________________

12
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 bathrooms(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 there?_______________________________

____________________________________________________________________________

Does the student participate in an after-school program?_______________________________

What steps will be necessary for supporting the student there?_______________________________

____________________________________________________________________________

Questions/Notes:____________________________________________________________________

____________________________________________________________________________

____________________________________________________________________________
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, units, content 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? ______________________________________________________________________
____________________________________________________________________________

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? ______________________________________________________________________
____________________________________________________________________________

Does the student use school-or district-provided transportation services? If so, how will the student’s gender be accounted for? ______________________________________________________________________
____________________________________________________________________________

Are there any other questions, concerns or issues to discuss? ______________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

SUPPORT PLAN REVIEW AND REVISION

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

<table>
<thead>
<tr>
<th>Action Item</th>
<th>Who?</th>
<th>When?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Date/Time of next meeting or check-in__________________ Location__________________