

G-24: Confidential Student Gender Support Plan



TRANSITION PLANNING STEPS

1. The transitioning student or a parent/guardian informs the principal or another district employee of the student's intent to transition.
2. The district employee notifies the student's principal if they have not been notified.
3. The principal contacts and meets with the transitioning student.
4. The principal should include the student's parent/guardian throughout the entire process if such participation is appropriate, taking into consideration the student's age, maturity level, wishes, and the extent to which the parent/guardian may or may not be supportive of the student.
5. The principal answers questions about dress code, requests for accommodations, etc.
6. The principal provides the transitioning student with a copy of Board Policy G-24: Gender Inclusion and its accompanying administrative procedures; Board Policy G-19: Discrimination, Harassment, Sexual Harassment, and Retaliation Prohibited, and its accompanying administrative procedures; and Board Policy G-20: Bullying, Cyber-bullying, Hazing, and Abusive Conduct Prohibited, and its accompanying administrative procedures, and discusses the option of creating a Confidential Student Gender Support Plan ("Plan").
7. If the creation of a Plan is desired, the following form will be completed by the principal using information provided by the transitioning student.
8. If the transitioning student has questions about the student's non-discrimination rights, the principal will contact the district's compliance officer to set up a meeting.

WHEN CREATING A PLAN, THE PRINCIPAL WILL DISCUSS THE TOPICS IN EACH OF THE SECTIONS BELOW WITH THE STUDENT. IT IS IMPERATIVE THAT THE PRINCIPAL CLEARLY EXPLAIN THAT THIS FORM IS MEANT TO SUPPORT THE STUDENT IN THE SITUATIONS OUTLINED BELOW, BUT IT IS IMPOSSIBLE FOR THE PRINCIPAL TO INCLUDE ABSOLUTELY EVERY EVENTUALITY AND THAT COMPLETE CONFIDENTIALITY/PRIVACY CANNOT BE GUARANTEED.

STUDENT INFORMATION

School: _____ Meeting Date: _____

Student's Preferred Name: _____ Student's Preferred Pronouns: _____

Name on Birth Certificate: _____ Sex Assigned at Birth: _____

Date of Birth: _____ Student's Grade Level/Student ID: _____ / _____

Parent(s)/Guardian(s)/Relation to Student:

_____/_____/_____ / _____/_____ / _____

_____/_____/_____ / _____/_____ / _____

Meeting Participants: _____

PARENT/GUARDIAN INVOLVEMENT

Is the student's parent/guardian aware of student's gender identity? **Yes/No**

What is the level of parental support: **(none) 0 1 2 3 4 5 6 7 8 9 10 (high)**

If the level of parental support is low, the student will be informed of the considerations that must be accounted for in implementing this Plan (i.e., school notifications, communications with parents, discussion of resources). If the student's parent(s)/guardian(s) are not aware and/or supportive of the student's gender identity, the principal will discuss with the student how the student would like to be identified in school-home communications and will determine who may need information regarding these communications (i.e., assistant principals, teachers, counselors, coaches, etc.).

PRIVACY: CONFIDENTIALITY AND DISCLOSURE

In order to protect the student's privacy to the greatest extent possible, certain individuals at the school site MUST be aware of the student's status (for example, the principal, assistant principal(s), testing coordinator, counselor, registrar/school secretary, athletic director, etc.). This list will be developed with grade level in mind (e.g., elementary will differ from secondary).

The principal will inform the student that the following individuals at the school site MUST be informed of the student's transition (include names, titles, roles/reasons): _____

The principal provided appropriate information to the individuals on the MUST know list on: _____ (Date)

The principal will inform the student/parent that in addition to the need-to-know list above, certain individuals at the district level will be made aware, as necessary. These individuals may include the Chief Information Officer or designee; the director of student services; the compliance officer/Title IX coordinator; and any other district administrator with a legitimate need to know.

The principal informed the appropriate district level individuals on: _____ (Date)

The principal will discuss with the student how public the student desires their transition to be and will list other school employees to whom the student has requested the principal disclose the student's status (this might include teachers, community education leaders, and/or other school staff, PTA, community groups, etc.):

The principal has notified the individuals listed above. _____ (Date)

Nothing in this Plan will prevent the student from determining who should be informed of the student's transition and disclosing the transition to those individuals.

The principal will discuss steps that the student should take if they feel that the student's private information has become public or has been inappropriately shared. The principal will provide their contact information and the contact information for an alternate individual in case the student is unable to reach the principal. That individual will be _____ (Name) at _____ (Phone) or _____ (Email).

During this discussion, the student has indicated that _____ (Parent/Guardian/Other) should be contacted by the principal if the student reports a breach of privacy or other concerns to the principal or another school employee.

STUDENT SAFETY PLAN

The principal will ask the student if the student feels safe in the school environment. If the student does not feel safe or there have been harassment and/or bullying issues, a safety plan may be developed.

The principal will inform the student of steps to take if they believe discrimination/harassment/bullying has occurred due to the student's sexual orientation and/or gender identity (G-19 & G-20). The principal will notify the district's Title IX Coordinator if the student reports such incidents in order to determine next steps.

Has a safety plan been requested? **Yes/No**

If yes, a copy of the safety plan has been attached to this form and provided to the student by the principal on _____ (Date).

PRIVACY: NAMES, PRONOUNS AND STUDENT RECORDS

The principal will explain the difference between requesting a preferred name/gender change and requesting a legal name/gender change in PowerSchool. The principal will provide examples of which documents may include the student's preferred name/gender and which must use the student's legal (birth certificate) name. The list of documents which may include a preferred name will vary by class, school, and grade level. *(The following documents/reporting/situations should be included in this discussion, but this list is not all inclusive: reporting to USBE or other entities; school registration; enrollment information; cumulative file; IEPs/other services; seating charts; attendance rolls; substitute instructions; teacher grade book; standardized tests; school photos; student ID/library cards; testing tickets; lunch ID; yearbook; assignment of IT accounts/email addresses; distribution of textbooks or school supplies; after-school programs; official school-home*

communication; unofficial school-home communication; outside district personnel/providers; office summons; PA announcements; posted lists; team lists, etc.)

Preferred:

The student or parent/guardian requested that a **preferred name and/or gender** be entered into PowerSchool and/or used on school documents. **Yes/No**

If yes, the student's preferred name and/or pronouns were entered into PowerSchool on: _____ (Date)
By: _____

Legal:

The student/parent indicated that they will request a **legal name and/or gender** change through the courts. The projected date for this request is: _____ (Date)

OR

The student/parent indicated that the student has already been granted a **legal name and/or gender** change.

The parent provided legal documentation (including a new birth certificate) related to the change of name and/or gender on the student's birth certificate to the principal on _____ (Date).

The student's **legal name and/or gender** was changed in PowerSchool on: _____ (Date) By: _____

The principal or designee notified Chief Information Officer or the Student Information Business Analyst that the student's **legal name and/or gender** were updated in PowerSchool on _____ (Date).

Update Information:

The principal will also explain that some internal groups or outside vendors may have been provided lists containing the student's birth certificate name/gender prior to the date that the student's preferred or legal name/gender change was entered into the system. In such cases, the principal will determine whether further action is necessary to ensure that the student's name/gender is updated and will either send updated lists or contact the individuals to correct the list.

The administrator attempted to update all known lists on: _____ (Date)

USE OF FACILITIES

The principal will inform the student that the student will not be required to use a locker room or restroom that conflicts with the student's gender identity and will discuss the accommodation options available in order to maintain the student's privacy. The principal will also inform the student that they should contact the principal if privacy concerns or issues arise.

The student indicated that they will use the following bathroom(s) on campus: _____

The student indicated that they will use the following locker room(s) on campus: _____

The student has requested accommodations for additional privacy in restrooms or locker rooms. **Yes/No**

If yes, the following accommodations have been granted: _____

The principal will also inform the student/parent that they should contact the principal to discuss any questions/concerns regarding room assignments on overnight field trips.

EXTRACURRICULAR ACTIVITIES (SECONDARY STUDENTS)

The principal will create a list of sex-segregated extracurricular activities the student would like to participate in and will discuss steps that may be necessary for supporting the student in these spaces (i.e., accommodations, UHSAA authorization, informing coaches, etc.). The principal will inform the parent/student that if they have questions or concerns, they should reach out to the principal.

The student plans to participate in the following extracurricular activities: _____

The following accommodations, authorizations, information sharing will be necessary: _____

OTHER CONSIDERATIONS

Does the student have sibling(s) at the school? **Yes/No**

If so, list the sibling(s): _____

The principal will discuss any concerns and/or necessary supports for the sibling.

The principal will ask if the student has concerns about lessons, content, traditions, or other activities they are aware of (i.e., maturation programs, name projects, Pride events, school dances, etc.), and will address those concerns appropriately.

List any other concerns expressed by the student along with the actions planned to address the concerns:

FOLLOW-UP: SUPPORT PLAN REVIEW AND/OR REVISION

List any specific follow-up or action items necessary for this Plan to take effect, the person responsible, and a required completion date. Date and initial when the item is complete.

Action Item:	Who:	By Date:	Completed Date:	Initials:

The principal will inform the student that they should contact the principal to make any necessary revisions to this Plan.

Additional notes: _____

This Plan should be reviewed annually (usually at the beginning of the school year) and/or when new concerns arise. More comprehensive changes should be made when a student moves from elementary to middle school and/or from middle school to high school.

THIS FORM MUST BE STORED IN A SECURE LOCATION, NOT IN THE STUDENT'S CUMULATIVE FILE.

No district employee or student shall be subjected to discrimination in employment or any district program or activity on the basis of age, color, disability, gender, gender identity, genetic information, national origin, pregnancy, race, religion, sex, sexual orientation, or veteran status. The district is committed to providing equal access and equal opportunity in its programs, services and employment including its policies, complaint processes, program accessibility, district facility use, accommodations and other Equal Employment Opportunity matters. The district also provides equal access to district facilities for all youth groups listed in Title 36 of the United State Codes, including scouting groups. The following person has been designated to handle inquiries and complaints regarding unlawful discrimination, harassment, and retaliation: Tina Hatch, Compliance and Investigations/Title IX Coordinator, 440 East 100 South, Salt Lake City, Utah 84111, (801) 578-8388. You may also contact the Office for Civil Rights, Denver, CO, (303) 844-5695.