



2024-25

**EDGEMONT UNION FREE
SCHOOL DISTRICT (EUFSD)
REGULATION**

**A HANDBOOK ON STUDENT
GENDER IDENTITY AND
EXPRESSION**

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WELCOME

The Edgemont School District has committed to fostering a culture of respect, inclusion and equal educational opportunity for all students. On July 2, 2024, the Board of Education adopted Board Policy #7280 - Student Gender Identity, which explicitly extends protections, as provided by New York State anti-discrimination laws, to transgender and gender expansive students. These laws support our students' rights to participate in school programs, engage in school activities, and access school facilities in an environment free from bullying, harassment and discrimination.

This regulation serves as a resource that outlines school based expectations, processes and procedures at the District, building and classroom levels, and ensures that the Student Gender Identity policy is implemented with fidelity across all Edgemont schools. Our intention is to create a shared understanding about the ways in which the school will support transgender, nonbinary and gender nonconforming students to ensure ALL students have the right to a safe, accepting, and healthy learning environment.



This regulation offers guidance and tools for schools to address the needs and concerns of transgender, non-binary and gender nonconforming students. The guidance is not “one size fits all,” and thus cannot anticipate every situation that might occur with respect to students who are transgender, non-binary or gender nonconforming. Consequently, the needs of each student must be assessed on a case-by-case basis. The goal is to create an environment in which all students are able to identify and express their gender identity in a safe environment, and experience healthy development including social, emotional, and academic success. This approach includes schools affirming students’ gender identities and being flexible during gender transition processes.

The steps below can help to provide context and a walkthrough of District protocols and resources when supporting student(s):

- Review District Policy #7280 on Student Gender Identity
- Familiarize yourself with how and when a Gender Support Plan (pgs. 4-16) is needed.
- Review the Resource List (pgs. 18-20) to identify local and national support for students, educators, and families

Contacts

For questions about this regulation, please contact the building principal or designee.

If a student or parent requests additional resources, the school may refer them to the Assistant Superintendent for Curriculum and Instruction at 914-472-7767.

Concerns or inquiries regarding the following should be addressed to The Director of Human Resources at 914-472-7767:

- Legal regulations concerning discrimination, harassment or retaliation on the basis of race, color, gender identity/expression, age, national origin or sexual orientation
- Questions about Title IX protections.
- Questions about participation and equity in athletic sports.

GENDER SUPPORT PLAN FOR TRANSGENDER, NONBINARY OR GENDER NON-CONFORMING STUDENTS

What is a Gender Support Plan? A Gender Support Plan may be developed to create a shared understanding about the ways in which a student's gender identity will be accounted for and supported at school. The Gender Support Plan shall address the expressed needs and wishes of the student on issues including but not limited to the following: access to restrooms and other gender segregated facilities, method for affirming the student's chosen name and gender, disclosure of the student's gender identity to teachers, identification of parent and peer allies, confidentiality of gender transition in student records and information systems, staff training, and other supports as necessary.

The Plan is strictly confidential and only accessible to the gender support committee or other District staff identified in the Plan. Please keep in mind:

- The Plan is optional and is not required in order for a student to receive support at school, however, it should be offered to the student as a resource. It is an optional tool that can be maintained in the student's file or simply used to guide a discussion.
- The Plan should only be completed in handwritten format with the student's consent.

Who is the Plan intended for? It is intended to be used as a guide for the student and the Gender Support Team. The Gender Support Team is a group composed of building-level administration, teachers, school psychologists, and counselors.

GENDER SUPPORT PLAN FOR TRANSGENDER, NONBINARY OR GENDER NON-CONFORMING STUDENTS -CON'T

What happens after the Plan is established?

Within ten (10) business days of request from a student or a student's parent(s)/guardian(s), the Gender Support Team and/or the Support Coordinator shall meet to develop or revise a Gender Support Plan. In the case of exigent circumstances, the School Administrative Support Team and/or the School Coordinator shall meet sooner. The student and/or parent(s)/guardian(s) may bring an additional support person to the meeting.

Within ten (10) business days of finalizing a Gender Support Plan for an individual student, the school shall ensure that the principal and teachers requested by the student and/or parent/guardian at the school are informed of the details of the Plan, provided that such disclosure is approved within the Plan.

Once students have a Gender Support Team composed of school counselors, school psychologists, and building administration, they will be permitted to request a new student ID with an updated image at no cost. Any student who changes their gender marker or name in Infinite Campus can also receive a new student ID at no cost.

GENDER SUPPORT PLAN FOR TRANSGENDER, NONBINARY OR GENDER NONCONFORMING STUDENTS

CONFIDENTIAL

PRIVACY STATEMENT

Please note that students will be referred to by the name listed in Infinite Campus. Infinite Campus will also directly populate several related databases such as teacher rosters, report cards, yearbook entries and transcripts.

Name: _____ Date: _____

School: _____ Date of Birth: _____

Grade Level: _____

Legal Name: _____

Gender: ____ Sex Listed on Birth Certificate: ____ Pronouns: _____

Is a Name Change in INFINITE CAMPUS Requested? ____Yes ____No

Is a Gender Change in INFINITE CAMPUS Requested? ____ Yes ____ No

PARENT/GUARDIAN INVOLVEMENT

Note on Privacy: School faculty/staff shall not disclose a student's transgender, nonbinary or gender nonconforming status to parents/guardians without the student's permission. If this change has been reflected on Infinite Campus, parents/guardians and school faculty/staff can see the change if/when they access the system.

Are parent(s)/guardian(s) aware of their child's gender transition? ____Yes ____No

If no, does the student request parental engagement in partnership with the District to support their transition? ____ Yes ____ No

Does the Gender Support Team recommend parental engagement? ____ Yes ____ No

If Yes (to both questions above):

Parent / Guardian Signature:_____

Parent(s)/Guardian(s)/Caregiver(s) Name(s) & Contact Information:

____ Affirmed ("Chosen") Name/Gender Pronouns ____ Legal Name/Gender Pronouns

If one or more parent(s)/guardian(s) are not aware or not supportive, what measures must be considered during the implementation of this Support Plan (e.g. phone calls, notes sent home)?

CONFIDENTIALITY, PRIVACY AND DISCLOSURE
ONLY COMPLETE FORM IF CHANGES ARE NOT MADE IN INFINITE CAMPUS

Who is the Support Coordinator and/or who are the members of the Student Administrative Support Team (Name/Title)?

School Contact Person (A trusted adult chosen by student for support regarding harassment, bullying, etc.):

If the designated School Contact Person is unavailable, what should the student do?

How public or private will information about this student's gender be? Specifically, which groups/individuals does the student wish to share this knowledge with? Check all that apply:

☐ Open to all adults and peers (if yes, proceed to next page with student's permission)

☐ In-school Student Administrative Support Team/Support Coordinator
Specify staff members: _____

☐ Other site level leadership/administration (counselor, Vice Principal, etc.)
Specify staff members: _____

☐ District staff (Network Chief, OSHW, OSEL, etc.)
Specify staff members: _____

☐ Teachers and/or other school staff
Specify staff members: _____

FACILITIES AND EXTRACURRICULAR ACTIVITIES

Students shall have access to the restrooms and locker rooms that correspond with their gender identity. Supports and accommodations will also be provided, as needed, to gender nonbinary students and students questioning their gender identity. Any student who has a need or desire for increased privacy, regardless of the underlying reason, should be provided with reasonable alternative arrangements.

Does the Gender Support Team recommend parent involvement? ____
Yes ____ No

If Yes:

Parent / Guardian

Signature:_____

Restroom Plan:

Locker Room/PE Changing Plan:

Field Trip Plan:

Overnight Trip Plan:

Gendered Activities Plan (e.g. sports):

Other Co-/Extra-Curricular Activities Plan (e.g. theater, clubs, etc.):

INFINITE CAMPUS NAME & GENDER MARKER CHANGE FORM

Name or gender changes must be initiated through a NAME CHANGE REQUEST FORM (as part of a Gender Support Plan, or independently). The requested fields mirror the first section of the Gender Support Plan and will allow the student's chosen name to flow through for official reporting purposes like transcripts, report cards, and health information reports. All changes must be submitted to the registrar for processing.

Does the Gender Support Team recommend parent involvement? ____ Yes ____
No

If Yes:

Parent/Guardian Signature: _____

School: _____ Date: _____

Name: _____ Pronouns: _____

Legal Name: _____

Gender: ____ Sex Listed on Birth Certificate: ____ Date of Birth: _____

Grade Level: _____

Is a Name Change in INFINITE CAMPUS Requested? ____ Yes ____ No

Is a Gender Change in INFINITE CAMPUS Requested? ____ Yes ____ No

SUPPORT PLAN REVIEW AND REVISION

Does the Gender Support Team recommend parent involvement? ____ Yes ____ No

If Yes:

Parent Signature: _____

How will this plan be monitored over time?

What will be the process should the student, family, or school wish to revise or make additions to the plan?

What are the specific follow-ups/action items resulting from this meeting? Who is responsible for them?

Date/Time of next meeting: _____

Location of next meeting: _____

AFTER THE MEETING

Within ten (10) business days of finalizing a School Support Plan for an individual student, school administrator and/or school counselor and/or school psychologist shall ensure that specific school staff members are informed about specific details of the Plan on a need to know basis and upon agreement by the student and/or parent/guardian to do so.

Copies of the Plan should be maintained as temporary student records in the working files of the administrator and/or school counselor and/or school psychologist who convened the meeting and should NOT be included in the student's permanent records, paper or electronic.

Plans should be reviewed and revised at each transition (elementary to middle, middle to high, or other school transitions) unless otherwise requested by the student or parent/guardian. If bullying/harassment or other forms of mistreatment were identified as a concern, the Plan should be reviewed within 15 working days to determine if bullying/harassment/mistreatment has continued and if it has, to determine the additional supports and safety precautions that will be taken by school staff to prevent further bullying/harassment/mistreatment.

BULLYING, HARASSMENT, AND REQUESTS FOR SUPPORT SERVICES

When responding to instances of bullying or harassment or when a transgender or gender expansive student requests support services, staff are reminded to follow District policies already established. Those procedures are listed below for reference, and all staff must contact the appropriate staff member for further assistance. Since reports of bullying and harassment based on a student's gender identity or expression fall under the District's general guidelines for addressing bullying and harassment, here are a few reminders about District expectations:

- Students, staff and other third parties, such as family members, should immediately report any incidents of bullying and harassment to the school principal (or, as comfortable, to another school employee who will inform the principal);
- If the school principal is the subject of a complaint, reports should be made to another employee within the school or directly to the Director of Human Resources;
- If another school employee is the subject of a complaint, the report shall be forwarded immediately to the Director of Human Resources;
- At no time should a written statement be necessary to open a bullying/harassment investigation or as a part of the bullying/harassment investigation process.

EDUCATIONAL RESOURCES FOR STUDENTS, FAMILY AND STAFF

ORGANIZATIONS PROVIDING SUPPORT TO YOUTH, FAMILIES, AND EDUCATORS

NATIONAL

GLSEN (Gay, Lesbian, Straight Education Network)

110 William St., 30th Floor

212-727-0135

New York, NY 10038 www.glsen.org

- National research on LGBTQ youth, education and bullying
- Includes lesson plans and resources for students

GSA Network

1714 Franklin Ave. #100-418

Oakland, CA 94612

415-552-4229

www.gsanetwork.org

- Resources for students to create GSA (gay-straight-alliance) clubs, advocate for safe school policies, mobilize peers, and train teachers on how to stop bullying

Lambda Legal

120 Wall St., 19th Floor

212-809-8585

New York, NY 10005

www.lambdalegal.org

- Legal representation for LGBTQ civil rights
- Transgender Rights Toolkit: legal guide for transgender people and their advocates

National Center for Transgender Equality

1133 19th St NW, Suite

302 202-642-4542

Washington, DC 20036

www.transequality.org

- Advocacy organization focused on policy change to advance transgender equality

The Trevor Project

(Trevor Lifeline: 866-488-7386)

P.O. Box 69232

West Hollywood, CA 90069

310-271-8845

thetrevorproject.org

- Leading specialist in crisis and suicide prevention efforts among LGBTQ youth
- Online Support Center: resources on gender identity and sexual orientation, immediate counselor contact via call, chat, or text message

EDUCATIONAL RESOURCES FOR STUDENTS, FAMILY AND STAFF

Trans Lifeline

(Trans Lifeline: 877-565-8860)

101 Broadway #311

Oakland, CA 94607

510-771-1417

www.translifeline.org

- Hotline run by transgender people for transgender people in crisis

Transgender Law Center

P.O. Box 70976

Oakland, CA 94612

510-587-9696

transgenderlawcenter.org

- Legal information: employment, healthcare, civil rights, family law, and identity document changes
- Resources for those facing discrimination and civil rights issues

RESOURCES FOR FAMILIES

Gender Spectrum

www.genderspectrum.org

- Raising children who don't fit neatly into male or female boxes brings a wealth of questions and uncertainties. Here you will find information and support to assist you in your search for answers.

Trans Youth Family Allies (TYFA)

www.imatyfa.org

- TYFA works to empower children and families by partnering with educators, service providers, and communities to develop supportive environments in which gender may be expressed and respected. They envision a society free of suicide and violence in which all children are respected and celebrated.

Transgender Reading List for Adults

www.pflag.org/resource/transgender-reading-list-adults

- Parents, Families and Friends of Lesbians and Gays (PFLAG) includes a comprehensive reading list for adults with questions concerning gender identity, transgender issues, and transitioning.

LEGAL REFERENCES

New York State Human Rights Law (HRL) - <https://dhr.ny.gov/new-york-state-human-rights-law>

Gender Expression Non-Discrimination Act (GENDA) - <https://dhr.ny.gov/genda>

The Gender Recognition Act - <https://legislation.nysenate.gov/pdf/bills/2021/S4402B>

New York State Education Law §3201-a - <https://www.nysenate.gov/legislation/laws/EDN/3201-A>

The Dignity for All Students Act - <https://www.nysed.gov/student-support-services/dignity-all-students-act-dasa>

Title IX of the Education Amendments Act of 1972, 20 U.S.C. §§ 1681–1688 -

<https://www.govinfo.gov/content/pkg/FR-2020-05-19/pdf/2020-10512.pdf>