



# Administrative Guidelines:

## Working with Transgender and Gender Nonconforming Students and Employees

I. PURPOSE:

The purpose of these guidelines is: 1) to foster inclusive and welcoming learning and working environments that are free from discrimination, harassment, and bullying regardless of sex, sexual orientation, gender identity, or gender expression; 2) to facilitate compliance with district policy, and local, state and federal laws that prohibit discrimination, harassment and bullying; 3) to provide professional development to school staff on transgender issues; and 4) to create safe and supportive learning and working environments.

For purposes of these guidelines, a transgender individual is an individual that consistently asserts a gender identify or gender expression at school or work that is different from the gender assigned at birth. This involves more than a casual declaration of gender identity or expression but does not require proof of a formal evaluation and diagnosis. Since individual circumstances, needs, progaa 9avai har 5

needs or requests of the student/employee. Parents and others (counselor, nurse, teachers who have a need to know) may be included in this meeting depending on what is needed to develop a plan for the individual. 'Need to know' staff includes those individuals who provide a direct service, activity or program to the transgender individual. A template to address Title IX gender issues can be found on page 10 of this document.

- c. The plan is developed by the principal or administrator, in consultation with the student or employee, and with others as deemed appropriate by the principal or administrator and approved by the student or employee. Note: If the student has an IEP or 504 Plan, or the employee has an accommodation plan, the provisions in these plans should be taken into consideration in developing a plan for addressing transgender issues.
- d. While medical documentation is not required, the school may request such documentation if helpful to develop an appropriate







X. ACCESS TO GENDER -SEGREGATED ACTIVITIES AND AREAS:

A. Schools may maintain separate restrooms and locker rooms for male and female students/employees. Access should be allowed based on the gender identity consistently expressed by the student or employee.

B. Any transgender or gender nonconforming student/employee who is uncomfortable using a shared restroom or locker room regardless of the reason, shall, upon request, be provided with a safe and non-stigmatizing i 5 (

XIII. DRESS CODE:

- A. Schools may enforce dress codes pursuant to district policy.
- B. Students and staff shall have the right to dress in accordance with their gender identity, within the constraints of the dress codes adopted by the



Finally, the principal will train other administrators and any staff that interact directly with the student on the transition plan, timelines for transition, and any relevant legal requirements.

XV. TRAINING AND PROFESSIONAL DEVELOPMENT

## Plan to Address Title IX Gender Issues

The information in this document is part of the individual's official record and is protected by FERPA/HIPAA. This information will only be shared with individuals who have a legitimate need to know. Individuals needing such accommodations must request this process at each new school or work location.

Date: