



Administrative Guidelines for Addressing Matters that Concern Transgender Students and Providing Appropriate Supports

Colorado law and District policies prohibit discrimination against and harassment of individuals based on their “sexual orientation,” which is defined under C.R.S. § 24-34-301(7) as “an individual’s orientation toward heterosexuality, homosexuality, bisexuality, or transgender status or another individual’s perception thereof.” In order to help ensure legal and policy compliance when addressing matters that concern transgender students and to provide appropriate supports, District officials must gather and understand the relevant facts in a timely fashion and then promptly take the required actions that recognize and balance the individual circumstances and rights of all parties involved. Procedures to facilitate this process are outlined below.

- I. When a student individually, through a parent, or through a relative or another person acting as the student’s advocate expresses concerns or raises questions related to transgender issues, identifies as transgender and/or requests accommodations, the school Principal or Principal’s designee should contact the District’s Director of Student Services (“Director”) or the Director’s designee.
 - A. Note that matters concerning transgender students that require District attention may be raised by or on behalf of transgender students and/or students who are not transgender.
 - B. The first order of business in working with the student and parents/advocate is to understand their current situation and their hopes, goals, fears and concerns regarding the future by listening carefully to what they have to say and following up as needed with clarifying questions.
 1. The support a student may need from the District will vary depending on such factors as the student’s cultural background, personality, age, health, family perspective, family and peer relationships, and desires regarding enrollment in classes and participation in extracurricular activities.
 2. It is important to have a good understanding of each student’s individual circumstances in order to develop a support plan that meets their unique needs in accordance with governing law and District policies.
- II. Upon being contacted, the Director or Director’s designee should get as much information as possible on the matter from the Principal or Principal’s designee. The information obtained will dictate the Director’s or designee’s next steps, which may include:
 - A. Further investigation of the relevant facts through document review and discussions with school staff, other District officials and/or students.

- B. Contacting the Superintendent, one or more Assistant Superintendents and/or one or more Executive Directors to discuss issues that cannot be resolved by the Director, Director's designee and/or school Principal alone.

- C. Contacting Legal and Policy Counsel for advice on legal issues currently affecting the situation, or that may affect the situation in the future.
 - D. Contacting the student and/or parents/advocate individually (with or without the involvement of a school official, as deemed appropriate in each case) to establish or strengthen the District's relationship and lines of communication with them, better understand their point of view and/or develop a plan to address their immediate concerns.
 - E. Working with school staff in meeting with the student and/or the student's parents/advocate to develop a support plan for the student and ensure that it is properly implemented. School staff generally involved in such meetings include the Principal and a Counselor.
- III. The Director and/or Director's designee, school staff and other District officials (if necessary) should work collaboratively with students and their parents/advocates in each case to develop individualized plans to accommodate and support the students in accordance with governing law and District policies. Matters that may need to be addressed include but are not limited to:
- A. The name and pronouns used for a transgender student in person, on documents and in District records and reports.
 - B. Use of restrooms, locker rooms and dressing rooms, and overnight fieldtrip accommodations.
 - C. Transgender student participation in CHSAA-sanctioned activities and athletic competitions.
 - D. What should and should not be communicated to school staff and to other students regarding a student's gender identity and related matters.
 - E. How to proceed if parents disagree with each other or with the student regarding the support plan.
 - F. Recognizing and addressing the concerns and religious beliefs of students who are not transgender and/or the parents/advocates of those students.
- IV. In order to help ensure that students' individualized plans are effectively implemented, the Director and/or Director's designee may work with Principals to schedule inservices to educate school staff, volunteers and/or students.
- V. In the event of disagreement between the Director/Director's designee and the Principal on how matters that concern transgender students should be addressed at a particular school, a meeting should be scheduled with the appropriate Assistant Superintendent as soon as reasonably possible to address the disagreement. If significant legal or political issues remain unresolved, the Superintendent should be involved. The advice of Legal and Policy Counsel may be requested at any time.