



**Pueblo School District 60 Guidelines:
Supporting Transgender
and Gender-Nonconforming Students and Staff**

PURPOSE

State and federal law and District policy require that all programs, activities, and employment practices are free from discrimination based on sex, sexual orientation, gender identity and gender expression. These guidelines are issued to create a safe learning environment for all students and working environment for all staff, and to ensure that every student has equal access to all school programs and activities. These guidelines set out a protocol for schools and district staff to address the needs of any Pueblo D60 student or employee who is transgender and/or gender-nonconforming and clarify how law and policy should be implemented in situations where questions may arise about how to protect the legal rights or safety of such individuals.

These guidelines do not anticipate every situation that might occur with respect to students and staff who is transgender or gender-nonconforming, and the needs of each student and staff member must be assessed on a case-by-case basis. In all cases, the goal is to ensure the safety, comfort, and healthy development of the students who are transgender or gender-nonconforming while maximizing the students' social integration and minimizing stigmatization of the students. Similarly, for employees who are transgender or gender-nonconforming, the goal is to ensure a safe and supportive working environment.

DEFINITIONS

The definitions provided here are not intended to label individuals but rather to assist in understanding these guidelines and the legal obligations of District staff. Individuals might or might not use some of these terms to describe themselves.

- "Gender identity" is a person's internal deeply held sense or psychological knowledge of their own gender, regardless of the biological sex they were assigned at birth. Everyone has a gender identity and the responsibility for determining an individual's gender identity rests with the individual.
- "Transgender" describes a person whose gender identity is different from their biological sex assigned at birth.
- "Gender expression" refers to the way a person expresses gender, such as clothing, hairstyles, activities, or mannerisms. Individuals who adopt a presentation that varies from conventional gender expectations sometimes may describe themselves as

gender-nonconforming, gender expansive, gender queer, agender, gender-free, gender creative, or gender fluid.

- “Gender non-conforming” describes a person whose gender identity or expression differs from conventional or prevailing social expectations, such as “feminine” boys, “masculine” girls, and those who are perceived as androgynous. Gender-nonconforming is not synonymous with transgender; not all gender-nonconforming people identify as transgender.
- “Gender non-binary” describes a person whose gender is not male or female. Other terms include genderqueer, agender, bigender, among others. None of these terms mean exactly the same thing – but all speak to an experience of gender that is not simply male or female.
- “Gender Marker” The "male" ("M") or "female" ("F") on a student's Infinite Campus profile, cumulative folder, and other documents is called a "gender marker."
- “Gender Pronoun” A word that refers to someone who is being talked about in place of their name (e.g., she, he, they, etc.).
- “Sexual Orientation” An individual's emotional, romantic and/or sexual attraction to other people. Individuals may identify their sexual orientation as heterosexual, lesbian, gay, bisexual, questioning, or may use other terms.

Guidelines for D60 Students

Any student may inform a school staff member of their strong desire to be consistently recognized at school using their stated gender identity, and this request should be acted upon respectfully. The school shall accept the gender identity that each student asserts; and there is no medical or mental health diagnosis or treatment threshold that students must meet in order to have their gender identity recognized and respected. Students ready to socially transition may initiate a process at the school to change their name, pronoun, and access to programs, activities, and facilities consistent with their gender identity.

Determining a Student's Gender Identity

Schools should avoid assuming the role of gatekeeper and should accept a student's asserted gender identity unless there is a credible basis for believing that the student is asserting a particular gender identity for some improper purpose.

There is no medical, mental health or legal threshold requirement that any student must meet in order to have their gender identity recognized and respected by a school.

Privacy

- All students have a right to privacy; this includes the right to keep private one's transgender or gender-nonconforming status. Information about a student's transgender status, legal name, or biological sex assigned at birth also may constitute confidential information.

- School personnel should not disclose information that may reveal a student's transgender or gender-nonconforming status to others, including school personnel and other community members, unless legally permitted to do so or unless the student has authorized such disclosure. In situations where the student has a desire to compete for their school in CHSAA-sanctioned activities, the school administration will work with the family to identify what information would need to be shared prior to submitting such information.
- School personnel should involve parents or guardians in the implementation of these guidelines and the process of social transition at school to support the student's well-being at school, but should first discuss the parental involvement with the student to avoid inadvertently putting the student at risk of harm by contacting the student's parents.
- Students who are transgender and gender-nonconforming have the right to discuss and express their gender identity and expression openly and to decide when, with whom, and how much to share private information.

Infinite Campus Records

- Transgender and gender non-conforming students have the right to have their requested/preferred name and/or gender marker and/or gender pronoun(s) reflected on all (nonlegal) school physical records and documents (e.g. yearbooks, school IDs, class rosters, diplomas, other certificates of advancement, etc.) and in after-school programs. Transgender and gender non-conforming students are also able to have their requested/preferred name and/or gender marker reflected in Infinite Campus.
- The District is required to maintain a permanent student record ("official record") that includes a student's name and gender. The District will amend a student's preferred name record in Infinite Campus to reflect a change in first name and/or to reflect a change in gender upon receipt of appropriate documentation such as a district change of name request form, or a court order from the parent or guardian substantiating the change.
- Legal documents (e.g. official transcripts, IEPs, 504s, etc.) must have a student's legal name and gender marker, however, school staff shall use a student's requested/preferred name and gender pronoun whenever possible throughout these documents.
- In order to change the legal name of record, official legal documentation will be required. If a transgender or gender non-conforming student obtains a legal name and/or gender change, the student or student's parent/guardian should notify the school and the Office of Student Support Services of the court ordered name and/or gender change, and the student's official school records will be modified as appropriate in accordance with the court order.

Names/Pronouns

- A student has the right to be addressed by a name and pronoun that corresponds to the student's gender identity. A court-ordered name or gender change is not required, and official records need not be changed.
- The intentional or persistent refusal to respect a student's gender identity (e.g., intentionally referring to the student by a name or pronoun that does not correspond to the student's gender identity) is a violation of these guidelines.

Gender-Segregated Activities

- To the extent possible, schools should reduce or eliminate the practice of segregating students by gender. In situations where students are segregated by gender, students should be included in the group that corresponds to their gender identity.

Restroom Accessibility

- Students shall have access to the restroom that corresponds to their gender identity. Any student who is transgender and who has a need or desire for increased privacy, regardless of the underlying reason, should be provided access to a single stall restroom, but no student shall be required to use such a restroom.
- Taking into account existing school facilities, administrators will identify an all-gender restroom facility available for any student seeking increased privacy. If the location of this facility requires students to travel in ways that could delay their timely arrival to school commitments, an accommodation plan should be developed.

Locker Room Accessibility

- The use of locker rooms by students who are transgender and gender-nonconforming shall be assessed on a case-by-case basis with the goals of maximizing the student's social integration and equal opportunity to participate in physical education classes and sports, ensuring the student's safety and comfort, and minimizing stigmatization of the student.
- Students who are transgender should have access to the locker room that corresponds to their gender identity.
- Any student who has a need or desire for increased privacy, regardless of the underlying reason, should be provided with a reasonable alternative changing area such as the use of a private area (e.g., a nearby restroom stall with a door, an area separated by a curtain, a P.E. instructor's office in the locker room, or a nearby health office restroom), or with a separate changing schedule (e.g., using the locker room that corresponds to their gender identity before or after other students).
- Any alternative arrangement should be provided in a way that allows the student's transgender status to be kept confidential. In no case shall a student who is transgender be required to use a locker room that conflicts with the student's gender identity..

School Activities and Programs

- Students have the right to equitable access to activities and programs in their school. Students may not be excluded from participation in, be denied the benefits of, or be subjected to harassment or other forms of discrimination on the basis of gender identity in any program or activity. These activities and programs may include but are not limited to dances, pep assemblies, acknowledgements, after school programs and extracurricular activities.

Physical Education Classes and Intramural Sports

- Participation in intramural sports and competitions shall be facilitated in a manner consistent with the student's gender identity asserted at school.

Interscholastic Competitive Sports Teams

- The Colorado High School Athletics Association guidelines can be reviewed at www.chsaa.org.

Overnight Activity and Athletic Trips

- In the planning of sleeping arrangements during overnight activity and athletic trips, the needs of students who are transgender shall be assessed on a case-by-case basis with the goals of maximizing the student's social integration and equal opportunity to participate in overnight activity and athletic trips, ensuring the student's safety and comfort, and minimizing stigmatization of the student. In most cases, students who are transgender should be assigned to share overnight accommodations with other students that share the student's gender identity.
- Any student who has a need or desire for increased privacy, regardless of the underlying reason, should be provided with a reasonable accommodation.
- Any alternative arrangement should be provided in a way that allows the student's transgender status to be kept confidential. In no case shall a student who is transgender be required to share a room with students whose gender identity conflicts with their own.

Dress Codes

- Students who are transgender and gender-nonconforming have the right to dress in a manner consistent with their gender identity or gender expression.

Transferring to Another School

Schools should strive to keep transgender and gender non-conforming students enrolled in their assigned school site. School sites must ensure that transgender or gender non-conforming students are being provided a safe school environment which allows them equal access to all components of their education. The opportunity to transfer to another school site should not be

a school's first response to harassment or bullying of a transgender or gender non-conforming student, and such a transfer should be considered only when requested by a student and or parent/guardian and when necessary for the protection, personal welfare or safety of the transferring student.

Discrimination/Harassment

It is the responsibility of each school and the District to ensure that students who are transgender and gender-nonconforming have a safe 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 appropriate resources. Complaints alleging discrimination or harassment based on a person's actual or perceived transgender status or gender nonconformity are to be handled in the same manner as other discrimination or harassment complaints (See Pueblo D60 Policies AC (Nondiscrimination) and JBB (Sexual Harassment)).

Guidelines for D60 Staff

Definitions are found in the definitions section above.

Names/Pronouns

- A staff member has a right to be addressed by a name and pronoun that corresponds to the staff member's gender identity. A court-ordered name change or gender change is not required, and official records need not be changed for this purpose. However, Pueblo D60 communications with governmental entities and PERA will be based on official records.
- The intentional or persistent refusal to respect a staff member's gender identity (e.g., intentionally referring to a staff member by name or pronoun that does not correspond to the staff member's gender identity) is a violation of these guidelines.

RESTROOM ACCESSIBILITY

- Staff shall have access to the restroom that corresponds to their gender identity consistently asserted in the workplace. Any staff member who has a need or desire for increased privacy, regardless of underlying reason, should be provided access to a single stall restroom, but no staff member is required to use such a restroom.
- Taking into account existing school/district facilities, administrators will identify an all-gender restroom option for staff seeking increased privacy.

Discrimination/Harassment

It is the responsibility of each school and the District to ensure that staffs who are transgender and gender-nonconforming have a safe work 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 staff with appropriate resources. Complaints alleging discrimination or harassment based on a person's actual or perceived transgender status or gender nonconformity are to be handled in the same manner as other discrimination or harassment complaints.

– Confidential –
Student Gender Support Plan
Pueblo School District 60

The purpose of this document is to create a shared understanding of how the student's gender identity will be accounted for and supported at school. School staff, parents and the student should work together to develop the document.

BACKGROUND INFORMATION

Today's Date:

Preferred name:

Name on birth certificate:

Gender identity:

Sex assigned at birth:

Date of birth:

Student's grade level:

Student's school:

Sibling(s)/grade(s):

Parent(s), guardian(s), or caregiver(s) and their relation to student:

Today's meeting participants:

NAMES, PRONOUNS AND STUDENT RECORDS

Preferred Name for Infinite Campus:

Name to be used when referring to the student:

Pronouns:

Has the appropriate legal documentation been submitted to change the official legal name?

PARENT/GUARDIAN INVOLVEMENT

School personnel should involve parents or guardians in the implementation of these guidelines and the process of social transition at school to support the student's well-being at school, but should first discuss the parental involvement with the student to avoid inadvertently putting the student at risk of harm by contacting the student's parents.

Are parent(s)/guardian(s) aware of the student's gender status? (circle one) Yes No

Support Level: (none) 0 1 2 3 4 5 6 7 8 9 10 (High)

If support level is low, what considerations must be accounted for in implementing this plan?

PRIVACY: CONFIDENTIALITY 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, 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 students:

____ Student is open with others (adults and peers) about gender

____ Other – describe:

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 adults" on campus?

If these people aren't available, what should the 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:

At recess, lunch, in the hallways:

PE/locker room use:

Restroom use:

Co-curricular and extracurricular activities:

Other:

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

Are there any concerns about bullying or harassment from others?

Other safety concerns/questions:

USE OF FACILITIES

Student will use the following restroom(s) on campus:

Student will change clothes in the following place(s):

If the student/parent has 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?

CO-CURRICULAR AND 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 in these spaces? Does the student participate in an after-school program?

What steps will be necessary for supporting the student in these spaces?

Are there any other questions or concerns about extra-curricular activities?

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, content, traditions or other activities coming up this year to consider (growth and development, swim unit in PE, name projects, dance instruction, Pride events/clubs, school dances, etc.)?

Are there any specific social dynamics with other students, families or staff members that need to be discussed or accounted for?

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

If required to be searched by school security staff, what needs to be considered regarding the sex/gender of the staff conducting the search?

NEXT STEPS: SUPPORT PLAN REVIEW AND REVISION

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

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)?

Date/time of next meeting or check-in: