



# Gender Support Plan Introduction

Creating a Safe & Positive Learning Environment for ALL

In-Service 12/6/21



As part of our work with equity, we have been looking at a variety of marginalized groups and sharing strategies regarding how we can best meet their needs at EASD. Earlier this year we reviewed our anti-racism policy. Today we are going to share with you some general information about our district's Gender Support Plan.



# Learning Targets

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1. Gain an understanding of terms and concepts related to gender identity, gender expression, and gender diversity in children and adolescents
2. Introduce the EASD Gender Support Plan
3. Review inclusive classroom strategies



# Why is this today's focus?

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- As educators it is our responsibility to support and respect ALL students .
- As educators it is imperative that we are knowledgeable about vocabulary, laws, district policies, procedures and guidelines related to transgender and gender non-conforming students; even at the K-5 level.



# Vocabulary

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There are many acronyms that are used in the **LGBTQ+** community.

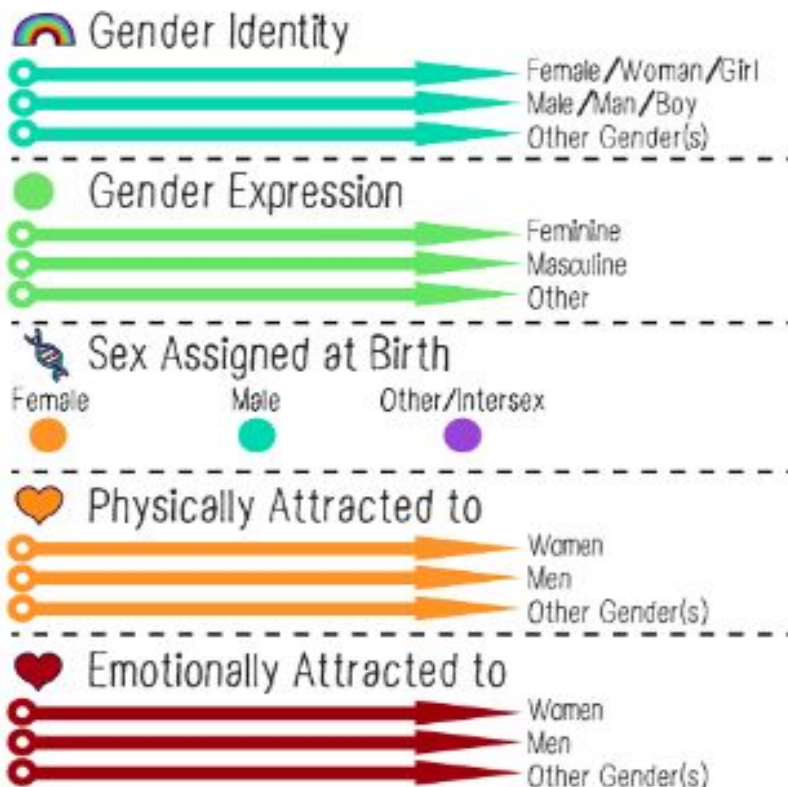
This video contains an overview of vocabulary words, concepts and acronyms that will help you develop an understanding of this terminology.

We will start / stop the video at various points, and the [vocabulary document](#) will help provide some scaffolding for you too.



# The Gender Unicorn

Graphic by:  
**TSER**  
Trans Student Educational Resources



To learn more, go to:  
[www.transstudent.org/gender](http://www.transstudent.org/gender)

Design by Landyn Pan and Anna Moore

# Processing the Video...

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As educators it is imperative that we are knowledgeable about **vocabulary**. However, it is not the expectation that you know ALL of these terms. This is a resource you can refer to if necessary.

By sharing the video we wanted to create an awareness of the terminology and concepts regarding LGBTQ+ individuals.



# Why do we have a Gender Support Plan?

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EASD believes that creating a safe and positive learning environment for ALL students is imperative. Our district mission dictates that we work to create inclusive learning environments in which students feel welcome, a sense of belonging, and receive the social/emotional supports they need to be successful in addition to a high quality, rigorous academic program. All K-12 employees of the district play an important role in creating this environment.





# Why do we have a Gender Support Plan?

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The EASD gender inclusion plan was created in collaboration with our school lawyer to provide information about how to best ensure the protection of students and staff in terms of gender inclusion.

The topic of gender inclusion continues to be an evolving issue. This plan is based on best practices and will be updated as we continue to receive guidance from the courts and other government agencies.

Let's learn more about the rights provided to students under Title IX:



# Gender Support Plan – Title IX

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Title IX is a federal law that makes sex discrimination illegal in most schools. Most courts who have looked at the issue have said that this includes discrimination against someone because they are transgender or because they don't meet gender-related stereotypes or expectations. Several other federal and state laws also protect transgender students. Our support plan was developed in accordance with federal guidelines and legal consultation to ensure that it meets all legal requirements.



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Let's explore the rights that students who are transgender and gender non-forming have at school based on Title IX :



# Student Rights at School for Those Who are Transgender and Gender Non-Conforming

TITLE IX

- ❖ Right to be treated according to your gender identity.
- ❖ Right to be called by the name and pronouns that match your gender identity.
- ❖ Right not to be bullied or harassed because you are transgender or gender non-conforming
- ❖ Right to use restrooms and locker rooms that match your gender identity, and you can't be forced to use separate facilities.



# Student Rights at School for Those Who are Transgender and Gender Non-Conforming Cont.

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TITLE IX

- ❖ Right to get the same opportunities to learn and participate in school life as anyone else, no matter your gender, including your gender identity or expression, or your race, nationality, or disability.
- ❖ Right to dress and present yourself according to your gender identity.
- ❖ Right to protect your privacy and choose who you tell or don't tell about being transgender.
- ❖ Right to join or start an LGBTQ+ student club like a GSA or Pride Alliance.



# At the present time....

While the middle and high school have a number of gender support plans in place, we have not written a formal plan yet at the elementary level.

However, we do need to be prepared to respond to the needs of our elementary students if a child were to approach a trusted adult.



# Name Change or Pronoun Request Protocols for Teachers and Staff:

One request that may happen at the elementary level would be if a child requests to change his/her name or wishes to use different pronouns.

When a student requests to be called a different name or use different pronouns and you have not heard from counselors about a gender support plan for the student and you know the reason the student is requesting a name change is due to a student's gender identity preference, please contact the student's counselor and inform them that the student has requested a name change. They will be able to give you direction from there. ○

# Name Change /Pronoun Request Process

## We involve the parents immediately:

- Once a student requests a name or pronoun change that triggers a meeting with the student to discuss the need for a plan (Counselor, Principal, Classroom Teacher...).

Wisconsin Common Law supports a student's right to be called what they prefer regardless of age. It is not, however, changed in Skyward or other formal documents without parental approval.

- Parents need to be notified of the request within 10 business days
- The School (Counselor, Teacher, Principal) will provide on-going support prior to the meeting and share community resources with student and family





# Family Notification Protocols

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- ★ Counselor sets up a meeting with the family for the gender support plan.
- ★ The Counselor and building principal will complete the plan with the child and family.
- ★ Family is not required to be present but need to be invited
- ★ If using the preferred name triggers negative emotions with the family during the meeting - do not use it during the meeting.
- ★ Counselors may need to help facilitate a conversation between the student and parent or help role-play if the students needs assistance having the conversation themselves with their family.



# Gender Support Plan

## Why discuss this with the Elementary Staff?

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You may wonder – why are we covering these policies and procedures at the Elementary Level?

- Create awareness of EASD Protocols
- Provide foundational information to best support our students.... if / when a student comes to you or you sense there is a situation that we may need to follow up on with a student



# How to be a supportive adult?

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## Avoid saying:

- Are you sure?
- It might just a phase you're going through
- You're too young to know that

## Supportive Phrases:

- Thank you for trusting me with this
- What would feel most comfortable for you?
- How can I support you in my class?



# Additional things to keep in mind:

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- Use gender inclusive language (Use “class” instead of boys, girls, guys)
- Respond to gender or sexual orientation putdowns firmly and consistently
- Be mindful and intentional with your own language
- Be open minded if a child approaches you, reassure the student and connect with the school counselor and principal to determine if ongoing support is needed.



# ONE more thing to keep in mind:

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Please Don't divide students into gender based groups (boys here / girls over there).

We all know that dividing groups by boys and girls is usually the easiest way to split the class. Moving forward, please give some thought to how you can do this differently. Some ideas might include:

- Assigning students into groups (peanut butter / jelly, apples / oranges, A/B)
- Counting off with numbers 1-6, odds and even groups
- Color groups - like we've done to reduce group size during COVID



# Let's Wrap Up...

## Today's Learning Targets

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