

Gender Support Process and Plan

The [Student Diversity Climate Survey](#) results show a trend of students feeling unsafe on campus due to their race and gender. Over the course of the previous 3 years, it has emerged that approximately 1/3 of students who feel unsafe on campus is a result of their gender identities and/or expression of gender. In addition, it was reported that approximately a 1/3 of students hear homophobic (inclusive of transphobia) remarks, either sometimes, often, or frequently. This data was used to inform the development of [IMSA's Equity and Excellence plan](#), specifically around policy outcome #3:

Differentiating resources as necessary to provide every student with access to Culturally Competent pedagogy, curriculum, co-curriculum, support, facilities and other educational resources with an ultimate goal of achieving Excellence.

The Office of Diversity, Equity and Inclusion, along with Student Life and the Principal's Office, are collaborating to differentiate resources for students of various gender identities. To create a safe, inclusive, cultural strategy of belonging, rooted in equity, a gender support plan and process have been implemented, which has been informed by and modeled after similar plans from Gender Spectrum, Laurie's Children's Hospital, and Chicago Public Schools. The Gender Support Plan is a resource for transgender, nonbinary, and gender expansive students, to guide IMSA in supporting their needs, as well as assisting their social transition while at school. This may include, but not limited to the following: access to restrooms, locker room accessibility, affirmation of student's chosen name and pronouns, disclosure of students identity as requested by student, confidentiality of gender identity as requested by student, social-emotional supports, staff training, and other supports expressed by the student.

This practice of the Gender Support Plan will not only assist in advancing Equity and Excellence at IMSA, but is also in alignment with IMSA's JHB Policy, Discrimination/Harassment of Students, which states:

It is the policy of IMSA to maintain a learning environment that is free from harassment because of an individual's race, sex, age, color, national origin, religion, disability or physical or mental ability, veteran's status, affectional or sexual orientation, gender identity or expression, ancestry, actual or potential parental status, including pregnancy, and/or other characteristics protected by applicable law.

In addition, it will aid in reducing complaints/grievances associated with the Title IV Civil Rights Act of 1964 and the U.S. Department of Education's Office of Civil Rights, Title IX statute, which protects students from discrimination on the basis of sex (including sexual orientation and gender identity) in educational programs and activities.

Gender Support Plan – Confidential

Date: _____

Chosen Name: _____ Pronouns: _____

Name on Birth Certificate: _____

Gender Identity: _____ Sex on Birth Certificate: _____

Date of Birth: _____ Grade Level: _____

Is a Name Change in PowerSchool Requested? * _____ Yes _____ No

Is a Gender Identity Change in PowerSchool Requested? * _____ Yes _____ No

Sibling (s) attending IMSA/Grade(s): _____

PRIVACY

Per the IMSA Guidelines Regarding the Naming and Gender Support Plan: All students have a right to privacy. This includes the right to keep their Chosen Name, Gender Identity, and Pronouns at School Private. Students have the right to openly discuss and express their gender identity and expression at school and school activities, and to decide when, with whom, and how to share private information, except on official school documents and ceremonies such as Graduation.

School staff shall not disclose information that may reveal a student's *Chosen Name, Gender Identity, and Pronouns* to others. Therefore, given the sensitive nature of the information, when speaking with parents, guardians, other staff members, or third parties, school staff should not disclose a student's *Chosen Name, Gender Identity, and Pronouns, or other confidential information pertaining to the student's transgender or gender nonconforming identity without the student's permission, unless authorized to do so by IMSA's Law Department.*

PARENT/GUARDIAN INVOLVEMENT

School staff shall not disclose a student's transgender or gender nonconforming identity to parents/guardians without the student's permission, unless authorized to do so by the Law Department.

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

Which name and pronouns will be used in guardian communications?

_____ Chosen Name & Gender Identity Pronouns

_____ Name on Birth Certificate & Pronouns Based on Sex

Are guardian(s) aware of their student's Gender Identity? _____ Yes _____ No

Are guardian(s) supportive of their student's GENDER IDENTITY? _____ Yes _____ No

If guardian(s) is 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

Please follow the IMSA Guidelines when instituting privacy plans.

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

School Contact Person (Chosen by student for support regarding harassment, bullying, etc.):

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

How public or private will information about this student's gender identity 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 checked yes, can proceed to next page with student's permission*)

_____ In-school Student Administrative Support Team

Specify staff: _____

_____ Other site level leadership/administration (counselor, Vice Principal, etc.)

Specify staff: _____

_____ District staff (Network Chief, OSHW, OSEL, etc.)

Specify staff: _____

_____ Teachers and/or other school staff

Specify staff: _____

_____ Student will not be openly "out", but some students are aware of the student's gender identity

Specify students: _____

_____ Other

Specify: _____

If the student wants to share with certain groups, when and how does the student want information communicated?

If the student desires privacy, how will the school navigate real/suspected compromises of privacy?

How will staff respond to questions about the student’s gender identity from*:

Other students: _____

Staff members: _____

Parents/Community: _____

**Please see the IMSA Supporting Gender Diversity Toolkit FAQ, included in this toolkit, for suggested responses to common questions.*

How will privacy be maintained during/in the following situations?

Registration	
Completing enrollment	
Attendance/grade books	
Official school-home communication	
Student ID	
Standardized tests	
After-School programs	
School Photos	
Yearbook	
IT Accounts	
Outside IMSA personnel or providers	
Other (list)	

What other ways will the school need to anticipate privacy needs of the student? How will they be handled?

IMSA recommends providing professional development (PD) to build staff capacity around supporting gender expansive students. What PD opportunities will be provided?

FACILITIES AND EXTRACURRICULAR ACTIVITIES

Students shall have access to the restrooms and locker rooms that correspond with their gender identity consistently asserted at school. **SUPPORTS AND ACCOMMODATIONS WILL BE PROVIDED TO TRANSGENDER AND GENDER-NONCONFORMING STUDENTS, INCLUDING 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 alternative arrangements.

Restroom Plan	
Locker Room/PE Changing Plan:	
Field Trips Plan:	
Overnight Trips Plan:	
Gendered Activities Plan (e.g. sports):	
Other Co-/Extracurricular Activities Plan (e.g. theater, clubs, etc.):	

SUPPORT PLAN REVIEW AND REVISION

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?

Action Item	Person Responsible	When	Item Status

Date of Next Meeting: _____

Gender Support Plan Process

- 1) Student expresses that they would like a Gender Support Plan put in place to any IMSA staff member.
- 2) IMSA Staff should send email notification of Gender Support Plan request to Gender Support Plan Team: DEI (Director of Diversity, Equity, and Inclusion or DEI Associated), IMSA Counseling (Coordinator of School Counseling), or Principal's Office (Equity Instructional Coach), if not initially communicated respective parties by student.
- 3) The Gender Support Plan Team will complete Gender Support Plan with Student, who will then submit to the Director of Diversity, Equity, and Inclusion. All Gender Support Plans will be housed in a Google Drive created by the Office of Diversity, Equity, and Inclusion, and accessible to Gender Support Team.
- 4) Upon receipt of the Gender Support Plan, the Director of Diversity, Equity, and Inclusion will convene a meeting with the Gender Support Team to discuss students' identified needs and responsibilities in implementing identified supports.
- 5) In general, the Equity Instructional Coach will be responsible for academic related supports, the Coordinator of School Counseling will be responsible for social-emotional supports, the Director of Diversity, Equity, and Inclusion and DEI Associate will be responsible for all other identified supports.
- 6) The Director of Diversity, Equity, and Inclusion will reach out once per semester to students with Gender Support Plans for a pulse check to determine efficiency of supports and identify any modifications. Students with Gender Support Plans can also reach out to Gender Support Team for modifications at any time.
- 7) If modifications to Gender Support Plan have been requested, the Director of Diversity, Equity, and Inclusion will reconvene the Gender Support Team to discuss changes and identify who will be responsible for implementing respective change.
- 8) The Director of Diversity, Equity, and Inclusion will convene the Gender Support Plan Team at the end of each semester to evaluate, and if deemed necessary, update, Gender Support Plan and Process.