



Addressing the
Rights and
Needs of
Students with
Diverse Gender
Identities and
Expressions

Equity and Diversity Education Department
2023 – 2024





LEARNING OBJECTIVES

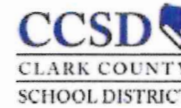
Examine the steps to take when a request for a Gender Support Plan is received using the Policy 5138: Diverse Gender Identities and Expressions Gender Support Plan Checklist.

Explore available resources for “Building a Communication Bridge” between students and parents.

Apply the knowledge gained through real-world scenarios.

Policy 5138: Diverse Gender Identities or Expressions Gender Support Plan Checklist

- Always speak with the student first to determine if the student's parents/guardians are aware and in agreement with the requested changes to their student's gender marker and name.
- Parent(s)/Guardian(s) must provide a signed letter or written request to the school counselor or administration requesting the changes in Infinite Campus, including gender marker and name.
- EDE will make the changes in Infinite Campus based on the GSP. Only an EDE administrator can change a student's gender marker and name in Infinite Campus.



Clark County School District

Policy 5138: Diverse Gender Identities or Expressions Gender Support Plan Checklist

Administrator Name: _____ Date: _____

Step 1: Receive Notification that a Student is Gender Diverse and Requests a Gender Marker or Name Change

- Always speak with the student first to determine if the student's parents/guardians are aware and in agreement with the requested changes to their student's gender marker and name.
 - If the parent(s)/guardian(s) of record are aware and agree to change their child's gender marker and name, proceed to Step 2.
- If the student does not want to notify their parent(s)/guardian(s) or if their parent(s)/guardian(s) are not in agreement, it is imperative that the school counselor works with the student to build a communication bridge between the student and the parent(s)/guardian(s).
 - If the student has not approved communication to the parent(s)/guardian(s), staff members must not relay the student's gender identity to the parent(s)/guardian(s).
 - No changes to a student's pronoun usage, gender marker, or name can be made without parents/guardians' approval.
- Determine if the parent(s)/guardian(s) agree to establish a Gender Support Team (GST) meeting and a Gender Support Plan (GSP). If the parent(s)/guardian(s) disagree, the GST meeting and plan will be on hold until the parent(s)/guardian(s) agree.

Step 2: Establish a Gender Support Team Meeting

- Parent(s)/Guardian(s) must provide a signed letter or written request to the school counselor or administration requesting the changes in Infinite Campus, including gender marker and name. Typed signatures are not acceptable.
- Parent(s)/Guardian(s) must present their signed letter or written request, along with a copy of valid identification, and identify the days and times the family is available for an in-person or virtual GST meeting.
- A school counselor or the appropriate school administrator will share the documents from the family with the Equity and Diversity Education (EDE) Department representative (EDE coordinator or counselor).
- The school representative will establish an in-person or virtual meeting once a date and time have been determined. A link should be sent to the EDE representative if the GST meeting is virtual. The school counselor or the appropriate school administrator will share the link with the family in such cases.

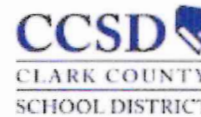
Step 3: Develop a Gender Support Plan

- A GSP will be completed for the student during the in-person or virtual GST meeting.
 - The GSP will allow the student to use their requested/chosen gender marker and name on all unofficial records (i.e., identification badges, rosters, certificates, announcements, programs, newsletters, yearbooks, and other unofficial records) and be displayed on all student information systems.
- The GSP should be kept in each student's confidential file in the signing administrator's office and not in the cumulative folder.
 - The District must maintain permanent student records, such as transcripts, including the legal name.
- EDE will make the changes in Infinite Campus based on the GSP. Only an EDE administrator can change a student's gender marker and name in Infinite Campus. Once these changes are made in Infinite Campus, the student will receive a new District email account within two days.

If further information or assistance is needed, please contact the Equity and Diversity Education Department at (702) 799-8484 or via email at scavesp@nv.ccsd.net.

Building a Bridge Between Students and Parents: Resources to Support Students and Families

- If the student has not granted permission to contact their parents/guardians, staff members must not contact the parents/guardians to inform them of their student's gender identity or expression choices.
- No changes to a student's pronoun usage, gender marker, or name can be made without both parents/guardians' approval, and the convening of a GST, and the development of a GSP.



Clark County School District Building a Bridge Between Students and Parents: Resources to Support Students and Families

Overview

As outlined in *CCSD Policy 5138: Addressing the Rights and Needs of Students with Diverse Gender Identities and Expressions*, a Gender Support Team (GST) must be convened to develop a Gender Support Plan (GSP). The student's legal parents/guardians are required members of the GST.

The resources below are provided to help students, parents/guardians, school counselors, and other educators build a communication bridge between students and their parents/guardians when students are not comfortable informing their parents/guardians of their diverse gender identity or expression or when parents/guardians are not in agreement with their student's gender choices.

- If the student has not granted permission to contact their parents/guardians, staff members must not contact the parents/guardians to inform them of their student's gender identity or expression choices.
- No changes to a student's pronoun usage, gender marker, or name can be made without both parents/guardians' approval, the convening of a GST, and the development of a GSP.

Resources to Build a Communication Bridge Between Students and Parents/Guardians

Resources for Students	Resources for Parents/Guardians
<ul style="list-style-type: none"> ● The School Counselor and Transgender and Nonbinary Youth ● 5 Ways School Counselors Can Help Students (and Parents, Too!) ● Gender Triangle Education Guide ● Coming Out to Your Parents ● How to Talk to Your Family About Your Gender Fluid Identity ● The Trevor Project 	<ul style="list-style-type: none"> ● The Journey for Parents of Transgender Youth ● Affirming vs. Non-Affirming Parenting Behaviors ● Parenting Your Gender Expansive Child: Navigating Your Feelings ● Family Support: Resources for Families of Transgender & Gender Diverse Children ● Parents, Families, and Friends of Lesbians and Gays (PFLAG) Las Vegas: (702)438-7838 ● Quick Tips for Supporting Your LGBTQ Kids--and YOURSELF--During the Coming-Out Process ● Tips for Parents of LGBTQ Youth

Conversation starters for students and parents/guardians

Why should students inform their parents/guardians of their decision?

- *"Remember that you are the focal point of your story. You get to decide what feels best for you."*

Why is it essential for students to have family support?

- *"Your child's well-being depends on your support. Extensive research shows that youth with diverse gender identities or expressions "report higher life satisfaction, higher self-esteem, and better mental health including less depression and fewer suicide attempts" when they have supportive parents/guardians opposed to those youth without strong parental support.*

SCENARIO ONE

Jessie's sex assigned at birth is male, but since early childhood, she has identified as female. Over the last two years, Jessie, with the support of her parents/guardians, has begun living life as a female. Her parents/guardians would like Jessie to be identified as a female in their school records. The parents/guardians also want Jessie to participate in female track and field.

What is the first step in supporting the family's requests?

What are the subsequent steps to support the family's request for Jessie to participate in female track and field?



SCENARIO TWO

A student and parent(s)/guardian(s) have attended a Gender Support Team meeting and completed a Gender Support Plan. The student's gender marker has been changed in Infinite Campus to female, along with a change to their first name. An overnight field trip has been scheduled. The aforementioned gender-diverse student wishes to room with students of the same gender identity.

How does a School Counselor support the gender-diverse student?



SCENARIO THREE

A high school student's sex assigned at birth is male, with the first name of John. The student has requested that the teachers use the pronoun she/her/hers and be referred to as Shannon. The student does not want the school to contact the parents/guardians.

What steps must be taken to support the student's request?

Should the school proceed with parent/guardian notification?

What occurs if the parent/guardian does not support the student's request?

What should the school do to support the student?



SCENARIO FOUR

A 4th grade student with the legal name Jordan was assigned female at birth but identifies as non-binary. With parental/guardian permission, Jordan wishes to update the gender marker in school records.

What steps must be taken to support the student's request?

What gender marker will be used to identify the student as gender non-binary in Infinite Campus?

What are some considerations when the student matriculates from 5th to 6th grade, and 8th to 9th?





CLOSING COMMENTS AND
QUESTIONS |

CCSD 

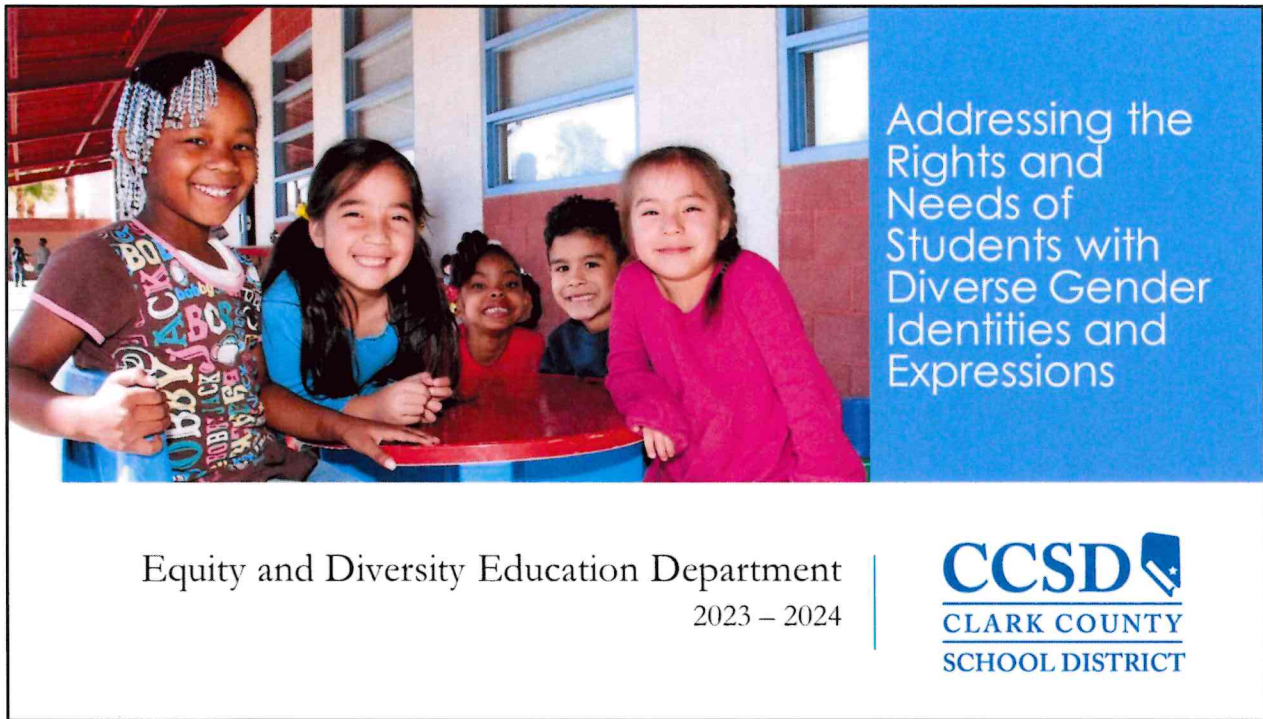
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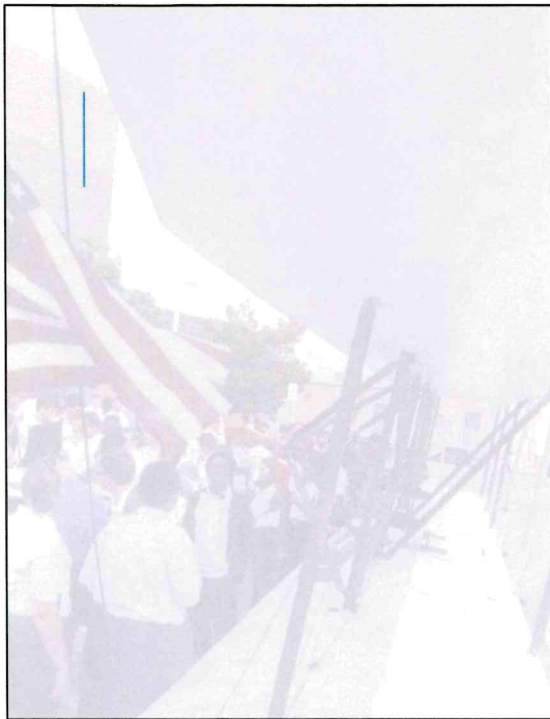
Jesus F. Jara, Ed.D., Superintendent



Time: ~ 1 minutes

Good morning,

I'm [Your Name], representing the Equity and Diversity Education Department in CCSD. It's a pleasure to be here with you today, and I sincerely appreciate your time as we gather to discuss an essential topic - Policy 5138. This policy is designed to address the rights and needs of students with diverse gender identities and expressions. It's a crucial step in fostering an inclusive and supportive environment within our educational community. During our session, we'll focus on the essentials. We'll delve into the Checklist for Gender Support Plans, explore the valuable Building a Communication Bridge Resource, and analyze three practical scenarios. This will provide a working understanding of the policy and its application in real-life situations. Towards the end of our time together, time permitting, we'll open the floor for questions and discussions. To make the most of our discussion, please ensure that you have access to the printed copies of the following documents: The Diverse Gender Identities or Expressions Gender Support Plan Checklist, and the Building a Communication Bridge Resource.



LEARNING OBJECTIVES

Examine the steps to take when a request for a Gender Support Plan is received using the Policy 5138: Diverse Gender Identities and Expressions Gender Support Plan Checklist.

Explore available resources for “Building a Communication Bridge” between students and parents.

Apply the knowledge gained through real-world scenarios.

Time: >2 minutes

Today, our focus will be on the practical aspects of implementing a Gender Support Plan and the valuable resources at your disposal. We want to equip you with the tools needed to navigate this process seamlessly. To begin, we'll explore a comprehensive checklist that outlines the step-by-step process for scheduling a Gender Support Plan meeting. This tool is designed to simplify the implementation process, ensuring that you can effectively support students with diverse gender identities. Next, we'll delve into resources aimed at Building a Bridge Between Students and Parents. Effective communication is key in fostering understanding and support, and we'll provide you with the resources to enhance these connections. Before we continue, let's take a moment to reflect on the introduction of Policy 5138. It states, "The Clark County School District is committed to providing a safe, inclusive, and respectful learning environment for all students, including those with diverse gender identities or expressions, at all District facilities, including but not limited to, school buildings, school buses, school grounds, and at school-sponsored activities. State law protects students from discrimination based on

gender identities or expressions." This sets the foundation for our discussion and underscores the district's dedication to creating an environment that values and respects diversity.

Lastly, we'll cap off our session by delving into real-world scenarios. These scenarios will help you apply the knowledge and resources we've discussed today in practical situations.

Policy 5138: Diverse Gender Identities or Expressions Gender Support Plan Checklist

- Always speak with the student first to determine if the student's parents/guardians are aware and in agreement with the requested changes to their student's gender marker and name.
- Parent(s)/Guardian(s) must provide a signed letter or written request to the school counselor or administration requesting the changes in Infinite Campus, including gender marker and name.
- EDE will make the changes in Infinite Campus based on the GSP. Only an EDE administrator can change a student's gender marker and name in Infinite Campus.



Clark County School District Policy 5138: Diverse Gender Identities or Expressions Gender Support Plan Checklist

Administrator Name _____ Date _____

Step 1: Receive Notification that a Student is Gender Diverse and Requests a Gender Marker or Name Change

Always speak with the student first to determine if the student's parents/guardians are aware and in agreement with the requested changes to their student's gender marker and name

- If the parent(s)/guardian(s) of record are aware and agree to change their child's gender marker and name, proceed to Step 2.

If the student does not want to notify their parent(s)/guardian(s) or if their parent(s)/guardian(s) are not in agreement, it is imperative that the school counselor works with the student to build a communication bridge between the student and the parent(s)/guardian(s)

- If the student has not approved communication to the parent(s)/guardian(s), staff members must not relay the student's gender identity to the parent(s)/guardian(s).
- No changes to a student's pronoun usage, gender marker, or name can be made without parents/guardians' approval.

Determine if the parent(s)/guardian(s) agree to establish a Gender Support Team (GST) meeting and a Gender Support Plan (GSP). If the parent(s)/guardian(s) disagree, the GST meeting and plan will be on hold until the parent(s)/guardian(s) agree.

Step 2: Establish a Gender Support Team Meeting

Parent(s)/Guardian(s) must provide a signed letter or written request to the school counselor or administration requesting the changes in Infinite Campus, including gender marker and name. Typed signatures are not acceptable.

Parent(s)/Guardian(s) must present their signed letter or written request, along with a copy of valid identification, and identify the days and times the family is available for an in person or virtual GST meeting.

A school counselor or the appropriate school administrator will share the documents from the family with the Equity and Diversity Education (EDE) Department representative (EDE coordinator or counselor).

The school representative will establish an in person or virtual meeting once a date and time have been determined. A link should be sent to the EDE representative if the GST meeting is virtual. The school counselor or the appropriate school administrator will share the link with the family in such cases.

Step 3: Develop a Gender Support Plan

A GSP will be completed for the student during the in person or virtual GST meeting.

- The GSP will allow the student to use their requested/chosen gender marker and name on all unofficial records (i.e., identification badges, rosters, certificates, announcements, programs, newsletters, yearbooks, and other unofficial records) and be displayed on all student information systems.

The GSP should be kept in each student's confidential file in the signing administrator's office and not in the cumulative folder.

- The District must maintain permanent student records, such as transcripts, including the legal name.

EDE will make the changes in Infinite Campus based on the GSP. Only an EDE administrator can change a student's gender marker and name in Infinite Campus. Once these changes are made in Infinite Campus, the student will receive a new District email account within two days.

If further information or assistance is needed, please contact the Equity and Diversity Education Department at (702) 799-8454 or via email at stavesp@fvv.ccsd.net.

Time: 3-5 minutes

Now, let's talk about the purpose and functionality of the Gender Support Plan Checklist. This tool is a crucial resource available to you, offering a structured, step-by-step guide to support both you and the student in the process. **Please note, only the legal parent(s)/guardian(s) of the student can request a gender support plan be developed for their child. This process is initiated by the legal parent(s)/guardian(s) to allow the school to recognize their child by the child's chosen/authentic name and gender identity or expression. Unless the legal parent(s)/guardian(s) are fully aware and in agreement with developing a Gender Support Plan, and Gender Support Team can not be convened.** We will discuss how to support a student whos' parent(s) are not aware of their diverse gender identity or express in a few moments.

[1st Bullet] The first step involves initiating a conversation with the student to determine if their parent/guardians are aware and in agreement with the proposed changes to the student's gender marker and name. The checklist serves as our roadmap, helping us navigate the path forward, whether the parents/guardians are in agreement or not. If parents agree, we proceed to Step 2. If the student opts not to

inform parents or parents disagree, initiate a conversation using the Building a Bridge document, while respecting the student's wishes.

[2nd Bullet] When the parents/guardians are in agreement and wish to proceed in having a Gender Support Plan developed for their child, they must provide a signed letter or written request to the school counselor or administration requesting the changes in Infinite Campus, including gender marker and name. This request encompasses changes in Infinite Campus, including the gender marker and name. Once received, the school counselor will forward these documents to the Equity and Diversity Education (EDE) department and will receive instructions to schedule a meeting.

[3rd Bullet] Following the completion of the Gender Support Plan during the meeting, an EDE administrator will then make the necessary changes to the student's profile, including adjustments to the gender marker and name in Infinite Campus. This process ensures a streamlined and standardized process for implementing the requested changes.

In summary, the Gender Support Plan Checklist is your guide to navigating the steps involved in supporting students through this process, from initial discussions to the implementation of changes. It provides clarity and structure to make the journey as smooth as possible for both you and the student involved. I'd like to point out the significance of confidentiality in our approach to Gender Support Plans. As we guide students and families through this process, it's crucial to recognize and respect the privacy principles outlined in FERPA, the Family Educational Rights and Privacy Act. The Gender Support Plan document does not follow the student when they transition to a new school, be it from elementary to middle school or from middle school to high school. To uphold confidentiality and privacy, we encourage families to initiate a new Gender Support Plan meeting when they arrive at a new school. This ensures that the student has a tailored plan specific to their new educational environment. These new meetings not only uphold privacy standards but also provide an opportunity for us to assure that the unique needs and rights of our students are met in their evolving educational journey.

Building a Bridge Between Students and Parents: Resources to Support Students and Families

- If the student has not granted permission to contact their parents/guardians, staff members must not contact the parents/guardians to inform them of their student's gender identity or expression choices.
- No changes to a student's pronoun usage, gender marker, or name can be made without both parents/guardians' approval, and the convening of a GST, and the development of a GSP.



Clark County School District Building a Bridge Between Students and Parents Resources to Support Students and Families

Overview

As outlined in CCSD Policy 5238: Addressing the Rights and Needs of Students with Diverse Gender Identities and Expressions, a Gender Support Team (GST) must be convened to develop a Gender Support Plan (GSP). The student's legal parents/guardians are required members of the GST.

The resources below are provided to help students, parents/guardians, school counselors, and other educators build a communication bridge between students and their parents/guardians when students are not comfortable informing their parents/guardians of their diverse gender identity or expression or when parents/guardians are not in agreement with their student's gender choices:

- If the student has not granted permission to contact their parents/guardians, staff members must not contact the parents/guardians to inform them of their student's gender identity or expression choices.
- No changes to a student's pronoun usage, gender marker, or name can be made without both parents/guardians' approval, the convening of a GST, and the development of a GSP.

Resources to Build a Communication Bridge Between Students and Parents/Guardians

Resources for Students	Resources for Parents/Guardians
<ul style="list-style-type: none"> ● The School Counselor and Transgender and Nonbinary Youth ● 5 Ways School Counselors Can Help Students (and Parents, Too!) ● Gender Triangulation: Education Guide ● Coming Out to Your Parents ● How to Talk to Your Family About Your Gender Fluid Identity ● The Trevor Project 	<ul style="list-style-type: none"> ● The Journey for Parents of Transgender Youth ● Affirming vs. Non-Affirming Parenting Behaviors ● Parenting Your Gender-Expansive Child: Navigating Your Feelings ● Family Support: Resources for Families of Transgender & Gender Diverse Children ● Parents, Families, and Friends of Lesbians and Gays (PFLAG) Las Vegas: (702)438-7838 ● Quick Tips for Supporting Your LGBTQ Kids—and YOURSELF—During the Coming-Out Process ● Tips for Parents of LGBTQ Youth

Conversation starters for students and parents/guardians

Why should students inform their parents/guardians of their decision?

- "Remember that you are the focal point of your story. You get to decide what feels best for you."

Why is it essential for students to have family support?

- "Your child's well-being depends on your support. Extensive research shows that youth with diverse gender identities or expressions "report higher life satisfaction, higher self-esteem, and better mental health including less depression and fewer suicide attempts" when they have supportive parents/guardians opposed to those youth without strong parental support."

Time: 2-4 minutes

It's essential to emphasize a key aspect of our approach: when a student has not granted permission to inform their parents/guardians, staff members are to refrain from informing them of their student's gender identity or expression choices. Respecting the student's privacy is paramount in creating a safe and supportive environment. **Only the legal parent(s)/guardian(s) of the student can request a gender support plan be developed for their child. This process is initiated by the legal parent(s)/guardian(s) to allow the school to recognize their child by the child's chosen/authentic name and gender identity or expression. Unless the legal parent(s)/guardian(s) are fully aware and in agreement with developing a Gender Support Plan, and Gender Support Team can not be convened.**

Additionally, it's crucial to note that no changes to a student's pronoun usage, gender marker, or name can be made without both parents/guardians' approval or all parties listed as a guardian in Infinite Campus and the convening of a Gender Support Plan (GSP) meeting. This ensures a thorough and collaborative approach, taking into account the requests and input of all involved parties. To assist you in addressing

inquiries from parents/guardians or students seeking support, we have a valuable resource, "Building a Bridge Between Student and Parents." This document is specifically designed for employees, offering guidance and resources you can provide to students and parents to navigate conversations and provide support in a thoughtful and informed manner. It serves as an reference point, enabling you to access relevant resources when faced with questions or requests for assistance. Remember, our goal is to create a supportive and inclusive environment for all students, and these guidelines help us achieve that goal while respecting the privacy and rights of each individual.

SCENARIO ONE

Jessie's sex assigned at birth is male, but since early childhood, she has identified as female. Over the last two years, Jessie, with the support of her parents/guardians, has begun living life as a female. Her parents/guardians would like Jessie to be identified as a female in their school records. The parents/guardians also want Jessie to participate in female track and field.

What is the first step in supporting the family's requests?

What are the subsequent steps to support the family's request for Jessie to participate in female track and field?



5 minutes

For the next few minutes, let's engage in a discussion around the following scenario.

Scenario: Jessie's sex assigned at birth is male, but she has identified as female since early childhood. Over the past two years, with the support of her parents/guardians, Jessie has been living life as a female. The parents/guardians would like Jessie to be identified as female in school records, and they also want her to participate in female track and field.

Discussion Points:

What is the first step in supporting the family's requests?

What are the subsequent steps to support the family's request for Jessie to participate in female track and field?

Feel free to draw on your knowledge of the Gender Support Plan and any other

relevant resources. We'll reconvene shortly to share our thoughts. [Participants engage in discussion for three minutes.]

Facilitator: Time's up! Let's bring our focus back to the larger group.

SCENARIO TWO

A student and parent(s)/guardian(s) have attended a Gender Support Team meeting and completed a Gender Support Plan. The student's gender marker has been changed in Infinite Campus to female, along with a change to their first name. An overnight field trip has been scheduled. The aforementioned gender-diverse student wishes to room with students of the same gender identity.

How does a School Counselor support the gender-diverse student?

7 minutes

Facilitator: Alright, let's delve into the following scenario:

Scenario: A student and parent(s)/guardian(s) have attended a Gender Support Team meeting and completed a Gender Support Plan. The student's gender marker has been changed in Infinite Campus to female, along with a change to their first name. An overnight field trip has been scheduled. The aforementioned gender-diverse student wishes to room with students of the same gender identity.

Discussion Points:

How does a School Counselor support the gender-diverse student in this scenario?

Feel free to consider the resources available, and let's reconvene shortly to share our insights. [Participants engage in discussion for three minutes.]

Facilitator: Time's up! Let's bring our focus back to the larger group.

SCENARIO THREE

A high school student's sex assigned at birth is male, with the first name of John. The student has requested that the teachers use the pronoun she/her/hers and be referred to as Shannon. The student does not want the school to contact the parents/guardians.

What steps must be taken to support the student's request?

Should the school proceed with parent/guardian notification?

What occurs if the parent/guardian does not support the student's request?

What should the school do to support the student?



7 minutes

Facilitator: Let's engage in a discussion around the next scenario for the next few minutes.

Scenario: A high school student's sex assigned at birth is male, with the first name of John. The student has requested that the teachers use the pronoun she/her/hers and be referred to as Shannon. The student does not want the school to contact the parents/guardians.

Discussion Points:

What steps must be taken to support the student's request?

Should the school proceed with parent/guardian notification?

What occurs if the parent/guardian does not support the student's request?

What should the school do to support the student?

Feel free to refer back to the CCSD Administrative Guide, your checklist, and

consider resources regarding building a bridge. Let's reconvene shortly to share our thoughts. [Participants engage in discussion for three minutes.]

Facilitator: Time's up! Let's bring our focus back to the larger group.

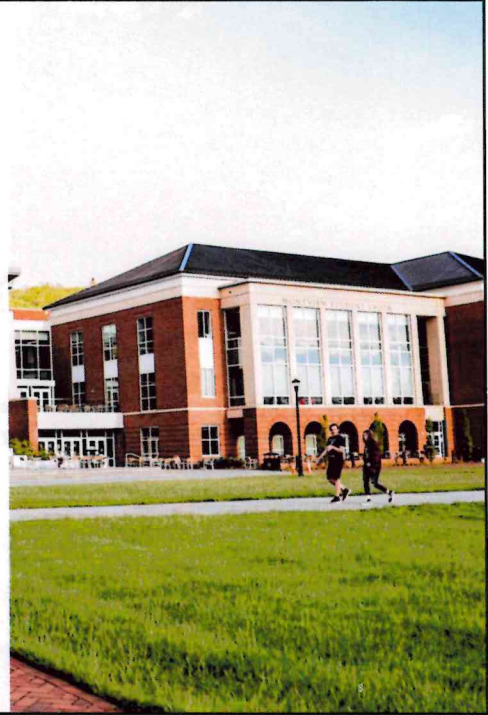
SCENARIO FOUR

A 4th grade student with the legal name Jordan was assigned female at birth but identifies as non-binary. With parental/guardian permission, Jordan wishes to update the gender marker in school records.

What steps must be taken to support the student's request?

What gender marker will be used to identify the student as gender non-binary in Infinite Campus?

What are some considerations when the student matriculates from 5th to 6th grade, and 8th to 9th?



7 minutes

Facilitator: Let's engage in a discussion around the next scenario for the next few minutes.

Scenario: A 4th grade student with the legal name Jordan was assigned female at birth but identifies as non-binary. With parental/guardian permission, Jordan wishes to update the gender marker in school records.

Discussion Points:

What steps must be taken to support the student's request?

What gender marker will be used to identify the student as gender non-binary in Infinite Campus?

What are some considerations when the student matriculates from 5th to 6th grade, and 8th to 9th?

Feel free to refer back to the CCSD Administrative Guide, your checklist. Let's


reconvene shortly to share our thoughts. [Participants engage in discussion for three minutes.]

Facilitator: Time's up! Let's bring our focus back to the larger group.



CLOSING COMMENTS AND QUESTIONS

Thank you for your active participation throughout our discussion today. Our exploration of Policy 5138 and the practical scenarios has been, I hope, helpful. As we move forward, remember the importance of referring back to the Gender Support Plan Checklist. We encourage you to utilize the knowledge gained today, reach out for support when needed, and continue building that bridge for students and parents/guardians. Thank you once again for your dedication to creating a safe, respectful, and inclusive learning environment for all students. If you have any further questions or need additional resources, please don't hesitate to reach out. Have a wonderful day!

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