



April 2, 2025

***VIA ELECTRONIC MAIL ONLY***

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**Complaint Against the Milwaukee Public School  
District (MPS) for Violations of FERPA and the PPRA**

Secretary McMahon and Attorney General Bondi,

The Wisconsin Institute for Law & Liberty (“WILL”) and Alliance Defending Freedom (“ADF”) are non-profit, public interest law firms and policy organizations dedicated to, among other things, protecting parental rights. Parents Defending Education (“PDE”) is a national grassroots membership organization working to reclaim our schools from activists promoting harmful agendas.

We write to notify your offices of an unlawful policy of the Milwaukee, Wisconsin, Public School District (“MPS”) to hide student gender transitions at school from their parents. MPS’s policy is attached to this complaint and available on the District’s website.<sup>1</sup> As explained in more detail below, MPS’s policy facially violates the Family Educational Rights and Privacy Act (“FERPA”) and the Protection of Pupil Rights Amendment (“PPRA”).

President Trump’s January 29 executive order entitled, “Ending Radical Indoctrination in K-12 Schooling,” directed the Department to develop a plan, within 90 days, to prioritize enforcement of parental rights, and, specifically, FERPA and the PPRA.<sup>2</sup> Consistent with that order, we respectfully urge the Department to open an investigation into these plain violations of federal law and to revoke MPS’s federal funding if MPS will not rescind these policies and stop hiding gender transitions at school from parents. The Department should also require MPS to notify the parents of any child for whom MPS maintains a secret gender support plan without the parents’ awareness.

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<sup>1</sup> Milwaukee Public Schools, *Gender Inclusion Guidance* (2023), <https://bit.ly/4hH1J8b>

<sup>2</sup> The White House, *Ending Radical Indoctrination in K-12 Schooling Executive Order*, Section 3, <https://bit.ly/3Fz1DIU>. (January 29, 2025).

## I. MPS’s “Gender Support Plan” and “Gender Communication Plan” Plainly Violate FERPA and the PPRA.

As you may be aware, over a thousand school districts around the country have adopted policies to hide gender transitions at school from parents.<sup>3</sup> Like many of these policies, MPS’s “Gender Inclusion Guidance” provides that students, *of any age*, are “entitled to be addressed by an affirmed name and pronoun(s) of their choice that correspond to their gender identity,” without notice to or permission from the parents. (p. 4). Indeed, the guidance warns “school personnel [to] be mindful not to reveal, imply, or refer to a student’s actual or perceived gender identity or gender expression when contacting parents/guardians when formal changes to official records have not been made.” (p. 4).

To facilitate hiding gender transitions at school from the parents, MPS provides its staff with two forms in appendices to its policy: a “Gender Support Plan” form and a “Gender Communication Plan” form. (Appendix C, D). Both ask the same two questions in a section labeled “Parent/Guardian Involvement”: (1) “Are parents/guardian(s) aware and supportive?”; and (2) “If not what considerations must be accounted for in implementing this plan?” In addition, the “Gender Support Plan” includes a section labeled “Names, Pronouns, and Student Records,” which states, “If the student’s parents/guardians are not aware and/or not supportive of the student’s gender status, how will school-home communications be handled?” MPS clearly believes that the District (and its staff) have the ultimate authority to socially transition a minor child at school *without* parental notice or consent.

Most significantly for purposes of FERPA, each form has a conspicuous “*Confidential*” label, in italics, at the top of the form. Each form also includes a statement that it “should not be part of a student’s official record but should be kept in a confidential file by the key point person as identified by the student involved.” In other words, if a child wants to transition their gender at school without their parents’ knowledge, the District is more than willing to ensure that this information is communicated *only to* individuals affirmatively selected by the student and to keep records of the transition out of the parents’ hands.

This is a straightforward violation of FERPA. School districts receiving federal funds, like MPS, are required to disclose to parents “those records, files, documents, and other materials” containing “information directly related to a student” that “are maintained by an educational agency or institution or by a person acting for such agency or institution.” 20 U.S.C. § 1232g(a)(4)(A); *see also* 20 U.S.C. § 1232g(a)(1)(A)-(B). FERPA also definitively states that if a district has a “policy of denying, or which effectively prevents, the parents of students who are or have been in attendance ...

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<sup>3</sup> *List of School District Transgender – Gender Nonconforming Student Policies*, Parents Defending Education, <https://bit.ly/4aiLjPW> (last updated February 26, 2025).

the right to inspect and review the education records of their children[,]” “[n]o funds shall be made available” to that school. *Id.* § 1232g(a)(1)(A); (B).

MPS’s “Gender Support Plan” and “Gender Communication Plan” forms can *only* be described as a deliberate attempt to evade federal law. By labeling gender support-related information “confidential” and instructing staff to remove it from the student’s official record, MPS’s policy deprives parents of their statutory rights under FERPA. Moreover, parents whose rights have been violated have no way to *discover* the violation because the forms are kept hidden from them.

Oddly, some school districts have *invoked* FERPA as a basis for similar policies.<sup>4</sup> Yet the rights under FERPA and the PPRA are assigned to *parents*, until a student turns 18. *E.g.*, 20 U.S.C. §§ 1232g(d); 1232h(c)(5)(B). While the law is clear on this point, many school districts apparently require additional guidance to clarify that nothing in FERPA or the PPRA authorizes or allows school districts to hide gender transitions at school from the parents. We appreciate the Department’s recent Dear Colleague letter for providing some additional clarity.<sup>5</sup>

Both forms also represent a straightforward violation of parental rights under the PPRA, 20 U.S.C. § 1232(h). Under the PPRA, parents have a statutory right to receive notice before their child is subjected to a “survey” (defined in subsection (c)(6)(G) to also include an “evaluation”) that reveals “mental or psychological problems of the student,” “sex behavior or attitudes,” or “critical appraisals” of “close family.” 20 U.S.C. §§ 1232h(c)(1)(B), (c)(2)(C)(ii). In addition, the PPRA requires school districts to inform parents of their right to *opt their children out* of all such surveys. *Id.* §1232h(c)(2)(A)(ii).

Asking minor children, in secret, whether their parents are “aware and supportive” of their current, self-perceived gender identity—as both forms do—necessarily invites “critical appraisals” of “close family,” in violation of the PPRA. 20 U.S.C. §§ 1232h(c)(1)(B)(v). Likewise, questions about the child’s “affirmed name,” “requested gender identity,” and whether the child is “currently experiencing distress about their gender,” all involve “mental or psychological problems of the student” and their “sex behavior and attitudes.” *Id.* § 1232h(c)(1)(b)(ii), (iii). Thus, these forms clearly constitute PPRA evaluations for which parents must receive notice and an opportunity to opt-out. Yet as evidenced in both the forms and MPS’s policy, MPS has directed its staff to assess and facilitate student gender transitions *without parental knowledge or consent*.

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<sup>4</sup> See Luke Berg, *How Schools’ Transgender Policies Are Eroding Parents’ Rights*, American Enterprise Institute (March 2022), <https://bit.ly/4bLtBH6>.

<sup>5</sup> Department of Education, *U.S. Department of Education Directs Schools to Comply with Parental Rights Laws* (March 28, 2025), <https://bit.ly/3XFt4R4>.

## II. Secret Gender Identity Transitions at School Harm Children and Their Families.

While such a straightforward violation of federal law should be more than sufficient to warrant an investigation by the Department, it is also worth emphasizing how serious of a parental rights violation this is.

As you may be aware, social transitions during childhood and adolescence are a complex and controversial issue. Many experts believe that facilitating a gender transition can do long-term harm to a child by reinforcing false beliefs and reducing the likelihood that the child will find comfort with his or her body—illustrating the importance of *more* parental involvement, not less, when these issues arise.

In the UK, for example, a recent, comprehensive review of the evidence by the National Health Service concluded that “social transition in childhood may change the trajectory of gender identity development for children with early gender incongruence.”<sup>6</sup> This review also found that “those who had socially transitioned at an earlier age and/or prior to being seen in clinic were more likely to proceed to a medical pathway,” with all of the associated risks and complications. In view of this evidence, the report concluded that “parents should be actively involved in decision making” about a social transition.<sup>7</sup> And, consistent with these findings, the UK’s “Department for Education” issued guidance directing that “[p]arents should not be excluded from decisions taken by a school ... relating to requests for a child to ‘socially transition.’”<sup>8</sup>

Here in the United States, experts such as Dr. Stephen Levine and Dr. Erica Anderson have similarly emphasized the importance of parental involvement when these issues arise, as well as how inappropriate and damaging it can be for school districts to hide transitions from parents.<sup>9</sup>

Gender dysphoria can also be a serious mental-health issue. Parents must be involved to obtain professional support for their children, which they may urgently need. Indeed, there are multiple cases around the country where school districts withheld from parents that their child was struggling with their gender and the student later attempted suicide—and this may have been prevented had the parents

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<sup>6</sup> The Cass Review, *Independent review of gender identity services for children and young people*, at 31–32 (April 2024), <https://bit.ly/441PwYq>.

<sup>7</sup> *Id.* at 163.

<sup>8</sup> UK Department for Education, *Gender Questioning Children: Non-statutory guidance for schools and colleges in England, Draft for consultation*, at 3 (December 2023), <https://bit.ly/3zPhlGw>.

<sup>9</sup> Expert Affidavit of Dr. Steven Levine, at 64–72, *T.F. v. Kettle Moraine School District*, Case No. 21-cv-1650 (Waukesha Cnty. Cir. Ct., Wis. Feb. 3, 2023), <https://bit.ly/4iCSY06>; Expert Affidavit of Dr. Erica E. Anderson, at 25–32, *T.F. v. Kettle Moraine School District*, Case No. 21-cv-1650 (Waukesha Cnty. Cir. Ct., Wis. Feb. 3, 2023), <https://bit.ly/4ie8nnG>.

been notified and able to obtain mental-health support for their child.<sup>10</sup> Children who struggle with gender dysphoria have a higher risk of suicide and self-harm, so it is unconscionable that parents would not be notified before a district facilitates a social transition at school.<sup>11</sup>

### **III. The Department Should Investigate These Policies, Require MPS to Notify Parents, and, if Necessary, Rescind MPS’s Federal Funding.**

While the Department’s existing procedures generally require parents whose rights have been violated to submit complaints,<sup>12</sup> the Department’s enforcement authority is not so limited. Both FERPA and the PPRA provide broad authority to the Secretary and Department of Education to “take appropriate actions to enforce” these sections. 20 U.S.C. § 1232g(f) (“The Secretary shall take appropriate actions to enforce this section and to deal with violations of this section...); 20 U.S.C. § 1232h(e) (“The Secretary shall take such action as the Secretary determines appropriate to enforce this section...”). In addition, Section 99.64(b) of FERPA’s implementing regulations gives the Department independent authority to open investigations into such policies. *See* 34 C.F.R. § 99.64(b) (“the Office ... *conducts its own investigation* when no complaint has been filed or a complaint has been withdrawn, to determine whether an educational agency or institution or other recipient of Department funds under any program administered by the Secretary has failed to comply with a provision of the Act or this part.”) (emphasis added). Thus, the Secretary of the Department of Education has independent, statutory authority to investigate the FERPA and PPRA violations described in this letter.

Moreover, this situation is unique in that the parents whose rights are being violated likely do not even know about it. MPS’s “Gender Support Plan” and “Gender Communication Plan,” by design, allow students and MPS personnel to hide gender transitions at school from parents. That is the whole purpose of the policy.

Accordingly, we urge the Department to use its enforcement authority to open an investigation into MPS’s secret gender transition policy. The Department should

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<sup>10</sup> Second Amended Complaint ¶¶54–63, *Perez v. Clay Cnty. Sch. Bd.*, No. 3:22-cv-83 (M.D. Fla., filed May 31, 2023), <https://bit.ly/3SaH0Qn>; Second Amended Complaint ¶¶7–20, *Kaltenbach v. Hilliard City Schs.*, No. 2:23-cv-187 (S.D. Ohio, filed April 1, 2024), <https://bit.ly/3WaeCyU>; Complaint ¶¶112–20, *Lee v. Poudre Sch. Dist. R-1*, No. 1:23-cv-1117 (D. Co., filed May 3, 2023), <https://bit.ly/3zLJwpH>.

<sup>11</sup> *See, e.g.*, Hannah K. Mitchell, et al., *Prevalence of gender dysphoria and suicidality and self-harm in a national database of paediatric inpatients in the USA: a population-based, serial cross-sectional study*, 6 *Lancet Child & Adolescent Health* 876 (Dec. 2022) (concluding that “transgender and non-binary young people with gender dysphoria-related diagnoses were frequently admitted to hospital for suicidality or self-harm”), <https://bit.ly/3y9S2hU>; Mila Kingsbury, et al., *Suicidality among sexual minority and transgender adolescents: a nationally representative population-based study of youth in Canada*, 194 *Canadian Med. Ass’n J.* E767 (June 2022) (“Youth questioning their sexual orientation had twice the risk of having attempted suicide in their lifetime ...”), <https://bit.ly/4bYCBXA>.

<sup>12</sup> Department of Education, *Protecting Student Privacy: File a Complaint*, <https://bit.ly/4kRBzCu>.

require MPS to provide every “Gender Support Plan” and “Gender Communication Plan” that it maintains for minor students without the parents’ awareness and to notify the parents that it has been maintaining these forms with respect to their children. Finally, the Department should require MPS to rescind these policies and stop hiding critical information from parents, and, if it will not, revoke MPS’s federal funding.

Sincerely,

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MILWAUKEE  
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# Gender & Identity INCLUSION

## Gender Inclusion Guidance

Office of Communications and School Performance

*Updated 2023*

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## **Introduction and Purpose**

The Milwaukee Public Schools Gender Inclusion Guidance publication was created to provide information about ways to best ensure the protection, equity, and advocacy of students and staff with regard to gender inclusion.

The topic of gender inclusion is continuously evolving. This handbook is based on best practices and will be updated as guidance continues to be shared by the courts and government agencies. This handbook does not duplicate district policies and procedures but is intended to supplement them and should be used accordingly.

## **General Support**

### A. Options for Disseminating Resources and Information About Available Services

1. A letter may be distributed to students, families, and staff informing them of available guidance, resources, and services.
2. This guidebook may be distributed and is available on the district website.
3. Copies of forms shall be made available at schools and on the district website. Forms include:
  - Name/Gender Change Request Form (Appendix A)
  - Request for Legal Name/Gender Printed on Document(s) Form (Appendix B)
  - Gender Support Plan (Appendix C)
  - Gender Communication Plan (Appendix D)
4. Please contact the [Department of Gender & Identity Inclusion](#) for information and support at [genderinfo@milwaukee.k12.wi.us](mailto:genderinfo@milwaukee.k12.wi.us)

### B. Identification of a School Support Team

1. Each school must identify a team of staff members who are willing and able to act as a team for students needing gender identity support.
2. Recommended staff for a support team are school principals/school leaders, school psychologists, school counselors, school social workers, specific teachers.
3. The individual in need of support shall approve who is part of their particular support team.

## **Acknowledgment of Gender Identity**

### A. Acknowledging an Individual's Needs

1. Every individual's experience with gender identity is unique and personal. Individuals whose gender identity may not match what others perceive need staff and students to acknowledge and respect personal experiences and offer support for whatever level of transition they may choose to undergo.
2. Transgender or gender-nonconforming students and staff will most likely start and guide conversations with school administrators or staff if they wish to make their gender identity clear. Some individuals, however, may not desire a formal declaration. Instead, they may be comfortable with a discreet and consistent acknowledgment of their gender identity through the use of gender pronouns, use of the name they select, and/or access to gender-segregated facilities and activities. Each individual is different, and open conversation with trusted staff members is the best method for ensuring their needs are met.
3. A medical or psychological diagnosis is **not** required for an individual to identify as transgender or gender nonconforming.

### B. Point of Contact

1. Staff who are approached by an individual who wishes to discuss their gender identity should provide a safe and confidential environment for the individual. Staff who are approached by a student and do not feel prepared or equipped to discuss topics of gender should continue to provide a safe and confidential environment for the individual. Additionally, they should connect the student to the appropriate support staff member, gender-inclusive support team, and so on. When in doubt, connect the student to your school leader or member of student services (school social worker, school psychologist, school counselor).
2. If you are not part of your school's gender-inclusive support team, ask the individual if they would like you to connect them with a staff member who is a part of that team.
3. Provide the individual with information about the resources and services that may be available.
4. In most cases, a staff member should share the information told in confidence by the individual only with staff members who are approved by the individual.

## **Support for Transitioning Students**

### A. Plan to Guide Schools Through an Individual's Transition

1. The district has developed a Gender Support Plan (Appendix C) and Gender Communication Plan (Appendix D) that should be used to help guide a student's transition within the school community.
2. If used, the Gender Support Plan (Appendix C) and/or Gender Communication Plan (Appendix D) should not be part of the student's official record; a key person, identified by the student, should safely retain the plan in a separate file or folder. If the key person leaves the school, a member of the school support team should work with the student to identify a new key person.
3. Information should be disclosed only to school administration and staff members who have been approved by the individual and who are actively involved in implementing the plan.

## B. Procedures for Staff to Guide Conversations with Students, Staff, and/or Parents/Guardians

1. K–5 students: Parents/guardians will most likely be involved and may initiate the conversation; however, staff must get permission from the student before communicating with parents/guardians.
2. Grade 6–12 students: Get permission from the student before communicating with parents/guardians.
3. The individual should choose who is involved in conversations about their transition. We understand the need to involve parents/guardians, and we want to ensure that we are not unintentionally causing harm given the sensitivity of the topic and needs of a person transitioning. Not all parents are supportive of their child's gender identity; we want to avoid jeopardizing a student's physical and mental safety.

## **Discrimination, Bullying, and Harassment**

### A. Pursuant to Administrative Policy, Discrimination, Bullying, and/or Harassment on the Basis of Gender Identity, Gender Expression, or Gender Nonconformity Are Prohibited Within MPS.

In terms of gender inclusion, examples of unacceptable activity include, but are not limited to, the following:

1. Engaging in conduct that makes an individual feel unsafe when using facilities that coincide with their gender identity and/or expression.
2. Engaging in conduct that makes an individual feel unsafe when participating in clubs or activities that coincide with their gender identity and/or expression.

### B. Responding to Allegations of Discrimination, Bullying, or Harassment on the Basis of Gender Identity or Gender Expression

1. Ensure that transgender and gender-nonconforming individuals have a safe, equitable, and welcoming environment.
2. An investigation shall be conducted pursuant to the appropriate Administrative Policy, Procedure, or guidebook, which may include one or more of the following:
  - [Administrative Policy 1.04, Nondiscrimination](#)
  - [Administrative Procedure 1.04, Nondiscrimination Complaint Procedures](#)
  - [Administrative Policy 6.03, Anti-Harassment/Anti-Bullying: Staff](#)
  - [Administrative Procedure 6.03, Anti-Harassment/Anti-Bullying: Staff](#)
  - [Administrative Policy 6.16, Complaints and Grievances: Staff](#)
  - [Administrative Policy 8.01, Student Nondiscrimination](#)
  - [Administrative Procedure 8.01, Student Nondiscrimination](#)
  - [Administrative Policy 8.27, Student Complaints and Grievances](#)
  - [Administrative Policy 8.52, Bullying](#)
  - [MPS Employee Handbook](#)
  - [MPS Parent/Student Handbook on Rights, Responsibilities, and Discipline](#)

## Privacy and Confidentiality

### A. Disclosure to Students, Staff, and Families

1. Each individual should guide who is involved in conversations about their own gender identity and/or sexual orientation.
2. Individuals have the right to openly discuss and express their gender identity, but school personnel must be mindful of the confidentiality and privacy rights of each individual regardless of age when communicating with students, staff, and/or families.

### B. Disclosure to Parents/Guardians

1. Any change to a minor student's official record requires the permission of the student's parent/guardian. Any change to an adult student's (18 and older) official record does not require parent/guardian permission.
2. School personnel should have conversations with students about the level of information they want shared with their parents/guardians regarding any change that is not part of their official record.
3. The Gender Support Plan and/or Gender Communication Plan may be useful in guiding such conversations. Filling out these forms is **not** mandatory.
4. Guiding questions for this conversation should include the following:
  - Is your parent/guardian aware of your gender identity?
  - Is your parent/guardian aware of the name you want to be called?
  - If your parent/guardian asks specific questions about your gender identity, how much information, if any, should I share?
  - What name should be placed on your schoolwork, understanding that your parent/guardian may ask to view schoolwork during conferences or academic conversations?
5. School personnel must be mindful not to reveal, imply, or refer to a student's actual or perceived gender identity or gender expression when contacting parents/guardians when formal changes to official records have not been made.
6. School personnel should be aware that involving parents/guardians without the permission of the student could lead to potential harm, such as being kicked out of their home or being disowned.

## Name Change, Gender Identity, and Pronouns

### A. Use of Name that Student Wishes to Be Called

1. Students and staff are entitled to be addressed by an affirmed name and pronoun(s) of their choice that correspond to their gender identity.
2. It is culturally responsive for teachers and school personnel to provide the opportunity for all students and staff to privately share their requested name, the name they would like to be called, and gender pronouns at any time.
  - *Spoken* — through one-on-one conversations
  - *Written* — through whole-class or staff inventories, surveys, or questionnaires

3. Inadvertent slips or honest mistakes that are followed by an effort to correct this action are understandable. However, intentional or persistent refusal by students or school personnel to respect an individual's name, the affirmed name they would like to be called, and/or pronouns is not acceptable and may be determined to be a violation of district policies on nondiscrimination, harassment, or bullying.

Should a staff member or student continue to refuse to use an individual's affirmed name and/or pronouns, corrective action may be taken and/or LGBTQ+ training may be suggested.

#### B. Changes from Name Given at Birth to Affirmed Name and Gender Identity in Infinite Campus

1. A court-ordered name and/or gender change is **not** required to change a name or gender in Infinite Campus. NOTE: Changing a student's name in Infinite Campus/Milwaukee Public Schools doesn't change the name legally in Wisconsin. Contact the Department of Gender & Identity Inclusion for more information about changing a name legally in Wisconsin.
2. The student must fill out and sign the Name/Gender Change Request Form (Appendix A).
3. A parent/guardian must also sign the Name/Gender Change Request Form (Appendix A) for any student who is under age 18.
4. A student may be taking prescription medication that is labeled with their legal name. In such cases, students will be notified that their legal name must be disclosed to school staff.
5. Other instances may exist in which school personnel must communicate with a student's healthcare provider or with outside agencies such as Child Protective Services, the courts, or law enforcement. In such cases, the district reserves the right to deviate from the student's requested/affirmed name and/or gender use in favor of using the individual's legal name.
6. The Request for Legal Name/Gender Printed on Document(s) Form (Appendix B) is available to ensure that students who complete the Name/Gender Change Request Form (Appendix A) are still able to have their legal name and/or gender printed on a document (such as an official transcript, immunization form, and so on).
7. If a student is not "out" at home or does not have parent/guardian support, their name may be changed in Infinite Campus using the "nickname" function. It is especially important in these situations for staff to talk with students about which name they would like school staff to use when communicating with parents/guardians.

#### C. Amending a Student's Name/Gender

1. The completed Name/Gender Change Request Form (Appendix A) should be sent to [genderinfo@milwaukee.k12.wi.us](mailto:genderinfo@milwaukee.k12.wi.us) or delivered to the Department of Gender & Identity Inclusion, MPS Central Services, 5225 W. Vliet St., Milwaukee, WI 53208.
2. The Department of Gender & Identity Inclusion is a resource for students, families, and teachers in conjunction with the Department of Equity, Access, and Inclusion regarding changes to a student's name and/or gender identity.

#### D. Technology Related to Name Change and Gender Identity

1. When a student's name is changed in Infinite Campus, it will automatically be changed in Google Classroom.
2. If a student does not have parent/guardian support, the school support team should confirm this with the student. The school support team will then notify technology support at [tsc@](mailto:tsc@)

milwaukee.k12.wi.us and request that the student's Google Classroom name be changed. Similar to a nickname change, changes in Google Classroom display names are for classroom purposes only and will not alter any documents or reports in the student's record.

E. Name Change and Gender Identity: Yearbooks and School Identification Cards

By filling out the Gender Support Plan (Appendix C), individuals may identify how they want their name to appear on nonofficial/nonlegal documents such as yearbooks, school IDs, attendance, and posted lists.

## **Dress Codes**

A. Gender Nonconforming Dress Code

1. Dress codes should not restrict individuals' clothing or appearance on the basis of gender.
2. Any dress code restrictions should be gender neutral.
3. For schools that offer a uniform option:
  - a. Individuals must be allowed to wear any and all uniform pieces assigned to their school regardless of their gender identity or expression.
  - b. Gender-neutral uniforms/options are recommended.

B. Enforcement of Dress Code by Staff

1. Individuals are allowed to dress in accordance with their gender identity and/or expression.
2. School personnel must not enforce a dress code more strictly against transgender and/or gender nonconforming individuals.

## **Access to Gender-Segregated Areas and Activities**

A. Existing Facility Usage

1. Individuals are allowed to have access to restrooms and locker rooms that correspond to their gender identity.
2. If any individual desires increased privacy, school personnel must make every effort to provide the individual with access to an alternative restroom such as a single-stall restroom. The use of a more private restroom within the facility must be decided by the individual, and no individual should be required to use an alternative restroom because of their transgender and/or gender nonconforming status.
3. If any individual desires increased privacy, school personnel must make every effort to provide the individual with access to an alternative changing room that best fits their needs. The use of a more private changing room within the facility must be decided by the individual, and no individual should be required to use an alternative changing room because of their transgender and/or gender nonconforming status.
4. If a school is looking for guidance on creating a gender-neutral bathroom, please reach out to the Department of Gender and Identity Inclusion.

B. Access to Activities

1. All students are allowed to participate in physical education classes, clubs, and activities in a

manner consistent with their gender identity.

2. For athletic participation, refer to [WIAA Transgender Participation Policy](#).
3. For facility usage, refer to guidance above under Existing Facility Usage.

#### C. Access to Activities Requiring Overnight Accommodations

1. Individuals are allowed to participate in overnight trips and utilize facilities and accommodations that correspond with their gender identity.
2. If any individual desires increased privacy, school personnel must make every effort to provide the individual with reasonable access to an alternative overnight accommodation. The use of a more private area within the facility must be decided by the individual, and no individual should be required to use an alternative accommodation because of their transgender and/or gender nonconforming status.

#### D. Classroom Activities

1. Wherever arbitrary gender dividers can be avoided, they should be eliminated. This allows for greater inclusion of all individuals. Examples:
  - “Hey, guys and girls!”
  - Lining up students by boys and girls
2. If an activity uses gender-based categorization for sound pedagogical purposes, individuals shall be permitted to participate in any such activities consistent with their gender identity.

### **Professional Development**

The Department of Gender & Identity Inclusion shall work with other appropriate offices and/or departments to ensure that professional development and educational opportunities are provided for staff, students, and families. Individual chiefs, principals, or the management of individual work areas may make professional development opportunities mandatory at their discretion.

The Department of Gender & Identity Inclusion shall be responsible for updating all district forms and guidelines pertaining to gender inclusion and shall ensure the dissemination and accessibility of such information.

#### Resources Used to Develop MPS Gender Inclusion Guidance

- Chicago Public Schools – Guidelines Regarding the Support of Transgender and Gender-Nonconforming Students (2016)
- District of Columbia Public Schools – Transgender and Gender-Nonconforming Policy Guidance (2015)
- Genderspectrum.org (2015)
- GLSEN.org (2022)
- Los Angeles Unified School District – Policy Bulletins: Transgender Students – Ensuring Equity and Nondiscrimination, Name and/or Gender of Pupils for Purposes of School Records, and Guidelines for Sexual Orientation and Gender Identity Inclusive Education (2014)
- Madison Metropolitan School District – Policy (2004) Prohibition Against Discrimination

- Massachusetts Department of Elementary and Secondary Education – Guidance for Massachusetts Public Schools Creating a Safe and Supportive School Environment (2012)
- National Center for Transgender Equality – Sample Policy
- New York State Education Department – Guidance to School Districts for Creating a Safe and Supportive Environment for Transgender and Gender Nonconforming Students (2015)
- San Francisco Unified School District – Non-Discrimination for Students and Employees (2006)
- School District of Shorewood – Equal Educational Opportunities (2014)
- St. Paul Public Schools – Policy 500.00 Gender Inclusion (2015)
- U.S. Department of Education, Office of Elementary and Secondary Education, and Office of Safe and Healthy Students – Examples of Policies and Emerging Practices for Supporting Transgender Students (2016)



## **Appendices**



**MILWAUKEE**  
PUBLIC SCHOOLS

# Name/Gender Change Request Form – Q&A

### ***What is the purpose of this form?***

This form is available to make changes to the student information system such that it reflects the affirmed name and/or gender with which a student identifies.

### ***Who may complete the Name/Gender Change Request Form?***

This form must be completed by a parent or guardian for a student under the age of 18. Students over the age of 18 may complete the form themselves without a parent or guardian signature.

### ***Where do I submit this form?***

This form must be submitted to [genderinfo@milwaukee.k12.wi.us](mailto:genderinfo@milwaukee.k12.wi.us) or the MPS Department of Gender & Identity Inclusion, 5225 W. Vliet St., Milwaukee, WI 53208.

### ***What if the student needs their legal name and/or gender printed on a document or formal record?***

If a student completes the Name/Gender Change Request Form process and subsequently requires their legal name and/or gender printed on a document (such as an official transcript, immunization form, FAFSA application, etc.), they will need to fill out the Request for Legal Name/Gender Printed on Documents Form and send it to [genderinfo@milwaukee.k12.wi.us](mailto:genderinfo@milwaukee.k12.wi.us) to have their legal name temporarily re-entered into their Infinite Campus profile to print the document(s) and then changed back to their requested affirmed name after printing.

### ***What if a parent or guardian is not available to sign and submit this form?***

If a parent/guardian is not available to sign and submit this form, a student should contact their school support staff, principal, other school administrators, a school counselor, or another MPS staff member to request accommodations. Regardless of the completion of this form, staff must use the student's affirmed name and/or pronoun that they have communicated verbally and/or in writing to staff. If a student is not "out" at home or does not have parental support to sign this form, their name may be changed in Infinite Campus using the "nickname" function. One instance in which a parent/guardian may be unavailable is a student who is identified as an unaccompanied homeless youth (not living with a parent/guardian). These students are able to sign their own form.

### ***How will my school know about the changes requested on this form?***

Communication with the school is important to ensure the support your student may need. This is very important when changes are requested to the student information system and when changing schools. The school principal, a school counselor, or another MPS staff member may assist in ensuring that the appropriate staff receive the information that pertains to their role in the school building and your requests regarding privacy.

### ***What will be provided when other institutions or I request student records?***

For non-certified requests, the student's requested affirmed name and gender may be provided. However, when responding to requests for certified records, MPS must provide a student's legal name. If a student or family has concerns about privacy, it is advised that they speak with the Department of Gender & Identity Inclusion at (414) 777-7864 directly to provide clarity and discuss concerns.

### ***Who should I call for additional questions?***

Contact the Department of Gender & Identity Inclusion at (414) 777-7864.

## Appendix A



**MILWAUKEE**  
PUBLIC SCHOOLS

# Name/Gender Change Request Form

PLEASE PRINT.

Student Legal Name:		
<small>FIRST</small>	<small>MIDDLE</small>	<small>LAST</small>
School:		
Student Age:	Date of Birth:	
	<small>MONTH</small>	<small>DAY</small> <small>YEAR</small>
Student ID #:	Sex Assigned at Birth: <input type="checkbox"/> Female <input type="checkbox"/> Male	
<b>Change to the following Name/Gender Change on Infinite Campus</b> <i>Leave blank if a change is not applicable to either name or gender.</i>		
Student Affirmed Name:		
<small>FIRST</small>	<small>MIDDLE</small>	<small>LAST</small>
Student Affirmed Gender: <input type="checkbox"/> Female <input type="checkbox"/> Male <input type="checkbox"/> Nonbinary		
Student Affirmed Pronouns: <input type="checkbox"/> She/Her/Hers <input type="checkbox"/> He/Him/His <input type="checkbox"/> They/Them/Theirs <input type="checkbox"/> Other: _____		

- By submitting this form, I am requesting that MPS change the name and/or gender of the student listed above to the name and/or gender indicated above.
- These change(s) are being requested because the student identifies as the name and/or gender requested above.
- I understand that this form does not constitute a legal name and/or gender change; rather, it only changes the requested name and/or gender of the student as reflected in the MPS student information system.
- I understand that the State of Wisconsin presently requires a gender of either "female" or "male" for state reporting purposes.
- I understand that the name and/or gender requested will be used only within MPS.
- I understand that the default access to gender-specific facilities and participation in gender-specific co-curricular and extracurricular activities will be according to the gender designation (State of Wisconsin), unless stated otherwise.
- I understand that the student's legal name/gender will be retained in the history of the student records system and will be accessible to the principal, the student listed above, the parent/guardian of the student listed above, and certain individuals in the Department of Student Services.
- I authorize the release of the student's original and updated name/gender to other authorized parties as part of student records requests.
- I understand that if the student requires their legal name and/or gender printed on a document, I must fill out the Request for Legal Name/ Gender Printed on Document(s) Form and send it to [genderinfo@milwaukee.k12.wi.us](mailto:genderinfo@milwaukee.k12.wi.us)

<b>Parent/Guardian Contact Information – Include student information if student is 18 or older.</b>	
Address:	<small>ZIP CODE</small>
Parent/Guardian Name(s) – PRINT: <b>Required for students under age 18</b>	
Parent/Guardian Signature: <b>Required for students under age 18</b>	
Student Name – PRINT: <b>Required if 18 years or older</b>	
Student Signature: <b>Required if 18 years or older</b>	

Submit to: [genderinfo@milwaukee.k12.wi.us](mailto:genderinfo@milwaukee.k12.wi.us) or the Department of Gender & Identity Inclusion, 5225 W. Vliet St., Milwaukee, WI 53208. For questions, call (414) 777-7864.



**MILWAUKEE**  
PUBLIC SCHOOLS

# Request to Temporarily Change Affirmed Name/Gender Back to Legal Name Printed on Document(s) Form – Q&A

### ***What is the purpose of this form?***

The Request for Legal Name/Gender Printed on Document(s) Form is available to ensure that students and families understand that if a student completes the Name/Gender Change Request Form process and requires their legal name and/or gender printed on a document (such as an official transcript, immunization form, etc.), they will need to fill out and send this form to [genderinfo@milwaukee.k12.wi.us](mailto:genderinfo@milwaukee.k12.wi.us) to have their legal name temporarily re-entered into their Infinite Campus profile to print the document(s) and then changed back after printing.

### ***Who may complete the Request for Legal Name/Gender Printed on Document(s) Form?***

The form can be completed by a student or parent/guardian of a student who has previously completed the Name/Gender Change Request Form process.

### ***Where do I submit this form?***

This form must be submitted to [genderinfo@milwaukee.k12.wi.us](mailto:genderinfo@milwaukee.k12.wi.us) or the MPS Department of Gender & Identity Inclusion, 5225 W. Vliet St., Milwaukee, WI 53208.

### ***Why is this form important?***

Some official processes, such as college admissions or medical visits, require documentation with an individual's legal name. While MPS wants to ensure that all students are able to be their authentic selves in school, we also want to ensure that students are able to access certain processes that require a student's legal identity.



**MILWAUKEE**  
PUBLIC SCHOOLS

## Request to Temporarily Change Affirmed Name/Gender Back to Legal Name Printed on Document(s) Form

PLEASE PRINT.

Student Legal Name:		
<small>FIRST</small>	<small>MIDDLE</small>	<small>LAST</small>
School:		
Student ID #:	Sex Assigned at Birth: <input type="checkbox"/> Female <input type="checkbox"/> Male	
Student Affirmed Name from the Name/ Gender Change Request Form:		
<small>FIRST</small>	<small>MIDDLE</small>	<small>LAST</small>
Student Affirmed Gender from the Name/Gender Change Request Form: <input type="checkbox"/> Female <input type="checkbox"/> Male <input type="checkbox"/> Nonbinary		
Student Affirmed Pronouns: <input type="checkbox"/> She/Her/Hers <input type="checkbox"/> He/Him/His <input type="checkbox"/> They/Them/Theirs <input type="checkbox"/> Other: _____		
I request that the student's legal name and/or gender be printed on the following document(s):		
<input type="checkbox"/> Official Transcript <input type="checkbox"/> Report Card <input type="checkbox"/> IEP (Individualized Education Program) <input type="checkbox"/> Attendance Record <input type="checkbox"/> Other: _____		

I understand that by submitting this form, the student will have their legal name and/or gender temporarily re-entered into their Infinite Campus profile to print the document(s), and then changed back after printing. I also understand that this form is used only if a Name/Gender Change Request Form has been submitted.

**Parent/Guardian Contact Information – Include student information if student is 18 or older.**

Parent/Guardian Name(s) – PRINT: <small>Required for students under age 18</small>
Parent/Guardian Signature: <small>Required for students under age 18</small>
Student Name – PRINT: <small>Required if 18 years or older</small>
Student Signature: <small>Required if 18 years or older</small>

Submit to: [genderinfo@milwaukee.k12.wi.us](mailto:genderinfo@milwaukee.k12.wi.us) or the Department of Gender & Identity Inclusion, 5225 W. Vliet St., Milwaukee, WI 53208. For questions, call (414) 777-7864.



**MILWAUKEE  
PUBLIC SCHOOLS**

## Gender Support Plan *Confidential*

This document is a resource for the school support team — it is not required. The purpose of this document is to create a shared understanding about the ways in which the student’s authentic gender will be accounted for and supported at school. School staff, parents/guardians, and the student can work together to complete this document. Whenever possible and with student consent, please seek to actively engage the parent/guardian. Please note that there is a separate document to plan for a student formally communicating information about a change in their gender status at school (Gender Communication Plan), which should not be a part of a student’s official record, but should be kept in a confidential file by the key point person as identified by the student involved.

School:	Date:
Student Affirmed Name: <span style="margin-left: 150px;"><small>FIRST</small></span> <span style="margin-left: 100px;"><small>MIDDLE</small></span> <span style="margin-left: 100px;"><small>LAST</small></span>	
Student Legal Name: <span style="margin-left: 150px;"><small>FIRST</small></span> <span style="margin-left: 100px;"><small>MIDDLE</small></span> <span style="margin-left: 100px;"><small>LAST</small></span>	
Student Requested Gender Identity: <input type="checkbox"/> Female <input type="checkbox"/> Male <input type="checkbox"/> Nonbinary	
Student Legal Gender/Sex Assigned at Birth: <input type="checkbox"/> Female <input type="checkbox"/> Male	
Student Age:	Date of Birth: <span style="margin-left: 100px;"><small>MONTH</small></span> <span style="margin-left: 50px;"><small>DAY</small></span> <span style="margin-left: 50px;"><small>YEAR</small></span>
Student ID #:	Student Grade Level:
Sibling(s)/Grade(s): _____ _____	
Parent(s)/Guardian(s)/Relation to Student: _____ _____	
Meeting Participants: _____ _____ _____	
<b>Parent/Guardian Involvement</b>	
Are parents/guardian(s) of this student aware and supportive of their child’s gender status? <input type="checkbox"/> Yes <input type="checkbox"/> No	
If not, what considerations must be accounted for in implementing this plan? _____ _____	
– <i>Continued</i> –	

### Confidentiality, Privacy, and Disclosure

How public or private will information about this student's gender be? Check all that apply.

- Site-level leadership/administration will know (principal, assistant principal, school leader, etc., and/or designee(s).  
Specify the adult staff members below.
- Teachers and/or other school staff will know (school counselor, psychologist, social worker, nurse, etc.).  
Specify the adult staff members below.
- Student will not be openly "out," but some students are aware of the student's gender.  
Specify the students below.
- 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" adult at school? \_\_\_\_\_  
If this person is not available, what should the student do? \_\_\_\_\_

What, if anything, will be the process for periodically checking in with the student and/or family?  
\_\_\_\_\_

What are the expectations if a student is feeling unsafe and how will the student signal their need for help:

During class? \_\_\_\_\_

Outside/at recess? \_\_\_\_\_

In the halls? \_\_\_\_\_

In the bathroom/locker room? \_\_\_\_\_

Other? \_\_\_\_\_

Other safety concerns/questions: \_\_\_\_\_  
\_\_\_\_\_

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

– Continued –

**Names, Pronouns, and Student Records**

What is the student's legal name and/or gender/sex assigned at birth?  
\_\_\_\_\_

Current name/gender entered into the student information system (SIS):  
\_\_\_\_\_

Affirmed name the student uses: _____	Pronouns: _____
---------------------------------------	-----------------

Can the student's name/gender be reflected in the student information system? If so, how? If not, why not?  
\_\_\_\_\_

If not, what adjustments can be made to protect this student's privacy?  
\_\_\_\_\_

Who will be the point person at school for ensuring these adjustments are made and communicated?  
\_\_\_\_\_

How will instances be handled in which the incorrect name or pronoun is used by staff members?  
By students? \_\_\_\_\_

How will the student's privacy be accounted for and maintained in the following situations or contexts?

During registration:

Official school-home communication:

Completing enrollment:

Unofficial school-home communication:

With substitute teachers:

Outside district personnel or providers:

Standardized tests:

Summons to office:

School photos:

Yearbook:

IEPs/other services:

Student ID/library cards:

Student cumulative file:

Posted lists:

After-school programs:

Distribution of texts or other school supplies:

Lunch lines:

Assignment of IT accounts:

Taking attendance:

PA announcements:

Teacher grade book(s):

Other:

If the student's parents/guardians are not aware and/or not supportive of the student's gender status, how will school-home communications be handled? \_\_\_\_\_  
\_\_\_\_\_

What are some other ways the school needs to anticipate the student's privacy being compromised? How will these be handled? \_\_\_\_\_  
\_\_\_\_\_

- Continued -



**Use of Facilities**

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

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

If the student has questions/concerns about facilities, who will be the contact person? \_\_\_\_\_

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? \_\_\_\_\_

**Extracurricular Activities**

In what extracurricular programs or activities will the student be participating (sports, theater, clubs, etc.)? \_\_\_\_\_

What steps will be necessary for supporting the student there? \_\_\_\_\_

Does the student participate in an after-school program (such as CLC, Boys & Girls Clubs etc.)? What steps will be necessary for supporting the student there? \_\_\_\_\_

Questions/notes: \_\_\_\_\_

**Other Considerations**

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

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, units, content, or activities coming up this year to consider (growth and development, swim unit, social justice units, name projects, dance instruction, Pride events, school dances, etc.)? \_\_\_\_\_

What professional development will the school engage in to build capacity for working with gender-expansive students? \_\_\_\_\_

Are there any other questions, concerns, or issues to discuss? \_\_\_\_\_

- Continued -

### 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 revisit any aspects of the plan (or seek additions to the plan)? \_\_\_\_\_  
\_\_\_\_\_

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

Action Item	Who?	When?

Date/time of next meeting or check-in \_\_\_\_\_ Location \_\_\_\_\_

Adapted from *The Gender Spectrum: Student Gender Communication Plan* (2015)

## Appendix D



**MILWAUKEE  
PUBLIC SCHOOLS**

# Gender Communication Plan *Confidential*

This document is a resource for the school support team — it is not required. This document supports the necessary planning for a student to communicate with the school community a change in one or more aspects of their gender from its commonly assumed status to something else. Its purpose is to create the most favorable conditions for a successful experience and to identify the specific actions that will be taken by the student, school, family, or other support providers. This document should not be a part of a student's official record but should be kept in a confidential file by the key point person as identified by the student involved.

School:	Date:
Student Affirmed Name: <span style="float: right; font-size: small;">FIRST                      MIDDLE                      LAST</span>	
Student Legal Name: <span style="float: right; font-size: small;">FIRST                      MIDDLE                      LAST</span>	
Student Requested Gender Identity: <input type="checkbox"/> Female <input type="checkbox"/> Male <input type="checkbox"/> Nonbinary	
Student Legal Gender/Sex Assigned at Birth: <input type="checkbox"/> Female <input type="checkbox"/> Male	
Student Age:	Date of Birth: <span style="float: right; font-size: small;">MONTH                      DAY                      YEAR</span>
Student ID #:	Student Grade Level:
Sibling(s)/Grade(s): _____ _____	
Parents/Guardians Relation to Student: _____	
What does the student wish to communicate about their gender (change in identity, expression, etc.)? _____ _____	
How urgent is the student's need? Is the student currently experiencing distress regarding their gender? _____ _____	
<b>Parent/Guardian Involvement</b>	
Are parents/guardian(s) aware and supportive of their child's gender communication? <input type="checkbox"/> Yes <input type="checkbox"/> No	
If not, what considerations must be accounted for in implementing this plan? _____	
– <i>Continued</i> –	

**Initial Planning Meeting**

When will the initial planning meeting take place? \_\_\_\_\_ Where will it occur? \_\_\_\_\_

Who will be the members of the team supporting the student's communication?

- Student \_\_\_\_\_
- Parents/Guardians \_\_\_\_\_
- School Staff \_\_\_\_\_
- Other \_\_\_\_\_

**Communication Details**

What specific information will be conveyed to other students?

\_\_\_\_\_  
\_\_\_\_\_

What requests will be made (new name, pronouns, use of facilities, etc.)?

\_\_\_\_\_  
\_\_\_\_\_

With whom and when will this information be shared?

- With peers in the student's class only. Date: \_\_\_\_\_
- With peers in the student's grade level. Date: \_\_\_\_\_
- With some/all students at school. Specify below. Date: \_\_\_\_\_
- Other – specify. \_\_\_\_\_

Who will lead the lessons/activities framing the student's announcement?

\_\_\_\_\_

What will the lessons/activities be?

\_\_\_\_\_

Will the student be present for the lesson/sharing of information about their gender?  Yes  No  
If yes, what, if any, role does the student want to play in the process?

\_\_\_\_\_

Once the information is shared, what parameters/expectations will be set regarding approaching the student?

\_\_\_\_\_

Other notes, considerations, or questions:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

– Continued –

**Key Decisions Prior to Student's Communication**

**Communications with Other Families**

Will any sort of information be shared with other families about the student's gender?  
\_\_\_\_\_

With whom:  Families in child's grade  Whole school  Other – specify:  
\_\_\_\_\_

Who will be responsible for creating this?  
\_\_\_\_\_

When will it be sent?  
\_\_\_\_\_

How will it be distributed?  
\_\_\_\_\_

What specific information will be shared?  
\_\_\_\_\_

Questions/notes:  
\_\_\_\_\_

**Professional Development for School Staff**

Will there be specific professional development about this student's gender with school staff?  Yes  No  
When? \_\_\_\_\_

Who will be conducting the professional development?  
\_\_\_\_\_

What will be the content?  
\_\_\_\_\_

Questions/notes:  
\_\_\_\_\_

**Parent/Guardian Information Night about Gender Diversity**

Will there be specific workshops/seminars for school community members?  Yes  No When?  
\_\_\_\_\_

Will it reference the student's gender?  Yes  No Who will conduct it?  
\_\_\_\_\_

What will be the content of the workshops/seminars?  
\_\_\_\_\_

Questions/notes:  
\_\_\_\_\_  
\_\_\_\_\_

– Continued –

**Class Meeting with Parents**

Will there be any meeting with the families of the student's peers?  Yes  No When?  
\_\_\_\_\_

Who will lead the meeting? \_\_\_\_\_ Who will be attending the meeting?  
\_\_\_\_\_

What will be the purpose for this meeting?  
\_\_\_\_\_

**Identifying and Enlisting Parents/Guardians/Other Adult Allies**

Are there any parents/adults in the community you would like to enlist in support of the child's communication?  Yes  No If so, who? \_\_\_\_\_

When will you speak with them?  
\_\_\_\_\_

What will be your request?  
\_\_\_\_\_

Questions/notes:  
\_\_\_\_\_

**Identifying and Enlisting Peer Allies**

Are there other students you would like to enlist in support of the child's communication?  Yes  No If so, who? \_\_\_\_\_

When will they be spoken with?  
\_\_\_\_\_

What requests will be made?  
\_\_\_\_\_

Questions/notes:  
\_\_\_\_\_

**Siblings**

Does the student have any siblings at the school?  Yes  No What needs to be considered for them?  
\_\_\_\_\_

Learning opportunity in their classrooms?  
\_\_\_\_\_

Emotional support?  
\_\_\_\_\_

Questions/notes:  
\_\_\_\_\_  
\_\_\_\_\_

- Continued -

**Timeline**

Which of the following will take place in relation to this student's gender communication, when will it occur, and who will be responsible for making it happen?

Activity	Date	Lead
<input type="checkbox"/> Initial Planning Meeting		
<input type="checkbox"/> Lessons/Activities with Other Students		
<input type="checkbox"/> Communications with Other Families		
<input type="checkbox"/> Professional Development for School Staff		
<input type="checkbox"/> Parent/Guardian Information Night about Gender Diversity		
<input type="checkbox"/> Class Meeting with Parents/Guardians		
<input type="checkbox"/> Identifying and Enlisting Parent/Guardian/Other Adult Allies		
<input type="checkbox"/> Identifying and Enlisting Peer Allies		

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

Action Item	Who?	When?

Adapted from *The Gender Spectrum: Student Gender Communication Plan* (2015)



**MILWAUKEE**  
PUBLIC SCHOOLS

# Gender Inclusion Guidance FAQ

### ***Why does the school have this policy? I would like to know more about these policy changes.***

- In May 2016, the Office for Civil Rights of the U.S. Department of Education issued joint guidance on best practices for gender-inclusive schools. In August 2016, the Milwaukee Board of School Directors revised its official policies and procedures to incorporate the spirit of these guidelines. In support of district policy, the MPS Gender Inclusion Guidance document was created for staff.
- The goal is to offer more explicit protection of gender diverse MPS students and staff, to ensure that all students and staff are treated equitably, and to promote a safe and welcoming environment throughout the district.
- Personal information about our students, including their gender identity, is private.
- Many people do not realize that gender-based discrimination is illegal under Title IX, and that gender is a protected class in many states and cities (just like race, religion, or disability). Unfortunately, these protections are necessary because transgender and other gender-expansive students frequently face a great deal of discrimination from other students, staff, and community members.
- Organizations such as the Parent Teacher Association, the National Education Association, the California School Board Association, and many other associations for administrators, counselors, and other education professionals have written clear guidelines about the need to make sure that transgender and other gender-expansive students are safe at school.

### ***How do these policy changes and practices affect my student?***

- We ensure that the safety of all students is our priority. Should you have more questions regarding your student, reach out to your school administration. For further information, contact the MPS Department of Gender & Identity Inclusion at [genderinfo@milwaukee.k12.wi.us](mailto:genderinfo@milwaukee.k12.wi.us) or (414) 777-7864.
- Our expectation for all our students is that they respect the privacy and physical boundaries of other students. If the behaviors of one student are making another student feel unsafe, that is an issue we take very seriously.
- If, for any reason, your student needs additional support, such as a private space to change or use the restroom, we will work with you and your student to provide these. By no means will any student be forced to use a specific changing space or restroom within the facility.

### ***How are you going to ensure that people don't take advantage of the policy?***

- Schools have always worked to support the needs of individuals in a variety of ways. For any student who requires support related to gender, the school will work very deliberately to provide the necessary services. This will not take place without a great deal of care and planning.
- A person who is claiming to be a different gender for an improper purpose is significantly different from a transgender person. If someone is found abusing this policy, the school administration will intervene to determine the proper course of action.



## **Glossary of Terms**

**Gender identity** – A person’s deeply held internal sense or psychological knowledge of their own gender, regardless of the sex they were assigned at birth.

**Gender expression** – The manner in which a person represents or expresses gender, often through behavior, clothing, hairstyles, activities, voice, or mannerisms.

**Transgender** – An umbrella term describing a person whose gender identity is different from the sex they were assigned at birth.

**Transition** – The process through which a person goes from living and identifying as one gender to living and identifying as another. Transitions are not linear and may include any combination of physical, social, and medical processes. Transitions are private and personal and should not be discussed unless conversation is initiated and led by the person who is transitioning.

**Gender nonconforming** – A term that refers to individuals whose gender expression and/or identity do not follow social expectations or stereotypes based on their sex assigned at birth.

**Affirmed gender pronoun(s)** – The pronoun(s) a person uses when referred to in conversation. Common examples include “they,” “their,” “she,” “he,” “her,” “his,” and “ze.”

**Gender binary** – The classification of gender and sex assigned at birth into two distinct, opposite, and disconnected forms of masculine and feminine.

**Gender fluid** – Having a gender or genders that change. Gender fluid people move among genders, experiencing their gender as something dynamic and changing, rather than static.

**Sex assigned at birth** – The sex determined by a physician, midwife, nurse, or individual delivering a baby based on inspection of the genitalia post-birth.

**Intersex** – A term that refers to an individual whose reproductive anatomy or genitalia does not seem to fit the socially accepted definitions of female or male. Often physicians will perform “corrective” surgery in order to make the child’s genitalia fit into either a female or male definition.

**Cisgender** – A term that refers to individuals whose gender identity and expression correspond to their sex assigned at birth.

**Sexual expression** – Whom you interact with sexually. A person might choose to interact sexually with someone of the same sex or gender, someone of a different sex or gender, or people of both/ more than one sex or gender. Sexual expression is not just sexual intimacy; it can include interactions like holding hands.

**Sexual identity** – How one thinks of oneself in terms of to whom one is romantically or sexually attracted. Sexual identity may also refer to sexual orientation identity, which is when people identify or dis-identify with a sexual orientation or choose not to identify with a sexual orientation.

**Sexual orientation** – A person’s emotional and/or sexual attraction to another person based on the gender expression and/or identity of the other person. While they are often referred to in similar contexts, sexual orientation and gender identity are different and should be understood as independent identities.

The terms above are not all-encompassing, and individuals may utilize a variety of alternative terms such as “gender nonbinary, bigender, gender normative, gender variant, trans, two-spirit.” This list is not comprehensive and is prone to addition or change. Continued communication allows for individuals to claim their affirmed identity and helps to maintain a safe and supportive space for all individuals.







# Milwaukee Board of School Directors

Board members may be contacted at the MPS Office of Board Governance, (414) 475-8284.  
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Dr. Keith P. Posley, Superintendent

## MPS Senior Team

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Martha Kreitzman, Chief Financial Officer  
Adria D. Maddaleni, J.D., Chief Human Resources Officer  
Jennifer Mims-Howell, Chief Academic Officer

## NONDISCRIMINATION NOTICE

It is the policy of Milwaukee Public Schools, as required by section 118.13, Wisconsin Statutes, that no person will be denied admission to any public school or be denied the benefits of, or be discriminated against in any curricular, extracurricular, pupil services, recreational or other program or activity because of the person's sex, race, color, religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional or learning disability.

This policy also prohibits discrimination under related federal statutes, including Title VI of the Civil Rights Act of 1964 (race, color, and national origin), Title IX of the Education Amendments of 1972 (sex), Section 504 of the Rehabilitation Act of 1973 (disability), and the Americans with Disabilities Act of 1990 (disability). The individuals named below have been designated to handle inquiries regarding the nondiscrimination policies.

For section 118.13, Wisconsin Statutes, federal Title IX: Matthew Boswell, Senior Director, Department of Student Services, Room 133, Milwaukee Public Schools, 5225 W. Vliet St., P.O. Box 2181, Milwaukee, WI, 53201-2181

For section 504 of the Rehabilitation Act of 1973 (Section 504), federal Title II: Jessica Coyle, Section 504/ADA Coordinator, Department of Specialized Services, 6620 W. Capitol Dr., Milwaukee, WI, 53216, (414) 438-3677

ASL: (414) 438-3458



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