



**MILWAUKEE
PUBLIC SCHOOLS**

Gender Inclusion Guidance

Office of Innovation & Information
October 2016



MILWAUKEE PUBLIC SCHOOLS

Milwaukee Board of School Directors

Jacqueline M. Mann, Ph.D., *Board Clerk/Director*
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Table of Contents

Introduction 2

Glossary of Terms 2

Acknowledgement of Individuals' Gender Identity 3

Student and Staff Transitions 3

General Support. 4

Discrimination, Bullying, and Harassment 4

Privacy and Confidentiality 5

Preferred Names, Gender Identities, and Pronouns 6

Dress Codes 7

Access to Gender-Segregated Areas and Activities. 7

Professional Development and Training 8

Resources Used to Develop MPS Gender Inclusion Guidance 8

Appendices 9

Appendix A – Change to Preferred Name/Gender Request Form 10

Appendix B – Gender Support Plan. 12

Appendix C – Gender Communication Plan. 17

Appendix D – MPS Gender Inclusion Guidance FAQ 21

Notes 22–24



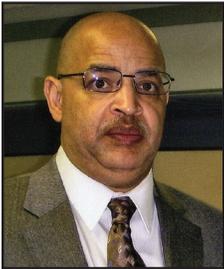
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- Dan Chanen, J.D., *Chief Human Resources Officer*
- Ruth Maegli, *Chief Academic Officer*
- Gerald Pace, J.D., *Chief Financial Officer*
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Nondiscrimination Notice It is the policy of the Milwaukee 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), and Section 504 of the Rehabilitation Act of 1973 (disability), and the Americans with Disabilities Act of 1990 (disability).

The following individuals 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:

Jeff Molter, 504/ADA Coordinator for Students, Department of Specialized Services, 6620 W. Capitol Dr., Milwaukee, WI, 53216. (414) 438-3677

TTD: (414) 475-8139



Dear MPS Students, Staff, and Families:

As we begin the 2016–17 school year, we would like to make you aware of a revision to *Administrative Nondiscrimination Policy 1.04*. In May of 2016, the U.S. Departments of Justice and Education issued joint guidance on best practices for gender-inclusive schools. With that guidance, we added protection for “gender identity, gender expression, gender nonconformity” individuals. Aligned with existing MPS policies and procedures, we are making sure that we provide comprehensive guidance that allows for all of our students to reach their fullest potential by creating a safe and supportive learning environment.



In this document, you will find:

- ▶ **Relevant definitions**
- ▶ **Best practices for ensuring equitable treatment of transgender and gender nonconforming students and staff**
- ▶ **District planning for providing resources and professional development for our staff, students, and families**

As we work together as a community to support all students and staff, please know that we are available to answer any specific questions or concerns you may have. For more information, please contact Dr. Latish Reed, the district equity specialist, at reedlc@milwaukee.k12.wi.us or (414) 773-9945.

Sincerely,

Darienne B. Driver, Ed.D.
Superintendent of Schools

Start. Stay. Succeed.
Comienza. Quédate. Triunfa.

Introduction

The Milwaukee Public Schools gender inclusion guidance was created to provide information about how to best ensure the protection of students and staff in terms of gender inclusion.

The topic of gender inclusion continues to be an evolving issue. This handbook is based on best practices and will be updated as we continue to receive guidance from the courts and other government agencies. This handbook does not duplicate district policies and procedures but is intended to supplement them.

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.

Preferred gender pronoun(s) – The pronoun(s) a person prefers to have used 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.

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 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 non-binary, gender queer, bigender, gender fluid, 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 preferred identity and helps to maintain a safe and supportive space for all individuals.

Acknowledgement of Individuals' Gender Identity

- a) Acknowledging the individual's needs
 - i) Every individual's experience with their gender identity is unique and personal. Individuals whose gender identity may not match what others perceive need staff and students to understand their experience as well as offer their support of whatever level of transition they may choose to undergo.
 - ii) 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. However, some individuals may not desire a formal declaration. Instead they are comfortable with a discreet and consistent acknowledgment of their gender identity through the use of preferred gender pronouns, use of preferred name, 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 that their needs are met.
 - iii) There is no requirement that a medical or psychological diagnosis be presented for an individual to identify as transgender or gender nonconforming.
- b) Point of contact for the individual
 - i) Staff who are approached by an individual who wishes to discuss their gender identity should aim to provide a safe and confidential environment for the individual.
 - ii) If you are not a 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.
 - iii) Provide the individual with information about the resources and services that may be available to them.
 - iv) It is recommended that you share the information told to you by the individual only with staff members that the individual has approved of.

Student and Staff Transitions

- a) Plan to guide schools through an individual's transition
 - i) The district has developed a Gender Support Plan (Appendix B) and Gender Communication Plan (Appendix C) that may be used to help guide a student's transition within the school community.
 - ii) It is recommended that, if used, Gender Support Plans (Appendix B) and/or Gender Communication Plans (Appendix C) not be a part of the student's official record and that a key point person, identified by the student, holds onto the plan in a separate file or folder. If the key point person is no longer present at the student's school, it is up to a member of the school's support team to work with the student to identify a new key point person.
 - iii) 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
 - i) *K–5 students* — Parents/guardians will most likely be involved and may initiate the conversation.
 - ii) *6–12 students* — Get permission from students before communicating with parents/guardians.
 - iii) Each individual should choose who is involved in conversations about their transition.

General Support

- a) Options for disseminating resources and information on available services
 - i) A letter may be distributed to parents, staff, and students informing them of the available guidance, resources, and services.
 - ii) This guidebook may be distributed. This document is also available on the district's website.
 - iii) Copies of Change to Preferred Name/Gender Request Form (Appendix A), the Gender Support Plan (Appendix B), and the Gender Communication Plan (Appendix C) shall be made available at schools and on the district's website.
- b) Identification of a school support team
 - i) It is recommended that each school identify a team of staff members who are willing and able to act as a team for students needing gender identity support.
 - ii) Recommended staff for a support team are school principals and/or school leaders, school psychologists, school counselors, social workers, specific teachers.
 - iii) Regardless of the establishment of such a team, the individual in question shall determine who is a part of their particular support team.

Discrimination, Bullying, and Harassment

- a) Pursuant to Administrative Policy, discrimination, bullying, and harassment on the basis of gender identity or gender expression are prohibited within MPS. In terms of gender inclusion, examples of unacceptable activity include, but are not limited to:
 - i) Engaging in conduct that makes an individual feel unsafe when using facilities that coincide with their gender identity and/or expression.
 - ii) 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
 - i) Ensure that transgender and gender nonconforming individuals have a safe and welcoming school environment.
 - ii) The investigation shall be conducted pursuant to the appropriate Administrative Policy, Procedure, or guidebook, which may include one or more of the following:
 - ① Administrative Policy 1.04, Nondiscrimination
 - ② Administrative Procedure 1.04, Nondiscrimination Complaint Procedures
 - ③ Administrative Policy 6.03, Anti-Harassment/Anti-Bullying: Staff
 - ④ Administrative Procedure 6.03, Anti-Harassment/Anti-Bullying: Staff
 - ⑤ Administrative Policy 6.16, Complaints and Grievances: Staff
 - ⑥ Administrative Policy 8.01, Student Nondiscrimination
 - ⑦ Administrative Procedure 8.01, Student Nondiscrimination
 - ⑧ Administrative Policy 8.27, Student Complaints and Grievances
 - ⑨ Administrative Policy 8.52, Bullying
 - ⑩ MPS Employee Handbook
 - ⑪ MPS Parent Student Handbook on Rights, Responsibilities, and Discipline

Privacy and Confidentiality

- a) Disclosure to other students, staff, and families
 - i) Each individual should guide who is involved in conversations around their own gender identity.
 - ii) 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 when communicating with other students, staff, and/or families.
- b) Disclosure to parents or guardians
 - i) Any change to the student's official record will require the permission of the student's parent/guardian.
 - ii) School personnel should have conversations with students about the level of information they want shared with their parents/guardians for any change that is not a part of their official record.
 - iii) The Gender Support Plan and/or Gender Communication Plan are documents that may be useful in guiding such conversations. However, it is not mandatory that these forms be filled out.
 - iv) Guiding questions for this conversation should include:
 - ❶ Is your parent/guardian aware of your preferred gender identity?
 - ❷ Is your parent/guardian aware of your preferred name?
 - ❸ If your parent/guardian asks specific questions about your gender identity, how much information would you prefer I share?
 - ❹ What name should be placed on your school work, understanding that your parent/guardian may ask to view school work during conferences or academic conversations with me?
 - v) 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.
 - vi) School personnel should be aware that involving parents/guardians without the permission of the student could lead to potentially harmful incidents, such as being kicked out of their home or being disowned.

Preferred Names, Gender Identities, and Pronouns

- a) Use of preferred names, gender identities, and pronouns
 - i) Students and staff are allowed to be addressed by a name and pronoun(s) of their choice that corresponds to their gender identity.
 - ii) It is culturally responsive for teachers and school personnel to privately ask all students and staff to indicate their preferred name and gender pronouns at the beginning of the school year.
 - ❶ *Verbally* — through one-on-one conversations with individuals
 - ❷ *Written* — through whole class or staff inventories, surveys, or questionnaires
 - iii) Inadvertent slips or honest mistakes that are followed by the effort to correct this action going forward are acceptable. However, intentional or persistent refusal by students or school personnel to respect an individual's preferred name is not acceptable and may be determined to be a violation of the district's policies on nondiscrimination, harassment, or bullying.
- b) Designation of a preferred name and/or gender identity on official student records
 - i) A court-ordered name and/or gender change is not required in order to indicate a preferred name on the student's official record.
 - ii) The student must fill out and sign the Change to Preferred Name/Gender Request Form (Appendix A).
 - iii) A parent/guardian must also sign the form for any student who is under 18.
 - iv) There may be instances in which a student takes 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.
 - v) There may be other instances 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 preferred name and/or gender use in favor of using the child's legal name.
- c) Amending a student's preferred name/gender
 - i) The completed Change to Preferred Name/Gender Request Forms (Appendix A) can be given to a school staff member who will upload it to Infinite Campus PLP documents, or students/families can bring the form directly to the Office of Student Services, Room 138, in Central Services (5225 W. Vliet Street).
 - ii) Through use of the Gender Support Plan (Appendix B), individuals are allowed to identify how they want their name to appear on non-official documents, such as yearbooks, attendance, and posted lists.

Dress Codes

- a) Gender nonconforming dress code
 - i) For schools that offer a uniform option:
 - ❶ Individuals must be allowed to wear any and all uniform pieces assigned to their school regardless of their gender identity or expression.
 - ❷ It is recommended that the selection of a uniform be gender neutral.
 - ii) For schools that do not offer a uniform option:
 - ❶ Dress codes should not restrict individuals' clothing or appearance on the basis of gender.
 - ❷ Any dress code policy should be gender neutral.
- b) Enforcement of dress code by staff
 - i) Individuals are allowed to dress in accordance with their gender identity and/or expression.
 - ii) School personnel must not enforce a dress code more strictly against transgender and gender nonconforming individuals.

Access to Gender-Segregated Areas and Activities

- a) Existing facility usage
 - i) Individuals are allowed to have access to restrooms and locker rooms that correspond to their gender identity.
 - ii) If any individual desires increased privacy, school personnel must make every effort to provide the individual with reasonable 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 an individual, and no individual should be required to use an alternative restroom because of their transgender or gender nonconforming status.
 - iii) If any individual desires increased privacy, school personnel must make every effort to provide the individual with reasonable access to an alternative changing room. The use of a more private changing room within the facility must be decided by an individual, and no individual should be required to use an alternative changing room because of their transgender or gender nonconforming status.
- b) Access to activities
 - i) All students are allowed to participate in physical education classes, clubs, and activities in a manner consistent with their gender identity.
 - ii) For participation in sports, refer to WIAA Transgender Participation Policy.
 - iii) For facility usage, refer to guidance above.
- c) Access to activities with overnight accommodations
 - i) Individuals are allowed to participate in an overnight field trip and utilize facilities and accommodations that correspond with their gender identity.
 - ii) 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 an individual and no individual should be required to use an alternative accommodation because of their transgender or gender nonconforming status.

- d) Classroom activities
- i) Wherever arbitrary gender dividers can be avoided, they should be eliminated. This allows for greater inclusion of all individuals.
 - ii) 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 and Training

The Office of Innovation shall work with other appropriate departments to ensure that professional development opportunities are provided for staff, students, and families. Individual chiefs, principals, or the management of individual work areas may make such opportunities mandatory at their discretion.

The Office of Innovation 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)
- 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

Appendix A – Change to Preferred Name/Gender Request Form



Change to Preferred Name/Gender Request Form

PLEASE PRINT

Student ID #: _____ School: _____

Student Legal Name: _____
First Middle Last

Student Legal Gender: Female Male

Student Age: _____ Date of Birth: _____

Change to the Following Preferred Name and/or Gender on Infinite Campus (Leave blank if a change is not applicable to either name or gender)

Preferred Name: _____
First Middle Last

Preferred Gender: Female Male

- By submitting this form, I am requesting that Milwaukee Public Schools change the name and/or gender of the student listed above to the preferred name and/or gender.
- These change(s) are being requested because the student **consistently 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 preferred name and/or gender of the student as reflected in the Milwaukee Public Schools 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 preferred name and/or gender will be used only within Milwaukee Public Schools.
- I understand that the default access to gender-specific facilities and participation in gender-specific co-curricular and extra-curricular 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 select individuals in the Office 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 such as.

Parent/Guardian Signature(s) (required for students under age 18):

PRINT Parent/Guardian Name(s) *Parent/Guardian Signature(s)*

Student Signature:

Requested at All Times/Required if 18 Years or Older

Change to Preferred Name/Gender Request Information

What is the purpose of this form?

The Change of Preferred Name/Gender Request Form is available to make changes to the student information system such that it reflects the name and/or gender with which a student **consistently identifies**.

Who may complete the Change to Preferred Name / Gender Request Form?

The Change to Preferred Name/Gender Request Form must be completed by a parent or guardian with 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 the school main office and uploaded to Infinite Campus PLP documents or brought to the Office of Student Services, Room 138, at Central Services (5225 W. Vliet Street).

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

If a parent or guardian is not available to sign and submit this form, a student should contact their school principal, a school counselor, or another Milwaukee Public Schools staff member to request accommodation. All students, regardless of the completion of this form, may expect staff to use the name and/or pronoun that they have communicated verbally and/or in writing to staff.

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

Communication with your school is important to ensure the support your child 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 Milwaukee Public Schools 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.

How are these changes made?

The requested changes will be made in the online student information system. The student's "legal name" and/or "legal gender" will be retained in the system and the student's preferred name and/or gender, as indicated above, will be placed in the "name" and/or "gender" fields of the student's identity information. These changes will be reflected in the student information system from the point of request and moving forward; past records will not be updated.

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

For "non-certified" requests, the student's preferred name and gender may be provided. However, when responding to requests for certified records, Milwaukee Public Schools must provide a student's legal name. If a student or family has concerns about privacy, it is advised that they speak with the Office of Student Services directly to provide clarity and discuss concerns.

Submit this form to the school main office or the Office of Student Services, Room 138
If you have questions, please contact the Office of Student Services at (414) 475-8874 or (414) 475-8155

Appendix B – Gender Support Plan



– Confidential – Gender Support Plan

The purpose of this document is to create shared understandings about the ways in which the student’s authentic gender will be accounted for and supported at school. School staff, caregivers, and the student should work together to complete this document. Ideally, each will spend time completing the various sections to the best of their ability and then come together to review sections and confirm shared agreements about using the plan. 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 Name: _____	Today’s Date: _____
Student’s Preferred Name: _____	Legal Name: _____
Student’s Preferred Gender: _____	Legal Gender: _____
Date of Birth: _____	Student Grade Level: _____
Sibling(s)/Grade(s): _____ / _____	_____ / _____
Parent(s)/Guardian(s)/Caregiver(s)/Relation to Student	
_____ / _____	_____ / _____
_____ / _____	_____ / _____
Meeting participants: _____	

PARENT/GUARDIAN INVOLVEMENT

Are guardian(s) of this student aware and supportive of their child’s gender status? Yes No

If not, what considerations must be accounted for in implementing this plan? _____

CONFIDENTIALITY, PRIVACY, AND DISCLOSURE

How public or private will information about this student’s gender be (check all that apply)?

District staff will be aware (superintendent, student support services, district psychologist, etc.)
Specify the adult staff members: _____

Site-level leadership/administration will know (principal, head of school, counselor, etc.)
Specify the adult staff members: _____

Teachers and/or other school staff will know
Specify the adult staff members: _____

Student will not be openly “out,” but some students are aware of the student’s gender
Specify the students: _____

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

Other – describe: _____

If the student has asserted a degree of privacy, what steps will be taken if that privacy is compromised or is believed to have been compromised? _____

How will a teacher/staff member respond to any questions about the student's gender from:

Other students? _____

Staff members? _____

Parents/community? _____

STUDENT SAFETY

Who will be the student's "go-to" adult on campus? _____

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 expectations in the event the student is feeling unsafe, and how will student signal their need for help:

During class? _____

In the yard? _____

In the halls? _____

Other? _____

Other safety concerns/questions: _____

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

NAMES, PRONOUNS, AND STUDENT RECORDS

What name and gender marker are listed on the student's identity documents? _____

Name/gender marker entered into the student information system (SIS): _____

Name to be used when referring to the student: _____ Pronouns _____

Can the student's name/gender marker be reflected in the SIS? _____ 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 as needed?

How will instances be handled in which the incorrect name or pronoun are 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 _____
- Completing enrollment _____
- With substitute teachers _____
- Standardized tests _____
- School photos _____
- IEPs/other services _____
- Student cumulative file _____
- After-school programs _____
- Lunch lines _____
- Taking attendance _____
- Teacher grade book(s) _____
- Official school-home communication _____
- Unofficial school-home communication (PTA/other) _____
- Outside district personnel or providers _____
- Summons to office _____
- Yearbook _____
- Student ID/library cards _____
- Posted lists _____
- Distribution of texts or other school supplies _____
- Assignment of IT accounts _____
- PA announcements _____

If the student's guardians are not aware and/or 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?

USE OF FACILITIES

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

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

If 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? _____

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 other 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 training(s) will the school engage in to build capacity for working with gender-expansive students?

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

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 C – Gender Communication Plan



**MILWAUKEE
PUBLIC SCHOOLS**

– Confidential –

Gender Communication Plan

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 Name: _____ Today's Date: _____
Student's Preferred Name: _____ Legal Name: _____
Student's Preferred Gender: _____ Legal Gender: _____ Student Grade Level: _____
Date of Birth: _____ Sibling(s)/Grade(s): _____ / _____ / _____
Parent(s)/Guardian(s)/Caregiver(s)/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 child currently experiencing distress regarding their gender?

PARENT/GUARDIAN INVOLVEMENT

Are guardian(s) of this student aware and supportive of their child's gender communication? ___ Yes ___ No

If not, what considerations must be accounted for in implementing this plan? _____

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 _____
- Parent(s) _____
- School Staff _____
- Other _____

COMMUNICATION DETAILS

What is the specific information that will be conveyed to other students (be specific)? _____

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) _____ 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? _____

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: _____

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: _____

Training for School Staff

Will there be specific training about this student's gender with school staff? _____ When? _____

Who will be conducting the training? _____ What will be the content of the training?

Questions/notes: _____

Parent Information Night about Gender Diversity

Will there be specific training for school community members? _____ When? _____

Who will conduct it? _____ Will it reference the student's gender? _____

What will be the content of the training? _____

Questions/notes: _____

Class Meeting with Parents

Will there be any meeting with the families of the student's peers? _____ When? _____

Who will lead the meeting? _____ Who will be attending the meeting? _____

What will be the purpose for this meeting? _____

Identifying and Enlisting Parent Allies

Are there any parents/adults in the community you would like to enlist in support of the child's communication?

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? _____

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? _____ What needs to be considered for them? _____

Training in their classroom(s)? _____ Emotional support? _____

Questions/notes: _____

TIMELINE

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

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

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

Action Item	Who?	When?

Adapted from the Gender Spectrum: Student Gender Communication Plan (2015)

Appendix D – MPS Gender Inclusion Guidance FAQ



MPS Gender Inclusion Guidance FAQ

Why does the school have this policy now? 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 were created for staff.
- The goal is to offer more explicit protection of gender nonconforming 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, please contact Dr. Latish Reed, MPS equity specialist, at (414) 773-3345.
- Our expectation for all of 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.



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