

**STUDENTS WHO ARE TRANSGENDER AND GENDER EXPANSIVE  
ADMINISTRATIVE PROCEDURE**

*Ensuring Equity, Equality, and Nondiscrimination*

This procedure has been adopted by the RSU2 Board to provide administrative guidance for policy NEPN/NSBA Code: ACA STUDENTS WHO ARE TRANSGENDER AND GENDER EXPANSIVE, Ensuring Equity, Equality, and Nondiscrimination. The purpose of NEPN/NSBA is to assist in the educational and social integration of students who are transgender and gender expansive and to help ensure protection, respectful treatment, a safe learning environment, and equal access to educational programs and activities for these students.

**Supporting Students**

RSU 2 is committed to addressing the needs of students who are transgender and/or gender expansive. As with all students, if a student who is transgender or gender expansive needs additional support, the student and/or the parent or guardian may contact school personnel in order to make an individual support plan for the student. An individual support plan aims to engage the student, and possibly the parent or guardian, in creating a supportive plan that reflects and responds to the individual needs of the student in the school community. School staff shall comply with any plan developed for a student who is transgender or gender expansive.

The school counselor and/or the principal shall first meet with the student. If needed, a follow up meeting with the student and the student's parents/guardians can be set, to discuss the school's role in supporting the student, make resources available to parents/guardians who have questions or concerns, and put in place measures for supporting the child and creating a sensitive, supportive environment at school. This meeting shall include, but not be limited to, planning responses to questions from school staff and students, and changing the student's information in school records. All meetings shall be set up with the consent of the student, to determine if involving parents/guardians would be safe and support the student's health and well-being.

In all circumstances that involve parents/guardians, administrators and school counselors shall be prepared to discuss how this issue is affecting the student in school and the importance of family acceptance to a student's short- and long-term wellbeing. If the student's family is unsupportive, the administrator or school counselor shall meet with the student to discuss the ways that the school can support the student at home, and in addition to help find another trusted adult / older sibling that can help support the student, which could include providing the family with resources to better understand their child's needs and contingency planning for the possibility that the family inadvertently finds out the student's gender identity. Again, schools shall respect a student's gender identity and expression regardless of whether or not a family is supportive.

If a school has a credible and objective reason to believe that a student is asserting a gender identity for an improper purpose as opposed to a sincere part of their core identity, the school may request of the parent/guardian to provide additional evidence supporting the student's stated gender identity, which evidence may include the following:

1. A written statement from a physician, physician's assistant, nurse practitioner, or nurse who has been involved with the student's health care;

2. A written statement from a psychologist, psychiatrist, social worker, or school counselor who has met with the student;
3. Familial documents, such as family photographs or statements from the student's parent/guardian, or other adult relative or caregiver; or
4. A statement from an adult who is close to the student and can speak to the student's core gender identity.

Schools shall not require medical or mental health records as proof of a student's gender identity.

If a staff member is unsure about a student's affirmed name or pronoun, it is appropriate to privately and tactfully ask the student what they prefer to be called. Additionally, when speaking about a student, it is rarely necessary to label them as being transgender or gender expansive, as they shall be treated the same as the rest of their peers.

### **Procedures to Change a Student's Permanent Pupil Record (Name and/or Gender)**

Schools shall change the student's name and/or gender identify in Infinite Campus upon notification by the principal/designee or school counselor, upon receipt of documentation that such legal name and/or gender have been changed pursuant to applicable law.

The former name and/or gender remains in the Maine Department of Education's central database. Therefore, the school must archive the former name and/or gender to enable records to be cross-referenced but shall maintain the confidentiality of the student's gender identity status to the extent possible.

### **Gender Neutral Practices in School**

Gender-based policies and practices may have the effect of marginalizing, stigmatizing, stereotyping, and excluding students, whether or not they are transgender or gender expansive. Students are entitled to participate in all school activities in accordance with the gender identity consistently asserted at school.

Schools shall review gender-based practices and work to eliminate those that do not serve a clear pedagogical purpose. Examples of such practices may include gender-based graduation gowns and procession lines, attire for yearbook pictures, and separating boys and girls in class activities.

Students shall be allowed to dress based on their gender identity as long as the clothing complies with stated RSU2 and school dress codes (if any).

### **Training and Notification**

Each principal is responsible for ensuring that school staff, coaches, students, parents/guardians, substitute teachers, and where feasible, volunteers are familiar with and trained on transgender and gender expansive issues. An individual with expertise on transgender and gender expansive issues shall conduct the trainings.

All staff shall be trained annually, including staff newly hired throughout the year. The principal or designee is responsible for providing documentation to the RSU2 Central Office that all staff have received the annual training, which will be placed in the staff's file.

The district shall offer ongoing professional development to all staff members to prevent, identify, and respond to bullying, harassment, and discrimination of students who are transgender and gender expansive on the basis of gender identity, expression, and sexual orientation. The content of such professional development shall include, but not be limited to:

1. Terms, concepts, and current developmental understandings of gender identity, gender expression, and gender diversity in children and adolescents;
2. Developmentally appropriate strategies for communication with students and parents/guardians about issues related to gender identity and gender expression that protect student privacy;
3. Developmentally appropriate strategies for preventing and intervening in bullying incidents, including cyberbullying;
4. Classroom-management practices, curriculum, and resources that educators can integrate into their classrooms to help foster a more gender-inclusive environment for all students; and
5. School and district policies regarding bullying, harassment, discrimination, and suicide prevention and responsibilities of staff.

### **Adherence to Procedures**

This administrative procedure shall be included in parent/guardian and student handbooks, as well as posted on the RSU2 website and in staff handbooks and training materials.

School staff shall honor a student's designated transgender or gender expansive identity and shall notify the building administrator if they have reasonable concerns about the welfare or safety of a student who is transgender or gender expansive.

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