



When a student notifies staff or verbalizes to staff a serious consideration of or a commitment to a gender identity different from their biological sex, the staff member should notify the building principal and the following steps should be taken:

Determining the Need for an Individual Support Plan

1. The building principal will contact the Chief Equity Officer. The Chief Equity Officer will communicate with the respective Assistant Superintendent as needed.
2. The principal will work with the counselor to determine the seriousness of the student's statements and the implications for guardian notification. Parents/legal guardians must be involved as the educational decision-makers until the age of majority (which is 18 years of age). If the statements have seriousness of intent, a family meeting should be planned.
3. If action steps of support for the student are requested or needed, the administrator, counselor, parents/guardians, classroom teacher (as applicable), and student will determine a time to meet to develop a written, CPS Individual Support Plan for Gender Identity/Expression.
4. The family may invite other individuals. If a family wishes to bring legal counsel, notify the Chief Equity Officer prior to the occurrence of the meeting.

Developing the Individual Support Plan

Before the Meeting

Complete as much as possible of sections 1-3 of the CPS Individual Support Plan for Gender Identity/Expression.

During the Meeting

1. The counselor or building administrator will establish the meeting's purpose: *The purpose of our meeting today is to listen, learn, and establish a plan that ensures that (student's name) is valued and honored.*
2. Together the team will work through each of the steps within section 4 of the Individual Support Plan, being sure to discuss and develop the plan with input from all participants.
3. Once the plan has been developed and agreed upon, the parent/guardian will sign and date the completed Individual Support Plan.
4. The school will provide a copy of the final plan to the parent/guardian.



After the Meeting

1. A copy of the written plan should be kept in a confidential, centralized location in the building administrative office.
2. A copy of the written plan should also be sent to the Chief Equity Officer.
3. The building administrator or counselor will communicate pertinent information to school staff on a need-to-know basis to make certain that the support plan is followed in all school locations. In all cases, the plan should be shared with the school nurse. Staff members needing extra education and support to ensure their understanding and ability to implement the plan should reach out to administrators.
4. Create a 'pop up' or alert on eSchool regarding the student's preferences.
5. Formal student records that require a student's legal name, e.g., a student's official transcript, should continue to reflect the name of the student on the student's official legal documentation (birth certificate, social security card, etc.).
6. Student records that are not formal records, e.g., most records, should reflect the name the student prefers. Make changes as necessary to eSchool to reflect the student's preferred name.
7. Upload a copy of the Individual Support Plan to the paperclip in eSchool
8. As necessary, Technology Services should be contacted to make changes to the student's email address.
9. As necessary, the individual in charge of the yearbook should be alerted of the student's preferred yearbook name.
10. If necessary, teacher and/or counselor will let the class know of the name change and/or pronoun change.

Completing the Individual Support Plan Template

Section I: Student Information

Complete this section with the student's legal name and other identifying student information.

Section II: Meeting Information

- Date of Meeting: This date will be the date the actual meeting took place between the administrator, counselor, parents/guardians, classroom teacher (as applicable) and student.
- Initiation Date of Plan: This date will designate the first date the Individual Support Plan will be put into action.

Section III: Meeting Participants

All meeting participants and their title/role will be listed in this section.



Section IV: Support Plan

1. Determine whether the student/family wants or need adjustments within the educational environment. If yes, proceed to question #2. If no, move to Section V: Signatures.
2. Preferred Names, Pronouns & Initials
 - a. **Student's Preferred Name:** This would be the name the student would like to be referred to in the classroom or in written communication.
 - b. **Student's Preferred Name on Informal Student Records:** This would include most written records except for transcripts and grade reporting.
 - c. **Student's Preferred Name in Yearbook:** When possible, we will make all efforts possible to have the yearbook name reflect the student's preferred name.
 - d. **Student's Preferred Pronouns:** To ensure that every school staff member interacting with the student has a clear understanding of the adjustments, the student/family must select the student's preferred pronouns. This means that CPS cannot formally adjust for gender fluidity. If a student changes preferred pronouns, additional meetings can be convened to revise the Individual Support Plan. Likewise, students can communicate changes to preferred pronouns informally to school staff.
 - e. **Preferred Email Initials:** The student's email address can be changed to reflect the preferred initials.
3. **Student's Preferred Restroom:** The student will determine which restroom the student prefers to use. The student may choose to use private/gender neutral bathroom if privacy or safety concerns, but the school cannot require it.
4. **Student's Preferred Locker Room/Changing Location:** The student may choose to use a separate or private location for changing if the student has privacy or safety concerns, but the school cannot require it.
5. **Dressing Out for PE:** All schools must offer a no-dress out option for all students participating in physical education courses. Tennis shoes may be required, and clothing must be safe. If a request is made for participation on a same-sex sports team, direct the request to the Chief Equity Officer for guidance.
6. **Building Safety Plan:** Ask the student and family if they have any safety concerns and if they desire a safety plan. If the student and family request a safety plan, the school will develop a plan that addresses the concerns and considers the family's requests, although the plan may not incorporate all those requests. If the school identifies threats to the student's safety, outside of any issues raised by the family, the school will take reasonable measures to ensure the student's safety.



7. **Plan for Informing Peers:** In order to take the pressure off of the student to inform classmates of any name or pronoun changes, the teacher and/or counselor can make a short announcement to the class. The announcement should be brief, factual and support the student's name and pronoun change requests as indicated on the Individual Support Plan. At this time, no supplementary materials should be used to make this announcement (read aloud, video, poster, etc.) A sample script is included in this section of the plan. The determination must also be made about whether the student would like to be present during the class announcement.
8. **Other Adjustments:** Ask the student and family if there are any other adjustments that need consideration.

Section V: Signatures

Ask parents/guardians to initial the lower right side of page 1 the Individual Support Plan and sign and date the signature section on page 2.

Updating the Individual Support Plan

1. The individual support plan should be reviewed annually or as the plan needs to be adjusted per student and family request or to ensure appropriate enrollment, programming, etc.

Frequently Asked Questions

What if another parent/guardian asks that their student not be in the restroom with a student of the opposite biological sex?

CPS can accommodate this request under the following circumstances:

1. The requesting parent's student must use a single-stall restroom (such as the nurse's office) at all times. Due to student privacy and times where students are unaccompanied to the restroom, we are not able to ensure that the student is not in a multi-stall restroom with a member of the biological opposite sex.
2. This request must be made in writing to the building administrator on an annual basis.
3. CPS will honor this request to every extent possible and inform staff working with the requesting parent's student about the alternate restroom arrangement. This information should also be included as a popup in eSchool.



Can I read aloud a book or present a lesson on gender identity to introduce the new name or pronouns for a student in my class?

Not at this time. CPS is working to establish more specific guidance on standards-based literature selection, as well as training that builds teacher confidence engaging in discussion surrounding literature. In the meantime, consider providing students with access to diverse, age-appropriate literature made available for self-selection both in the media center and in the classroom. CPS suggests that classroom teachers talk with the media specialist if there are questions about the recommended age range for specific books. Media specialists use an online tool to identify age-appropriate materials.

What if a student notifies staff or verbalizes to staff a serious consideration of or a commitment to a gender identity different from their biological sex, but the student doesn't want their parents to know about this request?

To make formal adjustments to the educational environment such as a name/pronoun or restroom change, the student's legal guardian must be involved in the process though it is understood that some guardians may not be supportive of the student's requests. In such instances, it will require the school/outreach counselor to work closely with administration to develop a plan which honors parent rights and supports the student. A first step would be to talk with the student about different ways to involve the guardian in the conversation, including sharing the information with the guardian as a team.

MSHSAA Policy on Transgender Student-Athletes

The following is from the 2020-21 MSHSAA Official Handbook, page 142, Section 34, Board Policy on Transgender Participation.

Application Required: A request is required before approval of participation that would otherwise be in opposition to By-Law 3.20 (Provisions for Girls and Boys Programs) can be granted by the Executive Director. A student seeking participation under the above policy due to gender transition shall gather and submit a MSHSAA Application for participation, along with all documentation required, to the administration of his/her member school for submittal to MSHSAA. The Executive Director shall issue an opinion on the school's request regarding participation under this policy after receiving all documentation required. Any appeal by the member school of the Executive Director's opinion shall be provided by By-Law 5.4.8-10.



A transgender student must meet the following in order to participate in sex-separated interscholastic sports so long as the athlete's use of medical/hormone therapy is consistent with current medical standards:

No Medical/Hormone Treatment: Any transgender student-athlete who is not taking medical/hormone treatment related to gender transition may commence and continue interscholastic participation in sex-separated sports in accordance with his or her assigned birth gender.

- A trans male (female to male) student-athlete who is not taking medical/hormone treatment related to gender transition may participate in co-ed sports and may apply to participate in boys' sports. Once the student participates in a boys' sport, he shall participate consistently with that gender for the remainder of his interscholastic eligibility.
- A trans female (male to female) student-athlete who is not taking medical/hormone treatments related to gender transition **may not** compete on a girls' team but may participate in co-ed and boys' sports. (See also MSHSAA By-Law 3.20.)

Receiving Medical/Hormone Treatment:

- A trans male (female to male) student-athlete who has commenced medical/hormone treatment with prescribed drugs for diagnosed gender dysphoria and/or transsexualism, may complete on a boys' team, but is **no longer eligible** to compete on a girls' team without changing that team status to a co-ed team. (See also MSHSAA By-Law 3.20.d.)
- A trans female (male to female) student-athlete being treated with hormone suppression medication for diagnosed gender dysphoria and/or transsexualism may continue to compete on a boys' team but may not compete on a girls' team, without changing it to a co-ed team, until one calendar year of documented medical/hormone treatment and/or suppression is completed. To maintain eligibility, a trans female shall thereafter provide continuing medical documentation that the appropriate hormone levels are being maintained.

Once a student has been granted eligibility consistent with his/her gender identity and expression under the above policy and has participated interscholastically, the eligibility granted shall be binding on the student for the remaining duration of the student's interscholastic eligibility.

This policy was taken in part from the approved NCAA Transgender Participation Policy, as published in *Champions of Respect*, which was commissioned in 2012. (Approved June 2012; Revised 2019)



Definitions:

- 1) *Biological sex*: An individual's genetic makeup/anatomy which causes them to be assigned as male, female, or intersex at birth.
- 2) *Gender Identity*: An individual's internal, deeply felt sense of being either male, female, something other, or in between.
- 3) *Transgender*: A transgender individual is someone whose gender identity is different from their biological sex/the sex they were assigned at birth, or whose gender expression is non-stereotypical.
- 4) *Gender Expression*: The way an individual shows others their gender (i.e. through their clothes, their name, the style of their hair, etc.).