



GENDER INCLUSION



Published 10/2023

Forward

Dear Fargo Public Schools Community,

Fargo Public Schools is committed to education justice by preserving and strengthening our public schools. As outlined in the District Philosophies, Fargo Public Schools recognizes that students and staff are valued members of the school community regardless of their gender identity, gender expression, or sexual orientation. We recognize that educational personnel are often a primary source of support, resources, and information to assist and support students and student learning, which includes social and emotional learning.

Additionally, Fargo Public Schools supports education that celebrates our different identities, promotes integrity in how we treat others, and displays courage to do what's right by listening to, learning from, and respecting diverse viewpoints.

This document will serve as one resource to help achieve educational justice and ensure that all students in Fargo Public Schools are provided with the environment they need to be successful. I am grateful for the students, staff, and community members who provided assistance or insight on the development of this document. Together, Fargo Public Schools will continue to educate and empower all students to succeed.

Sincerely,

Rupak Gandhi, Ph.D.
Superintendent



Dear FPS Students, Staff, and Families,

In 2023, the Fargo Public School District adopted its guiding Philosophies. The District's Philosophies, along with the U.S. Department of Education's Interpretation guidance regarding Title IX of the Education Amendments of 1972 in light of *Bostock v. Clayton County*, 140 S. Ct. 1730, 590 U.S. (2020), informs this guidance document regarding "gender identity, gender expression, gender nonconformity" individuals. We believe students should not be asked, encouraged, or required to affirm a gender identity. Rather, our goal is to create a safe and supportive learning environment for students or staff requesting assistance.

In this document, you will find:

- Working definitions,
- Best practices for ensuring equitable treatment of transgender and gender non-conforming students and staff, and
- District planning for providing resources and professional development for our staff, students, and families.

As the Fargo Public Schools' family collaborates to support all students and staff, please know that we are available to answer specific questions or concerns that may arise for you. For more information, please contact me at lovet@fargoschools.org or (701) 446-1072.

Sincerely,

Tristan Love
Director of Educational Justice

Introduction

Fargo Public Schools' mission is to educate and empower all students to succeed. Our mission commits us to providing supportive and safe learning environments for all students, free from harassment and discrimination, and to ensuring no student is denied access to the District's educational programs and activities. On July 11, 2023, the Fargo Public School Board adopted Philosophy Statements expressing the District's commitment to include each student, regardless of the intersectionality of their humanity. We believe gender identity is one facet of all human beings and that students should not be asked, encouraged, or required to affirm a gender identity.

LGBTQIA2S+ students often face a higher risk of ostracism, suicidality, victimization, and bullying. Staff play an essential role in creating a culture that is supportive, safe, and just. This document provides guidance to help ensure the safety, protection, and inclusion of *all* students and staff.

As this guide is used, a few key notes are of importance. First, this document does not contain a set of static and specific recommendations or formulas; students' lives are not static or lived in a formulaic fashion. This document provides guidance around the dynamics that affect an LGBTQIA2S+ student's experiences in school. Second, the topic of gender inclusion continues to evolve. Updates to this document can be expected. Next, we recognize people may be unfamiliar with the needs of transgender students, and, further, that supporting students' needs may be challenging and generate emotions for all parties involved. LGBTQIA2S+ students may carry concerns and fears, including worry over social rejection and harassment, bullying, or mistreatment. Educators may have wonderings regarding their current capacity to support LGBTQIA2S+ students or may feel fear due to personal feelings or due to anticipated negative reactions from the larger community. Families and caregivers may be uncertain regarding a child's needs in school. The intent of this handbook is to offer guidance based on current best practices. As Fargo Public Schools receives guidance from the courts and other agencies, this document should be updated. Finally, this handbook supplements but does not duplicate or replace district policies and or procedures.

Questions regarding this document may be referred to Tristan Love, Director of Educational Justice, Fargo Public Schools, District Office.

Table of Contents

Forward	1
Introduction	2
Guiding Principles	4
Access to Gender-Segregated Areas & Activities	5
Acknowledgement of Individual's Gender Identity	6
Anti Harassment, Non-discrimination, Bullying	7
Building a Gender-Inclusive Support Team	8
School Support Team	8
Dress Code	9
Names, Gender Identity, & Pronouns	10
Use of names, gender identities, and pronouns	10
Amending a student's name/gender	10
Students & Staff Guidance for Transitioning Students	11
Resources and Communication	11
Privacy & Confidentiality	12
Disclosure to parents or guardians	12
Guidance for School Personnel	12
Personal Development & Training	13
Resources/Organizations	13
Helpful Hints and Reminders	14
Resources	15
Appendix	17
Forms	18
Appendix A: Student Identity Form	18
Appendix B: Gender Support Plan	21
Appendix C: Gender Communication Plan	26
Glossary of Terms	30

Guiding Principles

Fargo Public Schools believes every person is equally deserving of kindness and respect and each person has the right to a safe and accepting school environment where learning can take place. As part of that, Fargo Public Schools believes individuals hold the right to determine who they are – but not who someone else is.

At Fargo Public Schools, we believe:

- All adults working with transgender and/or gender expansive youth should have access to a team committed to the safety and well-being of individual students seeking support.
- Trust gaps may exist between students, families, and educational institutions. This document incorporates language, resources, and suggestions for navigating these trust gaps and supporting the student's safety and well-being.
- The expression "gender identity" refers to one aspect of human development. Students self-identify their genders, and thus, should not be asked, encouraged, or required to affirm a gender identity or to express their gender in a manner that is inconsistent with their self-identity.
- Ongoing learning and professional development are key elements of this process.

Access to Gender-Segregated Areas & Activities

Fargo Public Schools recognizes that questions exist on behalf of educators, parents, and students about transgender and other gender-expansive students, regarding, for example, bathroom use consistent with one's gender identity. Safety, propriety, privacy, and legality are some of the most common topics brought up around the subject of restroom use. Transgender students may face barriers to acceptance at school and expecting that students who are transgender to use a restroom designated only for them is tremendously stigmatizing from an emotional, physical, academic, and social perspective. Segregating a transgender student from their peers sends a message that the student's gender identity is not real or valid and acts to refute the child's sense of self. Such messages, coming from the adults charged with protecting students, may be devastating to the transgender student's sense of belongingness and acceptance. Information based on fear about transgender students in restrooms rests on the false notion that a transgender student seeks access for an improper purpose, namely to leer at other students. Research has shown leering is not an issue in schools with policies that ensure that transgender students can use the restroom aligned with their gender identity.

With respect to facilities:

- Fargo Public Schools will maintain separate restrooms, locker rooms, and/or changing facilities for male and female students.
- Any student who needs to disrobe while in the school lavatories should always do so privately in a stall.
- All students will have equal access to lavatories that are consistent with their gender identity. Separate spaces will be provided for individuals, upon request.
- Students reluctant to use group restroom facilities for any reason may request to use separate facilities. Schools shall work to designate an existing facility designed to be used by only one person at a time as accessible to all students regardless of gender and or gender identity, within the limits of the physical plant. Students will not be required to use a separate space against their wishes.
- Students who identify as transgender or non-binary should work with the school administrator and or counselor to plan for accommodations.
- Any student who is uncomfortable using a shared facility, regardless of the reason, shall, upon the student's request, be provided with a safe and non-stigmatizing alternative, based on the circumstances.
- The North Dakota High School Activities Association (NDHSAA) maintains guidance for activities programs.

Acknowledgement of Individual's Gender Identity

Fargo Public Schools acknowledges individual's needs, as follows:

- Each individual's experience with their gender identity is unique and personal. Staff and students should try their best to understand and offer support.
- Each individual has unique needs and circumstances. An open conversation with trusted staff members may provide a method to begin developing a plan to ensure needs are met. Transgender or gender non-conforming students and staff will most likely start and guide conversations with school administrators or with staff, should they wish to make their gender identity known. However, some individuals may not desire a formal declaration, and instead, may be comfortable with a discreet and consistent acknowledgment of their gender identity through other channels.
- There is no requirement that a medical or psychological diagnosis be presented for an individual to identify as transgender or gender non-conforming in the school setting.

Key points for staff:

- Staff who are approached by an individual who wishes to discuss gender identity should aim to provide a safe and confidential environment for the individual.
- Resources exist to support and not “out” the student, such as contacting the gender-inclusive support team or the student’s counselor for additional guidance and support when needed.
- Work to provide the individual with information about the support and services that may be available to them.
- Work with the student to create and facilitate a communication plan.

Anti-harassment, Non-discrimination, Bullying

Fargo Public Schools recognizes people's rights to hold personal beliefs regarding gender, so long as they enforce and adhere to school district policy. Protection from harassment, discrimination, and Title IX issues are addressed by Fargo Public Schools Administrative Policy 4060/5060/6060 *Nondiscrimination and Anti-Harassment Policy*.

Building a Gender-Inclusive Support Team

School Support Team

- Each school will have an identified student identity team of staff members willing and able to act as a team for students needing gender identity support.
- The support team may include school leaders, counselors, Student Wellness Family Facilitators (SWFF), school nurses, and or specific teachers.
- The individual for whom the support team is built shall select and approve of members on their individual support team.

Curriculum Development, Selection of Instructional Materials

Fargo Public Schools is committed to ensuring that all students have access to curricular materials, practices, and instruction that are both culturally responsive and supportive. Each student should have the opportunity to develop respect and appreciation for cultural and ideological diversity and differences, including age-appropriate understanding of gender expression, gender identity, sexual orientation, and diverse family structures. The selection of supplementary materials that are inclusive of the LGBTQIA2+ community will be carried out in accordance with district policy and will be appropriate for the age and developmental stage of each student. By providing these opportunities for learning, Fargo Public Schools strives to create an environment where all students feel valued and supported.

Dress Code

Fargo Public Schools Administrative Policy 6325 *Student Dress* applies to all students. The policy states, “The school district is responsible for seeing that student attire does not interfere with the health or safety of any student, that student attire does not contribute to a hostile or intimidating atmosphere for any student, and that dress code enforcement does not reinforce or increase marginalization or oppression of any protected group.”

Names, Gender Identity, & Pronouns

Fargo Public Schools supports students in their names, gender identity, and pronouns.

Use of names, gender identities, and pronouns

- Students and staff are allowed to be addressed by a name and pronoun(s) of their choice.
- It is culturally responsive for teachers and school personnel to honor student's and staff's name and gender pronouns. Students may notify others about gender identity and name and pronouns via:
 - The student's communication plan.
 - By filling out the *Student Identity Form* to indicate name and gender. This information is housed in the student information system (PowerSchool) and used for daily purposes.
- Inadvertent slips or honest mistakes in not using the pronouns or names the student has identified, followed by the effort to correct this action going forward, are acceptable. However, recognized best practice is to use the pronouns the individual has determined. Failure to do so may be a violation of the district's policies on non-discrimination, anti-harassment, Title IX, or bullying.

Amending a student's name/gender

- A *Student Identity Form* (Appendix A) may be completed in concert with the school counselor or trusted staff member who will ensure the information is placed into PowerSchool.
- 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 (when data is pulled for publication).
- There may be instances where a student's legal name must be shared with staff. For example, a student's prescription medication uses the legal name. During the process of filling out the *Student Identity Form*, students should be notified that the "legal name" may need to be disclosed to school staff.
- 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 name and or gender to use the student's legal name.
- Students/families/staff should notify the school of official changes to the legal name.

Students & Staff Guidance for Transitioning Students

Individuals maintain autonomy regarding who is involved in conversations about their transition. No one plan fits each student. Characteristics such as the student's age, personality, and emotional state, the level of family support, the school's organizational design, and even the time of year all may impact a student's transition. Thus, there is not a universally "correct way" for a transition support team to operate. Rather, the support team's work should be focused on identifying the necessary conditions to make this particular student's experience as positive as possible. Creating a tailored *Gender Support Plan* (Appendix B) should help ensure that the plan is thoughtfully constructed, accounts for various known factors, and can be adjusted as new information arises, with student safety as the top priority, always. Consultation with the counselor or administrator may be useful in assessing and mitigating potential safety risks identified in the *Gender Support Plan*, including communications.

Student's age will inform the planning process:

- K-5 students: parents/guardians will generally be involved and may initiate the conversation, though the student may initiate with school personnel as well.
- 6-12 students: parents/guardians may initiate the conversation. If the student initiates, permission should be secured from the student prior to communicating with parents/guardians.

For staff members, an individual determination of a process that best meets the staff member's needs should be designed in consultation with the Human Capital Department or building administrator.

Resources and Communication

- The *Student Identity Form* is available to students/parents/staff.
 - Counselors and administrators have access to the form in the Employee Portal.
 - The *Student Identity Form* does not require parent/guardian consent, though efforts should be made to include parents in the process, unless it is determined to be not in the best interest of the student.
 - While the *Student Identify Form* helps inform teachers and school personnel of a student's preference, this form does not change the legal status of students/staff on documents like transcripts. Legal changes to one's official name are made through the legal system and then shared by the student and family with the school.
- Staff/students have access to this guidance document, including resource documents and appendices.
- A written communication plan is recommended within the *Gender Support Plan*, to include items such as:
 - Members of the identified team.
 - Details to be shared with whom, when, and how.
 - Reference the *Appendix* for detailed planning forms.

Privacy & Confidentiality

Any disclosure to other individuals is driven by the individual student or staff person.

- Students should not be asked, encouraged, or required to affirm a gender identity or to express their gender in any way.
- Each individual should guide who is involved in conversations around their own gender identity.
- Individuals have the right to openly discuss and express their gender identity, yet school personnel must be mindful of the confidentiality and privacy rights of each individual when communicating with other individuals.
- The communication plan will not be kept in the student's cumulative file.

The *Gender Support Plan* may be useful in guiding such conversations. However, it is not mandatory that forms in the *Gender Support Plan* be filled out.

Guiding questions for this conversation may include:

- Is/are your parent(s)/guardian(s) aware of your gender identity? Is there a way we can help you inform your parent(s) guardians if they are not yet aware?
- Is/are your parent(s)/guardian(s) aware of your name status?
- What name should be placed on your schoolwork, understanding that your parent(s)/guardian(s) may ask to view school work during conferences or academic conversations with me or with others?

Guidance for School Personnel

- School personnel must be mindful not to reveal, imply, or refer to a student's actual or perceived gender identity or gender expression when communicating with other individuals.
- School personnel should be aware that informing other individuals without the permission of the student could lead to potentially harmful incidents, such as being removed from the home or being disowned. Staff are advised to contact the student's counselor when additional guidance is needed.
- Any change to the student's official record will require the permission of the student's parent(s)/guardian(s).
- School ceremonies may use the student's name if permission to do so is granted by the student.

Personal Development & Training

Training needed to implement this guidance document will be developed in tandem with the Teaching & Learning team.

Training will be provided for:

- Gender-Support Team members
- Counselors
- Teachers and staff who work directly with students
- New teachers via New Teacher Induction

Resources/Organizations

- DakotaOutRight
- Pride Collective
- Project RAI
- FM Rainbow Families
- <https://harborhealthinitiative.org/>
- Kaleidoscope
- Consultant <https://www.creightonbrown.com/>
- <https://www.glsen.org/>
- <https://www.thetrevorproject.org/>
- <https://www.glaad.org/>
- <https://thesafezoneproject.com/>

Helpful Hints and Reminders

Do:

- Listen
- Ask if help is needed and how to be helpful
- Validate the student's sense of self
- Assure and respect confidentiality
- Remember students come to you because they trust you
- Remember the student has not changed,; the amount of information has
- Ask the students about adults in their lives who support them or can provide support
- Be prepared to refer the student to a support team member
- Be a role model of acceptance
- Accept criticism thoughtfully
- Speak up when you hear biased language from others about identity
- Seek support as needed

Avoid:

- Saying phrases similar to:
 - "I knew it."
 - "Are you sure?"
 - "You're just confused; it's a phase."
 - "Don't tell anyone."
 - "You can't be X, because you've dated X."
- Assuming the student needs help
- Expecting another person to educate you about their identity
- "Outing" the student
- Broadcasting your qualifications for being an ally
- Apologizing for the actions of your identity group
- Expecting credit for being an ally
- Selectively supporting one group over another

Resources

Bostock v. Clayton County, 140 S. Ct. 1731, 590 U.S. (2020)

Division of Student Affairs, UNC, Greensboro. *Neopronouns explained*. Retrieved August 5, 2021, from <https://intercultural.uncg.edu/wp-content/uploads/Neopronouns-Explained-UNCG-Intercultural-Engagement.pdf>

Fargo Public School. Policy 6060 Anti-Bullying. Retrieved August 3, 2021 from <https://www.fargo.k12.nd.us/cms/lib/ND01911460/Centricity/domain/53/policies/student/AP%206061%20Anti-Bullying%20Policy.pdf>

Fargo Public School. *Policy 4060/5060/6060, Nondiscrimination and Anti-Harassment*. Retrieved August 3, 2021 from <https://www.fargo.k12.nd.us/cms/lib/ND01911460/Centricity/domain/53/policies/student/AP%206060%20Discrimination%20Harassment%20and%20Violence.pdf>

Fargo Public School. *Policy 4060/5060/6060, Nondiscrimination and Anti-Harassment*. Retrieved August 3, 2021 from <https://www.fargo.k12.nd.us/cms/lib/ND01911460/Centricity/domain/53/policies/student/AP%206325%20Student%20Dress.pdf>

Gender Spectrum. *Transgender students and school bathrooms: Frequently asked questions*. Retrieved August 3, 2021 from https://gender-spectrum.cdn.prismic.io/gender-spectrum%2Fb631ac8b-fa0f-425f-9af1-2e3c3c745581_transgender+students+and+school+bathrooms+-+frequently+asked+questions+%281%29-min-min.pdf

The Human Rights Campaign. *Glossary of terms*. Retrieved September 20, 2021, from <https://www.hrc.org/resources/glossary-of-terms>

Lesbian, Gay, Bisexual, Transgender, Queer Plus (LGBTQIA2S+) Resource Center. *Gender pronouns*. Retrieved August 8, 2021, from University of Wisconsin, Milwaukee, <https://uwm.edu/lgbtrc/support/gender-pronouns/>

Lesbian, Gay, Bisexual, Transgender, Queer Plus (LGBTQIA2S+) Resource Center. *Intersectional identities*. Retrieved August 8, 2021, from University of Wisconsin, Milwaukee, <https://uwm.edu/lgbtrc/support/integrating-identities/>

National Center for Transgender Equality. *Fact sheet on US Department of Education policy on transgender students*. Retrieved August 1, 2021, from <https://transequality.org/sites/default/files/ED-DCL-Fact-Sheet.pdf>

National Center for Transgender Equality. *Know your rights*. Retrieved August 3, 2021, from <https://transequality.org/know-your-rights/schools>

- National Association of Independent Schools & Gender Spectrum. *Transgender students and school bathrooms*. Retrieved August 2, 2021, from https://www.nais.org/media/MemberDocuments/Legal/NAIS_GenderSpectrum_Transgender_Students_School_Bathrooms.pdf
- North Dakota Century Code Chapter 14-02.4. *Human Rights*. Retrieved August 3, 2021 from <https://www.ndlegis.gov/cencode/t14c02-4.pdf>
- Office of Innovation and Information. (2016). *Milwaukee gender inclusion guidance*. Retrieved September 1, 2021, from <https://milwaukeepublic.ic-board.com/attachments/f36536ea-e075-4a98-b135-54abb5ee05c1.pdf>
- Seattle Public Schools. (July 10, 2019). *Policy No. 3224, Student dress*. Retrieved August 6, 2021, from <https://www.seattleschools.org/wpcontent/uploads/sps/district/File/District/Departments/School%20Board/Policies/Series%203000/3224.pdf>
- United States, Department of Education, “Enforcement of Title IX of the Education Amendments of 1972 With Respect to Discrimination Based on Sexual Orientation and Gender Identify in Light of *Bostock v. Clayton County*,” Vol. 86 Fed. Reg., pages 32637-32640 (June 22, 2021).

Appendix

Forms

- Appendix A *Student Identity Form*
- Appendix B *Gender Support Plan*
- Appendix C *Communication Plan*

Appendix A: Student Identity Form

Students and/or parents work with a counselor or school administrator, as needed, to complete and submit the *Student Identity Form*

Student Identity

The purpose of this form is to address situations where a student, along with parental/guardian support when necessary, wishes to change information regarding name and gender housed in the student information system and used for daily purposes.

General Statement

Fargo Public Schools recognizes students may identify with a name and/or gender designation other than that registered in the student information system. While legal name and gender can only be changed through official channels, the name and gender designation identified by the individual may be recorded in the student information system and on network accounts for daily use purposes. The legal name and gender will be preserved as required by state and federal guidelines and changed only through official paperwork such as a birth certificate or through judicial action on a signed and dated form.

Procedure

When a student requests to make a change to name and/or gender recorded in the student information system, the following steps will be taken:

1. A "Student Identity Information Change Request" form should be completed by the student in consultation by a school counselor or administrator.
2. The school official will refer the signed form to the student information support department in the district office.
3. School district staff will make the changes in the student information system, network, and email accounts to reflect the change.
4. District staff will scan the document to include in the student's documents.
5. District Office staff will make the changes in the student information system, network, and email accounts to reflect the change.
6. School district staff will notify the school once the changes have been put into place.

Student Identity Information Change Request

Form to be submitted to School Counselor or Principal

Student ID#: _____

Current Student Name: _____

Student Gender ID currently in the student information system: male/him female/her

Name student identifies: _____

Student Gender Designation:

male female they other

he/him/his *he/her/hers* *they/them/theirs* _____

Student Signature: _____

Date: _____

Date of school & parent conversation: _____

School administrator/counselor signature: _____

NOTES:

[Principal/Counselor to complete]

- By submitting this form, I am requesting that Fargo Public Schools change the name and/or gender of the student listed above to the name and/or gender listed above
- 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 name and/or gender of the student as reflected in the Fargo Public Schools student information system.
- I understand that the State of North Dakota presently requires a gender of either "female" or "male" for state reporting purposes.
- I understand that this name and/or gender form applies only within Fargo Public Schools.
- I understand that the default access to gender-specific facilities and participation in gender-specific co-curricular and extracurricular activities will be according to North Dakota High School Activities Association rules / policy.
- I understand that the student's legal name/gender will be retained in the history of the student records system.
- I authorize the release of the student's original and updated name/gender to other authorized parties as part of student records.

Appendix B: Gender Support Plan

The purpose of the *Gender Support Plan* is to support students in shaping how their authentic gender will be accounted for and supported at school. School staff and other members of the student's support team may collaborate on this plan. Once each section is drafted by the appropriate person, the team should come together to confirm shared agreements about implementing the *Gender Support Plan*. Please note, the communication plan (Appendix C) guides the student regarding formal communication of gender status at school. Appendix C is *not* a part of the student's official record but rather, kept in a confidential file by the key point person, as identified by the student.

School name: _____ Today's date: ___/___/___
Student's name: _____ Legal name: _____
Student's gender: _____ Legal gender: _____
Student's grade level: _____ Date of birth: ___/___/___
Parent(s) / guardian(s) / caregiver(s) & relation to student: _____

Meeting participants: _____

Parent / Guardian Involvement

Are parents / guardians aware of and supportive of their child's updated gender? ___Yes ___No
If not, what considerations must be accounted for in implementing this plan? _____

Confidentiality, Privacy, & Disclosure

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

___ District staff will be aware (Superintendent, Director of Equity & Inclusion, Student Support Services, psychologist, etc.)

Specify the district staff members: _____

___ Building-level leadership will know (principal, assistant principal, counselor, etc.)

Specify the building-level staff members: _____

___ Teachers and / or other building-level staff will know:

Specify the teacher and / or staff members: _____

___ Student will not be openly “out” but some students are aware of the student’s gender status

Specify the students: _____

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

___ Other: describe: _____

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

How will a teacher or staff member respond to questions that may surface about the student’s gender from:

Other students: _____

Other staff: _____

Parents / community: _____

Student Safety

Who is the student’s “go to” adult on campus? _____

If the first “go to” is not available, what should the student do? _____

What process will be used for periodic check-ins with the student and / or family? _____

What are the plans in the event the student is feeling unsafe? How will the student signal for help?

During class: _____

Outside the school building (recess, etc.) _____

In the halls: _____

On the bus: _____

Other areas: _____

Other safety considerations: _____

Whom should parents contact if they are concerned about their child's treatment at school:

Is the student aware of the option to fill out the *Student Identity Form*? ___Yes ___ No, but will explain

How will instances be handled when the student's name and / or gender are not used:

By staff: _____

By students: _____

How will the student's privacy be protected in the following situations? Most student data is pulled from PowerSchool. Thus, submission of a *Student Identify Form* may address many items on the list, it is worth a team discussion on these topics to increase awareness and to identify areas not listed.

During registration: _____

Completing enrollment: _____

With substitute teachers: _____

Standardized tests: _____

School photos: _____

IEP's or other services: _____

Student cumulative file: _____

After school programs: _____

Meal lines: _____

Taking attendance: _____

Gradebooks: _____

Official school-to-home communications: _____

Unofficial school-to-home communications: _____

Outside district personnel or service providers: _____
Summons to office: _____
Yearbook: _____
Student ID cards: _____
Posted lists: _____
Distribution of text or other supplies: _____
Assignment of IT supplies: _____
PA announcements: _____
Other privacy considerations: _____

Use of Facilities:

Student will use the following restrooms on campus: _____

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

Who is the contact person for student's questions regarding facilities? _____

What are the expectations for facilities use during off campus trips, field trips, and / or overnight trips?

Other questions or concerns regarding student's use of facilities? _____

Extracurricular Programs:

In what extracurricular activities will the student be participating?

What steps are necessary for supporting the student in each activity?

Does the student participate in an afterschool program? If so, what steps are necessary for supporting the student there?

Other Considerations

Are there any other social dynamics that need to be discussed or accounted for (example, with students or family or staff):

Does the student have siblings at school? ___ Yes ___ No

If so, what factors should be considered regarding the sibling's/s' needs?

Think forward to any lessons, units, content, or other activities coming up to consider (growth & development, swimming, social justice units, name projects, dance, Pride events, school dances, etc.)

Are there other questions, concerns, issues to discuss?

Review and Revision

How will this plan be monitored over time (who will do what, when, and how?):

Explain the process the student, family, or school would use to revisit the plan to seek changes or additions or reviews?

List specific follow up actions emerging from this meeting and responsible parties for actions:

Action step	Person responsible	Date due

Date & time of next meeting or check in: __/__/__

Location: _____

Meeting organizer (send invitation, etc.) _____

Appendix C: Gender Communication Plan

This document helps a student plan how to communicate with the school community a change in one or more aspects of their gender from its commonly assumed status to a different status. The purpose of this document is to create the most favorable conditions for a successful experience and to identify the specific actions that will be taken by the student, the school, family, or other support providers. This communication plan is not part of the student's official record and therefore should be kept in a confidential file, separate from the cumulative file, by the key point person, as identified by the student.

School name: _____ Today's date: ___/___/___
Student's name: _____ Legal name: _____
Student's gender: _____ Legal gender: _____
Student's grade level: _____ Date of birth: ___/___/___
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?

Parent / Guardian Involvement

Are parents / guardians aware of 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

Date & time: ___/___/___ _____

Location: _____

Team members:

Student: _____

Parent: _____

Staff: _____

Other: _____

Communication Details

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

What requests are being made (name, pronouns, use of facilities, etc.):

With whom and when will this information be shared?

Peers in the student's class	Date: __/__/__
Peers in the student's grade	Date: __/__/__
With some students in the school	Date: __/__/__
With all students in the school	Date: __/__/__
Other (specify): _____	

Who will lead the lesson / activities / message framing the student's information sharing?

Will the student be present when the information is shared? ___ Yes ___ No

What role, if any, does the student wish to play in the communication?

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

Other notes or considerations:

Key Decisions Prior to Student's Communication Plan Being Deployed

Communications with other families

Will any information be shared with other families about this student's gender?

With whom? _____

Who is responsible for creating this communication? _____

List specific information to be shared:

Questions / notes:

Training for School Staff

What, if any, specific training about this student's gender will be held with school staff?

When? ___/___/___

Who will conduct the training? _____

What is the content of the training? _____

Questions / notes: _____

Identifying Parent Allies

List parents / adults in the community you would like to enlist in support of the student's communication plan, if any: _____

Who will speak to them? _____

What will be the request made of them? _____

Questions / notes: _____

Identifying Peer Allies

List peers you would like to enlist in support of the student's communication plan, if any:

Who will speak to them? _____

What will be the request made of them? _____

Questions / notes: _____

Sibling(s)

Does the student have siblings at school? ___Yes ___No

If so, what factors should be considered regarding the sibling's/s' needs?

Questions / notes: _____

Timeline

Mapping out a timeline for a communication's plan is helpful.

List specific follow up actions emerging from this meeting and responsible parties for actions:

Action step	Person responsible	Date
Initial planning meeting		
Lessons / activities with other students		
Communications with other families		
Training with staff		
Identifying & enlisting adult allies		
Identifying & enlisting peer allies		
Considering siblings		

Glossary of Terms

Definitions of terms are shared in an effort to build understanding and common vocabulary. The glossary below is not all-encompassing. Fargo Public Schools recognizes individuals may prefer to use terms such as gender non-binary, gender queer, bigender, gender fluid, gender normative, gender variant, trans, two-spirit. Continued communication as terms evolve allows individuals to claim their identity and the organization to maintain a safe and supportive space for all individuals.

Agender – noting or relating to a person who does not have a specific gender identity or recognizable gender expression.

Androgynous or androgyne – individuals having a combination of both male and female gender identities, to different degrees depending on the person.

Ally – someone who is actively supportive of LGBTQIA2S+ people. Included may be straight and cisgender allies, as well as those within the LGBTQIA2S+ community who support each other (e.g., a lesbian who is an ally to the bisexual community).

Asexual – the lack of a sexual attraction or desire for other people.

Bisexual – a person emotionally, romantically or sexually attracted to more than one sex, gender or gender identity, though not necessarily simultaneously, in the same way or to the same degree; sometimes used interchangeably with pansexual.

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

Coming out – the process in which a person first acknowledges, accepts, and becomes comfortable with their sexual orientation or gender identity and begins to share that with others.

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. A wide variety of difference exists among intersex variations, including differences in genitalia, chromosomes, gonads, internal sex organs, hormone production, hormone response, and/or secondary sex traits.

Intergender – individuals identify somewhere on the spectrum between male and female, possibly leaning towards one more than the other. For those who only partially or weakly identify, the term demigender may be used, as in "demiboy" or "demigirl."

Gay – a person who is emotionally, romantically, or sexually attracted to members of the same gender. Men, women, and non-binary people may use this term to describe themselves.

Gender binary – the classification of gender and sex assigned at birth into two strict categories, male or female, wherein gender identity is expected to align with the sex assigned at birth and gender expressions and roles to fit traditional expectations.

Gender dysphoria – clinically significant distress caused when a person's assigned birth gender is not the same as the one with which they identify.

Gender-expansive – a person with a wider, more flexible range of gender identity and/or expression than typically associated with the binary gender system; often used as an umbrella term when referring to young people still determining their gender expression and/or gender identity.

Gender expression – external appearance of one's gender identity, usually expressed through behavior, clothing, body characteristics or voice, and which may or may not conform to socially defined behaviors and characteristics typically associated with being either masculine or feminine.

Gender-fluid – a person who does not identify with a single fixed gender or has a fluid or unfixed gender identity.

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 non-conforming – 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.

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."

Genderqueer – genderqueer people typically reject notions of static categories of gender and embrace a fluidity of gender identity and often, though not always, sexual orientation. People who identify as "genderqueer" may see themselves as being both male and female, neither male nor female, or as falling completely outside these categories.

Heteronormative – denoting or relating to a world view that promotes heterosexuality as the normal or preferred sexual orientation.

Lesbian – a woman who is emotionally, romantically, or sexually attracted to other women. Women and non-binary people may use this term to describe themselves.

LGBTQIA2S+ – an acronym for "lesbian, gay, bisexual, transgender, queer and or questioning, intersex, asexual, two-spirit, and other affirmative ways in which people choose to self-identify.

Medical records – Student medical records, in paper or digital format, are an information source used by school nurses and or other licensed professionals to ensure appropriate care, to enable staff to coordinate with other health providers, and to file insurance claims with other organizations such

as Medicaid. In accordance with applicable law and regulations, medical staff are required to keep records confidential.

Non-binary – an adjective describing a person who does not identify exclusively as a man or a woman. Non-binary people may identify as being both a man and a woman, somewhere in between, or as falling completely outside these categories. While many also identify as transgender, not all non-binary people do. Non-binary can also be used as an umbrella term encompassing identities such as agender, bigender, genderqueer or gender-fluid.

Outing – exposing someone’s lesbian, gay, bisexual, transgender or gender non-binary identity to others without the individual’s permission. Outing someone can have serious repercussions on employment, economic stability, personal safety, or religious or family situations.

Pansexual – describes someone who has the potential for emotional, romantic or sexual attraction to people of any gender though not necessarily simultaneously, in the same way or to the same degree. Sometimes used interchangeably with bisexual.

Pangender/Pengender – identifying individuals have multiple gender identities that may include binary, non-binary, genderless, or any combination of these.

Phobia/Phobic – an aversion toward, dislike of, or disrespect for a thing, idea, person, or group.

Biphobia – The fear and hatred of or discomfort with people who love and are sexually attracted to more than one gender.

Homophobia – The fear and hatred of or discomfort with people who are attracted to members of the same sex.

Transphobic – The fear and hatred of, or discomfort with, people who are transgender or gender non-conforming.

Queer – a term people often use to express a spectrum of identities and orientations that are counter to the mainstream. Queer is often used as a catch-all to include many people, including those who do not identify as exclusively straight and/or people who have non-binary or gender-expansive identities. This term was previously used as a slur, but has been reclaimed by many parts of the LGBTQIA2S+ community.

Questioning – a term used to describe people who are in the process of exploring their sexual orientation or gender identity.

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

Same-gender loving – a term some prefer to use instead of lesbian, gay, or bisexual to express attraction to and love of people of the same gender.

Sexual orientation – a person's emotional or sexual attraction to another person based on the gender expression 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.

Student Privacy – In accordance with the Family Education Rights Privacy Act (FERPA) and district policy, access to a student's record is limited. Absent of parental consent (and student consent, if the student is 18 or older), information contained in or learned from a student record, including information regarding a student's transgender status may only be disclosed in very limited circumstances. However, LGBTQIA2S+ students have the ability to discuss and express their gender identity openly and decide when, with whom, and how much of their private information to share with others.

Staff records – employees are entitled to have their preferred name appear on all unofficial records such as ID badges, email addresses, etcetera. Official records, such as payroll and benefits, may require documentation of a legal name change and gender change. Staff requests should be submitted to the Director of Human Capital or designee.

Third gender or other gender – individuals identifying as third gender or “other” gender from a culture that recognizes three or more genders. For example, Samoan fa’afafine or Indian hijra. Some countries already legally recognize non-binary genders.

Transgender – an umbrella term describing a person whose gender identity is different from cultural expectations based on the sex they were assigned at birth. Some individuals who identify as transgender have medically transitioned, are undergoing gender affirming surgeries and hormonal treatments, while others do not choose any form of medical transition. Individuals may identify as female, male, or non-binary, may or may not have been born with intersex traits, may or may not use gender-neutral pronouns, and may or may not use more specific terms to describe their genders.

Transition(ing) – the series of processes 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. Transgender people may choose to undergo some, all or none of these processes. Transitions are private and personal and should not be discussed unless conversation is initiated and led by the person who is transitioning.

Social transition may include actions such as changing name and pronouns.

Medical transition may include hormone therapy or gender affirming surgeries.

Legal transition may include changing legal name and sex on government identity documents.

Two-spirited – refers to a person who identifies as having both a masculine and a feminine spirit and is used by some Indigenous people to describe their sexual, gender, and/or spiritual identity.

Xenogender – also known as Neutrois, agender, or gender-neutral. These individuals do not identify with any gender. Agender individuals may present as male, female, or androgynous, and may have a range of pronoun preferences such as, “Ze/hir or Ze/Zir”.