



# Gender Identity Guidance

SUPPORTING THE SUCCESS AND WELL-BEING OF **ALL** STUDENTS

This guidance document is intended to serve as a resource for counselors, interventionists, and administrators to support students dealing with issues related to gender identification. **Note: this document should be used for guidance and NOT to create a formalized plan.**



## Am I aware of and understand the student's personal information?

- Name student uses
- Name on birth certificate
- Assigned sex at birth
- Gender identity
- Parent/guardian information
- Other family members (siblings; grandparents; caregivers)
- School of attendance
- Grade level



## What is the awareness of others to the gender identity?

- Status of transition
- Public or private transition
- Identify who currently knows
- Identify who needs to know



## Do I understand the parent/guardian support and am I able to identify other supports for the student?

- Do student's parents/guardians know of the gender identity?
- Do parents/guardians support the gender identity?
- Who can advocate or support the student if not the parents/guardians?
- What are the communication methods/issues/challenges between school and home?
- Who are the adult contacts at school for support, concerns, etc.?



## Have I anticipated the need for communications and responses to inquiries related to the student's decision?

- Have I considered the communications with teachers and other adults at school?
- Have I considered age appropriate responses to student inquiries or comments?
- Have I thought about responses to parents (other than parents of the student) or community inquiries or comments?



## Do I know the names, pronouns, and how they will be used in the student's records?

- Am I aware of the student's preferred name?
- Am I aware of the preferred pronoun related to the student?
- Have I considered the listing on student's identification documents?
- Have I considered the listing on student's Infinite Campus?
- Have I considered the listing on student's educational records?



## Have I reviewed the student's rights to use facilities?

- Bathrooms/locker rooms/etc. of gender identity permitted; discuss preferences with the student and family.
- Identified a contact person if student experiences difficulties accessing or other issues arise.



## Other considerations:

- Is the student in need of outside resources?
- Have I considered the social dynamics with other students/families/staff?
- Have I thought about the upcoming curriculum or school activities?
- Have I followed our district's non-discrimination policies?
- Have I considered any challenges with extra-curricular activity participation?