

Gilford School Board Meeting

The Mission Statement of the Gilford School District is to provide innovative education, creating pathways to success for all learners.

June 30, 2022 ~ 6:00 p.m. ~ Gilford High School Library

Agenda

- I. Opening
 - A. Call to Order: Certification of Posting
 - B. Pledge
- II. Public Comment – Please state your name and address. This agenda item is intended to give Gilford citizens a voice and the GSD an opportunity to hear directly from citizens. This time is not intended for Q & A. Questions about programs/practices may be directed to respective administrators during the school day. Thank you.
- III. Policy Review – JBAB Transgender and Gender Non-Conforming Students
(See suggested policy language change)
- IV. Public Comment – Please state your name and address. This agenda item is intended to give Gilford citizens a voice and the GSD an opportunity to hear directly from citizens. This time is not intended for Q & A. Questions about programs/practices may be directed to respective administrators during the school day. Thank you.
- V. Non-Public – RSA 91-A:3II (c) *Matters which, if discussed in public, would likely affect adversely the reputation of any person, other than a member of this board, unless such person requests an open meeting.*
- VI. Adjournment

TRANSGENDER AND GENDER NON-CONFORMING STUDENTS

I. PURPOSE

The Gilford School District policy requires that all programs, activities, and employment practices be free from discrimination based on sex, sexual orientation, or gender identity. This policy is designed in keeping with these mandates to create a safe learning environment for all students and to ensure that every student has equal access to all school programs and activities.

This policy sets out guidelines for schools and district staff to address the needs of transgender and gender non-conforming students and clarifies how state law, SB263, should be implemented in situations where questions may arise about how to protect the legal rights or safety of such students. This policy does not anticipate every situation that might occur with respect to transgender or gender non-conforming students, and the needs of each transgender or gender non-conforming student must be assessed on a case-by-case basis. In all cases, the goal is to ensure the safety, comfort, and healthy development of the transgender or gender non-conforming student while maximizing the student's social integration and minimizing stigmatization of the student.

When a student or the student's parent or guardian, as appropriate, notifies the school administration that the student will assert a gender identity that differs from previous representations or records, the school will begin treating the student consistent with the student's gender identity. Under Title IX, there is no medical diagnosis or treatment requirement that students must meet as a prerequisite to being treated consistent with their gender identity. Transgender students often are unable to obtain identification documents that reflect their gender identity (e.g., due to restrictions imposed by state or local law in their place of birth or residence). Requiring students to produce such identification documents in order to treat them consistent with their gender identity may violate Title IX when doing so has the practical effect of limiting or denying students equal access to an educational program or activity.

This procedure will be used to address needs raised by transgender students and/or their parent(s)/guardian(s).

1. A transgender student and/or their parent(s)/guardian(s) should contact the student's counselor or building administrator. In the case of a student who has not yet enrolled in school, the appropriate building administrator should be contacted.
2. A meeting should be scheduled to discuss the student's particular circumstances and needs. In addition to the student, parent(s)/guardian(s) and building administrator, participants may include the school counselor, school nurse, teachers and/or other school staff, and possibly outside providers who can assist in developing a plan for that student.
3. A written plan will be developed by the school, in consultation with the student, parent(s)/guardians(s) and others as appropriate, to address the student's particular needs. If the student has an IEP or a 504 Plan, the provisions of these plans should

be taken into consideration in developing the plan for addressing transgender issues.

4. If the parties cannot reach an agreement about the elements to be included in the plan, the Superintendent shall be consulted as appropriate.

II. DEFINITIONS

The definitions provided here are not intended to label students but rather are intended to assist in understanding this policy and the legal obligations of District staff. Students might or might not use these terms to describe themselves.

"Gender identity" is a person's deeply held sense or psychological knowledge of their own gender, regardless of the gender they were assigned at birth. Everyone has a gender identity.

"Transgender" describes people whose gender identity is different from their gender assigned at birth.

"Gender expression" refers to the way a person expresses gender, such as clothing, hairstyles, activities, or mannerisms.

"Gender non-conforming" describes people whose gender expression differs from stereotypical expectations, such as "feminine" boys, "masculine" girls, and those who are perceived as androgynous.

"Cisgender" refers to a person whose gender identity and expression are aligned with those traditionally associated with their assigned sex at birth.

"Gender non-binary" describes an individual whose gender identity and/or expression does not align with the gender binary of male or female. A gender non-binary person may describe their gender identity and/or expression as androgynous, genderfluid, genderqueer, agender, non-labeling, etc.

"Genderfluid" describes an individual whose gender identity and/or expression may be gender non-conforming or non-binary, who has a wider and more flexible range of gender expression that may even change from day to day. While the gender expression of a student who is genderfluid is flexible or may appear to change with some frequency, their genderfluid identity can be recognized as the "gender which the student consistently asserts at school" in regards to the policy.

"Gender Transition" is the process by which a person goes from living and identifying as one gender to living and identifying as another gender. Gender transition is typically prompted by the feeling that an individual's gender identity does not match the one typically associated with their assigned sex at birth. Examples include: transitioning from a boy to a girl, a girl to a boy, a girl to gender non-binary, or a boy to gender non-binary. For most elementary and secondary students, this involves no or minimal medical interventions. In most cases, transgender students under the age of 18 are in a process of "social transition" from one gender to another.

“Sexual Orientation” describes a person’s romantic and/or sexual attraction. Sexual orientation is different and not the same as gender identity or gender expression. In this policy, sexual orientation refers to an individual’s “actual or perceived” sexual orientation.

III. GUIDANCE

A. Privacy

The Gilford School Board recognizes a student's right to keep private one's transgender status or gender non-conforming presentation at school. Information about a student's transgender status, legal name, or gender assigned at birth also may constitute confidential information. School personnel should not disclose information that may reveal a student's transgender status or gender non-conforming presentation to others, including parents and other school personnel, unless legally required to do so or unless the student or parent has authorized such disclosure. Transgender and gender non-conforming students have the right to discuss and express their gender identity and expression openly and to decide when, with whom, and how much to share private information.

Board member Sanborn’s suggested language:

III. GUIDANCE

A. Privacy: The School Board recognizes a student's right to keep private one's transgender status or gender nonconforming presentation at school. The Board also recognizes a transgender and gender nonconforming student’s right to discuss and express their gender identity openly. Information about a student's transgender status, legal name, or biological sex listed on a person’s birth certificate also may constitute confidential information. School personnel should not disclose information that may reveal a student's transgender status or gender nonconforming presentation to others without authorization from the student and parent(s) or legal guardian(s). School personal shall include parent(s) or legal guardian(s) when implementing a written plan for a student to address their needs as it relates to their transgender or non-comforming status.

When contacting the parent or guardian of a transgender or gender non-conforming student, school personnel should use the student's legal name and the pronoun corresponding to the student's gender assigned at birth unless the student, parent, or guardian has specified otherwise.

B. Official Records

The District is required to maintain a mandatory permanent pupil record ("official record") that includes a student's legal name and legal gender. However, the District is not required to use a student's legal name and gender on other school records or documents. The District will change a student's official record to reflect a change in

legal name or legal gender upon receipt of documentation that such change has been made pursuant to a court order. In situations where school staff or administrators are required by law to use or to report a transgender student's legal name or gender, such as for purposes of standardized testing, school staff and administrators shall adopt practices to avoid the inadvertent disclosure of such confidential information.

C. Names/Pronouns

A student under this policy should be addressed by a name or pronoun that corresponds to the student's gender identity that is consistently asserted at school.

Board member Sanborn's suggested language:

C. NAMES/PRONOUNS

A student under this policy may ask others to address them by a name or pronoun that corresponds to their gender identity that is consistently asserted at school, however, this request shall not require or compel another individual to acquiesce or create an obligation to honor such a request.

D. Gender-Segregated Activities

To the extent possible, schools should reduce or eliminate the practice of segregating students by gender. In situations where students are segregated by gender, such as for health education classes, students should be included in the group that corresponds to their gender identity and have the choice; whatever fits the need of the student.

E. Restroom/Locker Room Accessibility

The use of restroom/locker rooms requires schools to consider a number of factors, including but not necessarily limited to the safety and comfort of students; the transgender student's preference; student privacy; the ages of students; and available facilities. As a general rule, transgender students will be permitted to use the restroom/locker room assigned to the gender which the student consistently asserts at school. Any student who has a need or desire for increased privacy, regardless of the underlying reason will be provided with a reasonable alternative changing area or single occupant bathroom.

G. Physical Education Classes & Intramural Sports

As a general rule, in any other facilities or activities when students may be separated by gender, transgender students may participate in accordance with the gender identity consistently asserted at school.

Interscholastic athletic activities should be addressed through the NHIAA participation policy, Article II, Section 21.

I. Dress Codes

All students are required to meet the requirements in the dress code or school rules.

Transgender students may dress in accordance to the gender which the student consistently asserts at school.

J. Discrimination/Harassment

It is the responsibility of each school and the District to ensure that transgender and gender non-conforming students have a safe school environment. This includes ensuring that any incident of discrimination, harassment, or violence is given immediate attention, including investigating the incident, taking appropriate corrective action, and providing students and staff with appropriate resources, see Gilford School Board Policy JBAA. Complaints alleging discrimination, harassment or bullying based on a person's actual or perceived transgender status or gender nonconformity are to be handled in the same manner as other discrimination, harassment or bullying complaints. Refer to policy AC, JBAA, and/or JICK.

IV. STAFF TRAINING

1. The Superintendent and/or building principal may institute in-service training and/or distribute educational materials about transgender issues to school staff as deemed appropriate.
2. Teachers and other staff who have responsibilities for a transgender student with a plan, as outlined in this policy, will receive support in implementing the plan.

(Adopted: 1/6/2020)