



Trans Student Policy Principles

When crafting policies and procedures related to providing appropriate accommodations for gender-nonconforming students, the most effective policies and practices are those that provide for the involvement of supportive parent(s)/guardian(s) of the student seeking accommodations pursuant to principles such as these.

- 1. Age-appropriate.** School districts should recognize that students of all ages, in both elementary and secondary levels, may identify as gender-nonconforming, even if the terminology a particular student uses may differ. All public schools should consider how to implement age-appropriate accommodations for gender-nonconforming students.
- 2. Involvement of parent(s)/guardian(s).** The most effective policies and practices are those that are developed with the involvement of supportive parent(s)/guardian(s) of the student seeking accommodations pursuant to principles such as these. Schools should recognize, however, that some students may be in unsafe circumstances, and should identify permissible ways students may be accommodated that do not jeopardize their safety at home.
- 3. Clear, relevant standards.** It is appropriate for school districts to identify what supporting documents or other evidence are needed in order to approve a requested accommodation. The requested information should actually be relevant to assessing the student's need for an accommodation, not arbitrarily chosen. Medical and other information submitted as part of such a process must be treated with the maximum possible level of privacy and confidentiality. School districts should recognize that not all students have access to medical providers familiar with gender dysphoria and that alternative means of establishing eligibility for an accommodation should be developed.
- 4. Names/pronouns.** Once an accommodation has been approved pursuant to principles such as these, staff who interact with the student should be instructed to refer to the student by the student's preferred name and appropriate pronouns, regardless of whether the student has taken steps to legally change their name or identity documents. Unless prohibited by law, school districts should update enrollment and other records, including electronic records, to reflect the appropriate name and gender.

5. **Assess gender distinctions in scholastic and extracurricular contexts.** School districts should assess all scholastic and extracurricular activities to identify policies or practices which either segregate students, or subject students to different treatment, based on gender, and carefully examine each to determine whether they serve to advance a legitimate, pedagogical interest. Those which are “traditional” but do not advance such an interest should be eliminated.
6. **Restrooms.** Once an accommodation has been approved pursuant to principles such as these, school districts should allow the student to use the restroom corresponding to their gender identity/expression if the student and the student’s parent(s)/guardian(s) request it, unless a specific threat to the student’s safety is likely to arise. Because there is a fairly high level of privacy for those using restrooms, school districts should discourage the practice of assigning a gender-nonconforming student to a restroom that is not typically available to students, as singling students out in this way can create unwanted attention to the student’s gender-nonconformity. Nothing requires a school district to tolerate inappropriate behavior on school grounds.
7. **Changing rooms.** When a gender-nonconforming student who has received an accommodation pursuant to principles such as these needs to use a changing room, for example to participate in sports, safety and comfort must be maximized. Unlike in the context of a restroom, changing rooms and showers offer far less privacy to users, including the gender-nonconforming student. Accordingly, gender-nonconforming students should be offered access to a gender-neutral changing room/shower facility of comparable quality to the shared facilities. Where gender-neutral facilities are not available, the gender-nonconforming student should be allotted time to use the facilities corresponding to their gender identity/expression prior to the use of these facilities by other students.
8. **Applicable law.** School districts should take all necessary steps to familiarize themselves with their obligations under federal laws, such as Title IX and Equal Access Act, and state laws, such as the Minnesota Human Rights Act and the Safe and Supportive Minnesota Schools Act, and the federal and state constitutions, as they may apply to meeting the needs of gender-nonconforming students.