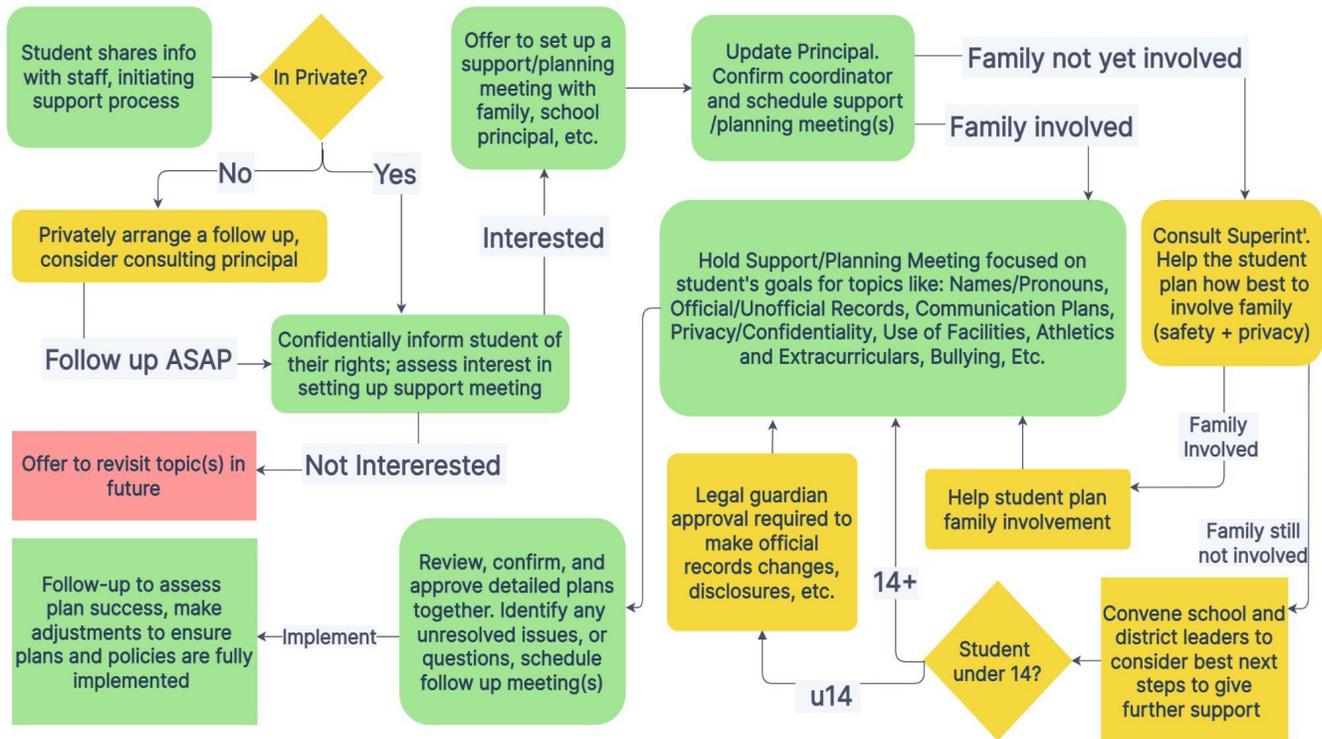


Weston Public Schools Administrative Procedural Guidelines for Implementing Policy JBD

This document summarizes how Weston Schools will implement [Policy JBD for Transgender and Gender-nonconforming Students](#). Students choose if, when, and how to transition. The school's responsibility begins when a student first shares their gender identity/interest with school staff.



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Administrative Procedural Guidelines For Implementing Policy JDB (2022)

The Weston Public Schools Policy regarding Transgender and Gender Nonconforming Students ([School Committee Policy JBD](#)) **requires that all school staff will together “create and reinforce a culture where transgender and gender nonconforming students feel safe, supported, and fully included.”**

Policy JBD also requires development of specific administrative procedural guidelines regarding, at a minimum the following areas: “student transitions, privacy, confidentiality and student records, names, pronouns, gender markers on student records, restrooms, locker rooms and changing facilities, physical education classes, intramural and interscholastic athletic activities, dress codes, professional development, and other gender based activities, rules, policies and practices, and trainings. This document details administrative procedural guidelines for implementing policy JBD.

The building principal and school staff will implement these procedures in consultation with the District Title IX Coordinator(s) and office of the Superintendent, with input from other administrators. School leaders and designated faculty or staff members will work with each student, and their parents or guardians/other family members as appropriate, to plan students’ supports and accommodations.

DEFINITIONS

The following terms are defined to assist in understanding these policies and procedures, not for the purpose of labeling students. Students may prefer other terms or definitions for themselves.

Gender identity: a person’s innate and deeply held sense or psychological knowledge of having a particular gender, which can include being male, female, non-binary, another gender or no gender. Gender identity can be the same or different from the sex or gender assigned at birth.

Gender expression: the manner in which a person represents or expresses gender identity to others, often through behavior, clothing, hairstyles, activities, voice, or other appearances and mannerisms.

Cisgender: a term used to describe people whose gender expression or identity corresponds with the sex assigned at birth.

Gender nonconforming: a term used to describe people whose gender expression differs from social expectations. Terms “gender queer,” “agender,” or “bigender” are also used.

Non-binary: a term used to define people whose gender is not exclusively male or female, including those who identify with a gender other than male or female, as more than one gender, or no gender.

Transgender: an umbrella term used to describe a person whose gender identity or gender expression is different from that traditionally associated with the sex assigned at birth, including nonconforming.

Gender Transition: the process in which a person goes from living and identifying as one gender to living and identifying as another. Transitioning is uniquely different for everyone.

Support Plans/Planning: a general term referring herein to various discussions, considerations, and actions the school may take to make a student feel safe, supported, and fully included in school. Support plans may take many forms and do not necessarily involve gender transitions.

Outing: Exposing someone’s lesbian, gay, bisexual, transgender or gender non-binary identity to others without their permission. Outing someone is harmful and can have serious repercussions.

Transitions

Many transgender youth undergo the experience of social gender transition, in which a person goes from living and identifying as one gender to living and identifying as another gender. The decision about whether and how to undergo gender transition is personal, and depends on the unique circumstance of each individual. Gender transitions do not always involve physical or legalistic changes.

Some important considerations include responding to the student's initial sharing of their transition status or related gender identity information to staff, planning meetings with the student (and their family as appropriate) and school principal, agreeing how to communicate any changes, and following up throughout implementation of any support plans. These are only a few of the many considerations.

1. Initial Sharing of Information

The student support process begins when a student shares their interest with school staff. This sharing of information takes many forms, often as explicit verbal/written statements regarding gender identity. Typically the student or their family will tell the school directly, initiating the support planning process. Students and families are encouraged to direct this information to their principal or other trusted staff.

When a student first shares with staff that the student is identifying as transgender or is transitioning, or only just considering or questioning their gender identity, the staff member(s) should follow up **privately** with that student, soon after the student shares the information, to have a confidential conversation and assess the student's needs. **If a staff member does not feel equipped to take the lead in that conversation, they should consult with their school principal for help before proceeding.**

During the initial private discussion following up on what was shared, staff may consider starting with a reference to info shared that led to this talk, explaining that the private conversation is to check in. The primary goal is to explain that the school wants the student to feel safe, supported, and included in the school, and can work with the student to support them as needed. A second goal is to assess student interest in a follow up conversation, or potential interest in support planning meetings as appropriate.

If the student expresses interest in further discussing gender identity or receiving related support with the school, then staff should offer to help set up a meeting time to discuss what the student may need to feel safe, supported, and fully included in their school. This option can be an initial conversation or full planning meeting, depending on the student. **See the following section regarding family involvement.** If a student is not interested in setting up another meeting, staff may still remind the student that they also have the option of other informal discussions to revisit related topics with the school in the future.

If a staff member has reason to believe a student may be interested in discussing gender transition or related topics **other than explicit statements**, they should consider discussing what was shared with their school principal. If that information may be a reason to offer to meet with a student to discuss gender identity; then their principal, in consultation with the superintendent, should assess if the information calls for the school to offer to meet with the student to discuss further as appropriate.

After a student has shared the initiating information with the school, but **before parents are contacted** or planning meetings take place at school, the employee(s) who the student shared the information with will **need to update the school principal** on the situation. The principal then needs to designate a **"point-person"** to take the lead on support planning. Policy JBD requires a trusted point-person who is designated as responsible for setting up support planning meetings, helping a student navigate family

involvement, preparing personalized support plans along with the principal, and plan implementation.

The employee to whom the student first shares the information that initiates the process may be a good fit to take the lead as “point-person” coordinating the student’s support plans at school. In the case a student does not identify a preferred point-person to partner with on their support plan, the default point-person for support planning will be their school principal, who may also designate a classroom teacher, counselor, nurse, or other administrator. Multiple staff members may share in the responsibilities; however a single point person should remain the primary support coordinator. Once the principal is fully updated and the point person is approved by the student, the school may proceed.

2. Family/Parental Involvement

Before contacting parents/guardians of a transgender or gendernonconforming student, staff should clarify with the student the best name and pronouns to use in communications home. Unless a student requests otherwise, when communicating with parents/guardians of a student, **staff shall use the student’s legal name and the pronouns** corresponding to their gender assigned at birth. **If a student wants another name or pronouns in communications home, names and pronouns used at time of enrollment must be used until changes are approved by the Principal or Superintendent.** See the later sections on privacy, confidentiality, names, pronouns and official records for more details.

The first private follow-up conversation after a student shares their initiating information may be the best time to bring up familial involvement. If the student is interested in setting up another follow up conversation with the school, setting up that next meeting is a natural opportunity to ask if the student would like to invite their guardian(s) or another family member to participate. If a student expresses that they want their parent(s)/guardian(s) involved in the planning process, the school should meet with the student alongside those persons the student wants involved. The invite to family to discuss how the school can best support a student should always wait until **after** detailed discussion between the student and the principal and/or point person about how best to proceed. The Principal along with the point-person or another staff member should then call the family member(s) to set up a meeting.

If the student does not wish to include their parent/guardian(s) at this point in the process for health or safety reasons, their principal should convene a meeting including the superintendent, point-person, legal counsel, and other staff as needed to determine best next steps. They should plan how best to include the student to ensure the student has a meaningful voice in the planning process. Ideally the school will involve the family, but must also respect student privacy rights and any potential health and safety concerns. After next steps are agreed upon by the administration, the school should meet with and update the student on next steps, confirm their agreement, and adjust plans if needed.

3. Before Planning Meetings

Ideally, transition or support planning meetings will be held before or after school or at a time best suited to the student’s schedule. Planning meetings should include at least two confidential school employees, such as the principal and their teacher or designated point person, nurse, or counselor. The designated point-person and/or principal should set up a confidential meeting with the student (and their family if family members are involved at this point in the process).

The primary goals of the meeting are: 1) to develop a shared understanding of the student’s needs between the student, the school, and family if they are involved at this point in the process, and 2) to plan how the school can best support the student and have them feel fully included in school, and 3) anticipate the student’s future support needs that fall within the scope of the school, including but not limited to transition-support planning, safety planning, health and counseling services and other areas.

4. Transition/Support Planning

Plans will be developmentally appropriate, and vary based on many factors including, but not limited to, age and student preferences. Student support plans must address if, when, and how to share information with family members, other students and staff, and community members as needed. All details need to be set in partnership with the student (and family if they are involved in the process). The principal should be clear with the student that they may access restrooms/locker rooms/changing facilities corresponding to their gender identity and participate in activities in a manner consistent with their gender identity. Please see [later sections on PE, athletics, and other events](#) for more information.

For communication plans, a student may prefer to discuss and express their gender identity openly, or not. They decide when, with whom, and how much to share private information. A student 14 years of age or older, or who has entered ninth grade, may consent to disclosure of information from their own records. Students under 14 who have not yet entered 9th grade need parent/guardian consent to change official names and/or record(s), or approve disclosures of their confidential information. Students have the right to avoid being “outed” before they are ready for it, and may prefer a certain ordering of steps.

Key considerations for transition or support planning include but are not limited to:

- With whom does the student feel most comfortable discussing these matters?
- Who else has the student come out to already? Family? Friends? Classmates? Other adults?
- Does the student feel safe at school? Does the student feel safe at home? If not, why not?
- Does the student want to be out to others? Who does the student not want to be outed to?
- How and when would the student like to come out to their peers, teachers, and any others?
- What kinds of support might the student want/need? Would they like to discuss any options?
- Other related questions and considerations

Topics to be discussed in support meetings and detailed in support plans include but are not limited to:

- Family involvement
- Privacy, confidentiality, and student records
- Names, pronouns, gender markers
- Communication plan for classes, buses, and school wide
- Restrooms, locker rooms, and changing facilities
- Physical education classes and Intramural/Interscholastic Athletics
- Professional development related to implementing these policies
- Other gender based activities, rules/policies, practices, and trainings
- Quarterly/Recurring Check-Ins with Family and Staff

At the end of a planning meeting held with the student (and their family if their family is involved at this point), the point person should review the plans developed with the student, in order to confirm that the plans are correct and satisfactory to the student. Any unresolved issues or questions should be identified, and a followup meeting should be scheduled in the near future to address those matters.

5. Implementation/Checking-in/Following up

The school principal is primarily responsible for ensuring proper implementation, but all staff may be expected to contribute to full and proper implementation of support plans. The point person and/or school principal should set recurring meetings with the student (and family as appropriate) quarterly or regularly as needed to check in on the status of implementation details, and make any adjustments.

PRIVACY AND CONFIDENTIALITY

Information about a student's birth-assigned sex, name changes, gender transition, medical or mental health treatment related to gender identity, or any other information of a similar nature, **regardless of its form, is part of the individual's student record, and so it must be kept confidential, private, and secure, except in limited circumstances.** Those limited circumstances include sharing of information required, in an official capacity, for purposes of teaching, counseling, or other administrative services. Student/family permission is needed to share private information. Decisions related to the release of confidential information, such as determinations around when, how, or who should be informed, must be made in consultation with the student, or in the case of a younger student, a student's parent or guardian. **The key question is whether and how sharing certain information will benefit the student.**

When a student is using a chosen name that differs from their legal or birth name, the birth name is considered private information and may be disclosed only with authorization as provided under the Massachusetts Student Records Regulations. If the student has previously been known at school or in school records by his or her birth name, the principal should direct school personnel to use the student's chosen name. If the student is under 14 parental consent is required, but every effort should be made to update student records (such as IEPs) with the student's chosen name. **The school should not circulate records or class lists with the student's assigned birth name ("dead name").** Records with a student's "dead name" should be kept confidential.

If a student is under 14 years of age and is not yet in the ninth grade, the student's parent or legal guardian (alone) has the legal authority to decide on disclosures and other student record matters. Students cannot make the decision unilaterally if under 14 years of age or not yet entered ninth grade. Similar policies apply for changing official student records. If guardians give directions that conflict with expressed preferences of the student, or another legal guardian; consult the Superintendent, who will help plan the best next steps.

NAMES, PRONOUNS, AND OFFICIAL RECORDS

Once a student informs school staff of their preferred gender-affirming name and pronouns, the school must develop a communications plan to ensure the student is referred to by their correct name and pronouns. This should be completed as part of the broader support planning developed alongside the student, and the student's family if they are involved in the process. **See the Transitions section above.** If you have questions regarding making changes to student records, contact your principal for consultation. If one is unsure about a student's preferred name or pronouns, it may be appropriate to tactfully just ask.

With regards to official records such as in the electronic Student Info System, records should be adjusted accordingly based on the preferences of the student, or in the case of a student under the age of 14, the student's parent(s) or guardian(s). If a student **under the age of 14** does not want their family to be involved in the process, even after repeated efforts from the school and superintendent's office to help the student plan to do so safely, then the school cannot make formal changes to official student records. It may be possible to make special accommodations for students **without** making official records changes. While older students reserve the right to unilaterally authorize their own records changes, they should be generally encouraged to consider how to include their family or outside support networks to some extent.

If a student **under the age of 14** has different preferences than their guardian(s) regarding their own name, pronouns, and other gender markers on official records; the schools should defer to the parents when it comes to official records. In this case, the school principal should convene a meeting that includes the superintendent, point-person, legal counsel, and other staff as needed to determine steps to take to support the student in school. They should plan how best to include the student in the decision-making

process, making sure the student has a meaningful voice in plans. After appropriate next steps are agreed upon by the school and district administration, the school should meet with and update the student, in order to confirm their buy-in to plans, adjusting and working with their family as appropriate.

If a student **over the age of 14** or a student who **has entered ninth grade** wishes to make changes to their name or pronouns in school, including official and unofficial records and various other instances of use, the school should include these wishes as part of the broader support planning process. In the case that parent/guardians are not involved in the process at this point, or in the case that their parents/guardians are involved to some extent but may disagree with student preferences, the school principal should convene a meeting that includes the superintendent, point-person, legal counsel, and other staff as needed to determine next steps. After next steps are determined the point person and principal should meet with and update the student in order to reach an agreement and make changes as needed.

FACILITIES

During support planning meetings with the student (and family if they are involved in the process), it is essential that plans address the student's access to the restrooms, locker rooms and changing facilities. Each situation needs to be reviewed and addressed based on the particular circumstances of the student's activities and school facilities. Students who are uncomfortable using a sex-segregated restroom should be provided with a safe and adequate alternative, such as a single use restroom or the nurse's restroom. Staff may always offer use of single-use facilities as an option to any student for any reason, but may never compel or require that a student use alternative facilities based on their gender expression or otherwise.

The rights of students to access facilities that correspond to their gender identity will still apply if a staff member was not previously aware of the student's gender identity. If a student first comes out to a staff member as transgender *in the context of the student first attempting to access gender-segregated facilities*, staff should still allow access to the facilities, and follow the procedural guidelines above for initial sharing of information, found in the Transitions section. **When in doubt, let students use the facilities they want.**

If any individual should express concern or discomfort about another individual(s) using the facilities that correspond to their gender identity, that is not a reason to deny another individual access to facilities that correspond to their gender identity. Instead, school administrators and counseling staff should work with those with concerns to address those and foster understanding. School administration may consider responding to any concerns raised there, but may also direct any specific concerns to the Superintendent as needed.

Support plans may address which facilities a student prefers. Some single use facilities may typically be reserved for staff or other special uses. Locations of some facilities students might use are listed below. Please contact school leaders or the district facilities team for site-specific maps or additional information.

- **Weston High School** has several single use restrooms, including a gender neutral restroom in the F-Wing on the first floor next to other restrooms surrounded by classrooms, and another in the E-wing on the second floor between the stairs and language office. There are also two single-use restrooms in the main office, two in the nursing suite, two in the back-right section of the gym, two by the auditorium dressing room, and two by the library.
- **Weston Middle School** has several single use restrooms, including the first floor straight ahead and to the left from the main entrance (114), another near the science lab and elevator (103), three more around the gym (150) and pool (161) and near the elevator (139), as well as one located in the nursing suite. There are two more on the second floor surrounded by classrooms outside the library area (219 and 234).

- **Proctor Field** has a large single-use restroom in between the other larger gendered restrooms.
- **Field School** has two gender neutral restrooms for students, one across from the nurse's office and one in classroom C-116 (far side of the building). There are also single-use restrooms spread out across the school typically reserved for staff. Student support plans should address use of facilities.
- **Woodland School** has a single-use bathroom available in the nursing suite. The school may also reserve one of two single-use faculty restrooms in the three Grade hallways (1, 2, 3) for students.
- **Country School** has a single-use bathroom in the nursing suite. The school may also reserve one of two single-use faculty restrooms in the three Grade hallways (1, 2, 3) for student use.

PHYSICAL EDUCATION CLASSES, INTRAMURAL AND INTERSCHOLASTIC ATHLETICS

Similarly, when it comes to physical education and athletics, all students should be allowed to participate in a manner that is consistent with or corresponds to their gender identity. In the case of gender-segregated activities that are taking place in school, employees should not deny students participation in a manner consistent with or corresponding to the student's gender identity. Students will also have the right to change clothing, and otherwise prepare for PE and other athletics **privately** before and after each activity. Student support plans should designate their preferred changing spaces.

If employees have any questions or concerns regarding specific activities in school, they should contact their Principal, who may consult with the Superintendent as needed. In the case that some local, state, federal, or [interscholastic policies](#) may conflict with policy JBD, notify the Superintendent of the conflict.

DRESS CODE

Schools may set their own dress code policies, but those policies should not be enforced differently with respect to transgender or gendernonconforming students, as compared to their cisgender peers. All students may wear any article of clothing that is in alignment with dress code, regardless of gender.

OTHER GENDER-BASED ACTIVITIES, RULES, POLICIES AND PRACTICES

School leaders should periodically review gender-based activities, rules, policies, and practices for a thorough assessment of their pedagogical value compared to any potential exclusionary implications. Those questioning the pedagogical value of gender-based practices should work with their school and district leaders to develop more gender-neutral and pedagogically sound alternatives as appropriate.

PROFESSIONAL DEVELOPMENT

The District Director of Equity & Professional Learning will work with the Superintendent and other administrators to ensure training and professional development around gender are offered annually to all staff. The rights of Transgender and Gendernonconforming students will be included annually as part of Civil Rights Training that is required for all staff members. Administrators will receive special training pertaining to the implementation of other policies/protocols as needed.

PUBLICATION

Annual distribution of this policy to staff is the responsibility of the Superintendent or their designee. Typically the Superintendent will email all employees in September linking to the policy and these

(THIS DRAFT AS OF SEPT. 14) [Click here for the full school committee policy JBD](#) and a [Resource Bank](#):

procedures, clarifying that all staff are responsible for implementation of the policy in accordance with these procedures. These procedures will also be published on the district website for all to read.

References

Massachusetts General Law References:

[*Massachusetts General Law 4:7 - Definition of Statutory Terms*](#)

[*Massachusetts General Law 76:5 - School Attendance: Discrimination*](#)

Weston Public Schools Policy References:

[*Policy AC Harassment Non-Discrimination Policy*](#)

[*Policy ACA Non-Discrimination on the Basis of Gender*](#)

Other References:

[*603 CMR 23.01 - Student Records, Application of Rights*](#)

[*603 CMR 23.08 - Student Records, Amending The Student Record*](#)

[*603 CMR 26.00 - Access to Equal Education Regulations*](#)

[*GLSEN Model Local Education Agency Policy on Transgender and Nonbinary Students*](#)

[*DESE Guidance for Massachusetts Public Schools Creating Safe & Supportive School Environment*](#)