



PROMOTE LEARNING • CELEBRATE DIVERSITY • ENCOURAGE RESPONSIBILITY

TRANSGENDER POLICY

June 2021

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Purpose and Values

The purpose of this policy is:

- to foster an educational environment that is safe, welcoming, and free from stigma and discrimination for all students, regardless of sex, gender identity, or gender expression,
- to facilitate compliance with local and national laws concerning bullying, harassment, privacy, and discrimination,
- to ensure that all community members have the opportunity to express themselves and live authentically.

(National Center for Transgender Equality)

The commitment to Diversity in our **Mission** lays the foundation of an inclusive community where we value the ways in which we define our identity and the actions that arise from that identity. Within our **Vision Statement**, we recognize the importance of community and empowerment. Importantly we wish to contribute positively in the world we live in.

The Mahindra International School Community is committed to the intercultural principles of Diversity, Equity, Inclusion and Social Justice within our community and extends these principles to include faculty, administration, students, parents, and outsourced staff. These principles extend to gender identity. This policy should be read in conjunction with our **DEI Statement**.

Mahindra International School upholds the principles of non-discrimination in our recruitment and admissions policies. Students will be accepted into our community without discrimination on the basis of sex, religion, race or nationality. Similarly, MIS does not discriminate against its: faculty, administration, students, parents, outsourced support staff and applicants for employment on the bases of: race, color, national origin, current nationality, age, disability, sex, gender identity, religion, political beliefs, marital status or sexual orientation. This policy should be read in conjunction with our **Admissions and Recruitment policies**.

As a community, we recognize and value the ways in which we define our identity and the actions that arise from that identity. We are a community of diverse beliefs, experiences and perspectives, and yet we see our role in international education within the context of global citizenship. We recognize that actions guided by principles of self-determination, humanitarianism and life-long learning are engendered by these concepts. This policy should be read in conjunction with our **Definition of Internationalism**.

In our school, we have norms of behavior as well as mechanisms to redress infractions of those norms that seek to establish a safe and productive learning environment for all. This policy should be read in conjunction with our **Anti-bullying policy** and **Sexual Harassment policy**.

Statement of Alliance

Mahindra International School respects a person's right to express gender identity, and the right to modify gender expression when necessary, for individual well-being. In addition, we support all individuals' right to explore and question their gender identity. We are committed to a policy of nondiscrimination and the promotion of equal opportunity, fairness, justice, and respect for all persons.

Adapted from: (National Association of School Psychologists)

Definitions

The following working definitions are derived from the Model District Policy on Transgender and Gender Nonconforming Students cited below.

Assigned Sex at Birth: Assigned sex is a label that you're given at birth based on medical factors, including your hormones, chromosomes, and genitals. Most people are assigned male or female, and this is what's put on their birth certificates.

Gender Expression: The manner in which a person represents or expresses gender to others, often through behavior, clothing, hairstyles, activities, voice, or mannerisms.

Gender Identity: person's deeply held knowledge of their own gender, which can include being a man, woman, another gender, or no gender. Gender identity is an innate part of a person's identity.

Transgender/Trans: An adjective describing a person whose gender identity differs from the sex they were assigned at birth.

- A trans woman is a woman whose sex was assigned male when she was born.
- A trans man is a man whose sex was assigned female when he was born.

Gender Nonconforming: A term sometimes used to describe people whose gender expression differs from social expectations, such as "feminine boys," "masculine girls," and people who are perceived as androgynous in some way. Being gender nonconforming is distinct from being transgender, though some trans people may consider themselves to be gender nonconforming.

Nonbinary: A term used to refer to people whose gender identity is not exclusively male or female, including those who identify with a different gender, a combination of genders, or no gender. Nonbinary may be considered a subset of transgender or a distinct identity. Other similar or more specific terms may include genderqueer, gender fluid, agender, third gender or Two-Spirit (for Native American students).

Intersex: A person born with reproductive or sexual anatomy that doesn't fit the male/female binary. Intersex does not define gender.

Cisgender: An adjective describing a person whose gender identity corresponds with the gender society typically associates with the sex they were assigned at birth. For example, a cisgender woman was assigned female at birth and identifies as female her gender as a woman.

Sexual Orientation: A person's romantic and/or sexual attraction to other people. This includes being straight, gay, bisexual, queer, asexual, or many other terms used to describe sexual orientation. This is different and distinct from gender identity. Transgender and nonbinary people may be straight, gay, lesbian, asexual, or any other sexual orientation.

Transition: The process in which a person begins to live according to their gender identity. Transition is a process that is different for everyone, and it may or may not involve specific medical treatments or changes to official documents. There is no one step or set of steps that an individual must undergo in order to have their gender identity affirmed and respected.

(National Center for Transgender Equality)

General Principles

Scope

This policy covers conduct that takes place in the school, on school property, at school-sponsored functions and activities, on school buses or vehicles, during a student's commute to and from school, and at bus stops.

This policy also pertains to usage of electronic communication that occurs in the school, on school property, at school-sponsored functions and activities, on school buses or vehicles and at bus stops, and on school computers, networks, forums, and mailing lists, as well as any electronic communication that is directed at a student and which substantially interferes with the student's ability to participate in or benefit from the services, activities, or privileges provided by the school.

This policy applies to the entire school community, including educators, school staff, students, parents, and volunteers.

This policy does not address issues of sexual orientation and sexuality.

Use of the Policy

This policy is intended to guide actions and decisions made with, on or about individuals identifying as Transgendered. While individual circumstances will differ in each case, the policy seeks to outline the foundational principles that should underpin decisions for Trans individuals and the community as a whole.

Privacy & Confidentiality

The School shall ensure that all personally identifiable and medical information relating to transgender and gender nonconforming students or employees shall be kept confidential in accordance with applicable privacy laws (see below). School staff shall not disclose any information that may reveal an individual's transgender status to others, including parents or guardians and other school staff, unless legally required to do so or unless the individual has authorized such disclosure. In rare instance that a school is legally required to disclose an individual's transgender status, the school should provide the individual an opportunity to make that disclosure themselves, where practicable. This would include providing any support services needed to make the disclosure in a safe and supportive environment.

Transgender and gender nonconforming people 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. The fact that an individual chooses to use a different name, to transition at school, or to disclose their transgender status to staff or students does not authorize school staff to disclose personally identifiable or medical information.

When contacting the parent or guardian of a transgender or gender nonconforming student, school staff 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.

Additionally, disclosure or misuse of this information may establish a hostile environment for a transgender or gender nonconforming individuals.

Transgender Policy

Mahindra International school- Internal Procedure

Updated: June 2021

Version: 1.0

Rights and Laws

The rights of Transgendered Persons are protected by law in India under *The Transgender Persons (Protection of Rights) Act, 2019*.

This law is wide in scope and includes protections for

- Prohibition against discrimination
- Recognition of identity
- Change of gender
- Non-discrimination in employment
- Protections for inclusive education
- Provisions for healthcare

All persons, including students, have a right to privacy, and this includes the right to keep one's transgender status private at school. Information about a person's transgender status, legal name, or gender assigned at birth constitutes confidential personally identifiable and medical information. Disclosing this information to others in the community or other third parties may violate privacy laws, including the EU GDPR Act, Information Technology Act 2000 (India) and Information Technology - Reasonable security practices and procedures and sensitive personal data or information Rules 2011 (India) and the Personal Data Protection Bill 2019 (India).

Protections for Transgender employees

Mahindra International School is committed to creating a safe work environment for transgender and gender non-conforming employees. Any incident of discrimination, harassment, or violence based on gender identity or expression will be given immediate and effective attention, including, but not limited to, investigating the incident, taking suitable corrective action, and providing employees and staff with appropriate resources (Transgender Law Center).

This section of the policy is further supported by the following personnel policies;

- Diversity, Equity, Inclusion and Justice Statement
- Professional expectations
- Recruitment policy
- Sexual Harassment policy
- Grievance procedure

Names, pronouns

All employees have the right to be addressed by the name and pronoun that correspond to their gender identity, upon request. A court-ordered name or gender change is not required. The intentional or persistent refusal to respect an employee's gender identity (for example, intentionally referring to the employee by a name or pronoun that does not correspond to the employee's gender identity) can constitute harassment and is a violation of this policy. If you are unsure what pronoun a colleague might prefer, you can politely ask your coworker how they would like to be addressed.

An inclusive habit is for all employees to make known their preferred name and pronouns.

Recruitment

In line with our *Recruitment Policy*, Mahindra International School recruits employees without discrimination on the basis of gender identity.

MIS does not discriminate against its: faculty, administration, students, parents, outsourced support staff and applicants for employment on the bases of: race, colour, national origin, current nationality, age, disability, sex, gender identity, religion, political beliefs, marital status or sexual orientation.

As background checks to verify suitability for employment with and around children are part of our required recruitment practice. Transgender candidates may present historical background checks from previous countries of residence that reflect a different name or gender. These documents will be considered as long as supporting documentation confirms the change of name or gender subsequent to those background check documents. In all cases these documents will be kept confidential and have no other bearing on the candidate's employment other than to verify the absence of any criminal convictions.

Medical information

All medical information on employees, including sex assigned at birth, medical treatments, medications and medical histories must be kept in strict confidence on not disclosed to any other employee or organization without permission from the individual.

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Employee records

Employees who have transitioned before employment will have all records maintained to reflect their preferred gender identity. If any historical records (eg. Police clearance certificates, degrees or diplomas) reflect a different gender identity, those documents will be maintained in a confidential way. There is no reason to disclose to the broader community a transgender individual's prior sex identification.

An employee's official record can be changed to reflect a change in name or gender upon written request from the employee. Certain types of records, like those relating to payroll and retirement accounts, may require a legal name change before the person's name can be changed. The Transgender Rights Act of 2019 and Rules 2020 allow for formal legal change of gender in India and create the process for such a legal change to be recorded.

Most internal documentation, however, can be changed to reflect a person's preferred name without proof of a legal name change.

A transgender employee has the right to be addressed by the name and pronoun corresponding to the employee's gender identity.

As quickly as possible, we will make every effort to update any photographs at the transitioning employee's workplace so the transitioning employee's gender identity and expression are represented accurately.

A previous employee may request to have their historical records reflect their gender identity. This includes documents such as reference letters and service letters. In such cases a formal letter of request of a gender change on the records will be maintained in the confidential HR file, reflecting the requested change and the gender identifier during the actual term of employment.

Employee dress code

The employee dress code applies equally to men and women. Any employee has the right to dress in a way that affirms their gender identity as long as it is within the scope of expectations for professional attire suitable to the school context.

Gender segregated roles

Very few roles associated with employees at MIS are attached to particular genders. The normal duties of a teacher or member of staff apply equally regardless of gender identity.

For sex-segregated jobs, transgender employees will be classified and assigned in a manner consistent with their gender identity, not their sex assigned at birth.

For reasons of child safeguarding, direct supervision of students in changing rooms, showers and washrooms is generally not practiced. This would only be the case in an emergency situation, in which case the safety of those involved takes precedence over issues of privacy or modesty. This applies equally to all members of staff.

On school excursions and overnight field trips, Transgender individuals should be given access to the most appropriate sleeping, restroom, shower and changing facilities that matches their gender identity. Normally adults are given private or semi-private accommodation and washroom facilities.

Gender segregated facilities

Transgender employees may choose to use washrooms in a manner consistent with their gender identity and personal preferences. Most adult washrooms on campus are single-user and not gender assigned.

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Transitions

Employees who transition during employment at MIS can expect the support of management and HR Manager. HR will work with each transitioning employee individually to ensure a successful workplace transition.

The individual may be supported by the HR Manager, line manager/supervisor, staff rep, medical staff and counseling staff as appropriate. Support with making announcements to staff should be given at the most senior level, by the Director or Division Principal.

The timing, manner and level of detail disclosed are entirely the employee's choices.

The HR office will support with workplace changes including updating records to reflect that change.

Protections for Transgender students

The scope of protections

This section of policy is intended to guide support and decisions related to transgender children at all age levels. The principles outlined in this document should be used to make decisions that enhance the physical and psychological safety of trans individuals regardless of their level of disclosure or stage of transition.

The scope of this policy includes all areas of school life – academics, social interactions, co-curricular programmes, informal activities, excursions, transportation and communications.

Any student who has transitioned gender, thinking about transitioning or just questioning their gender identity will need the support of the school in this process. Individual action plans will be required to adequately support their transitions and provide the necessary protections. Sample support plans can be found in Appendix A and Appendix B.

Use of Names and Pronouns

Every student has the right to be addressed by a name and pronouns that correspond to the student's gender identity. Regardless of whether a transgender or gender nonconforming student has legally changed their name or gender, the school will allow such students to use a chosen name and gender pronouns that reflect their identity.

Using transgender students' birth names or pronouns that do not match their gender identity risks disclosing a student's transgender status. This is a breach of privacy.

Counseling staff or other personnel may privately ask transgender or gender nonconforming students how they want to be addressed in class and in the school's communication with the student's parents or guardians.

If the student has previously been known at school by a different name, the school administration will direct school personnel to use the student's chosen name and appropriate pronouns.

Academic and Demographic Records

To ensure consistency among administrators and staff, every effort will be made to immediately update student education records with the student's chosen name and appropriate gender markers. Records with the student's birth name and gender will be kept in a separate, confidential file.

School staff or administrators may be specifically required by law to report a student's legal name or gender. In those instances, school staff and administrators shall adopt practices to avoid the inadvertent disclosure of such confidential information.

As the vast majority of our graduates attend universities outside of India, it is important for the academic records (including name and gender) match the student's passport name and gender. Without this alignment, the student risks denial of educational visas from destination countries. These risks must be discussed with the student and family (if they are aware of the transition) and a plan developed to align the records in such a way as to support the student's future plans.

Adult individuals (18 years or older) who undergo a gender transition after graduation or departure from the school may request to have their academic documents changed to reflect their gender identity. In this case, a formal record of request will be placed on their file, noting the name and gender during the time they were enrolled and the date of the change request.

Transitions

The school shall accept the gender identity that each student asserts. There is no medical or mental health diagnosis or treatment threshold that students must meet in order to have their gender identity recognized and respected. The assertion may be evidenced by an expressed desire to be consistently recognized as the sex consistent with their gender identity. Students ready to socially transition may initiate a process to change their name, pronoun, attire, and access to preferred programs, activities, and facilities consistent with their gender identity. Each student has a unique process for transitioning. The school shall customize support to optimize each student's equal access to educational programs and activities.

(National Center for Transgender Equality)

When a student communicates to school personnel about their transition, the school counselor or other confidant must find out the level of support and knowledge that the parents have. The following questions should be discussed with the student.

- What are the modifications or accommodations the student is seeking (e.g., use of different name, pronouns and sex-separated facilities).
- How to refer to the student when communicating with the student's parents both in writing and verbally.
- How to refer to the student when communicating with the student's siblings.
- What information to share with the student's teachers and other adults on campus.
- How to address questions from peers (if student's transgender status is not private).
- What services the school can provide to assist the student in coping with the lack of support at home.

(Orr and Baum)

Parents & Guardians

For minor students who transition or are in the process of transitioning, parent support is important. In cases where the parents are aware and supportive of the gender identity, the school should establish an open and supportive partnership to most fully meet the student's needs.

It may also be the case that the student wishes to disclose to the school in advance of disclosing to the parents or that the parents are not supportive of the student's gender identity. The school should work to ensure a safe and affirming environments for all students in this case. Educating and supporting parents whose children are in transition is within the scope of the school's role.

Gender-segregated facilities

Students have the right to access and use restrooms, changing rooms and showers that correspond to their gender identity or where the individual feels most comfortable.

Single occupant washrooms which are normally assigned for adult use may be made available to students who are uncomfortable using either the Male or Female assigned washrooms. Changing rooms and shower facilities with privacy barriers should be made available if it provides additional comfort and security.

In no case should a trans individual be required to use a restroom that is not consistent with their gender identity.

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Field trips, overnight excursions

As a co-educational institution, nearly all school activities and excursions include both male and female students as well as adult chaperones. Typically, the only gender segregated excursions are those related to sports (see below). However, field trips, especially overnight trips, are times when privacy and boundaries are important.

'Explicitly naming expectations about what it means to be in a communal environment is critically important and will improve all students' experiences' (Orr and Baum)

Activities on field trips and excursions are not assigned to particular genders and are available to all students.

Transgender individuals should be given access to the most appropriate sleeping, restroom, shower and changing facilities that matches their gender identity. This may vary by age and the preferences of the individual.

Transgender student should be allowed to room with peers that match their gender identity. If possible, pair the transgender student with peers with whom the student feels comfortable. A transgender student may want a room with fewer roommates or another alternative suggested by the student or their family.

Dress code

Trans students will have the right to dress in accordance with their gender identity. The school uniform and dress code are not gender specific.

Expectations for appropriate dress will be applied equally to male, female and transgender individuals. The standard polo uniform shirt, shorts or trousers apply equally to all students.

Students in the Diploma programme may wear clothing of their own choosing as long as it complies with the expectations of appropriate school attire as outlined in the dress code policy.

Health and Medical information

Some of the most important support that the school can give transgender individuals is support for mental health and antibullying. The school counselors play an important role in providing direct support to individuals in these areas. School counseling teams also must play a role in providing education and training to the faculty and staff about appropriate interactions and responses to transgender individuals.

In general issues related to medical transitions and hormone therapy are handled by medical professionals separate from the school personnel. This can include hormone therapy to delay the onset of puberty.

As with all medical information, records and information related to a medical transition are strictly confidential and may not be disclosed without permission from the student and family.

Educational and Classroom Settings

Educators should refrain from framing educational activities in gendered ways. As a co-educational institution, learning experiences, materials and activities are designed without regard to gender.

Teachers must avoid using gendered grouping or segregating students by 'boys' and 'girls' to provide the most inclusive environment possible.

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Gender-segregated activities – sports and physical activity

Physical activity, physical education (PE) and sports are all key components to a student's educational experience and have benefits for social interactions, mental well-being and physical health. Participation in these programmes is an essential component to our educational programmes.

PE classes are co-educational in all grade levels in the school. While gender segregated changing and showering facilities are the norm, the learning programmes and in-class engagements are not segregated by gender.

After school activities programmes including those involving physical activity are also open to students regardless of gender and will provide opportunity for participation regardless of gender identity.

Competitive sports activities (ISACI) are gender segregated. This includes Basketball (boys and girls), Volleyball (boys and girls), Soccer (boys and girls), Cricket (boys), Athletics (co-educational) and Swimming (co-educational). The purpose of ISACI is outlined in the Bylaws document as follows.

The purpose of International School Activities Conference-India (ISACI) is to encourage participation in interscholastic athletics, arts and academic activities. ISACI offers students not only the opportunity to display their talents but to also share and promote the positive values in the cultural exchange of ideas, collaboration and cooperation.

We believe that by engaging in a rich variety of activities our ISACI students will develop the necessary tools to become proactive, world citizens and will maintain positive lifelong habits of participation.

- 1. To have fun*
- 2. To encourage students to prepare/participate at their highest level of ability*
- 3. To promote self-control, discipline, tolerance and fair play*
- 4. To encourage intercultural cooperation*
- 5. To respect opponents, coaches, directors and referees*
- 6. To expose students to a healthy competitive environment*
- 7. To provide a safe environment*
- 8. Allow athletic, art and academics activities to reinforce the mission and philosophy of each school*

The principles of learning, fun, social engagement and inclusive participation are paramount

At the same time, we recognize the physical and hormonal variety in both male and female children on a continuum. Rather than a purely binary construct, sex and the physical manifestations of sex fall on a continuum. Any perception of a physical advantage due to the sex hormones of an adolescent is not substantiated by medical findings. Requirements of organizations that apply to adults do not necessarily apply to children. For more information on the medical basis of participation according to gender identity, please refer to [Guidelines for Creating Policies for Transgender Children in Recreational Sports](#) document from the Transgender Law and Policy Institute.

Because transgender status is protected by confidentiality, there is no need to disclose the gender identity of any individual student to any other organization, team, coach or referee unless doing so has significant benefit for the student and they have given permission for such information to be disclosed. If such permission is given, counterparts at other schools should be notified prior to competitions to ensure that the transgender student-athlete has access to facilities that are comfortable and safe. This notification should maintain the student's confidentiality. Under no circumstances should a student-athlete's identity as a transgender person be disclosed without the student's express permission.

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General Guidelines for Transgender participation in sports

- All students will be allowed to participate in sport and physical education activities in a way that is consistent with their gender identity.
- No medical evidence or treatment plan is required to validate a student's gender identity.
- Transgender student-athletes should be permitted to dress consistently with their gender identities. No student should be required to wear a gendered uniform that conflicts with the student's gender identity.
- Transgender student-athletes will be identified with their preferred names and pronouns.

Education for inclusivity

Age-appropriate topics and learning

The School is dedicated to educating for a safe and inclusive environment. The 'Personal, Social and Health Education' curriculums and the 'Advisory' programmes will include topics related to sex and gender at age-appropriate levels. Some resources that inform such curriculum decisions can be found below.

Staff training

The school is dedicated to ensuring all educators, staff, and administrators are prepared with the information necessary to create a safe, welcoming, and inclusive learning environment. To foster this environment of learning and inclusively, all staff and educators will participate in annual professional development and training specific to the needs of transgender and nonbinary students and colleagues. The material covered in this training shall include, but not be limited to:

- Terms, definitions, concepts, and understandings relevant to gender identity and gender expression in youth;
- Using appropriate names, pronouns, and other terms for students;
- Strategies for communication with students and parents/guardians about issues related to gender identity and gender expression;
- Classroom management practices, curriculum, and resources that educators can integrate into their classrooms to help build a more gender-inclusive environment for all students;
- Current policies related to gender identity, gender expression, privacy, and bullying prevention in the school/district;
- Provide a space to listen, provide feedback, and help address any questions or concerns staff and educators may have related to transgender and nonbinary student inclusion.

This professional development and training will be held annually, to ensure that newly hired staff and educators are equally informed and any changes are clearly communicated in a timely manner. If applicable, this training may coincide with other previously scheduled training, onboarding, or professional development days, so long as the relevant information is conveyed.

(National Center for Transgender Equality)

Resources

[Gender Spectrum | Scope and Sequence](#)[Gender Spectrum](#)

[Gender Spectrum | Puberty and Health Ed](#)[Gender Spectrum](#)

[Gender Spectrum | Professional Development: Educators](#)[Gender Spectrum](#)

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Appendix A - Gender Support Plan

– Confidential –

The purpose of this document is to create understanding about the ways in which the student’s authentic gender will be accounted and supported at school. School staff (normally the Counselors, HR Teachers and Senior Leadership), parents and the student should work together to complete this document. Ideally, each will spend time completing the various sections to the best of their ability and then come together to review sections and confirm shared agreements about using the plan. Please note that there is a separate document to plan for a student’s formal gender transition at school.

Date:

Student’s preferred Name		Student’s Legal Name as in Passport	
Student Gender		Assigned Sex at Birth	
Student Grade Level		Date of Birth	
Sibling (s)		Parent Name(s)	
Meeting Participants			

Parent /Guardian involvement

Are guardian(s) of this student aware and supportive of their child’s gender transition? Yes/No

On a scale of 1-10, where 1 is "not at all supportive" and 10 is "highly supportive," rank the parent(s)/guardian(s) support level:

If support is low, what considerations must be accounted for in implementing this plan?

Confidentiality, privacy, and Disclosure

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

- School leadership will know (Principal, head of school, counselor, etc.)

Specify the adult staff members:

- Teachers and/or other school staff will know.

Specify the adult staff members:

- Administrative staff will be aware (Administrative staff, Student Support Services, School Counsellor, etc.)

Specify the adult staff members:

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

Specify the students:

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

Other – describe:

If the student has asserted a degree of privacy, what are expectations of the school if that privacy is compromised? How will a teacher/staff member respond to questions about the student’s gender from

Other students:

Staff members:

Parent Community:

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Student safety

Who will be the student's "go to adult" on campus?

If this person is not available, what should student do?

What, if any, will be the process for periodically checking in with the student and/or family?

What are expectations in the event the student is feeling unsafe and how will student signal need for help:

- During class
- On the campus
- In the corridors
- Other safety concerns/Questions

Names, Pronouns and Student records

Name/gender marker entered on ManageBac / OpenApply:

Name to be used when referring to the student

Pronouns

Can the student's preferred name and gender marker be reflected in the school records? If so, how?

If not, what adjustments can be made to protect this student's privacy?

Who will be the point person for ensuring these adjustments are made and communicated as needed?

How will instances be handled in which the incorrect name or pronoun are used?

How will the student's privacy be accounted for and maintained in the following situations or contexts?

- During Admission
- Completing enrollment
- With substitute teachers
- On standardized tests
- In school photos
- Lunch Times
- ECA
- Taking attendance
- School-Home communication
- Yearbook
- PTA communications

If the student's guardians are not aware and supportive of the child's gender status, how will school---home communications be handled?

What are some other ways the school needs to anticipate information about this student's preferred name and gender marker potentially being compromised? How will these be handled?

Use of Facilities

Student will use the following restroom(s) on campus

Student will change clothes in the following place(s)

If student has questions/concerns about facilities, who will be the contact person?

What are the expectations regarding the use of facilities for any class trips?

What are the expectations regarding rooming for any overnight trips?

Are there any questions or concerns about the student's access to facilities?

Extra-Curricular Activities

Does the student participate in the co-curricular program?

What steps will be necessary for supporting the student co-curricular program?

In what co-curricular programs or activities will the student be participating?

What steps will be necessary for supporting the student in CCAs?

Questions/Notes:

Other Considerations

Are there any specific social dynamics with other students, families or staff members that need to be discussed or accounted for?

Does the student have any sibling(s) at school?

Factors to be considered regarding sibling's needs.

Does the school have a dress code? How will this be handled?

Are there lessons, units, content, or other activities coming up this year to consider (growth and development, social justice units, name projects, dance instruction, Pride events, school dances etc.)?

What training(s) will the school engage in to build capacity for working with gender expansive students?

Support plan review and Revision

How will this plan be monitored over time?

What will be the process should the student, family, or school wish to revisit any aspects of the plan (or seek additions to the plan)?

What are specific follow---ups or action items emerging from this meeting and who is responsible for them?

Action Item	Who?	When?

Date/Time of next meeting or check-in _____

Location _____

Appendix B - Gender Transition Plan

– Confidential –

This document supports the necessary planning for a student's formal transition of gender from its commonly assumed status to something else. Its purpose is to create the most favorable conditions for a successful experience, and to identify the specific actions that will be taken by the student, school, family, or other support providers.

Date:

Student's preferred Name		Student's Legal Name as in Passport	
Student Gender		Assigned Sex at Birth	
Student Grade Level		Date of Birth	
Sibling (s)		Parent Name(s)	
Meeting Participants			

What is the nature of the student's transition (male---to---female, female---to---male, a shift in gender expression, etc.)

How urgent is the student's need to transition? Is the child currently experiencing distress regarding their gender?

Parent/Guardian Involvement

Are guardian(s) of this student aware and supportive of their child's gender transition?
Yes/No

If not, what considerations must be accounted for in implementing this plan?

Initial Planning Meeting

When will the initial planning meeting take place?

Where will it occur?

Who will be the members of the team supporting the student's transition?

- Student
- Parent
- School Staff
- Other

Student Transition Details

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

What requests will be made?

With whom and when will this information be shared?

- With peers in the transition student's class only Date
- with peers in student's Grade Level Date
- With some/all students at school (specify) Date

Who will lead the lessons/activities framing the student's announcement?

What will the lesson/activities be?

Will the student be present for the lesson/sharing of info about the transition?

If yes, what if any role does the student want to play in the process?

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

Other notes, considerations, or questions

Key decisions prior to Student's transition

1. Communications with Other Families

Will any sort of information be shared with other families about the student's transition?

With whom

Families in child's grade

Whole School

Other (specify)

Who will be responsible for creating this? When will it be sent?

What specific information will be shared?

Questions/Notes:

2. Parent Information Night About Gender Diversity

Will there be specific training for school community members?

When?

Who will conduct it?

Will it reference the student's transition?

What will be the content of the training?

Questions/Notes:

3. Class Meeting with Parents

Will there be any meeting with the families of the transitioning student's peers? When?

Who will lead the meeting?

Who will be attending the meeting?

What will be the purpose for this meeting?

4. Identifying and Enlisting Parent Allies

Are there any parents/adults in the community you would like to enlist in support of the child's transition?

If so, who?

When will you speak with them?

What will be your request?

Questions Notes:

5. Identifying and Enlisting Peer Allies

Are there other students you would like to enlist in support of the child's transition?

If so, Who?

When will they be spoken with?

What requests will be made?

Questions/Notes:

6. Siblings:

Does the student have any siblings at the school?

What needs to be considered for them?

Training in their classroom(s)?

Emotional Support?

Timeline

Which of the following will take place in relation to this student's gender transition, and when will it occur and who will be responsible for making it happen?

Activity	Date	Lead
Initial Planning Meeting		
Lessons/Activities with Other Students		
Communications with Other Families		
Training for School Staff		
Parent Information Night About Gender Diversity		
Class Meeting with Parents		
Identifying and Enlisting Parent Allies		
Identifying and Enlisting Peer Allies		

What is the specific follow-ups or action items emerging from this meeting and who is responsible for them?

Action Item	Who?	When?

Works Cited

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Transgender Policy Working Group

In the first part of 2021, the need for a school-based approach and plan to establish a common understanding, set of values and approach to transgender issues arose from several different sources. This work was a natural next step coming out of the work on the Diversity, Equity, Inclusion and Justice Policy.

A working group was formed including

- Director
- Head of Physical Education
- Secondary Counselor
- Primary Counselor
- HR Manager
- Assistant to the Director
- Two DP students

The committee met over several months to review research, examine best practice and consider ethical and legal perspectives relevant to our local context. The Version 1.0 of this policy gives a framework for an inclusive approach.

This policy will be placed on a 3-year review cycle, but it is likely that more frequent reviews may be needed as new perspectives, domains or needs arise.