

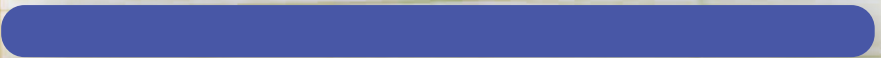
ILLINOIS
SAFE
SCHOOLS



THE ALLIANCE

presents:

KNOW YOUR RIGHTS!
LGBTQ+ RIGHTS
IN SCHOOLS
CURRICULUM





KNOW YOUR RIGHTS! LGBTQ+ RIGHTS CURRICULUM

These materials are also available in Spanish, if you are interested in receiving the Spanish materials, please contact the Illinois Safe Schools Alliance. Translation was provided by the ¡Comunicaté! Translation & Interpretation Collective.

¡Comunicaté! Translation & Interpretation Collective

We are a collective who seeks to bridge accessibility between Spanish and English, in spoken and written form, in order to promote and enable community members to be their full selves in spaces where language would otherwise be a barrier. Our professional expertise are reflective of our lived experiences as bilingual, immigrant, queer, and/or femmes of color. Our aim is grow alongside our community and ultimately create a more language inclusive world.

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ABOUT THE KNOW YOUR RIGHTS PROJECT



The mission of the Illinois Safe Schools Alliance (the Alliance) is to promote safety, support and healthy development for lesbian, gay, bisexual, transgender, and questioning (LGBTQ) youth, in Illinois schools and communities, through advocacy, education, youth organizing and research.

This curriculum was created by members of the Alliance Youth Committee. The ACLU of Illinois and Lambda Legal were consulted when developing our Know Your Rights comic materials, whose contents informed this curriculum.

The ACLU of Illinois (ACLU), and its affiliated Roger Baldwin Foundation (RBF), are non-partisan, non-profit organizations dedicated to protecting the liberties guaranteed by the U.S. Constitution, the state Constitution, and state/federal human rights laws. The ACLU accomplishes its goals through litigating, lobbying and educating the public on a broad array of civil liberties issues.

Founded in 1973, Lambda Legal is the oldest and largest national legal organization whose mission is to achieve full recognition of the civil rights of lesbians, gay men, bisexuals, transgender people and everyone living with HIV through impact litigation, education and public policy work.

Goals for this Project

The goal of the Illinois Safe Schools Alliance is to support young people's success in their school environments by providing essential information about their rights, and the responsibility their schools have to honor and accept them. When students know their rights, they are more likely to get the support they need to address the root causes of the problems at hand and demand remedies that allow them to thrive in their academic setting. When doing so, they develop key leadership and advocacy skills. Our goal is to meet the needs of youth and respond to requests for more legal resources, opportunities for peer-to-peer mentoring, legal and medical rights awareness, and support around discriminatory discipline practices in school.

Why this Project?

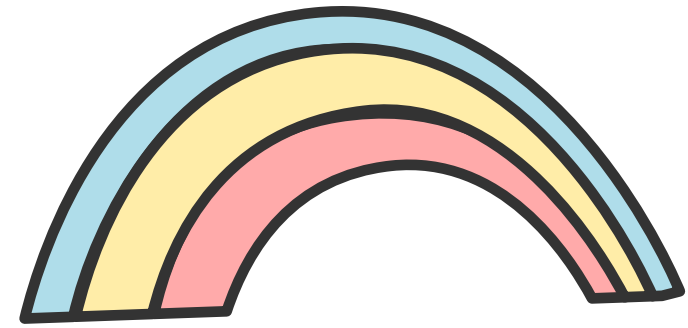
As a youth-advocacy organization, we see grossly disproportionate access to education depending on race, economic resources, family support and geographic location. Lack of access to safe and supportive education can impact achievement later in life & limit opportunity for mobility, employment, and health. At the Illinois Safe Schools Alliance, we believe that all students, not just LGBTQ students, flourish in environments where diversity is valued.

**DISCLAIMER:
THIS CURRICULUM IS FOR INFORMATIONAL
PURPOSES ONLY AND NOT FOR THE PURPOSE OF
PROVIDING LEGAL ADVICE.**

HOW TO USE THE KNOW YOUR RIGHTS CURRICULUM



The Know Your Rights (KYR) project is designed for youth, by youth, to educate young people and youth-serving organizations about students' rights in regards to School Discipline, Law and Policy, LGBTQ+ Rights in School, Sexual Health, and Organizing and Advocacy. Due to the nature of our work, this is done through an LGBTQ+ lens. This project is informed by Illinois law, Federal law, and best practices, and some of the information is only applicable in the state of Illinois.



The KYR materials are made up of a comic booklet and a corresponding curriculum. The curriculum is meant to be used to create workshops that will have young people interact with the comic booklets. The activities in the curriculum are meant to engage and familiarize participants with the corresponding comic booklets, and allow them to practice exercising their rights in different scenarios. If the participants want a deeper understanding of the topic in the activity, they can find most of that information in the comic booklets.



Choose your own adventure!

In this curriculum, you will be able to choose the activities that best fit your needs, learning goals, and time. Each section consists of at least one activity and all activities can stand alone. Participants don't need prior knowledge to participate in any of the activities.

GETTING SET UP FOR YOUR WORKSHOP



Before you start your workshop, you should do the following things to ensure it goes as smoothly as possible.

First and foremost, remember to familiarize yourself with the material and the activities you plan to do beforehand.

Read through the comic booklets and the curriculum at least twice before presenting. If you know of anyone who has experience leading workshops, you can also ask them to help you lead one of these!

Establish Guidelines:

At the beginning of the workshop, it is helpful to establish group guidelines. These guidelines are informal rules that are established by the group to reflect expectations of how group members should behave and interact with each other. Some examples of guidelines you could establish within your group are:

One Mic: Only one person talks at a time, the person talking should have the floor and everyone else should be listening respectfully.

Take Space, Make Space: If someone has not participated a lot, encourage them to "take space" and be more involved in the activity. If someone is very involved in the activity and is not giving others a lot of time to participate, encourage them to "make space" and let others participate more.

Don't Yuck My Yum: If someone says that they like something, don't downplay their likes because we're all entitled to our own opinion.

Focus Goggles: This is a term to get back on track. If someone feels the group is getting distracted, they can say "focus goggles" and everyone becomes silent and uses their fingers to build goggles around their eyes. They can then focus on the activity again.

Presentation Basics:

When presenting, it is important to create a space where you can see all participants and engage with them. Be sure to project your voice so that you can be heard clearly in the room. Remember, a pause is better than a ‘like’ or an ‘Um’- if you are unsure or struggling to find the right words, take a pause and gather your thoughts.

Familiarizing yourself with the material and the activities you plan to do beforehand can help lower the number of times you need to pause throughout the workshop, and help you feel more comfortable while presenting.

And finally, **be honest about what you don’t know**, questions will come up in these workshops that you may not have answers to, and that’s OK. You do not need to be an expert on these topics to give these workshops or to participate in the workshops. If you do not know an answer to a question, you can say “I’m not sure” and offer to help that person research the answer. We do not want to come up with an answer on the spot and give people false information.

Keeping Time:

It is important to keep track of time and plan your activities according to the amount of time you have. It is helpful to have a timer/stopwatch on hand for activities and discussion time. For example, if you have an activity that is supposed to take 15 minutes, you should set your stopwatch and watch the time. If the activity goes over the time slotted you do not have to end the activity right away, but should consider wrapping it up and moving on.

Another way of managing your time is setting an agenda. This will not only help you keep time, but also organize the activities you will be facilitating during the workshop. We have provided model agendas on page 12 to help you set up your workshops.

Getting Feedback:

It is a good idea to get feedback on your workshops so you can improve them in the future. You can also use the feedback to improve your presentation and workshop facilitation skills in general.

When developing these workshops, we offered these questions to people via an anonymous survey:

- » Describe how you feel about the workshop in one word.
- » Can you say more about this word? What do you mean?
- » Were any parts of the workshop confusing? Which parts?
- » Do you feel like you could apply what you learned to your experiences in school?
- » What is one thing the facilitators did well? What is one thing they could practice more?
- » Do you have any suggestions for future workshops?

You can decide to give a similar anonymous survey for participants to fill out, or you can decide to lead a discussion verbally so people can give you feedback immediately. If you decide to do a discussion, we recommend taking notes so you can reference them later.

Making an Agenda

In this curriculum, you will be able to choose what activities best fit your needs, learning goals, and allotted time. Each section contains at least one activity that you can choose from and facilitate. Below you will find examples of 30, 50, and 60 minute workshops.

Agenda #1 (30 Minutes):

LGBTQ+ Rights in School

- Intros & Overview of Workshop, 5 minutes
- Activity #1: You Have Rights!, 15 minutes
- Feedback and Closing, 10 minutes

Agenda #2 (50 Minutes):

LGBTQ+ Rights in School

- Intros & Overview of Workshop, 5 Minutes
- Activity #1: Circle Process/Discussion, 25 minutes
- Activity #2: Hey! What's your Name?, 15 minutes
- Feedback and Closing, 5 minutes

Agenda #3 (60 Minutes):

LGBTQ+ Rights in School

- Intros & Overview of Workshop, 5 minutes
- Activity #1: Circle Process/Discussion, 25 minutes
- Activity #2: Hey! What's Your Name?, 15 minutes
- Activity #3: But, I'm an Athlete!, 10 minutes
- Feedback and Closing, 5 minutes

Based on the amount of time you have, you can use the suggested agendas or create a tailored agenda to fit your particular learning goals, time, and needs. There are five different activities to choose from and you can include as many or as few activities as you want, in any order.

ACTIVITY #1: CIRCLE PROCESS



45-60 minutes

Activity Goals:

Participants will think critically about:

- What it means to have rights
- What it means to have your rights respected
- Whether or not certain groups are supposed to have more rights than others

Materials:

- A talking piece- this can be any object that can be held in a participants' hand (for circle)
- Board or poster paper (for large group discussion)
- Markers (for large group discussion)
- Between 4-8 participants. If the group is larger, you can ask the same questions from the circle activity, but in a large group, "popcorn style" discussion.

Setting Up Your Circle:

Storytelling:

"The world is not made of atoms. It is made of stories." - Muriel Rukeyser

The purpose of a circle is to share stories and experiences we carry with us in our daily lives. Storytelling is not just a fun pasttime, it also evokes emotions, teaches us valuable lessons and helps us understand one another. Everyone contains a story, and no story is more valuable than another, so as the group gathers, remember that everyone has the right to share if they so choose.

Circle Keeper:

The role of the Circle Keeper is very important in circle processes. Keepers not only guide the process, but also create a safe space for those who are participating. Think of a flowing river, the water goes freely until something, like a log, redirects its path. The Keeper is the log, directing the flow of the conversation. However, the keeper should not take up too much space. The goal is to learn as a community. You should allow people to learn from each other, by listening to each other, rather than assuming participants can only learn from you. Again, no experience is more or less important than another, and everyone in a circle is equal and must be treated as such.

Norms:

Norms are informal rules that are established by the group to reflect expectations of how group members should act and interact. Anyone in the circle can propose rules for the circle, and often these are rules that they feel they personally need to participate fully. Due to the limited time for this activity, you can use the guidelines the group established at the beginning of the workshop.

Setting Up Your Circle (Continued):

Talking Piece:

The talking piece is a meaningful and symbolic object that the circle keeper brings to the circle. The Circle Keeper often incorporates an explanation of the meaning of the talking piece into the circle activities, but this is not necessary. The role of this object is to regulate communication. Both talking and listening are important in the circle. Only the participant holding the talking piece can speak. Participants who do not have the talking piece listen closely and internally reflect on what the person with the talking piece says. The piece is passed in a clock-wise motion around the circle, and when a participant is holding it, they can respond to the original question, to what other participants have said, or decide to 'pass' and not say anything.

Icebreakers / Pre-circle Activities:

Having a check in question or activity may also help the group feel comfortable sharing. Icebreakers can take the form of relationship building questions, a fun activity, or a short reading.

NOTE: Silence is also a form of participating. At times, someone may not want to speak when the talking piece comes to them. If a person who does not want to share, they may “pass” the piece to the next person. The group should not call them out or question why they did not share. However, you can pass the talking piece around one more time during the prompt, so that folks who passed the first time around can have another opportunity to speak, if they so choose.

Directions:

1. Set up chairs in an inward facing circle
2. Once participants are seated in the circle facing one another, ask everyone to put things away (this means phones!) and prepare for compassionate listening.
3. Explain the power of a story and agree on group Norms for the activity. (See: Setting Up Your Circle – Norms)
4. Introduce the talking piece and explain how it works. (See: Setting Up Your Circle - Talking Piece)
5. Next, start getting acquainted with your group! You can ask the group if they have any suggestions for icebreaker questions, or pick one from the choices below.
 - **What is a fun fact that no one here knows about you?**
 - **What do you like to do outside of school that is unexpected of you?**
 - **What do you like best about the winter?**

NOTE: This is an opportunity to get to know your group while also practicing with the talking piece.

6. Begin asking the guiding questions one by one (see: **Guiding Questions for Activity #1**), pass the talking piece around the circle at least once for each question.
 - **The time should not be rushed for each of the questions. If someone wants to share a story do not interrupt them or tell that they cannot share.**

Directions for Large Group Discussion (recommended activity if you have more than 8 people):

1. Hang a piece of poster paper or have a board visible to everyone in the group.
2. On a piece of poster paper or on a board, write out the words 'Rights', 'Rights in School', and 'Whose Rights?' in separate sections.
3. Have participants arrange themselves so everyone can see the poster paper or board from where they are sitting.

NOTE: For the sake of time, have your space already set up before participants enter the space. That means having the words written out on a piece of poster paper or a board and setting up the seating in the room so participants are facing the poster paper/board.

4. This is an information gathering activity. As a facilitator, your role is to pose questions and record the answers that participants give. It is an opportunity to gauge the level of understanding in the room.
5. You can begin by informing participants that this is a “popcorn style” activity, where everyone is invited to share what they know about each of the questions. Encourage participants to build off each other’s answers.
6. Pose the questions one at a time, and allow time for participants to respond each other’s answers. Record their responses in the appropriate column on your board/paper, large enough so all participants can see. Pose the guiding questions (see: **Guiding Questions for Activity #1**) to the group.

Guiding Questions for Activity #1 (For Circle Activity with a group of 4-8 participants):

1. What does it mean to have rights?
2. What does it mean to have rights in school?
3. In a school setting, are some peoples’ rights more valued than others? (Are certain people/groups more respected?)
4. Is it written in laws or policies that these groups have more rights?

Guiding Questions for Activity #1 (For Large Group Discussion with 9+ participants):

1. What does it mean to have rights?
 - **Write responses below the word ‘Rights’**
2. What does it mean to have rights in school?
 - **Write responses below the words ‘Rights in School’**
3. In a school setting, are some peoples’ rights more valued than others? (Are certain people/groups more respected?)
 - **Write responses below the word ‘Whose Rights?’**
4. Is it written in laws or policies that these groups have more rights?
 - **Do not write anything, let the participants reflect and discuss what they think.**

ACTIVITY #2: YOU HAVE RIGHTS!



10-15 minutes

Activity Goals:

- Participants will examine scenarios in which students are being discriminated against in their schools
- Participants will identify applicable laws and/or policies that could protect the student
- Participants will strategize how the student could advocate themselves
- Participants will develop self-advocacy skills

Materials:

Depending on your resources, you can choose one of these options for the handouts:

- Print one copy per participant
- Transcribe them on a board that is visible to everyone
- Project them from a computer

Based on what route you pick, you may need the following materials:

- Printed copies of scenarios
- Chalk/markers
- Projector, laptop, and screen
- The Know Your Rights comic materials (for any of the set-ups)

Directions:

1. Break participants up into small groups. If you have less than 5 people, then there is no need to break up into groups, everyone can work on the activity together as one group.
2. Hand out scenarios to each group of participants.
 - **You do not need to use every scenario.**
 - **Each group can work on different scenarios.**
3. Groups will read their assigned scenario(s). Together they will answer the question(s).
 - The “Know Your Rights” comic book can serve as a resource for groups to find answers about the laws and policies that protect students and to identify potential ways students can advocate for themselves.
4. Give groups about 3-5 minutes to discuss. Have groups assign one or two people to report back to the larger group.
5. Allow 1-2 minutes for each group to share the scenario(s) they were assigned, and what the person in the scenario(s) can do.
6. You have an answer key and should provide feedback to their responses (see: **Answers to Activity #2 Scenario Questions**).
 - Please note there are multiple ways for the students in the scenarios to navigate the situations. The steps we recommend should not be seen as the *only* “correct” answer.
 - If a group comes up with an answer that you think is wrong, be sure to offer the information that is provided in the answer key as well.

Activity #2 Scenarios:

Scenario 1:

Alexee wants to start a GSA at her high school. No teachers are available to sponsor the club, but other clubs at her school don't have teacher sponsors. Her assistant principal told her that if she wants to form a GSA, the club will need a teacher sponsor.

- **Is it required for all clubs to have teacher advisors?**
- **What are some next steps Alexee can take?**

Scenario 2:

In Malcolm's Physics class, students make homophobic and transphobic jokes and the teacher doesn't address them. These comments make Malcolm feel uncomfortable and targeted in the classroom.

- **Are teachers required to act on homophobic and transphobic jokes?**
- **What can Malcolm do?**

Scenario 3:

Genesis is in Health class and their teacher, Ms. Jones, is teaching a sexual education lesson. During the lesson, Ms. Jones only talks about heterosexual relationships between cisgender people. Genesis asks their teacher to be inclusive of all sexualities and genders, and Ms. Jones responds by saying that sexual acts between same-sex couples are disgusting and that they will not discuss them in the classroom.

- **What can Genesis do about the homophobic remark her teacher made?**

Scenario 4:

Reagan, a transgender boy, has been permission to use to use the boys' locker room at his school. The gym teacher tells Reagan he must dress behind a curtain in the locker room. None of the other boys are required to change behind a curtain. Reagan feels uncomfortable dressing behind a curtain because it brings attention to him.

- **Is it lawful that the P.E. teacher is telling Reagan to change behind a curtain in the locker room?**

Scenario 5:

Janae is a transgender girl and she wants to use the girls' restrooms and locker room at school. She sets up a meeting with her Assistant Principal to request to use the girl's facilities at school and the Assistant Principal tells her that to use the girls' facilities, she needs to provide a signed letter from her doctor stating that she is transgender.

- **How could Janae respond to her administration's request for this documentation?**
- **Does Janae need to prove that she's transgender in order to access the girls' restrooms and locker rooms at school?**

Answers to Activity #2 Scenario Questions :

1. If there are other clubs in your high school that do not have a teacher sponsoring them, then the GSA does not need a teacher to sponsor it. The school cannot make it harder to start a GSA than they would for other clubs. To address the principal, Alexee could write a letter explaining why she doesn't need a teacher sponsor. In this letter, she can include the school's policy on starting clubs, examples of clubs that function without teacher sponsors, and can offer to run the club as a student run and led club. If the principal still says the GSA cannot exist without a sponsor, she can write a letter to the Superintendent or the school board about the incident. If she does this, she can include a copy of the original letter she sent to the principal and a copy of her school's policy. If she needs more support than that, she can reach out the Illinois Safe Schools Alliance.

2. Yes, teachers are required to respond to homophobic and transphobic remarks in the classroom! Students making homophobic and transphobic jokes is considered bullying/harassment, and teachers are required to intervene. Malcolm can start by reporting the comments to his teacher and asking the teacher to intervene. If the teacher does not act upon Malcolm's complaint, he can report it to the principal. Malcolm can write down the comments his classmates made, the date and time and location where the comments were made, who made the comments, and (if there had been prior instances) the approximate date, time and frequency that comments had been made. The Prevent School Violence Act is Illinois' anti-bullying law, and states that students should be protected from bullying and/or harassment based on their actual or perceived sexual orientation, gender identity, and gender expression.

You can look up your school's anti-bullying policy in a couple of ways.

You can

(1) check your Student Handbook/Student Code of Conduct for the anti-bullying policy or

(2) find the information on your School District's website. School board policies are usually found under the "Board of Education" tab on the district homepage. Then click on the "policies" or "board policies" section. The Anti-Bullying Policy is typically board policy 7:108, which is in section 7, the "Student" section.

If you attend a Chicago Public school, you can make a report to any CPS employee or contractor in person, by completing the form found in the anti-bullying policy and submitting it to the Principal/Designee, by calling the CPS Violence Prevention Hotline ("Hotline") at 1-888-881-0606, or by emailing BullyingReport@cps.edu. Anonymous reports will be accepted by the Principal/Designee and Hotline. No disciplinary action will be taken against you on the sole basis of an anonymous report.

3. Genesis can report Ms. Jones' comment to the principal, school social worker/counselor/psychologist, or another teacher. If their parents are supportive, Genesis could ask their parents to report it to the principal as well. Genesis can write down what Ms. Jones said in class, the date and time she said it, and if there are other comments that she has made in the past, the approximate date and time of previous comments. Another thing to know is that Genesis' parents have the right to "opt-out" of Genesis taking Sex Ed at school. This can be done for any reason, and their parents can do so if they decide that's what's best for Genesis.

Answers to Activity #2 Scenario Questions (Continued):

4. The Illinois Human Rights Act protects students' rights to access an education in alignment with their gender identity, which includes accessing facilities like restrooms and locker rooms. This means that Reagan has the right to use the boys' locker room just like any other boy. If other students are not being asked to change behind a curtain in the locker room, Reagan shouldn't have to either. Being told to change behind a curtain when no one else has to, means that Reagan is not being given equal access to the facilities. However, even though this is the law, many schools don't follow procedures that comply with this law. Oftentimes, students still need to advocate for themselves and with support of other people in order to use locker rooms freely. Since Reagan has been granted use of the boys' locker room, he can report that his P.E. teacher is requiring him to change behind a curtain to an administrator, or a member of his gender support team, if he has one. If his parents are supportive, Reagan can ask them to be a part of the conversations with administration/his gender support team as well. Organizations like the Illinois Safe Schools Alliance, the ACLU of Illinois, and Lambda Legal can help with advocacy too, and Reagan can reach out to them for support.

5. Janae could ask to get the Assistant Principal's request for a doctor's note in writing. Then Janae can notify her Principal that the Assistant Principal is requesting a doctor's note in order for her to be able to access the girl's facilities. If Janae has the Assistant Principal's request in writing, she can provide that for her principal as well. If her parents are supportive she can ask them to talk with the principal with her as well. If neither Janae nor her parents can get the Principal to intervene, they can bring it to the Superintendent or School Board as well. Janae does not have to provide legal or medical proof that she is transgender in order to use restrooms or locker rooms that align with her gender identity. If a student is requesting to use a restroom or locker room in line with their gender identity, there is nothing in the Illinois Human Rights Act that requires schools to ask for legal or medical proof or documentation that the student is transgender, and it may be a violation of the Illinois Human Rights Act to require transgender students to offer medical proof in order to use restrooms or locker rooms if the school does not require cisgender students to offer medical proof. Organizations like the Illinois Safe Schools Alliance, the ACLU of Illinois, and Lambda Legal can also help prepare for a meeting with the principal and provide advocacy supports.



ACTIVITY #3

HEY! WHAT'S YOUR NAME?



10 - 15 minutes

Activity Goals:

- Identify ways to request name and gender marker changes in schools' student information systems
- Develop self-advocacy and problem-solving skills

Materials:

Depending on your resources, you can choose one of these options for the handouts:

1. Print one copy for each participant
2. Transcribe them on a board that is visible to everyone
3. Project them from a computer

Based on which route you pick, you may need the following materials:

- Printed copies of scenarios
- Chalk/markers
- Projector, laptop, and screen
- The Know Your Rights comic materials (for any of the set-ups)

Directions:

1. Break participants into small groups. If you have less than 5 people, then there is no need to break up into groups, everyone can work on the activity together as one group.
2. Hand out the three scenarios to each group.
3. Give the groups about 5-7 minutes to read, discuss and answer the question posed in the three scenarios.
 - The “Know Your Rights” comic book can serve as a resource for groups to find answers about the laws and policies that protect students and to identify potential ways to advocate.
4. Ask a representative from each group to share the answers they came up with for Part 1
5. After each group has shared, use the answer key and provide any supplemental information to their responses. (See: Answers to Activity #3 Scenario Questions). Be sure to allow each group to share the ideas they came up with before you contribute any additional information.
 - Please note there are multiple ways for the students in the scenarios to navigate the situations. The steps we recommend should not be seen as the only “correct” answer, but rather as recommendations.
 - If a group comes up with an answer that you think is wrong, be sure to offer the information that is provided in the answer key as well.
6. Repeat for **Part 2**.

Activity #3 Scenario: Rayna’s Story

Part 1:

Rayna (pronouns: they/them/theirs), a tenth-grade student, wants to change their name in their high school’s student information system (SIS). Rayna is preparing to meet with their school counselor to request that their affirmed name, Rayna, be entered into the SIS. Rayna has heard conflicting information about what schools require for a student to make a name change in the SIS. Some friends have told them they need proof of a legal name change and other friends have said that is not necessary. Rayna as not had a legal name change, nor do they have plans to get one at this point

- **Do schools need proof of a legal name change to make a change in the student information system?**
- **What can Rayna do to prepare for the meeting with the school counselor?**

Part 2:

During the meeting, the school counselor tells Rayna that the school has never changed a student’s name in the SIS and that she does not think it possible to do so. Rayna still wants to be recognized as Rayna at school.

- **What are next steps that Rayna can take?**

Answers to Activity #3 Scenario: Rayna’s Story

1. Schools do not need proof of a legal name change to enter a student’s affirmed name in the SIS. The same is true for a gender marker change. The Illinois State Board of Education (ISBE) states on their website “...(F)or students identifying as transgender, districts may choose to enter the gender with which the student identifies...If necessary, the district may also enter the first name the student uses if it differs from the birth certificate.” **(Source: https://www.isbe.net/Documents/student_demographics.pdf pg.3)** You do not need to have your name or gender marker changed on any government IDs or your birth certificate for your school to change your name or gender marker in school’s SIS. However, the policy does give a lot of room for a school to determine when and if a student’s name or gender marker can be changed. As Rayna is getting ready for their meeting with their school counselor, they can prepare questions like:

- **Does the school require parental consent for a name change in the SIS?**
- **After making the request, how soon can they expect their affirmed name to be entered into the SIS?**
- **Are there other technology platforms the school uses that will also require their name to be changed? (i.e. email address, google classroom, etc.)**

If Rayna’s parents/guardians are supportive, Rayna can ask for them to be involved in the meetings as well.

Answers to Activity #3

Scenario: Rayna's Story (Continued):

2. Rayna can tell the counselor that they would like to set up a meeting with the school principal to discuss their options. If they feel comfortable with the counselor being present in that meeting, they can ask if she would like to attend as well. Then Rayna can figure out the required steps to request a meeting with their Principal (a trusted teacher, administrative assistant, or assistant principal could help Rayna figure that out.)

Rayna can bring all the same questions they had prepared for the counselor to their meeting with the principal. Again, if their parents/guardians are supportive, they can ask them to participate in the meeting as well. It would be helpful to reference the information on the ISBE website's "Student Demographics" page when meeting with the principal. https://www.isbe.net/Documents/student_demographics.pdf pg. 3

Even if the principal tells Rayna that the school cannot change their name in the SIS, school employees should respect the name and pronouns Rayna tells them to use.

If school employees refuse, this can be considered "outing" (in this case, "outing" is revealing a person's trans identity to others without their consent) and if done repeatedly, it can be bullying. Rayna can reach out to their teachers about their name and pronouns and discuss where and when they would like to be addressed by their name and pronouns. Parents/guardians could be helpful advocates, if supportive, and the Illinois Safe Schools Alliance can serve as an advocate as well.

ACTIVITY #4: BUT, I'M AN ATHLETE! TRUE OR FALSE



10 minutes

Activity Goals:

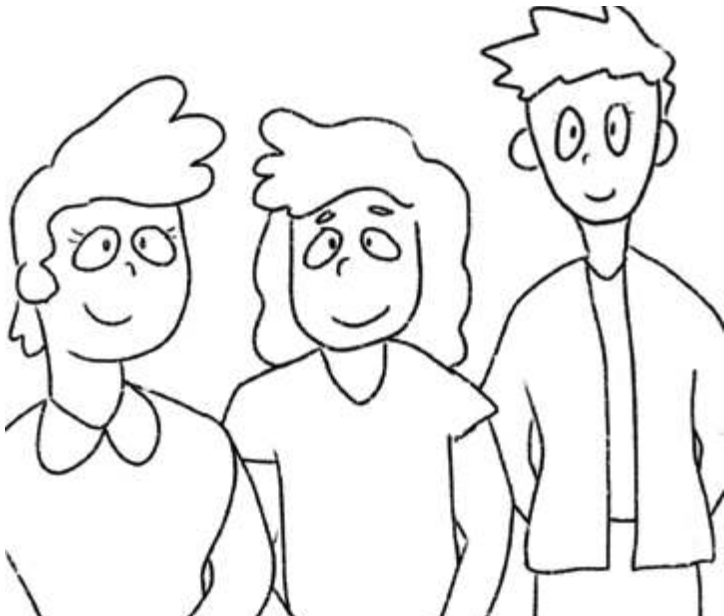
- To learn about the Illinois High School Association (IHSA) and Illinois Elementary School Association (IESA) process and requirements for transgender athletes to play sports in alignment with their gender identity.
- To dispel myths around the process for transgender athletes to play on IHSA or IESA teams.

Materials:

- A copy of the true/false statements and answers for the facilitator. Transcribe it on a board that is visible to everyone

Directions:

1. Assign one side of the room as the 'true side' and the other as a 'false side'. Announce this to the whole group.
2. Read the statements one at a time (see: **Statements and Answers for Activity #4**) and ask participants to move to the "true" if they think the statement is true and to the "false" side if they think the statement is false.
3. Once all participants have selected a side of the room, read the correct answer and explanation for it.
4. Repeat this process until you have gone through all the statements.



Statements and Answers for Activity #4:

Statement 1:

Transgender students can play on a sports team consistent with their gender identity in the IHSA or IESA.

- **Answer: True.**

You or your guardian can notify school officials or your school's athletic director to make this request. The school will then petition the Illinois High School Association (IHSA) or the Illinois Elementary School Association (IESA) for permission for you to play for a team that aligns with your gender identity.

Statement 2:

If a transgender student wants to play on sports team, the student must be taking hormones.

- **Answer: False.**

Medical transitions, including hormonal treatments, are not required for athletes to play in alignment with their gender identity.

Statements and Answers for Activity #4 (Continued):

Statement 3:

If the IHSA or IESA doesn't approve you to play on the team that aligns with your gender identity, then you can appeal to the IHSA or IESA to have your file reviewed again.

- **Answer: True.**

If the IHSA or IESA denies your application, you are entitled to appeal the decision back to them. Although the IHSA and IESA make the final decision, they have medical professionals they consult during the appeals process.

Statement 4:

If the IESA approves you to play on the team that aligns with your gender identity, then you can automatically play on the corresponding teams in high school.

- **Answer: False.**

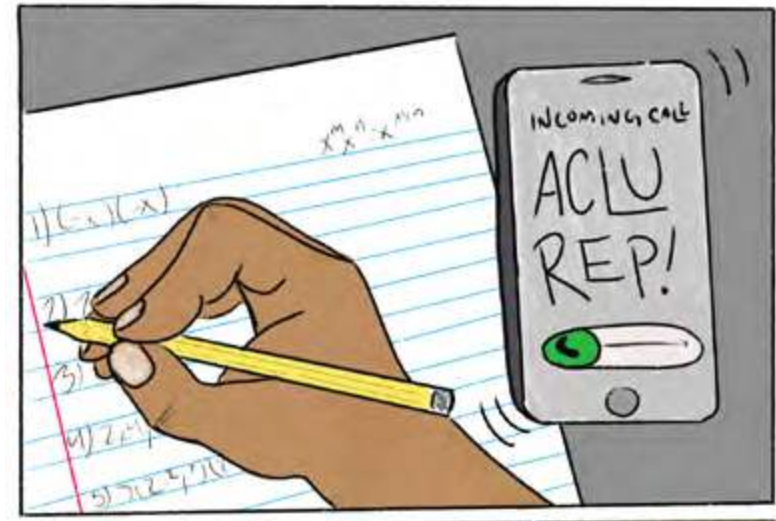
Once you enter high school, you will need to re-apply with the IHSA, even if IESA approved you to play on a team in alignment with your gender identity in elementary school.

Statement 5:

All transgender students petitioning IHSA or IESA must provide medical records to prove that they are really transgender.

- **Answer: False**

If a transgender student does not have any medical records related to a medical transition, that is okay. You only need to submit medical documents over to the IHSA or IESA if you already have them. They are not required. However, some school districts may misinterpret the IHSA's policy and ask for them anyway. If you are running into this and want support from someone, you can contact the Illinois Safe Schools Alliance, the ACLU of Illinois, or Lambda Legal.





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