

March 2, 2020

*Via e-mail**

Natick Public Schools
Timothy Luff, Records Access Officer
Email: publicrecords@natickps.org
13 E. Central Street
Natick, MA 01760

Re: Massachusetts Public Records Request

Dear Sir:

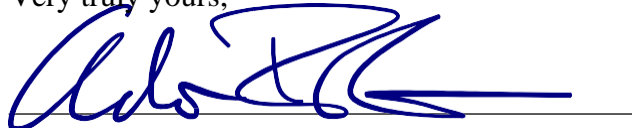
This is a request under the Massachusetts Public Records Law (G.L. c. 66, § 10). I am requesting that I be provided a copy of the following records:

1. The title, edition, and publisher for all books, videos, pamphlets, web-based materials, or other curricula involving human sexual education or human sexuality issues implemented or maintained in your district;
2. The grade or grades for which the above referenced materials are implemented or maintained;
3. Policy documents addressing the ability of transgender and gender nonconforming students to:
 - a. use single-sex facilities at school consistent with their gender identity;
 - b. participate in school athletic activities and sports teams consistent with their gender identity;
 - c. be referred to by their preferred name and pronouns;
4. The names of all individuals and organizations, other than district employees, who have made presentations involving the subjects of sex, sexuality, or bullying to students at the school from August 2017 to present.

* The 2017 public records law explicitly states that requests should be made in writing and delivered to the records access officer by hand, first-class mail, or e-mail. G.L. c. 66, § 10(a)(iii) (effective Jan. 1, 2017).

The Public Records Law requires that you provide me with a written response within 10 business days. It also requires that records be produced electronically in a searchable format. If the records cannot be produced electronically, I recognize that you may charge reasonable costs for copies, as well as for personnel time in excess of four hours, needed to comply with this request. If you expect costs to exceed \$10.00, please provide a detailed fee estimate. If you cannot comply with my request, kindly provide an explanation in writing, as required by the statute.

Very truly yours,

A handwritten signature in blue ink, appearing to read 'Andrew Beckwith', written over a horizontal line.

Andrew Beckwith, Esq.
President and General Counsel

GENDER IDENTITY SUPPORT

The Natick Public Schools strive to provide a safe, respectful, and supportive learning environment in which all students can thrive and succeed. All students need and deserve a safe and supportive learning environment to progress developmentally and academically. Discrimination on the basis of gender identity or gender expression will not be tolerated and any form of intimidation, threat, coercion and/or harassment that insults the dignity of others and interferes with their freedom to learn or work is unacceptable.

Natick Public Schools support and respect students' individual differences. For students who identify as gender nonconforming and/or transgender, a supportive strategic plan to address social emotional well-being and legal issues will be developed by a team of school personnel who are familiar with the student. This team may include the school administrator, school counselor, social worker and nurse and any other staff person the student requests to be involved with the plan. The student will have input into the membership of their team.

The plan will address the student's needs for the entire educational program and how to communicate these needs, including for any school sponsored activities. In all cases, students will be supported to participate in school and all school related activities and facilities in a manner consistent with their gender identity of choice. To this end, support plans will include discussions about the use of facilities, participation in activities including athletics and how the student will be identified and addressed. If needed and appropriate, education and training will be provided to groups, classes and teams and their facilitators to support the student.

A critical component of the student's support plan may include changes to names and gender identity markers used in communication with and about the student. This information and how the student will be referred to and to whom this information will be conveyed will be included in the planning and communication plan developed with the student. Natick Public Schools will not require legal documentation to change the student's name or gender on the educational record. The student and/or family discussion with the support team will suffice.

Natick Public School's administration and staff will follow the referenced procedures for supporting the student and developing the support plan. The plan will be reviewed and revised on an as needed basis.

References: <http://www.doe.mass.edu/sfs/lgbtq/GenderIdentity.html>

An Act Relative to Gender Identity (Chapter 199 of the Acts of 2011) MGL c.4, s5

MGL c. 76, § 5

603 CMR 26.00

603 CMR 1.00

603 CMR 23.00

603 CMR § 23.04

603 CMR §§23.01 and 23.07.

The federal Family Educational Rights and Privacy Act, 20 USC 1232g

Revised & Approved by the Natick School Committee: October 15, 2018



- Confidential -

V h o Gender Communication Plan

School _____ Today's Date _____
 Student's Preferred Name _____ Legal Name _____
 Student's Gender _____ Assigned Sex at Birth _____ Student Grade Level _____
 Date of Birth _____ Sibling(s)/Grade(s) _____ / _____ / _____
 Parent(s)/Guardian(s)/Caregiver(s) /relation to student
 _____ / _____ _____ / _____
 _____ / _____ _____ / _____

What does the student wish to communicate about their gender (change in identity, expression, etc.)?

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

PARENT/GUARDIAN INVOLVEMENT

Are guardians aware of student's gender status? Yes/No Level of Support: (none) 1 2 3 4 5 6 7 8 9 10 (High)

If support is low, 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 communication?

- Student _____
- Parent(s) _____
- School Staff _____
- Other _____

COMMUNICATION DETAILS: WHAT IS THE STUDENT'S IDEAL SCENARIO?

What is the specific information that the student wishes to convey? (be specific)? _____

What requests are being made of others (new name, pronouns, use of facilities, etc.)? _____

Imagine that this process goes **exactly** as the student wishes. What does it look/sound like? Describe how this information will be shared (i.e. a lesson about gender combined with announcement from teacher(s); an assembly where student will share information; a written communication; etc.). Be as specific as possible about what occurs.

With whom and when will this information be shared?

- With peers in the student's class only Date: _____
- With peers in the student's grade level Date: _____
- With some/all students at school (specify) _____ Date: _____
- Other (specify) _____

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 their gender? _____

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

Will the parent(s)/caregiver(s) be present for the lesson/sharing of info? _____

If yes, what role, if any, will they 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 COMMUNICATION

Communications with Other Families

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

With whom: ___ Families in child's grade ___ Whole School ___ Other (specify) _____

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

How will it be distributed? _____

*What specific information will be shared? _____

Questions/Notes: _____

* see sample letters

Training for School Staff

Will there be specific training about this student's gender with school staff? _____ When? _

Who will be conducting the training? _____ What will be the content of the training?

Questions/Notes: _____

Parent Information Night/ Class Meeting with Parents About Gender Diversity

Will there be specific training for school community members? _____ When? _____

Who'll conduct it? _____ Will it reference the student's gender? _____

What will be the content of the training? _____

Questions/Notes: _____

Identifying and Enlisting Parent Allies

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

If so, who? _____

When will you speak with them? _____ What will be your request? _____

Questions/Notes: _____

Identifying and Enlisting Peer Allies

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

If so, who? _____

When will they be spoken with? _____ What requests will be made? _____

Questions/Notes: _____

Siblings

Does the student have any siblings at the school? _____ What needs to be considered for them?

Training in their classroom(s)? _____ Emotional Support? _____

Questions/Notes: _____



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V h o Gender Support Plan

School _____ Today's Date _____
 Name Student Uses: _____ Name on Birth Certificate: _____
 Student's Gender Identity _____ Assigned Sex at Birth _____ Student Grade Level _____
 Date of Birth _____ Sibling(s)/Grade(s) _____ / _____ / _____
 Parent(s), Guardian(s), or Caregiver(s) /relation to student
 _____ / _____ _____ / _____
 _____ / _____ _____ / _____
 Meeting participants: _____

PARENT/GUARDIAN INVOLVEMENT

Guardians aware of student's gender status? Yes/No Level of Support: (none) 1 2 3 4 5 6 7 8 9 10 (High)
 If support level 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)?
- District staff will be aware (Superintendent, Student Support Services, District Psychologist, etc.)
Specify the adult staff members: _____
 - Site level leadership/administration 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: _____
 - 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 steps will be taken if that privacy is compromised, or is believed to have been compromised? _____

How will a teacher/staff member respond to any questions about the student's gender from:

Other students? _____

Staff members? _____

Parents/community? _____

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 their need for help:

During class _____

On the yard _____

In the halls _____

Other _____

Other safety concerns/questions: _____

What should the student's parents do if they are concerned about how others are treating their child at school?

NAMES, PRONOUNS AND STUDENT RECORDS

What name and gender marker are listed on the student's identity documents? _____

Name/gender marker entered into the Student Information System _____

Name to be used when referring to the student _____ Pronouns _____

Can the student's name/gender marker be reflected in the SIS? _____ If so, how? If not, why not?

If not, what adjustments can be made to protect this student's privacy (see below)? _____

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

How will instances be handled in which the incorrect name or pronoun are used by staff members? _____

By students? _____

If unable to change the student's profile in the student information system, how will the student's privacy be accounted for and maintained in the following situations or contexts:

During registration _____

Completing enrollment _____

With substitute teachers _____

Standardized tests _____

School photos _____

IEPs/Other Services _____

Student cumulative file _____

After-school programs _____

Lunch lines _____

Taking attendance _____

Teacher grade book(s) _____

Official school-home communication _____

Unofficial school-home communication (PTA/other) _____

Outside district personnel or providers _____

Summons to office _____

Yearbook _____

Student ID/library cards _____

Posted lists _____

Distribution of texts or other school supplies _____

Assignment of IT accounts/email address _____

PA announcements _____

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

What are some other ways the school needs to anticipate the student's privacy being compromised? How will these be handled?

USE OF FACILITIES

Student will use the following bathroom(s) on campus _____

Student will change clothes in the following place(s) _____

If student/parent have questions/concerns about facilities, who should they contact? _____

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

In what extra-curricular programs or activities will the student be participating (sports, theater, clubs, etc)?

What steps will be necessary for supporting the student there? _____

Does the student participate in an after-school program? _____

What steps will be necessary for supporting the student there? _____

Questions/Notes: _____

OTHER CONSIDERATIONS

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, swim unit, social justice units, name projects, dance instruction, Pride events, school dances etc.)? _____

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

What training(s) will the school engage in to build capacity for working with gender-expansive students? How will the school work to create more gender inclusive conditions for all students? _____

Does the student use school- or district-provided transportation services? If so, how will the student's gender be accounted for? _____

Are there any other questions, concerns or issues to discuss? _____

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 _____



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