

From: Renee Coleman <rcolem@sunprairieschools.org>

Date: April 10, 2023 at 2:39:54 PM CDT

To: [REDACTED]

Subject: Locker and Restroom Practices

Good afternoon [REDACTED],

First, let me apologize again for the incident that occurred with your daughter, [REDACTED]. I have spoken at length with our Director of Student Policy and School Operations, Nick Reichloff and he clarified that our policy language is based on current legal understandings around the need to individually review situations with each student and their family. Attached to this email, you will find the SPASD practice around locker and restroom usage for transgender scholars. If you need further information about how our practices play out in the day-to-day operations of the district, you are more than welcome to reach out to Mr. Nick Reichloff. Let me reiterate that the situation your daughter was in should not have happened, and we will continue to work to ensure no one has a similar experience.

Regards,

--

Renee Coleman

Principal

Sun Prairie East High School

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Pronouns: She/Her/Hers/Elle

Futures depend on us ... Every child, every day.

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Resources

All SPASD decisions are grounded in the school district's [Equity Framework](#)

[US Department of Education Guidelines for Supporting Transgender Youth in School](#)

Title IX of the Education Amendments of 1972 in its [entirety](#) reads:

No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.

[U.S. Department of Education Confirms Title IX Protects Students from Discrimination Based on Sexual Orientation and Gender Identity](#)

Restroom and Locker Room Accessibility Guidance

A student who is transgender, nonbinary, or gender expansive will be permitted to access the men's/women's segregated restrooms in accordance with the student's gender identity that the student regularly asserts at school and in other social environments. Any student who has a need or desire for increased privacy, regardless of the underlying reason, may be provided with access to a single-access restroom where such a facility is reasonably available, but no student shall be required to use such a restroom because of the student's transgender, nonbinary, or gender expansive status.

If a transgender student makes any request regarding the use of locker rooms or any similar type of changing area, the request shall be assessed on a case-by-case basis with the goals of: (a) facilitating the transgender student's access to the District's physical education curriculum and other relevant programs; (b) ensuring adequate student privacy and safety; and (c) minimizing stigmatization of the transgender student. The physical layout of the facility and the degree of undress required when changing for the applicable activity are examples of factors that will be considered in making the arrangements. There is no absolute rule that, in all cases, will require a transgender student to access and use only the locker rooms and other changing areas that correspond to the biological sex the student was assigned at birth.

Any student who has a need or desire for increased privacy, regardless of the underlying reason, may be provided (to the extent reasonably available) with a reasonable alternative changing area (for example, a nearby restroom stall with a door, an area separated by a curtain, a physical education teacher's office in the locker room, or a nearby single-access restroom) or provided with an alternative changing schedule. Any alternative arrangement should be provided in a way that gives adequate consideration to relevant privacy concerns.

These guidelines related to restrooms and changing areas generally assume that a student has a special concern or is in some way uncomfortable with consistently using the facilities that correspond to the biological sex that the student was assigned at birth.

All students have the option of consistently accessing the facilities that correspond to the biological sex that the student was assigned at birth. Documentation and communication is required when supports or accommodations result in use of men's/women's segregated restrooms or locker rooms consistent with the student's gender identity rather than biological sex. This documentation can take the form of notes using the Gender Support Tool, email and/or verbal communication to those adults who have legitimate educational interests, including safety interests, in the information with the primary goal of being proactive to keep the student safe and comfortable.