

# CHCCS GOVOPS PRESENTATION

4/23/2026

[REDACTED]@chccs.k12.nc.us [REDACTED]

Wednesday, February 4, 2026 at 1:07:01 PM Eastern Standard Time

To: Tiger.Student-Services@chccs.k12.nc.us CHHS Student Services, [REDACTED]  
[REDACTED]

Good afternoon,

We were asked to remind teachers about the [Parent Bill of Rights](#). In that reminder, it brought attention to our lack of procedures around parent notification.

I would like to propose a process where teachers let counselors know when they have a student who goes by a name other than what's in PowerSchool. The conversation and parent notification would then go through student services. This will prevent parents from getting several messages about the same thing. My thought is we could also create a spreadsheet to track students whose parents have been notified about their student's name that we can use year to year.

Open to feedback and suggestions!

Thanks!

--

[REDACTED]  
Assistant Principal  
[REDACTED]

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Open to feedback and suggestions!

Thanks!

--

  
Assistant Principal



Wednesday, February 11, 2026 at 9:26:18 AM Eastern Standard Time

To: [REDACTED]  
Cc: [REDACTED] Student-Services@chccs.k12.nc.us CHHS Student Services.  
[REDACTED]

I am fine classifying that as parent approval.

Thanks, yall!!

On Wed, Feb 11, 2026 at 9:12 AM [REDACTED] wrote:

Thanks for sharing, [REDACTED]

If a parent sends an email referencing their student by the nickname/preferred pronouns, does that count as "parent approval" or do we need to have an email or phone call explicitly confirming approval?



- If the student expresses concern about parental notification, ranging from significant familial strain to potential neglect or harm, the teacher/employee is not required to move forward with notifying the parent, but should gently inform the student that you cannot make a formal name change at school. However, a member of the school counseling team, administrator, and possibly a teacher or other trusted adult should collaborate with the student in a developmentally-appropriate manner to determine the best path forward for the school to affirm the student's identity and create a safe school environment for the student without violating the law. This team should consult with the District Title IX Coordinator and/or Chief of School Support and Wellness for assistance in navigating this situation. Staff may encourage the student to discuss the matter with a parent when they are ready, and offer to facilitate that conversation (for example, a counselor might help the student practice what they want to say to their parents, or offer to meet with student and parent together, if the counselor deems appropriate in an individual situation).

**"§ 115C-76.45. Notifications of student physical and mental health.**

(a) The governing body of a public school unit shall adopt procedures to notify a parent of the following:

- (1) At the beginning of each school year, notice of each health care service offered at his or her child's school and the means for the parent to provide consent for any specific service. A parent's consent to a health care service does not waive the parent's right to access his or her child's educational records or health records or to be notified of changes in his or her child's services or monitoring.
- (2) At the beginning of each school year, procedures to exercise the parental remedies provided by G.S. 115C-76.60.
- (3) Prior to administration to students in kindergarten through third grade, a copy of any student well-being questionnaire or health screening form and the means for the parent to consent to the use of the questionnaire or form for his or her child.
- (4) Prior to or contemporaneous with changes, notice of changes in services or monitoring related to his or her child's mental, emotional, or physical health or well-being and the school's ability to provide a safe and supportive learning environment for that child.
- (5) Prior to any changes in the name or pronoun used for a student in school records or by school personnel, notice to the parent of the change.



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Hi [REDACTED] you're right, I do think this was addressed through testimony. We appreciated the opportunity to answer questions and clarify any misunderstandings. At the time, we took steps to go beyond the minimum requirements of the statute, and instead of just adopting the blanket policy language, we developed detailed, nuanced guidance for our staff.

Chapel Hill-Carrboro City Schools is committed to parental involvement in everything we do. We believe it's essential that staff, families and students work together to achieve the best outcomes in our schools. As our testimony demonstrated, CHCCS is in compliance with the law

Hope that helps!

Andy

On Wed, Dec 10, 2025 at 12:39 PM [REDACTED]



**"§ 115C-76.55. Age-appropriate instruction for grades kindergarten through fourth grade.**

Instruction on gender identity, sexual activity, or sexuality shall not be included in the curriculum provided in grades kindergarten through fourth grade, regardless of whether the information is provided by school personnel or third parties. For the purposes of this section, curriculum includes the standard course of study and support materials, locally developed curriculum, supplemental instruction, and textbooks and other supplementary materials, but does not include responses to student-initiated questions.





**S**ome people are boys.  
Some people are girls.  
Some people are both,  
neither, or somewhere in  
between.

This sweet, straightforward exploration of gender identity will give children a fuller understanding of themselves and others. With child-friendly language and vibrant art, *It Feels Good to Be Yourself* provides young readers and parents alike with the vocabulary to discuss this important topic with sensitivity.

**GiRL** is Ruthie's gender identity.



It feels good to be yourself  
Theresa Thorn

She's a transgender girl.

That means when she was born, everyone thought she was a boy. Until she grew a little older—old enough to tell everyone that she's actually a girl.



Ephesus Elementary School  
Picture Books

Interest Level K-3  
Reading Level 3.9

This is Ruthie's brother, **XAVIER**.  
Xavier is a cisgender boy.

That means when Xavier  
was born, everyone thought  
he was a boy, and as he grew  
older, it turned out everyone  
was right—he is a boy.



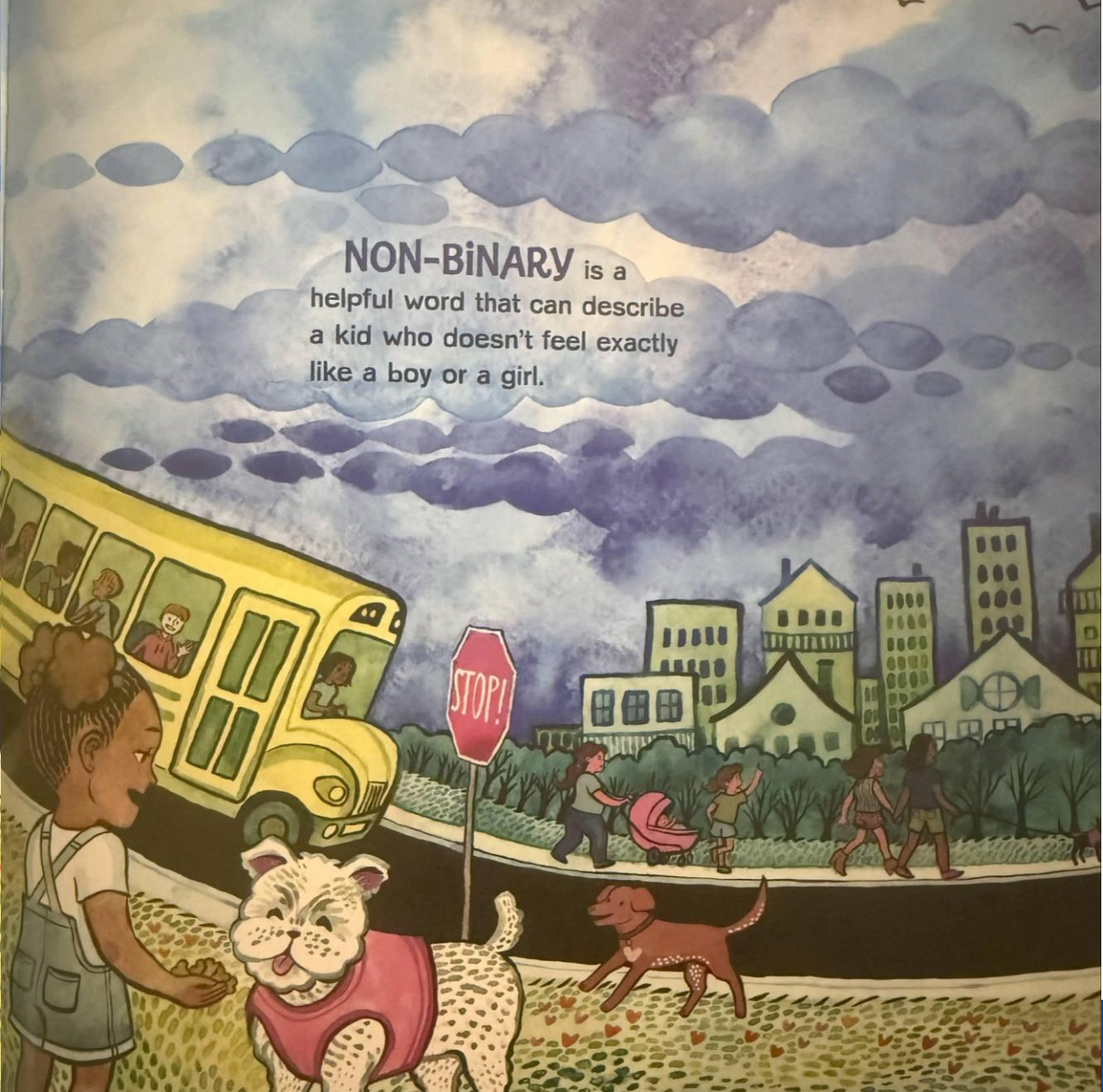
**BOY** is Xavier's gender identity.



It feels good to be yourself  
Theresa Thorn

Ephesus Elementary School  
Picture Books

Interest Level K-3  
Reading Level 3.9



There are so many different ways to be a boy or a girl—too many to fit in a book!

But not everyone feels like either a boy or a girl.

**NON-BINARY** is a helpful word that can describe a kid who doesn't feel exactly like a boy or a girl.

It feels good to be yourself  
Theresa Thorn

Ephesus Elementary School  
Picture Books

Interest Level K-3  
Reading Level 3.9

This is Ruthie's friend **ALEX**.



Alex is **BOTH A BOY AND A GIRL**.

When Alex was born, everyone thought Alex was a girl, but Alex is both boy and girl. This is Alex's gender identity.



It feels good to be yourself  
Theresa Thorn

**Ephesus Elementary School  
Picture Books**

Interest Level K-3  
Reading Level 3.9

This is Alex's friend JJ.



JJ is **NEITHER** A BOY NOR A GIRL.



Ever since JJ was very little, they never felt exactly like a boy or a girl—they just felt like themselves. This is JJ's gender identity.

It feels good to be yourself  
Theresa Thorn

Ephesus Elementary School  
Picture Books

Interest Level K-3  
Reading Level 3.9

Alex and JJ are both **NON-BINARY**.  
Just like there are many different ways to  
be a boy or a girl, there are many different  
ways to be non-binary—too many to fit in a  
book!



Some kids feel like girls. Some kids feel like boys.  
Some kids feel like a little bit of both—part boy, part girl.



Some kids don't feel exactly like a boy or a girl—  
they feel like neither. Some kids feel that their  
gender identity isn't always the same—  
it's often changing.

It feels good to be yourself

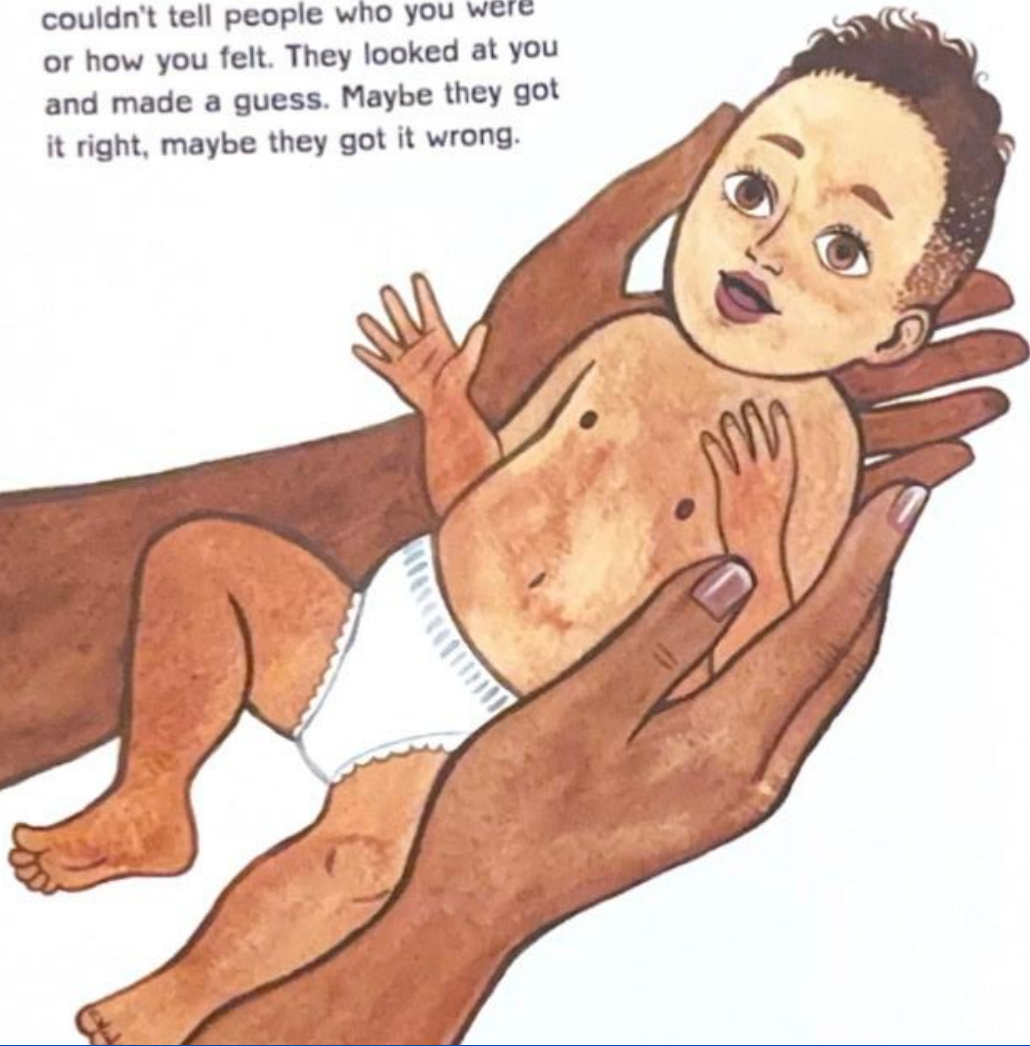
Theresa Thorn

Ephesus Elementary School  
Picture Books

Interest Level K-3

Reading Level 2-3

See, when you were born, you couldn't tell people who you were or how you felt. They looked at you and made a guess. Maybe they got it right, maybe they got it wrong.



What a baby's body looks like when they're born can be a clue to what the baby's gender will be, but not always.

It feels good to be yourself  
Theresa Thorn

Ephesus Elementary School  
Picture Books

Interest Level K-3  
Reading Level 3.9

When people guess wrong, it's okay to let them know. Ruthie was five when she told her parents.

I know you think I'm a boy but really I feel like a girl.



Oops! Ruthie was a girl all along— they just didn't know it at first.

It feels good to be yourself  
Theresa Thorn

Ephesus Elementary School  
Picture Books

Interest Level K-3  
Reading Level 3.9

When people guess right, it's also okay to let them know.



hi

Xavier was three and a half when he told his family.



It feels good to be yourself  
Theresa Thorn

Ephesus Elementary School  
Picture Books

Interest Level K-3  
Reading Level 3.9

You might feel like a boy. You might feel like a girl. You might feel like both boy and girl—or like neither. You might feel like your gender changes from day to day or from year to year.

You might feel that none of these words describes you perfectly.

You might not be sure yet. Maybe you're still figuring it out.



It feels good to be yourself  
Theresa Thorn

Ephesus Elementary School  
Picture Books

Interest Level K-3  
Reading Level 3.9

**M**ost mommies are girls.  
Most daddies are boys.  
But lots of parents are neither a  
boy nor a girl. Like my Maddy.

My Maddy has hazel eyes  
which are not brown or green.  
And my Maddy likes sporks  
because they are not quite a  
spoon or a fork.

Some of the best things in the  
world are not one thing or the  
other. They are something  
in between and entirely  
their own.

**My Maddy**

**Gayle E. Pitman**

**Northside Elementary School**

**Picture Books**

**Interest Level K-3**

**Reading Level 2.0**



Before Maddy leaves, I get a big kiss.  
Maddy's kisses feel like sandpaper  
against my face.

**Maddy  
Pitman**

**Elementary School  
Books**

**Level K-3  
Level 2.0**

“Most mommies are girls. Most daddies are boys. But a lot of parents are neither a boy nor a girl. Like my Maddy.”

As the story shows us, a Maddy is a parent who is in some ways like a blend of a Mommy and a Daddy, and is also a unique kind of parent, just as the word “Maddy” blends the words “Mommy” and “Daddy” to make a new word. Maddy is used in some families to describe a parent who is transgender or gender diverse. (For the purpose of this Note, I will refer to transgender and gender diverse people as “trans,” even though not all transgender and gender diverse people identify with the term “trans.”) Other common terms that may be used to describe parents who are trans include “Baba” and “Mapa.” This story’s Maddy apparently has a gender identity that is not male or female but something that is “a bit of both and something all its own.” Gender identities like this are often referred to as “non-binary” in that they are gender identities beyond the two genders (male and female) that most people are most familiar with. Some trans people have non-binary identities, while others have more binary gender identities and identify as male/men or female/women.

**My Maddy**

**Gayle E. Pitman**

**Northside Elementary School**

**Picture Books**

**Interest Level K-3**

**Reading Level 2.0**

## A Note on Intersex

The particular Maddy who inspired this story is a person who has an intersex condition. The word intersex refers to a variety of conditions that lead to differences in development of physical sex characteristics. These conditions can involve differences in the external genitals, internal reproductive organs, sex chromosomes, or sex-related hormones. Conditions that result in genitals that blend characteristics of typical male genitals and typical female genitals tend to be identified at birth. Conditions that impact how puberty unfolds are often identified around puberty. Sometimes intersex conditions are identified later in life, for example because they impact fertility.

Intersex conditions are life-long conditions, and may be treated in a variety of ways depending on the needs of the person affected. Adults with intersex conditions have made recommendations based on their experience to help parents and doctors of children with intersex conditions understand what treatment

**My Maddy**  
**Gayle E. Pitman**

**Northside Elementary School**  
**Picture Books**

**Interest Level K-3**  
**Reading Level 2.0**

# Chapter 1

When I look in the mirror I see a boy.



I see a boy with spiky brown hair.



I see a boy with white skin that tans in the summer.

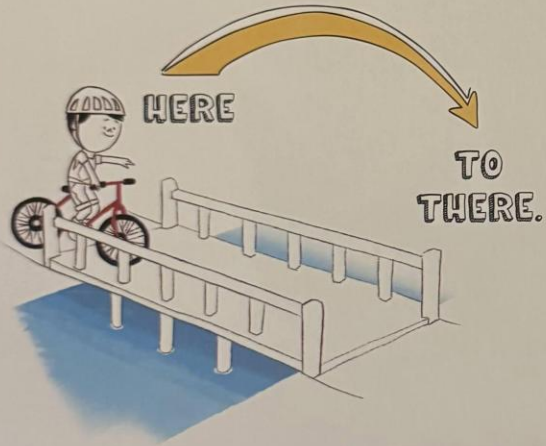
I see a boy with one mom  
and one dad  
and two goldfish.



I also see a boy who is transgender.

**TRANSGENDER** is a long word.  
But it means something simple.

**TRANS** means going across.  
Like how transportation  
means going from



**GENDER** means being  
a boy or a girl.



Or a little of both.



Or not feeling like a boy or a girl.

When a baby is born, a grown-up says,

**"IT'S A BOY!"** or **"IT'S A GIRL!"**

If a brand-new baby could talk,  
sometimes that baby might say,



When a baby grows up to be transgender, it means that the grown-up  
who said they were a boy or a girl made a mistake.

On the first day of school, the teacher called out our names.

“Emory?” “Here!”

“Stella?” “Me!”

I raised my hand when she got to my name.

She looked at me.

And then at the list of names.

And then back at me again.



I wondered if she thought my name didn't make sense for me.  
I felt that way too.

“Can you call me Max?” I asked.

Max is the boy in my favorite book.

She nodded and wrote it down.

(I won't tell you what my old name was.

That's private.)



Call me Max  
Kyle Lukoff

McDougle Elementary School  
Picture Book

interest level k-3  
reading level 2.8



I had to go to the bathroom after snack.  
At home there is one bathroom for everyone to use.  
When I went to the store with my dad,  
I went into the bathroom with him.  
When I went to the movies with my mom,  
I went into the bathroom with her.

But at school I had to pick which bathroom to use.



When I went in the girls' bathroom, a girl ran out.  
She thought I was a boy. I didn't mean to scare her.  
But I liked that she thought I was a boy.

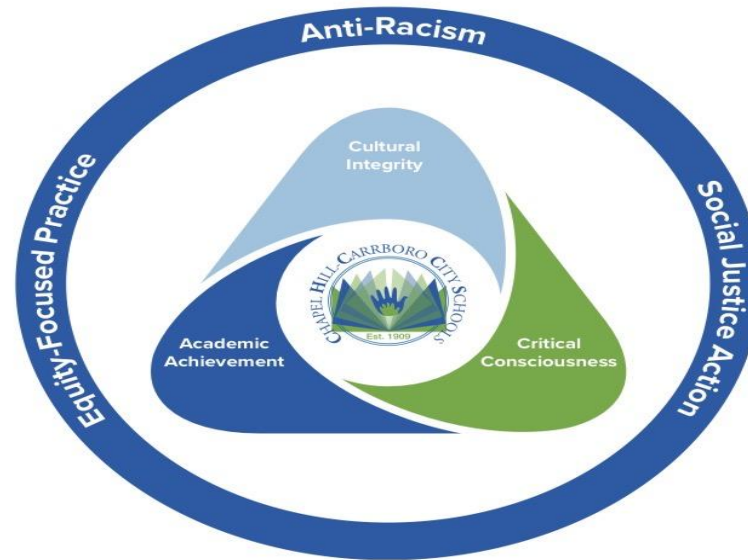




Strategic Plan 2027. Through thoughtful planning, clear objectives and an honest assessment of where CHCCS is currently, the district is better positioned to achieve educational equity for every student.

The Equity and Engagement Division partnered with district and community stakeholders to develop a framework to ensure equal and equitable opportunities are a priority at all levels of our organization. The Equity and Engagement Framework comprises six domains that outline the compelling vision and impact we

want to have for students and families. The first three domains - social justice action, anti-racism, and equity-focused practices - are tied to the strategic plan's priorities and our Core Values. The final three domains – promoting academic achievement, cultural integrity and critical consciousness – are embedded in the goals and action items. The framework provides a shared vision, language and practices for all CHCCS stakeholders to align in support of our continued commitment to creating a more just and equitable school system.



#### Equity and Engagement Framework

To this end, we have selected **Equity and Accountability** as the foundation for our plan. In several rounds of focus groups, members spoke of the need to hold everyone accountable for creating the change that we want to see. Our Equity and Engagement Framework illuminates how equity must be foundational for the implementation of our Strategic Plan.

## Child and Adolescent Trauma Screen (CATS) - 7-17 Years

Name \_\_\_\_\_

Date \_\_\_\_\_

**Stressful or scary events happen to many people. Below is a list of stressful and scary events that sometimes happen. Mark YES if it happened to you. Mark No if it didn't happen to you.**

1. Serious natural disaster like a flood, tornado, hurricane, earthquake, or fire.  Yes  No
2. Serious accident or injury like a car/bike crash, dog bite, sports injury.  Yes  No
3. Robbed by threat, force or weapon  Yes  No
4. Slapped, punched, or beat up in your family  Yes  No
5. Slapped, punched, or beat up by someone not in your family  Yes  No
6. Seeing someone in your family get slapped, punched or beat up.  Yes  No
7. Seeing someone in the community get slapped, punched  Yes  No
8. Someone older touching your private parts when they shouldn't.  Yes  No
9. Someone forcing or pressuring sex, or when you couldn't say no.  Yes  No
10. Someone close to you dying suddenly or violently  Yes  No
11. Attacked, stabbed, shot at or hurt badly  Yes  No
12. Seeing someone attacked, stabbed, shot at, hurt badly or killed  Yes  No
13. Stressful or scary medical procedure.  Yes  No
14. Being around war  Yes  No
15. Other stressful or scary event?  Yes  No  
Describe:

Which one is bothering you the most now? \_\_\_\_\_