



## **Administrative Directive 4.30.061-AD Transgender, Nonbinary and Gender Expansive Students**

### **I. Overview – Student Focused Procedures**

It is the District's goal to create a safe and welcoming environment for our students and staff, free of transphobia and homophobia. This directive is meant to identify procedures and provide guidance to district and school staff so that transgender, nonbinary and gender expansive students are fully included in their school communities and have the supports necessary to actively participate in all school activities free of discrimination. When creating a plan of action or making decisions around how best to support a student, within the parameters of this directive, every effort should be made to include the student(s) and families themselves.

The District is continually improving and refining our efforts toward greater inclusion for LGBTQ2SIA+ and affirmation of staff and students. This requires an unwavering commitment to a systematic shift in paradigms to increase the understanding of sexual and gender diversity. Such a shift requires appropriate communication, professional development, collaboration with our labor partners, and a commitment from the Board, District staff, students, and families.

This directive furthers the Board of Education's Non-Discrimination Policy 1.80.020-P which states: "The District is committed to equal opportunity and nondiscrimination in all its educational and employment activities. The District prohibits discrimination based on race; national or ethnic origin; color; sex; religion; age; sexual orientation; gender expression or identity; pregnancy; marital status; familial status; economic status or source of income; mental or physical disability or perceived disability; or military service." This directive also furthers the Board of Education's Anti-Harassment Policy 4.30.060-P, which prohibits harassment, discrimination, bullying and retaliation based on a person's protected class.

### **II. Definitions**

Please refer to the [LGBTQ2SIA+ Supports Glossary](#) to learn more about accepted terminology for important concepts relating to gender expression and identity. This glossary will be updated regularly as definitions evolve or new words come into use.

### **III. Gender Identification Confidentiality**

Families are not required to disclose their student's sex assigned at birth to any

school representative. It is their right to maintain this confidential medical information. Additionally, the Family Education Rights Privacy Act (FERPA) applies to all aspects of a student's identity, including gender identity. Under FERPA, generally only those school employees "determined to have legitimate educational interest" may have access to a student's records or the information contained within those records.

- a. The school should work closely with the student and, when indicated, their family in devising a plan to maintain confidentiality and inform school staff on a need-to-know basis. Or, if the student wishes to have other students be aware that they are transgender and/or that they are transitioning, they should be supported in doing so. In either case:
  - i. Portland Public Schools utilizes the [Gender Identity Support Guide](#) to assist students, their trusted adults, and staff in developing a comprehensive plan to support the unique needs of the student.
    1. Students/caregivers may use the Meeting Request form to begin the process of creating a support plan.
      - a. Schools must respond to the request within 10 business days of receipt.
    2. All support plans are iterative and should be revisited at a regular interval and immediately following any major changes for the student.
  - ii. Students may include their trusted adult(s) in this process.
    1. Trusted adults may be caregivers, teachers, coaches, counselors, social workers, school secretaries, educational assistants, nutritional services employees, custodians, school administrators, the LGBTQ2SIA+ Supports Program Manager, etc. Students may choose to include trusted adults whose roles are not represented by this specific list.
    2. It is not required for students to include all of these parties in this process.
  - iii. The school should make every effort to restrict access to the records maintained by the school (birth certificates, etc.) which identify assigned sex, to persons authorized in the plan designed with the student.
- b. Student Information System (SIS) reports generated by the school, and that could be seen by students and/or staff who do not have a need to know, should not reveal the "gender marker" field for a student.
  - i. Classlists, attendance, and report cards should not include the "gender marker" field.
  - ii. SIS generated reports should include, where possible, asserted names (preferred name field) and, if available, pronouns for students.
- c. The District and the State of Oregon recommend that all student transcripts be gender neutral and contain no indicator of gender for any student. Schools should suppress gender for all student transcripts, except when a student makes a specific request to show their gender on their transcript.





- d. Diplomas and transcripts for transgender students should be printed in duplicate, one in their legal name and the second in their asserted name.
- e. In some circumstances, our transgender, nonbinary or gender expansive students do not want their caregivers to know about their transgender, nonbinary, or gender expansive status and that they are expressing their asserted gender at school. We must balance our goal of supporting the student with the requirement that we keep caregivers informed when there are safety concerns and that our actions are consistent with our obligations under FERPA. In these circumstances, building administrators should work with their supervisor, the General Counsel's office, and the district's LGBTQ2SIA+ Program Manager, located in the office of Student Success and Health.

#### **IV. Names And Pronouns**

Students of all ages have the right to be addressed by a name and pronouns that correspond to their gender identity. Regardless of whether a transgender, nonbinary, or gender expansive student has legally changed their name or gender marker, students and staff must always use the pronoun and name with which the student identifies or requests. Misgendering can cause severe psychological harm and jeopardize a student's safety at school.

- a. Students of all ages have the right to be addressed by a name and pronouns that align with their gender expression.
- b. The District will not require caregiver/guardian consent before honoring the student's self-reported gender identity, asserted name, and gender expression.
- c. Examining your own gendered language is essential to avoid misgendering students. Ask students and staff what pronouns they use; don't assume.
  - i. Staff members and students must use students' asserted pronouns.
  - ii. It is not permissible for someone to continue to use the wrong pronoun once they have been made aware of the student's pronouns.
  - iii. Refusal to use a student's pronouns may result in disciplinary action.
- d. The District can provide education and/or resources to a student, their caregiver/guardian, other supportive adults, and PPS staff on ways to affirm students' identities and create affirming spaces.
  - i. At a minimum, school counselors, social workers, school psychologists, and front office personnel must have the [Gender Identity Support Guide](#) available where students and caregivers can freely access it.
    - 1. This guide currently contains: Meeting Request form, School Support Plan, Student Name/Gender Marker change form, and Athletic Support.
  - ii. Current resources are freely available on the PPS LGBTQ2SIA+ [website](#)

#### **V. Student Information System**

Portland Public Schools follows the Oregon Department of Education's processes for registration and records information regarding a transgender or



nonbinary student's first name and gender marker. Furthermore, additional processes have been created as the Student Information System's capabilities expand to meet the needs of transgender, nonbinary, and gender expansive students.

- a. Caregivers may register their student(s) using their asserted name and gender marker.
  - i. Students do not need to have medical recognition or documentation to change their legal name field, preferred name field, or gender marker field in the SIS.
  - ii. They should contact their school's front office personnel for assistance with utilizing the Protected Information screen if they wish to utilize this screen in the SIS.
    1. Only secretaries and school administrators have access to this screen.
    2. It cannot be seen or changed by any other school personnel when they pull a student's information.
    3. Only the asserted information will show when the student's information is pulled up using the SIS.
- b. Caregivers may also update a student's legal name field, gender marker, and/or preferred name field to reflect the asserted identity of their student(s) during the Yearly Verification process using ParentVue.
- c. A student may change their first name, gender marker, and/or the name in the "preferred name" field in the SIS by submitting the Name Change/Gender Marker Change form to the front office staff in their school.
  - i. Students may elect to submit this form with the assistance of a trusted adult or on their own. In addition, students may elect to utilize the Protected Information screen during this process.
  - ii. This form does not require a caregiver signature in keeping with ODE guidance.
    1. Requested changes must be made within 24 hours of form submission.
    2. The form is to be kept in a confidential file on-site.
    3. Do not upload this form to the student's cumulative file or the SIS.
  - iii. The legal first name of the student will be replaced with the student's asserted name. The legal first name may be moved to the middle name field but is not required.
  - iv. A student and/or caregiver may elect to update their gender marker to any of the available options in the SIS that match or are the most closely aligned to the student's gender identity.
  - v. A student and/or caregiver may elect to enter an asserted name into the "preferred name" field instead of the legal first name field if they prefer.
- d. For students who have legally changed their name and/or gender marker in



court, presentation of the document(s) will automatically be registered by the school. In all instances of an update to the SIS, the student will retain the same SSID number.

- e. All reports, where possible, must use the preferred name field (marked “nickname” in the drop down menu) when setting the parameters for the report to ensure all students are listed by their asserted name.
- f. Students may select a pronoun in the SIS
  - i. Limitations of the field require all staff to continue to ask students for their pronouns.
    - 1. Many students use mixed pronouns (e.g. they/he, she/he/they, it/them) and neo/xeno pronouns which are not included in the dropdown list.
    - 2. Staff may not use this technological limitation as an excuse for misgendering students.
      - a. They will use all SIS capabilities available to them (seating chart, pronoun field, etc), in addition to rapport building and regularly asking students for their pronouns, to ensure they are using the correct pronouns for students at all times.
  - ii. Limitations of the pronoun field also require all school staff to check with students before using any listed pronouns when calling home.
    - 1. Some trans, nonbinary, and/or gender expansive students do not come from affirming homes. Verifying pronouns before calling home will decrease the chance of outing a student before they are ready.
- g. When a student changes their name and/or pronouns in the SIS, student ID cards and all school media (e.g. yearbooks, school/class photos, school newspapers, etc) should reflect the asserted name and, where applicable, asserted pronouns.

## **VI. Restrooms and Locker rooms**

Portland Public Schools' [Restroom Equity Plan](#) guides the process for new builds and remodels to ensure transgender and gender expansive students have access to restrooms and locker rooms that align with their gender identity. All new builds will incorporate adequate gender neutral restroom and locker room designs to meet the increasing needs of transgender, non binary, and gender expansive students of Portland Public Schools.

- a. Before plans for new builds are finalized, planning teams must consult with the Program Manager for LGBTQ2SIA+ Supports and other PPS staff who can properly advocate for the needs of transgender, nonbinary, and gender expansive students. This can include but is not limited to:
  - i. Student Success and Health department staff, Health and Adapted Physical Education department staff, Title IX staff.
- b. With regards to restroom usage, the school has a duty to provide equal



- access to education, ensure student safety, and maximize social integration while minimizing stigmatization of the student.
- c. Students shall have access to a restroom that corresponds to their gender identity and/or have access to an all gender restroom without the need for prior approval.
    - i. Students have a right to confidentiality regarding their trans, nonbinary, and/or gender expansive identity. Requiring students to get approval for restroom use, regardless of restroom designation, would require a student to out themselves.
  - d. Prohibiting a student from accessing the restroom that aligns with their gender identity is not allowed.
    - i. In the case of genderfluid students, they will be allowed to use gendered restroom spaces as their understanding of their identity fluctuates.
    - ii. Students in the process of socially transitioning may transition from the use of one gendered restroom to another at the speed they are comfortable with.
      - 1. It is recommended, though not required, that students utilize the Gender Identity Support Guide's support plan to ensure they have what is needed to complete this transition from one space to another safely.
  - e. If there is a need or desire for increased privacy and safety, regardless of the underlying purpose or cause, any student may be provided access to a reasonable alternative such as a single stall, all gender restroom.
    - i. The option of a single stall restroom should not be forced upon or presented as the **only** option to transgender, nonbinary or gender expansive students. These students must have the same access to safe restrooms as their peers.
    - ii. School communities should work to create a school culture that encourages binary students (those who identify as male and female) to use gendered restroom spaces as often as possible.
      - 1. This will ensure gender expansive students have access to the limited number of single stall, all gender restrooms in the buildings when needed.
    - iii. Single stall, all gender restrooms shall be available off a hallway or corridor, without barriers to use such as time-limited access, required keys, prior approval or long distances to travel.
  - f. Buildings may not lock the all gender restrooms as a response to student behavior (e.g. drug use or sexual activity).
  - g. A student will not be required to use a locker room that is incongruent with the student's gender identity.
    - i. Any student who has a need or desire for increased privacy,





- regardless of the underlying reasons, should be provided with a reasonable alternative changing area such as the option to use a private area (e.g., a nearby restroom stall with a door, or an area separated by a curtain) or a separate changing schedule (e.g., using a locker room before or after other students).
- ii. Alternative changing spaces shall be available without barriers to use such as time-limited access, required keys or long-distances to travel.
- h. The Oregon Physical Education standards can be met without requiring students to "dress down" for PE (e.g., change into a PE uniform).
  - i. Transgender and gender expansive students may elect to skip changing for PE if doing so alleviates any potential harm caused by being in a gendered space.
  - ii. Students **may not** be penalized (e.g., graded down, required to sit out, etc.) for not dressing down so long as they are wearing appropriate footwear and are actively engaged in the class.

## VII. Athletics & School Activities Participation

Schools should follow the most current governing handbooks and toolkits available to ensure all transgender and gender expansive students have full and affirming access to the sports and activities of their choosing.

- a. Staff supporting sports and activities under OSAA should review the OSAA Gender Diversity Toolkit and handbooks for their sport and/or activity.
- b. Athletic Directors, coaches, and other school staff who support athletics and activities should participate in available PPS and/or OSAA trainings on increasing access to and creating affirming sports and activities spaces for gender expansive students.
- c. Transgender, nonbinary, or gender expansive students participating in any sport or activity may request a meeting to complete the School Support Plan and Athletic Support Plan (found in the [Gender Identity Support Guide](#)) to ensure they have what they need to fully participate as their authentic selves.

## VIII. Overnight School Trips

Students should be allowed use of an overnight facility that corresponds with their gender identity. Transgender, nonbinary and gender expansive students must be consulted early on in the planning process to address any questions or concerns the student may have, including any needs for privacy in terms of dressing, showering, etc. The caregiver/guardian should be consulted as well, unless there are concerns for student safety in doing so.

- a. Best practice is to make available a gender-inclusive accommodation that is presented as an option for any student who feels more comfortable with that option.
  - i. Schools should work with the student, family, principal's supervisor,



and, as necessary, the General Counsel's Office in devising a plan based on the particular circumstances of the trip.

- ii. In no case should a transgender, nonbinary, or gender expansive student be denied the right to participate in an overnight field trip because of the student's transgender, nonbinary, or gender expansive status.

## **IX. Dress Code**

Please reference [4.30.013-AD Dress Code](#) to read the code in full.

- a. Students have the right to dress in accordance with their gender identity.
- b. School staff shall affirm a student's right to dress in accordance with their gender identity.

## **X. Student Safety**

Transgender and nonbinary students are often targeted with physical violence and experience a hostile school environment at a higher rate than their peers. The [Title IX of the Education Amendments Act](#) prohibits discrimination and harassment based on sex. This includes all forms of sexual harassment, sexual assault and discrimination based on LGBTQ2SIA+ status. Additionally, Oregon law and Portland Public Schools [Anti-Harassment Policy](#) prohibit harassment, intimidation, bullying or cyberbullying. See also the [4.30.072-AD Title IX Student to Student Sex-Based Discrimination and Harassment](#). School District employees must report acts of harassment, intimidation, bullying, or cyberbullying.

- a. Students who bully, harass, or otherwise discriminate against other students based on any protected status may be subject to school discipline in accordance with PPS [discipline policies](#), administrative directives, and the [Student Rights, Responsibilities, and Discipline Handbook](#).
  - i. Students, caregivers, and/or District employees should report any anti-LGBTQ2SIA+ incidents to their building Title IX Coordinator.
  - ii. School and District administration should promptly respond with actions that immediately stop the behavior.
  - iii. The Coordinator should immediately consult with the Program Manager for LGBTQ2SIA+ Supports and their building's Conduct Coordinator to assist with determining and enforcing appropriate corrective actions.
    1. This consultation will include recommendations for how to proceed informed by the discipline matrix and all other applicable PPS policies and administrative directives.
    2. Consultation may also result in a recommendation to consult with a Confidential Advocate and/or file a Title IX report if the behavior in question is severe in nature or is





- shown to be persistent and pervasive.
- iv. The building Title IX Coordinator should document the incident and related interventions which should include:
    1. Remedies used to correct the effects of the anti-LGBTQ2SIA+ behavior on the targeted student and other students;
    2. Implementing supportive measures as required by Title IX, and;
    3. Monitoring to ensure that the behavior does not recur.
  - b. Students, caregivers, and/or District employees may file a Title IX complaint using the online complaint form or by speaking with the building-based Title IX coordinator. The form and list of building-based coordinators for each school can be found on the [Title IX website](#).
    - i. It is important to note: students may not wish to use the reporting system due to not being out to peers, staff, and/or caregivers.
    - ii. School and District staff should make every effort to center the student's need to maintain confidentiality regarding their sexual orientation and/or gender identity during the reporting.

## **XI. Curriculum And Instruction**

- a. The Office of Teaching and Learning shall be proactive in decreasing anti-LGBTQ language, feelings, behaviors, and bullying by:
  - i. Promoting positive images of LGBTQ2SIA+ individuals;
  - ii. Making available age appropriate LGBTQ2SIA+ inclusive instructional materials and books for elementary and secondary schools;
  - iii. Requiring that newly-adopted and recommended instructional materials include significant events, societal contributions, and/or representations of LGBTQ2SIA+ individuals;
  - iv. Offering LGBTQ2SIA+ awareness training for staff, community based partners, and volunteers;
  - v. Reminding staff of their duty to ensure that all students are safe and affirmed in our school communities, and to create a school culture that both prevents and proactively intervenes with acts of name-calling (such as racist, sexist, transphobic, and homophobic remarks), bias, harassment, or bullying that they observe, including, but not limited to LGBTQ2SIA+ biased language and bullying; and
  - vi. Deny all requests for prior notification and/or student exemptions from LGBTQ2SIA+ affirming lessons.
- b. The Program Manager for LGBTQ2SIA+ Supports will provide skill building opportunities in Leadership/Teaching Institutes at August in-service
- c. Create genuine opportunities for allyship for non-queer staff



## **XII. Training and Professional Development**

In order to ensure that transgender, nonbinary and gender expansive students are included in all school activities and allowed to participate in the full school community, it is imperative that all school and district staff members participate in annual professional development specific to the needs and rights of transgender, nonbinary and gender expansive students. The content of training and professional development shall include but not be limited to:

- a. Terms, concepts, and current developmental understandings of gender identity, gender expression, and gender diversity in children and adolescents;
- b. Developmentally appropriate strategies for communication with students and caregivers about issues related to gender identity and gender expression;
- c. Developmentally appropriate strategies for preventing and intervening in bullying incidents, including cyberbullying;
- d. Classroom management practices, curriculum, and resources that educators can integrate into their classrooms to help foster a more gender-inclusive environment for all students;
  - i. List of examples of things people need to know to do/not do, including:
    1. Pulling a student to the side to ask vs. asking in front of class;
    2. How to apologize and move on when a staff member misgenders or deadnames a student; and
    3. How to repair harms experienced by LGBTQ2SIA+ students caused by a staff member's ignorance or lack of allyship.
- e. Create and support an informal mechanism for students to comment on the building culture to decrease the harm experienced by LGBTQ2SIA+ students as a result of lack of knowledge or others' personal beliefs.

Approved 1/3/18

Revised 5/2019; 10/2021; 9/2022<sup>6/2023</sup>







## Administrative Directive 4.30.061-AD ¶



### Transgender, Nonbinary and Gender ¶ DiverseExpansive Students



#### ~~I. OVERVIEW – STUDENT FOCUSED PROCEDURES~~Overview – Student Focused Procedures

It is the District's goal to create a safe and welcoming environment for our students and staff, free of transphobia and homophobia. This directive is meant to identify procedures and provide guidance to district and school staff so that transgender, nonbinary and gender diverseexpansive students are fully included in the their school communitycommunities and have the supports necessary supports to actively participate in all school activities free of discrimination. When creating a plan of action or making decisions around how best to support a student, within the parameters of this directive, every effort should be made to include the student(s) and families themselves.

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#### II. DEFINITIONSDefinitions





~~The definitions below adopt commonly~~ Please refer to the [LGBTQ2SIA+ Supports Glossary](#) to learn more about accepted terminology for important concepts relating to gender expression and identity. ~~As This glossary will be updated regularly as definitions evolve or new words come into use.~~

### III. Gender Identification Confidentiality

~~over time,~~ Families are not required to disclose their student's sex assigned at birth to any school representative. It is their right to maintain this ~~AD will be updated as~~ appropriate confidential medical information. Additionally, the Family Education Rights Privacy Act (FERPA) applies to all aspects of a student's identity, including gender identity. Under FERPA, generally only those

- a) ~~“LGBTQ2SIA+” is a term that encompasses multiple gender identities and sexual orientations including Lesbian, Gay, Bisexual, Transgender, Queer, Two-Spirit, Intersex, and Asexual. The plus sign (“+”) recognizes that there are myriad ways to describe gender identities and sexual orientations. It is also important to recognize that the challenges and barriers for students who identify as lesbian, gay, bisexual, queer can be different from the challenges and barriers faced by students with diverse and/or expansive gender identities and expressions.~~
- b) ~~“Asexual” is a person who does not experience sexual attraction, but could still experience other forms of attraction (e.g. emotional, intellectual).~~

#### **Administrative Directive 4.30.061-AD**



#### **Transgender, Nonbinary and Gender Diverse Students**

- e) ~~“Agender” is a person who does not identify with a specific gender or feels neutral when it comes to their gender identity.~~
- d) ~~“Bisexual” is a person who is attracted to more than one gender.~~ e) ~~“Cisgender” is a person who feels their gender identity and expression align with the sex they were assigned at birth or by society.~~
- f) ~~“Gay” is a person who is attracted to a person of the same gender.~~ g) ~~“Gender diverse” describes people whose gender expression differs from stereotypical expectations, such as “feminine” boys, “masculine” girls, and those who are perceived as androgynous.~~
- h) ~~“Gender expression” is the way a person expresses their gender in ways that make them feel more comfortable and aligned to who they are. Some forms of expression could be clothing, voice, cosmetics, or mannerisms.~~
- i) ~~“Gender fluid” refers to a person whose gender expression and/or identity changes over time across or between different genders or presentations.~~ j) ~~“Gender identity” is a person’s deeply held knowledge of their own gender, which can include being female, male, another gender, or no gender. Gender identity is an innate and largely inflexible part of a person’s identity. One’s gender~~



identity can be the same or different than the gender assigned at birth. The responsibility for determining an individual's gender identity rests with the individual. ¶

k) **"Gender nonconforming"** is a person who does not identify with a specific set of traits (behavioral, cultural, community roles) on the male to female spectrum. ¶

l) **"Gender transitioning"** is the process of changing one's gender expression, physical body, and/or legal documentation to align with their gender identity. m) ¶

**"Intersex"** is an umbrella term for unique variations in reproductive or sex anatomy. Variations may appear in a person's chromosomes, genitals, or internal organs like testes or ovaries. Some intersex traits are identified at birth, while others may not be discovered until puberty or later in life. n) **"Lesbian"** is a female-identified person who is attracted to women. o) **"Misgender"** occurs when a person wrongly assumes a ¶

student's gender and uses the wrong pronouns and/or inaccurate gendered language such as "ladies, miss, boys, Mr., etc." while referring to a student or group. ¶

p) **"Non binary/genderqueer"** are terms are often used to describe people whose gender is not exclusively male or female, including those who identify ¶

### **Administrative Directive 4.30.061-AD ¶**



**Transgender, Nonbinary and Gender ¶**  
**Diverse**—school employees "determined to have legitimate educational interest" may have access to a student's records or the information contained within those records.

- a. The school should work closely with the student and, when indicated, their family in devising a plan to maintain confidentiality and inform school staff on a need-to-know basis. Or, if the student wishes to have other students be aware that they are transgender and/or that they are transitioning, they should be supported in doing so. In either case:
  - i. Portland Public Schools utilizes the Gender Identity Support Guide to assist students, their trusted adults, and staff in developing a comprehensive plan to support the unique needs of the student.
    1. Students/caregivers may use the Meeting Request form to begin the process of creating a support plan.
      - a. Schools must respond to the request within 10 business days of receipt.
    2. All support plans are iterative and should be revisited at a regular interval and immediately following any major changes for the student.
  - ii. Students may include their trusted adult(s) in this process.





with a gender other than male or female, as more than one gender, or as no gender.

- q) **"Pronouns"** or set of pronouns that a person identifies with and would like to be called when their proper name is not being used. Examples include "she/her/hers," "he/him/his," "ze/hir/hirs," and "they/them/theirs." Some people prefer no pronouns at all, or some combination such as "she/they."
- r) **"Queer"** is a person who does not subscribe to dominant social norms to define their sexual orientation, gender identity, or gender expression. While it is used as a neutral, or even a positive term among many LGBTQ2SIA+ people today, historically "queer" has been used as a derogatory slur. It is sometimes still used as a slur by those who do not identify as part of the community.
- s) **"Sex assigned at birth"** The assignment and classification of people as male, female, intersex, assigned at birth often based on physical anatomy at birth and/or karyotyping.
- t) **"Sexual orientation"** is a person's romantic and/or physical attraction to people of the same and/or another gender, such as being straight, gay, bisexual, or asexual. Transgender and gender nonconforming people may have any sexual orientation.
- u) **"Transgender"** or **"Trans"** describes any person whose gender identity does not correspond with the sex assigned at birth. "Trans" also often is used as an umbrella term for those who do not identify as cisgender, and can include nonbinary people.
  - 1. v) **"Two Spirit"** is used within some Indigenous communities, encompassing cultural, spiritual, sexual and gender identity. The term reflects complex Indigenous understandings of gender roles, spirituality, and the long history of sexual and gender diversity in Indigenous cultures. Individual terms and roles for Two Spirit people are specific to each nation. Trusted adults may be caregivers, teachers, coaches, counselors, social workers, school secretaries, educational assistants, nutritional services employees, custodians, school administrators, the LGBTQ2SIA+ Supports Program Manager, etc. Students may choose to include trusted adults whose roles are not represented by this specific list.
  - 2. It is not required for students to include all these parties in this process.
- iii. The school should make every effort to restrict access to the records maintained by the school (birth certificates, etc.) which identify assigned sex, to persons authorized in the plan designed with the student.
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  - i. Classlists, attendance, and report cards should not include the "gender marker" field.





- ii. SIS generated reports should include, where possible, asserted names (preferred name field) and, if available, pronouns for students.
- c. The District and the State of Oregon recommend that all student transcripts be gender neutral and contain no indicator of gender for any student. Schools should suppress gender for all student transcripts, except when a student makes a specific request to show their gender on their transcript.
- d. Diplomas and transcripts for transgender students should be printed in duplicate, one in their legal name and the second in their asserted name.
- e. In some circumstances, our transgender, nonbinary or gender expansive students do not want their caregivers to know about their transgender, nonbinary, or gender expansive status and that they are expressing their asserted gender at school. We must balance our goal of supporting the student with the requirement that we keep caregivers informed when there are safety concerns and that our actions are consistent with our obligations under FERPA. In these circumstances, building administrators should work with their supervisor, the General Counsel's office, and the district's LGBTQ2SIA+ Program Manager, located in the office of Student Success and Health.

#### IV. Names And Pronouns

Students ¶¶

### ~~III. NAMES AND PRONOUNS ¶¶~~

- a) ~~Students~~ of all ages have the right to be addressed by a name and pronouns that correspond to their gender identity. Regardless of whether a transgender-~~or~~, nonbinary, ~~or gender expansive~~ student has legally changed their name or gender marker, students and ~~staff should~~ must always use the pronoun and name with which the student ~~identifies~~ or requests. Misgendering can cause severe psychological harm ¶¶

### ~~Administrative Directive 4.30.061-AD ¶¶~~



### ~~Transgender, Nonbinary and Gender ¶¶~~ ~~Diverse Students ¶¶~~

and jeopardize a student's safety at school.

- a. ~~i-~~ Students of all ages have the right to be addressed by a name and pronouns that align with their gender expression.
- b. The District will not require caregiver/guardian consent before honoring the student's self-reported gender identity, asserted name, and gender expression.
- c. Examining your own gendered language is essential to avoid misgendering students. Ask students and staff what pronouns they use; don't assume.
  - i. Staff members and students must use students' ~~desired~~ asserted pronouns.
  - ii. It is not ~~permissible~~ for someone to continue to use the wrong pronoun



once ~~someone has~~ they have been made aware of the student's pronouns. ~~For example, if a student has asked to be referenced by the pronouns "They/Them/Theirs," is it incumbent upon staff and students to honor that request.~~

- ~~ii. School student ID cards and all school media should reflect the name the student identifies with. ¶~~
- ~~iii. It is very important not to assume any~~ iii. Refusal to use a student's pronouns, but rather may result in disciplinary action.
- d. The District can provide education and/or resources to ~~ask all~~ a student, their caregiver/guardian, other supportive adults, and PPS staff on ways to affirm students' identities and create affirming spaces.
  - i. At a minimum, school counselors, social workers, school psychologists, and front office personnel must have the Gender Identity Support Guide available where students ~~which pronouns they use. Examining your own gendered language is essential to avoid misgendering students, and~~ caregivers can freely access it.
    - 1. This guide currently contains: Meeting Request form, School Support Plan, Student Name/Gender Marker change form, and Athletic Support.
  - ii. Current resources are freely available on the PPS LGBTQ2SIA+ website

#### V. ~~b)~~ Student Information System

Portland Public Schools follows the Oregon Department of Education's processes for registration and records information regarding a transgender or nonbinary student's first name and gender ~~marker~~. Furthermore, additional processes have been created as the Student Information System's capabilities expand to meet the needs of transgender, nonbinary, and gender expansive students.

- a. ~~e)~~ Caregivers may register their student(s) using their asserted name and gender marker.
  - i. Students do not need to have medical recognition or documentation to ~~change their gender or~~ legal name field, preferred name field, or gender marker field in the ~~student~~ SIS.
  - ii. They should contact their school's front office personnel for assistance with utilizing the Protected Information screen if they wish to utilize this screen in the SIS.
    - 1. Only secretaries and school administrators have access to this screen.
    - 2. It cannot be seen or changed by any other school personnel when they pull a student's information ~~system. However, parent/guardian permission to make a change to their legal name and/or gender in the student~~.
    - 3. Only the asserted information ~~system is required by law. This is true until the~~ will show when the student's information is pulled up





using the SIS.

- b. Caregivers may also update a student's legal name field, gender marker, and/or preferred name field to reflect the asserted identity of their student(s) during the Yearly Verification process using ParentVue.

~~A student turns 18 or is an emancipated minor, at which point the student makes their own educational decisions.~~

- c. ~~i. If requested by the student and approved by a parent or legal guardian, students may may change their first name in the student information system, gender marker, and/or the name in the "preferred name" field in the SIS by submitting the Name Change/Gender Marker Change form to the front office staff in their school.~~
  - i. Students may elect to submit this form with the assistance of a trusted adult or on their own. In addition, students may elect to utilize the Protected Information screen during this process.
  - ii. This form does not require a caregiver signature in keeping with ODE guidance.
    - 1. Requested changes must be made within 24 hours of form submission.
    - 2. The form is to be kept in a confidential file on-site.
    - 3. Do not upload this form to the student's cumulative file or the SIS.
  - iii. The legal first name of the student ~~can~~ will be replaced with the student's "preferred asserted name" and the legal first name is then moved to the middle name "field," but is not required.
  - iv. A student and/or caregiver may elect to update their gender marker to any of the available options in the SIS that match or are the most closely aligned to the student's gender identity.
  - v. A student and/or caregiver may elect to enter an asserted name into the "preferred name" field instead of the legal first name field if they prefer.
- d. For students who have legally changed their name and/or gender marker in court, presentation of "the name change" document(s) will automatically be registered by the school. "In all instances of an update to the SIS, the student would will retain the same SSID number.

~~ii. If the student does not have parent approval, and/or there is a reason why they do not wish to change the legal first name field, then the student may request that their preferred name be entered in the "preferred name" field.~~

~~iii. If requested by the student and approved by a parent or legal~~

~~**Administrative Directive 4.30.061 AD**~~

~~**Transgender, Nonbinary and Gender**~~





## **Diverse Students**

~~guardian, schools will change a student's gender in the student information system. Current options include male, female, or nonbinary. A written request for the change is considered documentation for this change.~~

- ~~e. iv. If the student has chosen to keep their~~ All reports, where possible, must use the preferred name field (marked "nickname" in the drop down menu) when setting the parameters for the report to ensure all students are listed by their asserted name.
- f. Students may select a pronoun in the SIS
  - i. Limitations of the field require all staff to continue to ask students for their pronouns.
    - 1. Many students use mixed pronouns (e.g. they/he, she/he/they, it/them) and neo/xeno pronouns which are not included in the dropdown list.
    - 2. Staff may not use this technological limitation as an excuse for misgendering students.
      - a. They will use all SIS capabilities available to them (seating chart, pronoun field, etc), in addition to rapport building and regularly asking students for their pronouns, to ensure they are using the correct pronouns for students at all times.
  - ii. Limitations of the pronoun field also require all school staff to check with students before using any listed pronouns when calling home.
    - 1. Some trans, nonbinary, and/or gender expansive students do not come from affirming homes. Verifying pronouns before calling home will decrease the chance of outing a student before they are ready.
- g. When a student changes their name and/or pronouns in the SIS, student ID cards and all school media (e.g. yearbooks, school/class photos, school newspapers, etc) should reflect the asserted name and, where applicable, asserted pronouns.

~~VI. transgender status confidential from their parents/guardians, or if there is no parent/guardian in agreement with the student's wishes, the school cannot change the official information located in the registration form or student information system. However, school staff should use the name requested by the student in all other areas and aspects of school day. If parents who share custody disagree, school staff should consult with the office of General Counsel.~~

## **IV. Restrooms and Locker rooms**



Portland Public Schools' Restroom Equity Plan guides the process for new builds and remodels to ensure transgender and gender expansive students have access to restrooms and locker rooms that align with their gender identity. All new builds will incorporate adequate gender neutral restroom and locker room designs to meet the increasing needs of transgender, non binary, and gender expansive students of Portland Public Schools.

- a. Before plans for new builds are finalized, planning teams must consult with the Program Manager for LGBTQ2SIA+ Supports and other PPS staff who can properly advocate for the needs of transgender, nonbinary, and gender expansive students. This can include but is not limited to:

- i. Student Success and Health department staff, Health and Adapted Physical Education department staff, Title IX staff.

#### **~~Gender Identification Confidentiality ¶~~**

- a) ~~The Family Education Rights Privacy Act (FERPA) applies to all aspects of a student's identity, including gender identity. Under FERPA, generally only those school employees "determined to have legitimate educational interest" may have access to a student's records or the information contained within those records. ¶~~

- i. ~~The school should work closely with the student and family in devising a plan to maintain confidentiality and inform school staff on a need-to-know basis. Similarly, if the student wishes to have other students be aware that they are transgender and/or that they are transitioning, they should be supported in doing so. In either case, the school should work closely with the student and family, and involve the school counselor and district departments such as Student Success and Health if they need assistance in devising such a plan. ¶~~

- ii. ~~The school should make every effort to restrict access to the records maintained by the school (birth certificates, etc.) in identifying assigned sex, to persons authorized in the plan designed with the student. ¶~~

- iii. ~~Student information system reports generated by the school, and that could be seen by students and/or staff who do not have a need to know, should not reveal a student's gender. The default for the present student information system reports such as class lists for substitutes does not ¶~~

#### **~~Administrative Directive 4.30.061-AD ¶~~**



#### **~~Transgender, Nonbinary and Gender Diverse Students ¶~~**

~~show gender and should continue not revealing gender. This helps maintain confidentiality. ¶~~

- iv. ~~The District and the State of Oregon recommend that all student transcripts be gender neutral and contain no indicator of gender for any student.~~





~~Currently, student transcripts default to showing gender, however, each time a single transcript or batch of transcripts is run, the school has the option of suppressing gender. The district recommends that the option to suppress gender be used for all student transcripts, except in cases where a student makes a specific request to show their gender on their transcript. ¶~~

- ~~iii. v. In some circumstances, our transgender, nonbinary or gender diverse students do not want their parents to know about their transgender or nonbinary status and that they are expressing their affirmed gender at school. We must balance our goal of supporting the student with the requirement that we keep parents informed when there are safety concerns. In these circumstances, building administrators should work with their supervisor, the General Counsel's office, and the office of Student Success and Health. ¶~~

## ~~V. Restroom and Locker Room Usage ¶~~

- ~~a) With regards to restroom and locker room usage, the school has a duty to ¶~~
- ~~b. provide equal access to education, ensure student safety, and maximize social integration while minimizing stigmatization of the student.~~
- ~~c. b) Students shall have access to a restroom that corresponds to their gender identity and/or have access to an all gender restroom without the need for prior approval.~~
- ~~i. Students have a right to confidentiality regarding their trans, nonbinary, and/or gender expansive identity. Requiring students to get approval for restroom use, regardless of restroom designation, would require a student to out themselves.~~
- ~~d. Prohibiting a student from accessing the restrooms restroom that correspond aligns with a student's their gender identity is not allowed.~~
- ~~i. i. In the case of genderfluid students, they will be allowed to use gendered restroom spaces as their understanding of their identity fluctuates.~~
- ~~ii. Students in the process of socially transitioning may transition from the use of one gendered restroom to another at the speed they are comfortable with.~~
- ~~1. It is recommended, though not required, that students utilize the Gender Identity Support Guide's support plan to ensure they have what is needed to complete this transition from one space to another safely.~~
- ~~If there is a need or desire for increased privacy and safety, ¶ regardless of the underlying purpose or cause, any student ¶ may be provided access to a reasonable alternative such ¶~~





e. as a single stall, all gender restroom.

i. The option of a single stall restroom should not be forced upon or presented as the **only** option to transgender,

i. nonbinary or gender diverse students, expansive students.

These students must have the same access to safe restrooms as their peers.

ii. All gender, School communities should work to create a school culture that encourages binary students (those who identify as male and female) to use gendered restroom spaces as often as possible.

1. This will ensure gender expansive students have access to the limited number of single stall, all gender restrooms in the buildings when needed.

Single stall, all gender restrooms shall be available off a hallway or corridor, without barriers to use such as time-

### **Administrative Directive 4.30.061-AD**



### **Transgender, Nonbinary and Gender Diverse Students**

limited access, required keys, prior approval or long

iii. distances to travel.

f. Buildings may not lock the all gender restrooms as a response to student behavior (e.g. drug use or sexual activity).

g. A student will not be required to use a locker room that is incongruent with the student's gender identity. The school should work with the student to ensure the student has privacy, if so desired, within the locker room. i.

Any student who has a need or desire for increased privacy, regardless of the underlying reasons, should be provided with a reasonable alternative changing area such as the option to use a private area (e.g., a nearby restroom stall with a door, or an area separated by a curtain) or with a separate changing schedule (e.g., using the locker room that

i. corresponds to their gender identity before or after other students).

students).

ii. Alternative changing spaces shall be available without barriers to use such as time-limited access, required keys or

ii. long-distances to travel.

h. The Oregon Physical Education standards can be met without requiring students to "dress down" for PE (e.g., change into a PE uniform).



- i. Transgender and gender expansive students may elect to skip changing for PE if doing so alleviates any potential harm caused by being in a gendered space.
- ii. Students **may not** be penalized (e.g., graded down, required to sit out, etc.) for not dressing down so long as they are wearing appropriate footwear and are actively engaged in the class.

## VII. Athletics & School Activities Participation

Schools should follow the most current governing handbooks and toolkits available to ensure all transgender and gender expansive students have full and affirming access to the sports and activities of their choosing.

- a. Staff supporting sports and activities under OSAA should review the OSAA Gender Diversity Toolkit and handbooks for their sport and/or activity.
- b. Athletic Directors, coaches, and other school staff who support athletics and activities should participate in available PPS and/or OSAA trainings on increasing access to and creating affirming sports and activities spaces for gender expansive students.
- c. Transgender, nonbinary, or gender expansive students participating in any sport or activity may request a meeting to complete the School Support Plan and Athletic Support Plan (found in the Gender Identity Support Guide) to ensure they have what they need to fully participate as their authentic selves.

## VIII. ~~VI~~ Overnight School Trips

- ~~a)~~ Students should be allowed use of an overnight facility that corresponds with their gender identity. Transgender, nonbinary and gender ~~diverse~~ **expansive** students ~~should~~ **must** be consulted early on in the planning process to ~~address~~ any questions or concerns the student ~~might~~ **may** have, including ~~any~~ needs for privacy in terms of dressing, showering, etc. The ~~PPS~~

~~parent~~ caregiver/guardian should be consulted as well, unless there are concerns ~~for student safety in doing so.~~

- ~~i.~~ Best practice is to make available a gender-inclusive ~~PPS~~ accommodation that is presented as an option for any student, ~~PPS~~
- ~~a.~~ ~~with parent/guardian permission,~~ who feels more comfortable ~~with that~~ option.

~~with that option.~~ ~~PPS~~

- ~~ii.~~ Schools should work with the student, family, principal's ~~PPS~~ supervisor, and, as necessary, the General Counsel's Office in ~~PPS~~ devising a plan based on the particular circumstances of the ~~PPS~~

~~i.~~ ~~trip.~~

- ~~iii.~~ In no case should a transgender, nonbinary, or gender ~~diverse~~ **expansive** student be denied the right to participate in an overnight field ~~PPS~~

~~Administrative Directive 4.30.061-AD~~ ~~PPS~~





## ~~Transgender, Nonbinary and Gender~~ ~~Diverse Students~~

- ~~ii. trip because of the student's transgender, nonbinary, or gender expansive status.~~

~~diverse status.~~

### ~~IX. VII-Dress Code~~

- ~~a) Please reference 4.30.013-AD Dress Code to read the code in full.~~
  - ~~a. Students have the right to dress in accordance with their gender identity.~~
  - ~~b. School staff shall affirm a student's right to dress in accordance with their gender identity.~~

### ~~VIII~~

### ~~X. Student Safety~~

~~Transgender and nonbinary students are often targeted with physical violence and experience a hostile school environment at a higher rate than their peers. The Title IX of the Education Amendments Act prohibits discrimination and harassment based on sex. This includes all forms of sexual harassment, sexual assault and discrimination based on LGBTQ2SIA+ status. Additionally, Oregon law and Portland Public Schools Anti-Harassment Policy prohibit harassment, intimidation, bullying or cyberbullying. School District employees must report acts of harassment, intimidation, bullying, or cyberbullying. Transgender and nonbinary students are often targeted with physical violence and experience a hostile school environment at a higher rate than their peers. Along with District employees, parents and students should report any~~

- ~~a. Students who bully, harass, or otherwise discriminate against other students based on any protected status may be subject to school discipline in accordance with PPS discipline policies, administrative directives, and the Student Rights, Responsibilities, and Discipline Handbook.~~
  - ~~i. Students, caregivers, and/or District employees should report any anti-LGBTQ2SIA+ incidents to the School Compliance Officer and the their building Title IX Director-Coordinator.~~
  - ~~ii. School and District administration should promptly respond with actions that include, but are not limited to: immediately stop the behavior.~~
- ~~a) Intervening to - The Coordinator should immediately stop the behavior;~~
  - ~~iii. b) Investigating consult with the Program Manager for LGBTQ2SIA+ Supports and documenting the incident; Determining their building's Conduct Coordinator to assist with determining and enforcing appropriate corrective actions within the school's area of responsibility; c) Remediating.~~
    - ~~1. This consultation will include recommendations for how to~~





- proceed informed by the discipline matrix and all other applicable PPS policies and administrative directives.
2. Consultation may also result in a recommendation to consult with a Confidential Advocate and/or file a Title IX report if the behavior in question is severe in nature or is shown to be persistent and pervasive.
  - iv. The building Title IX Coordinator should document the incident and related interventions which should include:
    1. Remedies used to correct the effects of ~~such the~~ anti-LGBTQ2SIA+ behavior on the targeted student and other ~~students; and~~
    2. Implementing supportive measures as required by Title IX, and;
    3. Monitoring to ensure that the behavior does not recur.
    4. ~~d) Monitoring to ensure that the behavior does not recur. ¶~~

~~Please see the Administrative Directive on Harassment, Sexual Violence, and Teen Dating Violence Procedures and Prevention – Students 4.30.071 AD. ¶~~

- ~~b. IX.~~ Students, caregivers, and/or District employees may file a Title IX complaint using the online complaint form or by speaking with the building-based Title IX coordinator. The form and list of building-based coordinators for each school can be found on the [Title IX website](#).
  - i. It is important to note: students may not wish to use the reporting system due to not being out to peers, staff, and/or caregivers.
  - ii. School and District staff should make every effort to center the student's need to maintain confidentiality regarding their sexual orientation and/or gender identity during the reporting.

## **XI. Curriculum And Instruction**

- a. The Office of Teaching and Learning shall be proactive in decreasing anti-LGBTQ language, feelings, behaviors, and bullying by:
  - i. Promoting positive images of LGBTQ2SIA+ individuals;
  - ii. Making available age appropriate LGBTQ2SIA+ inclusive instructional materials and books for elementary and secondary schools;
  - iii. Requiring that newly-adopted and recommended instructional materials include significant events, societal contributions, and/or representations of LGBTQ2SIA+ individuals;
  - iv. Offering LGBTQ2SIA+ awareness training for staff, community based partners, and volunteers;
  - v. Reminding staff of their duty to ensure that all students are safe and affirmed in our school communities, and to create a school culture that both prevents and proactively intervenes with acts of name-calling (such as racist, sexist, transphobic, and homophobic remarks), bias, harassment, or bullying that they observe, including, but not limited to LGBTQ2SIA+ biased language and bullying; and
  - vi. Deny all requests for prior notification and/or student exemptions from



LGBTQ2SIA+ affirming lessons.

- b. The Program Manager for LGBTQ2SIA+ Supports will provide skill building opportunities in Leadership/Teaching Institutes at August in-service
- c. Create genuine opportunities for allyship for non-queer staff

## XII. Training and Professional Development

In order to ensure that transgender, nonbinary and gender diverse expansive students are included in all school activities and allowed to participate in the full school community, it is imperative that all school and district staff members participate in annual professional development specific to the needs and rights of transgender, nonbinary and gender diverse expansive students. The content of training and professional development shall include but not be limited to:



### ~~Administrative Directive 4.30.061-AD~~

### ~~Transgender, Nonbinary and Gender Diverse Students~~

~~not be limited to:~~

- a) ~~a)~~ Terms, concepts, and current developmental understandings of gender identity, gender expression, and gender diversity in children and adolescents;
- b) ~~b)~~
- b. Developmentally appropriate strategies for communication with students and parents/caregivers about issues related to gender identity and gender expression;
- c. Developmentally appropriate strategies for preventing and intervening in bullying incidents, including cyberbullying;
- d. ~~d)~~ Classroom management practices, curriculum, and resources that educators can integrate into their classrooms to help foster a more gender-inclusive environment for all students;
  - i. List of examples of things people need to know to do/not do, including:
    - 1. Pulling a student to the side to ask vs. asking in front of class;
    - 2. How to apologize and move on when a staff member misgenders or deadnames a student; and
    - 3. How to repair harms experienced by LGBTQ2SIA+ students caused by a staff member's ignorance or lack of allyship.
- e. Create and support an informal mechanism for students to comment on the building culture to decrease the harm experienced by LGBTQ2SIA+ students as a result of lack of knowledge or others' personal beliefs.

Approved 1/3/18



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