



best practices for serving

Gender

Nonconforming

Students

*board policy, administrative rule,
and best practices guidelines*

Eugene School District 4J

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Best Practices for Serving Gender Nonconforming Students

Eugene School District 4J

Eugene, Oregon

January 2016

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In Eugene School District 4J, we are committed to providing a safe and welcoming learning environment for all students.

We are proud to lead Oregon in implementing policies and best practices to support transgender and gender nonconforming youth.

Gender nonconforming students often experience discrimination, harassment, and implicit bias at school and in their lives. These experiences can send students the message that they do not belong.

In 4J, we make it clear: All students *do* belong and are welcome in our schools.

Dr. Gustavo Balderas
Superintendent
Eugene School District 4J

INTRODUCTION

Eugene School District 4J is committed to promoting a safe learning environment for all students. These guidelines were developed with the intent of supporting all 4J students. They apply to all students, staff and families from kindergarten through 12th grade in all 4J schools.

In recent years, 4J schools have seen a growing number of students who exhibit behaviors that do not conform to expectations for students of their gender of physical birth. This has included dressing in clothing that is typically associated with the opposite gender and/or announcing to peers or staff that they identify as a person of the opposite gender. As we endeavor to create a safe environment for these students, it is reasonable to project an increase in the number of students who “come out.”

Information shows that students who identify as transgendered are among the most at-risk individuals in the school system. Some studies have shown suicide rates of up to eight times the rate for gender-typical students. The 2007 National School Climate Survey conducted by the Gay, Lesbian and Straight Education Network (GLSEN) found that 87% of transgender students had been verbally harassed in the past year because of their gender expression, more than a quarter had been physically assaulted, and more than half (54%) who were victimized did not report the events to school authorities. These traumatic experiences negatively affected the youth in school as almost half (47%) skipped school at least once in the past month because they felt unsafe or uncomfortable, their GPAs dropped to an average of 2.5, and, as noted in other studies, many became at-risk for developing depression and suicidal tendencies. The evidence is overwhelming that transgender and gender nonconforming youth need active school support and protection for their physical, mental, and educational well-being. Harassment and bullying very likely contribute to suicide attempts, poor attendance, poor achievement, substance abuse, and a host of other negative outcomes.

There is not a strong research base to determine how many people identify as transgender. Here are a few things that are supported by what little research there is:

1. Students who exhibit gender nonconforming behavior do not necessarily identify as transgender upon reaching adulthood. The three variables that are most predictive are age of onset, intensity, and duration.
2. Students who identify as transgender may not exhibit any gender nonconforming behavior until many years after they first experience feelings of identification. They may not even accept themselves, much less seek acceptance or approval from others.
3. Initial attempts to “come out” may not be obvious to adults. These attempts are sometimes subtle. The student may come out only in a very safe setting with a trusted peer or adult; or may start by exhibiting mild forms of gender nonconforming behavior and then take more steps if there is no negative backlash.

Guiding Principles

In creating this document, it is the goal of Eugene School District 4J to promote a safe and inclusive environment for every student. Equity is a core value of the district and school board. All decisions are guided by this core value. The guiding principles for supporting transgender and gender nonconforming students are:

- **Safety:** The district shall promote the safety of students who exhibit gender nonconforming behavior.
- **Honoring Diversity:** The district shall affirm the right of every student to live in safety and be treated respectfully in the gender of identification.

Chapter I. Definitions

A. Definitions

Gender Identity: A person's deeply held sense or psychological knowledge of their own gender, regardless of the sex they were assigned at birth. Everyone has a gender identity.

Gender Expression: The way a person expresses gender, such as clothing, hairstyles, activities, or mannerisms.

Gender Nonconforming: Describes people whose gender expression differs from stereotypical expectations, such as "feminine" boys, "masculine" girls, and those who are perceived as androgynous.

Preferred Name: The name with which a student identifies and prefers others to use. A student may choose to use a name that is different from their legal name. The expectation is that district employees refer to the student by their preferred name, as determined by the student and parent, rather than their legal name.

Schools: Includes all public primary and secondary schools in 4J.

School Community: Includes, but is not limited to, all students, parents, school employees, contractors, unpaid volunteers, work study students, interns, student teachers, and visitors.

Sex: Describes the physical makeup of a human being, referred to as their biological or natal sex. A person's biological sex is sometimes also referred to as their "assigned gender."

Transgender: Describes people whose gender identity is different from their gender assigned at birth.

Transgender Boy (Female-to-Male/FTM): A student who was assigned the female sex at birth, but identifies as a boy and uses/prefers masculine pronouns.

Transgender Girl (Male-to-Female/MTF): A student who was assigned the male sex at birth, but identifies as a girl and uses/prefers feminine pronouns.

Transition: The personal process a transgender/transsexual student undergoes to begin to live as their self-identified gender. This may include some or all of the following cultural, legal, and medical adjustments: telling one's family, friends, and/or classmates; changing one's style of dress; changing one's name and/or sex on legal documents; hormone therapy; and possibly (though not always) some form of surgical procedure.

Chapter II. Guidelines for District Response

A. Legal Responsibilities of Staff

In order to hold a teaching license, Oregon educators are required to demonstrate knowledge of laws and regulations that protect individual civil rights, prohibit discrimination, and promote educational equity. Teachers and other school district employees are required to demonstrate such knowledge:

- To make sure their actions do not violate the rights of students, staff, or the public
- To protect the school district from liability
- To protect the employee from personal liability.

Oregon law protects persons from discrimination in educational programs on the basis of race, color, religion, sex, sexual orientation, national origin, age, marital status, or disability. Oregon law and Eugene School District 4J policy also specifically prohibit discrimination on the basis of gender identity and expression.

If a school or staff member takes an action that unreasonably differentiates treatment of a student in 4J's educational program, intended or unintended, on the basis of one of the above specified attributes, unlawful discrimination may exist. Examples of discrimination may include, but are not limited to, any form of exclusion, intimidation, reprisal, or harassment such as diminishment of grades, suspension, expulsion, change in educational conditions, loss of privileges or benefits, or other unwarranted disciplinary action involving any school-sponsored activity. In some instances, failure to take reasonable steps to respond to known acts of discrimination may lead to legal liability.

B. Keeping Students Safe

Once it comes to the attention of staff that a student is exhibiting gender nonconforming behavior, a proactive approach should be utilized. Staff should assume that there is a likelihood of harassment. It is common for students to experience harassment but not

report it. It is recommended that a trusted adult—usually a teacher, counselor, or principal—approach the student and have a private conversation that goes something like this:

“Thanks for coming to meet with me. First, you are not in trouble. I meet with students for lots of reasons. Here are some things your teachers and I really appreciate about you [name at least 3 things]. You know that our school rules are: ‘Be Respectful; Be Safe; and Be Responsible’ [or whatever applies]. How is that going for you? Are other students and staff treating you with respect? Do you feel safe in our school? [Wait for a response].”

[If the student affirms that she or he feels safe, say:] “That’s great. We take pride in having a safe school. Will you let me know if something happens that makes you feel unsafe? [Wait for a response.] [If the student says that he or she feels unsafe, then ask:] “Please tell me. What has happened? I will do my best to help.”

Do not expect the student to “come out” during this meeting. Do not call attention to the gender nonconforming behavior. The student’s gender nonconforming behavior is not the issue—safety is. Just establish yourself as someone who is there to be supportive. If the student feels supported, it is likely that she or he will start to appear at various times for more support—offering to help, stopping to chat in the hallway, or other ways to let you know they want to continue a relationship. Building this relationship is one of the best possible ways to support the student. Allow the student to come out in his or her own time.

If the student indicates that there have been incidents of disrespect, interview the student and follow up. The following protocol is one effective approach:

Step 1: If/when a student indicates that other students are **not treating him or her with respect**, Step 1 is to offer empathy. **“Thank you for telling me. I’m sorry this is happening to you.”**

Step 2: Ask for specifics: When, where, who, what specifically happened. Be aware that the student may be willing to report being treated poorly, but may be reluctant to give specifics that would “out” him or herself. If this appears to be the case, say, **“Whatever is happening, you have the right to be treated with respect and you have the right to be yourself in our school.”** If the student still does not report, tell the student what you have heard from other students, and repeat that she or he has the right to be him or herself in this school.

Step 3: Ask if this is the first time, or have there been other times. How long has it been going on?

Step 4: Ask about the potential for retaliation if you were to confront the offender. This could lead into a long conversation about what it would take to keep the student safe.

Step 5: If gender nonconforming behavior has been discussed, ask the student if his or her parents know that he or she is being treated disrespectfully at school over this.

Step 6: Tell the student, **“The most important thing is to keep you safe. How can we do that? Let’s think of some ideas.”** Brainstorm ideas with the student. Write them down. The adult may have to lead this, but encourage the student to offer ideas.

Step 7: Establish a safety team and create a safety plan. If a staff member becomes aware that a student is being harassed within the context of gender nonconforming behavior, the staff member will report it to the student’s school administrator. The school administrator will develop a team to support the student who is being harassed and to provide education for the offender(s), along with other corrective action needed to prevent a recurrence. The support team should include the student, the student’s teacher(s), the school administrator, the student’s parent(s)/guardian(s), and support staff such as a school counselor, the district equity coordinator, or one of the district’s behavior consultants. This team will determine the best steps for keeping the student safe and promoting mutual respect. A safety plan should address the following issues:

- A plan to minimize contact with the offender(s) (find out how many there are).
- A lesson plan with all students that reviews every student’s right to be different (Lesson 1 of Bully Prevention within Positive Behavior Support is one example of a structured format for doing this).
- Continued, frequent check-ins with the student to make sure the harassment has stopped.
- Disciplining the offender(s). If the student is concerned about retaliation, then his or her wishes should be honored—somewhat. This is tricky, and depends on the extent to which it is a safety risk. Either way, any discipline exacted toward the offender(s) should have a strong element of teaching respect. YouTube videos and then a paper on differences and respect might be a good option. Consequences that limit contact are also appropriate if a “talking to” doesn’t get the job done. Lesson 2 in Expect Respect provides a list of videos that send anti-bullying messages. If the student is really concerned about retaliation even if there are serious safety concerns, let the student know that the offender(s) have been told the school administrator will be checking in with him or her regularly, and any further harassment will have grave consequences for the offenders.

Even if the student indicates he or she is not being harassed, the principal, school counselor, or primary teacher should check in with the student regularly to determine if the student is still safe.

C. Parent Involvement

An important question in supporting students who exhibit gender nonconforming behavior is: At what point is a conversation with the parent about the student’s gender nonconforming behavior necessary? If the student is exhibiting behavior not typical for the

assigned gender, but is not being harassed, and is not asking to be treated in a manner different from their assigned gender, there is no obligation to contact the student's parent. This is true at all levels—elementary, middle, and high school.

There are many “shades of gray” in this area and no answer that will fit all situations. Staff members who have questions about when a conversation is needed are urged to remember our guiding principals:

1. Keeping students safe.
2. Honoring diversity.

Administrators or other staff members who are not sure how to balance these priorities in specific instances are urged to seek guidance from district level support staff. Some excellent resources include: The School's Counselor; The Diversity Coordinator; the PBIS Coordinator; The Directors of Elementary or Secondary Instruction; The Director of Educational Support Services; Risk Management; Associate Director of Human Resources; and the Chief of Staff for Communications/Intergovernmental Relations.

When a student is subjected to egregious or repeated harassment in violation of the District's policy against Bullying, Harassment and Discrimination, administration likely will need to inform the student's parent. The student may not want this to happen, as he or she may not be “out” to his or her parents. But the parents have a right to know that their student is experiencing sustained mental or physical injury. This can be handled delicately by giving the student choices about who talks to her or his parents; whether the student is present or not when the conversation happens; what will be said to the parent; etc. Administrators should use Ed Center resources to navigate this complex issue.

When informing the parent, care should be taken with the language and philosophy that sets the tone for that conversation. It is important to remember that not all students are “out” to their parents, and it is not the school district's business to interfere with a student's choices to whom they are “out” and whom they are not “out”. Further, it is important that these conversations occur in a way that does not “blame the victim”. If a student is being harassed based on gender nonconforming behavior, the issue is *not* the gender nonconforming behavior. It is the harassment and how to prevent it. Parents may or may not be aware that the student is exhibiting gender nonconforming behavior. District personnel should not focus on that part of it, but should state the facts of what was said and done by the offender and allow the parents to ask questions about the behavior of their own student. Factual descriptions that are not evaluative are appropriate during this conversation. Judgments about whether the student's behavior conforms to gender stereotypes are not.

Another instance in which it would be necessary for the parent to be given information about the student's gender nonconforming behavior would be if the student is asking for a formal name and/or gender change in the District's Student Information System. Such a change requires a signature from both the parent and the student. The process for making this change is described in Chapter III, under Official Records.

As far as use of restrooms are concerned, District administrative rule provides that, if they are available, a single stall bathroom may be used by any student who desires increased privacy, regardless of the reason. The use of a single stall bathroom shall be a matter of choice for a student, and no student shall be compelled to use such a bathroom. Facilitating this access does not necessitate informing the student's parent.

Parents may wonder about resources to support their gender nonconforming student. Parents of students who exhibit gender nonconforming behavior may vary widely in the extent to which they support the child's gender identity. These reactions can range from complete acceptance and encouraging the student to explore her or his gender identity, to shock and complete rejection of the preferred identification. If there is a need for a meeting in which the topic is likely to surface, the student usually has a very good idea of where the parent(s) will align along this continuum of acceptance prior to the meeting, so it is highly recommended to ask the student, "How do you think your parent(s) will react?" This should prompt a discussion between the student and the school adults who are supporting the student about whether it is important to discuss the gender nonconforming behavior. If it is determined it is important to do so, then the context, wording, and whether the student wants to be present during this conversation should be discussed and agreed upon with the student's input.

If parents express outrage that school officials would even consider supporting the student in the preferred gender identification, staff could respond by saying, *"It is not our place to judge value systems. It is district policy to prioritize the safety of all students, and to honor diversity. This is why we are meeting—so that your wishes can be honored."*

Also during this meeting, parents can be informed of available resources, such as by indicating: *"There have been several instances across the district in the last few years in which students have expressed clearly that they identify with a gender different from the one assigned at birth. Your student is not alone in this. There are local and national resources available for support. Some of these resources are primarily educational in nature. Some offer counseling or other supports. If you would like, I can provide a list of contacts for local and national supports."* At this point, the staff person could offer a printed document of *Top Ten Questions Parents Will Ask* (this is a PDF that is available on the list of resources in the appendix; but staff can obtain a copy by contacting Carmen Urbina; Brianna Stiller; or Jennifer Harris.)

Chapter III. Staff Practices

A. NAMES AND PRONOUNS

The Eugene School District 4J expects staff to address and refer to transgender and gender nonconforming students by their preferred names, as determined by the parent and the student. Pronouns corresponding to the student's gender identity shall also be used in a

manner congruent with the student's stated preferences. If a staff member inadvertently makes a mistake, a brief and immediate apology usually helps.

Students are not required to obtain a court-ordered name and/or gender change, change their official records, or have a diagnosis from a psychologist or therapist as a prerequisite to being addressed by their preferred name and pronoun. While inadvertent slips or honest mistakes may occur, District staff members may not intentionally refuse to refer to a student by the name or pronoun identified as corresponding with the student's affirmed gender identity.

B. OFFICIAL RECORDS

Before making any changes to the student's name or gender in student records, be sure the parent is informed and in agreement. Approach the student prior to contacting the parent to determine how knowledgeable and supportive the parent is regarding the student's preferred name and gender identity. If the student indicates he or she is uncomfortable with contacting the parent, please refer to pages 6-10 for information on how to proceed.

The district will use the student's preferred name and gender on documents at the school level upon a request by the student and his or her parent/guardian. A name or gender change request form is available from the Technology Department.

To change the student's name in his or her records, enter the student's preferred name into the legal name field within Synergy, and then contact the Technology Department (formerly CIS) at 541-790-7776. The designated person from the Technology Department will enter the student's legal name into the a.k.a. field, a hidden field that is invisible to school-level staff, so that the record of the student's legal name and gender is retained discreetly in the student information system.

A student's recorded gender can be changed without a legal document. The district aligns to the process prescribed by the Oregon Department of Education for name and gender changes for transgender students in ODE systems. "ODE will change the gender upon request from a district. That request is through a change to the SSID system and we will allow the request from the district to serve as the 'documentation'....There is no need for the student to 'prove' their new gender....The student's declaration of their gender is acceptable."

A transgender student may also legally change her or his name. To alter school district records in this case, the student may present a copy of the legal court document to the school secretary, who will then change the legal name within the student information system.

If the student is 18 years or older, parent involvement is encouraged but not required.

Transcripts and Other Official Documents: When a student changes their name and/or gender through the described process, official records will be sent to colleges and other institutions under the student's preferred name.

The student and/or parent can instead choose to have these records sent under the legal name by requesting that the Technology Department change the name from the preferred name back to the legal name in the student information system (currently Synergy). It is the student's responsibility to initiate this process by contacting the registrar at the school of attendance. The registrar will then contact the Technology Department to make the change. This process is described on the form that the student and parent completed when originally requesting the name change.

If the student does not legally change his or her name, a recommended best practice for high schools is to issue two diplomas to graduating students whose preferred name is different from their legal name. One diploma should bear the student's legal name and the other should bear the student's preferred name.

C. CONFIDENTIALITY

A student's transgender status is confidential and except as required by law or set forth below, may not be disclosed. Under FERPA, school employees with a legitimate educational need should have access to student information and records. However, a student's transgender status should not be shared with employees who do not have a legitimate educational need to know, or with volunteers, students, or other third parties without the student's authorization.

Some examples of when staff members have a legitimate "need to know" about a student's gender identity:

1. Staff members are honoring the student's and parent's request for the student to be treated according to their preferred identity. An example of honoring a parent's or student's request would be informing the staff when a parent has requested a change in name, pronoun or restroom use to be congruent with the student's gender identity.
2. A staff member concludes the student is in clear and immediate danger as a result of gender nonconforming behavior. An example would be if the student has been threatened with physical assault.
3. The student has been present in the school over a period of time under their assigned sex and during that time has made it known that they identify differently. In this instance, the school should respond proactively to prevent harassment and provide training to all staff regarding the student's preferred gender identity.
4. A student enrolls under their preferred gender identity, which is different from their assigned sex. In this instance, key staff including administrators, school counselors, and homeroom teacher (if there is one) will determine if there is a need to create a safety plan for the student. This will include careful consideration, with input from parents and the student, regarding "who needs to know."

D. TRANSFERS

A transgender or gender nonconforming student who decides that another school would provide a safer and/or more conducive learning environment should be able to transfer within the district or into a different district in accordance with school board policy.

Chapter IV: Restroom and Sex-Segregated Space Accessibility

A. Restroom Accessibility

Students are to have access to a restroom that corresponds to their gender identity. A student shall not be required to use a restroom that is incongruent with the student's gender identity. The specific arrangements will be determined by the principal on a case-by-case basis depending on circumstances.

Students who desire to access restrooms corresponding to their gender identity should make a request to the school administrator.

Where available, a single-stall bathroom may be used by any student who desires increased privacy, regardless of the underlying reason. No student shall be compelled to use such bathrooms, but there may be situations in which, for safety reasons, it is the only workable solution. In these cases, the school officials, parents, and student should work together to come to agreement.

B. Locker Room Accessibility

A student shall not be required to use a locker room that is incongruent with the student's gender identity. Locker room usage should be determined on a case-by-case basis, using the guiding principles of ensuring student safety and honoring the student's gender identity and expression. The support team for the student (the student, his/her parents, and school officials) should meet and determine how to address locker room accessibility.

Some options include:

- Use of a private area in the locker room (e.g., a bathroom stall with a door; an area separated by a curtain; a physical education instructor's office in the locker room).
- A separate changing schedule (e.g. using the locker room before or after the other students).
- Use of a nearby private area (e.g., a nearby restroom; a nurse's office).

C. Dress Codes

Schools that adopt and enforce dress codes may not discriminate based on gender identity. The same rules that apply to students who exhibit gender typical behavior apply equally to students who exhibit gender nonconforming behavior. For example, a student who identifies as male-to-female transgender is allowed to wear anything that is acceptable for females. Any limitations such as hemlines or revealing necklines apply equally to all students regardless of gender or gender identity.

D. Overnight Trips

For overnight trips and other activities that may involve the need for accommodations to address student privacy concerns, sleeping, changing and bathroom arrangements should be determined on a case-by-case basis using the guiding principles of safety and honoring the student's gender identity and expression.

E. Human Sexuality Education

For human sexuality education that is provided to groups of students separated by gender, students should be permitted to participate in accordance with their gender identity.

F. Participation in Athletics

For physical education and intramural athletics, transgender and gender nonconforming students shall be allowed to participate with students of their self-identified gender. This includes being allowed to wear clothing and/or uniforms that correspond with their gender identity expression.

For participation in interscholastic athletics, the Oregon School Activities Association has established a policy addressing participation by transgender students. The OSAA Handbook states:

A. A female-to-male transgender student athlete who is not taking hormone treatment related to gender transition may participate on a boys or girls team, but once the student selects the gender of the team on which the student wishes to participate, the student thereafter must consistently participate on teams of that gender in all sports for the duration of their high school career.

B. A male-to-female transgender student who is not taking hormone treatment related to gender transition may participate only on a boys team.

C. A female-to-male transgender student who is taking medically prescribed testosterone for the purposes of gender transition may participate only on a boys team.

D. A male-to-female transgender student who is taking medically prescribed hormone treatment for the purposes of gender transition may participate on a boys team at any time, but must complete one year of hormone treatment related to gender transition before competing on a girls team.

Chapter V: Bullying and Harassment

Prevention of bullying and harassment against transgender and gender nonconforming students is a priority for all 4J schools, and is prohibited by Board Policy JB. Given the data from the Eugene School District 4J Climate Survey, school officials should assume that harassment toward gender nonconforming students is probable.

A. Definitions

Bullying/Harassment: As set forth in Board Policy JB, harassment, intimidation or bullying means any act, including verbal, written, physical, or electronic messages, that substantially interferes with the student's educational benefits, opportunities or performance; takes place on or immediately adjacent to school grounds, at any school sponsored activity, on school buses, or at any school sponsored activity; and

- Physically harms the student
- Endangers the student's property
- Knowingly places the student in reasonable fear of physical harm to himself or herself
- Knowingly places the student in reasonable fear of damage to his or her property
- Interferes with the psychological well-being of the student or
- Creates a hostile educational environment for the student

Bullying, intimidation or harassment may be based on, but is not limited to, the student's gender identity or expression. Such behavior can materially and substantially disrupt the education of the gender nonconforming student. It may have the purpose or effect of interfering with the transgender student's performance in school, attendance to classes, and/or school activities. It may affect the gender nonconforming student's opportunity to join extracurricular activities, sports teams, or other out-of-school activities sponsored by the school. Bullying and harassment that takes place off-campus but that substantially disrupts the school environment may also violate the District's bullying policy.

Examples of harassment may include *deliberately* misusing a student's preferred name and/or preferred gender pronoun; asking inappropriate questions about the student's body, gender identity, gender expression or gender transition (including whether they have plans to have medical procedures done); causing distress to the student by disclosing to other students or staff that the student is transgender; posting offensive pictures or sending offensive communications related to the student; making derogatory remarks, jokes, insults or epithets including negative stereotypes about transgender students.

Third Party Harassment: This is any form of harassment, intimidation or bullying committed by someone from the school community, such as a contracted vendor, service provider, visiting faculty, members of visiting athletic or club teams, or other visitors against a transgender student.

B. Conduct of School and District Staff

All staff must take incidents and/or allegations of bullying and harassment of any student seriously and must address and report these situations promptly to administrators. Administrators must investigate incidents that may violate these guidelines, and take adequate steps to prevent harassment and bullying, and to remedy harassment and bullying that occurred. Please refer to page 7 for information about how to create a safety team and plan. A staff member who knows of an incident of third party harassment of a student must report it promptly to the building administrator who will take appropriate follow up action.

Staff members who violate District policies concerning bullying, harassment, and discrimination are subject to personnel action appropriate under all the circumstances. Such actions may include discipline, training, coaching or other corrective and remedial measures.

Additional information about staff responsibilities and district procedures is set forth in the 4J Booklet: *Dealing with Bullying, Harassment & Discrimination – District Procedures, Complaint Processes, Forms and Guides*, which can be found at: http://www.4j.lane.edu/wp-content/uploads/2014/08/DHIB_2014_Booklet.pdf

C. Training and Bullying Prevention Training Programs

It is expected that all 4J schools have training programs for students and staff that provide information that relates to the prevention of, and the appropriate response to, acts of harassment, intimidation and bullying. Age-appropriate information directly addressing harassment, intimidation and bullying based on sexual orientation and gender expression should be included in the training programs.

Julia Heffernan and Tina Guitierrez-Schmich teach classes in gender studies at the University of Oregon and have proven a wonderful resource for the facilitation of staff training in gender awareness.

For information about staff training, contact:

Brianna Stiller 541-790-7816, stiller@4j.lane.edu
Carmen Urbina 541-790-7714, urbina_c@4j.lane.edu
Jennifer Harris 541-790-7232, harris_j@4j.lane.edu
Cydney Vandercar 541-790-7660, vandercar_c@4j.lane.edu

Examples of possible curricula are listed below as well as in the appendices. These resources are provided for informational purposes and have not been independently reviewed by District 4J administration.

- **Film: It's Elementary by Debra Chasnoff and Helen Cohen**
- **Film: It's Still Elementary by Debra Chasnoff and Johnny Simons**
- **Book: 10,000 Dresses by Marcus Ewert**
- **Book: Ballerino Nate by Kimberly Bradley**
- **Book: The Different Dragon by Jennifer Bryon**
- **Book: Supporting Transgender and Gender Creative Youth by Elizabeth Meyer**

Intermediate and Above

- **Book: The Harvey Milk Story by Kari Krakow**
- **Book: Luna by Julie Ann Peters**
- **Book: Close to Spiderman by Ivan Coyote**
- **Book: Loose End by Ivan Coyote**
- **Book: Supporting Transgender and Gender Creative Youth by Elizabeth Meyer**
- **DVD: Straightlaced**
- **DVD: Just Call Me Cade**

Chapter VI: Appendices and Resources

The resources below are provided for informational purposes only. As always, educators evaluating instructional materials must preview them to ensure appropriateness to the student age level and subject matter.

Resources for School Personnel and Families

LGBTQ* Youth Group for ages 13-18

Fridays, 4:00-6:00

Amazon Community Center

2700 Hilyard, Eugene

support - friends - info - snacks

drop-in - confidential - adult-facilitated - free

*lesbian, gay, bisexual, transgender, and questioning

TransActive: Child/Family Counseling; Peer Support; Advocacy; Case Management

1631 NE Broadway 355-T, Portland, OR 97232

503-252-3000, services@transactiveonline.org

Trans*Ponder: Email and meetup group for trans-identified or questioning folks. Contact for information: transponder.eugene@gmail.com or 541-914-1559

24-hour hotlines:

Trevor Lifeline national hotline for LGBTQ youth: 1-866-488-7386

White Bird (LGBT-friendly counselors): 541-687-4000

Looking Glass Station 7 (LGBT-friendly crisis support & housing): 541-689-3111

Online:

genderspectrum.org (info for parents and professionals supporting youth of all genders)

imatyfa.org (Trans Youth Family Allies info for youth, family, professionals)

youthresource.com (Advocates for Youth site for LGBT youth)

itgetsbetter.org (videos in support of LGBT teens)

trevorproject.org (LGBT youth suicide prevention, including live chat support)

gsanetwork.org (national organization connecting & supporting school GSAs)

pflag.org (Parents, Families & Friends of Lesbians and Gays; offers PDF brochures for youth and parents)

YouTube:

<http://www.upworthy.com/im-45-years-old-and-i-have-never-once-casually-comfortably-held-hands-with-a-partner-in-public?c=ufb1> (high school and above)

https://www.ted.com/talks/norman_spack_how_i_help_transgender_teens_become_who_they_want_to_be

<https://www.glaad.org/blog/you-dont-look-queer-students-challenge-stereotypes-viral-campaign-photos-video>

<http://www.lgbtqnation.com/2015/03/why-pronouns-matter-for-trans-people/>

http://www.washingtonpost.com/lifestyle/style/gender-neutral-pronouns-when-they-doesnt-identify-as-either-male-or-female/2014/10/27/41965f5e-5ac0-11e4-b812-38518ae74c67_story.html

<http://www.washingtonpost.com/lifestyle/style/gender-neutral-pronouns-when-they-doesnt-identify-as-either-male-or-female/2014/10/27/41965>

Articles

Gender Spectrum Education and Training: Top 10 Parent Questions and Concerns Regarding Speaking About Gender Variations with Children

<https://www.genderspectrum.org/>

Sex Redefined

<http://www.nature.com/news/sex-redefined-1.16943>

Websites

Camp Aranú'tig

<http://www.camparanutiq.org/about-us>

Transgender and Gender Nonconforming Students: Your Rights at School by the National Center for Transgender Equality

<http://transequality.org/know-your-rights/schools>

Be Yourself: Questions & Answers for Gay, Lesbian, Bisexual & Transgender Youth

www.pflag.org/fileadmin/user_upload/Publications/Be_Yourself.pdf

Resources for Teachers/Administrators

Welcoming Schools: This website provides a great deal of information for how to promote awareness and respect within the context of typical interactions students might have. It is concrete, specific, and provides very practical tools for teachers and administrators to use in promoting awareness and interrupting problems.

<http://www.welcomingschools.org>

<https://www.genderspectrum.org/>

Harsh Realities: The Experience of Transgender Youth in Our Nation's Schools—A report of GLSEN's School Climate Survey discussing the experience of transgender youth in K-12 schools.

<http://glsen.org/sites/default/files/Harsh%20Realities.pdf>

Discussing Gender: Strategies for Re-Thinking and Discussing Gender Issues

genderspectrum.org/images/stories/Discussing_Gender.pdf

Resources for Parents

Ophelia's Place can provide information about therapy, counseling and medical resources: 541-284-4333 or info@opheliasplace.net

Gender Spectrum: Gender Spectrum has many resources for parents.

TransYouth Family Allies, Inc. empowers students and families by partnering with educators, service providers and communities, to develop supportive environments in which gender may be expressed and respected. National organization www.imatyfa.org or call 1-888-462-8932

College Resources

<http://www.campuspride.org/scholarships/>

Books

Books for Youth

10,000 Dresses by Marcus Ewert, ages 5-8: Every night, Bailey, a transgender student, dreams of dresses, but when she tells her parents of her wishes to wear dresses, they yell at her, saying she's a boy and should not think about wearing dresses. Bailey meets an older woman across the street who is more open-minded and wants to sew but lacks ideas so she and Bailey work together to make beautiful dresses.

My Princess Boy by Cheryl Kilodavis, ages 3–8: Inspired by the author’s son, this is a story about a 4-year-old boy who loves to wear girls’ clothes. It teaches students and adults to accept and support students for who they are and how they wish to look.

Be Who You Are by Jennifer Carr, ages 5+: This book tells the story of Nick, a student who has known he is a girl inside for as long as he can remember. Nick’s parents support her, but in school she is forced to be a boy. Nick’s parents seek help from a therapist, and Nick decides she will live as a girl.

Jumpstart the World by Catherine Ryan Hyde, ages 14–17: Jumpstart the World tells the story of Elle, a loner. She meets Frank, the guy who lives next door, who is unlike anyone she has ever met, and begins falling for him hard. Elle finds out that Frank is transgender, which turns her world upside down. Now, she’ll have to search inside herself to find not only the true meaning of friendship but also her own role in jumpstarting the world

Hello Cruel World: 101 Alternatives to Suicide for Teens, Freaks and Other Outlaws by Kate Bornstein and Sara Quin: This is a one-of-a-kind book about staying alive outside the box. It provides an unconventional approach to life for those who want to stay on the edge, but alive. Designed to encourage readers to give themselves permission to unleash their hearts’ harmless desires, the book has only one directive: “Don’t be mean.”

Books for Families and Professionals

The Transgender Student: A Handbook for Families and Professionals by Stephanie Brill and Rachel Pepper: This is a comprehensive guidebook that explores the unique challenges faced by families raising gender variant and transgender students. Through extensive research and experience, as well as years of experience working in the field, the authors cover gender variance from birth through college.

Mom, I Need to Be a Girl

By “Just Evelyn”

Helping Your Transgender Teen: A Guide for Parents by Irwin Krieger. If you are the parent of a transgender teen, this book will help you understand what your student is feeling and experiencing. Irwin Krieger is a clinical social worker with many years of experience helping transgender teens.

Transitions of the Heart: Stories of Love, Struggle and Acceptance by Mothers of Transgender and Gender Variant Students by Rachel Pepper. Transitions of the Heart is the first collection to ever invite mothers of transgender and gender variant students of all ages to tell their own stories about their student’s gender transition. Often “transitioning” socially and emotionally alongside their student but rarely given a voice in the experience, mothers hold the key to familial and societal understanding of gender difference.

Gender Born, Gender Made: Raising Healthy Gender-Nonconforming Students by Diane Ehrensaft PhD. A comprehensive guidebook developed for the parents and therapists of students who do not identify with or behave according to their biological gender. From her perspective as both clinician and parent of a gender creative student, Dr. Ehrensaft advocates a new approach, encouraging caregivers to support gender-variant students as they explore their gender identities. Rather than offering a “cure” for gender variance, Gender Born, Gender Made facilitates improved understanding and communication about gender identity.

Responsive School Practices to Support Lesbian, Gay, Bisexual, Transgender, and Questioning Students and Families (School-Based Practice in Action) by Emily S. Fisher and Kelly S. Kennedy. This book provides a practical and useful guide for school-based mental health professionals to support students, families, teachers, and administrators in the development of a safe, inclusive school environment for all LGBTQ students and families.

The Right to Be Out: Sexual Orientation and Gender Identity in America’s Public Schools by Stuart Biegel. The Right to Be Out begins with a cogent history and analysis of the dramatic legal developments concerning the rights of LGBT persons since 1968. Stuart Biegel then turns to what K–12 schools should do—and in many cases have already done—to implement right-to-be-out policies. He examines recent legal and public policy changes that affect LGBT students and educators in the K–12 public school system.

Citations

The following publications and resources were consulted and adapted for these best practice recommendations:

Best Practices for Serving Transgender and Gender Nonconforming Students in Schools. Massachusetts Transgender Political Coalition Policy Committee. November 2012. www.masstpc.org 617-778-0519

California Safe Schools Coalition: Model School District Policy Regarding Transgender and Gender Nonconforming Students. www.casafeschools.org

Gender Spectrum Education and Training: Top 10 Questions and Concerns Regarding Speaking about Gender Variations with Children. www.genderspectrum.org 925-254-3907

GLSEN (Gay, Lesbian, & Straight Educational Network). National Center for Transgender Equality: Model District Policy On Transgender and Gender Nonconforming Students. www.glsen.org

Lambda Legal. Preventing Censorship of LGBT Information in Public School Libraries. National Headquarters, New York. www.lambdalegal.org 212-809-8585

Oregon Department of Education: Gender Change Process for ODE Systems. Office of Information Technology; Support Services Unity. ODE Helpdesk. **Contact:** Amy McLaughlin; Director of IT Support Services. Amy.mclaughlin@state.or.us
503.947.5771

OSAA. Oregon Schools Activities Association Transgender Policy. 2013-2014 Handbook.

SAMHSA: A Practitioners Resource Guide: Helping Families to Support Their LGBT Children. www.samhsa.gov 877-726-4727

Gay, Lesbian and Straight Education Network (GLSEN): Harsh Realities: the Experience of Transgender Youth in Our Nation's Schools. November 2010.

Transgender and Gender Nonconforming Students

The district believes that all students deserve to be physically and psychologically safe at all times. Students who exhibit behaviors that do not conform to expectations for students of their gender of physical birth are among the most at-risk. Transgender and gender nonconforming youth need active school support and protection for their physical, mental, and educational well-being.

Oregon law and Board policies JB - Harassment, Intimidation, Bullying, Cyberbullying, Hazing and Teen Dating Violence and AC - Nondiscrimination require equal opportunity in education, and prohibit discrimination on the basis of gender identity and expression.

The superintendent is responsible for developing appropriate administrative regulations, procedures or guidelines for implementation of this policy in order to create a safe and inclusive environment for every student; to promote physical and psychological safety of students who exhibit gender nonconforming behavior; and to affirm the right of every student to equal educational opportunity and respectful treatment in their gender of identification and expression.

END OF POLICY

Legal Reference(s):

[ORS 174.100](#)
[ORS 332.107](#)

[ORS 339.356](#)
[ORS 659.850](#)

[OAR 581-021-0045](#)

Transgender and Gender Nonconforming Students

This administrative rule is intended to clarify existing laws, rules and policies, and to guide how best to support the needs of the district's gender nonconforming students and their families. It does not anticipate every scenario and situation that may occur with respect to gender nonconforming students, and not all gender nonconforming students' needs may be the same. Therefore, it is encouraged that administrators discuss these issues with each gender nonconforming student and family on a case-by-case basis to determine how best to support the student within the parameters of this administrative rule.

1. Definitions

- a. "Gender identity" is a person's deeply held sense or psychological knowledge of their own gender, regardless of the sex they were assigned at birth. Everyone has a gender identity.
- b. "Transgender" describes people whose gender identity is different from their gender assigned at birth.
- c. "Gender expression" refers to the way a person expresses gender, such as clothing, hairstyles, activities, or mannerisms.
- d. "Gender nonconforming" or "gender variant" describes people whose gender expression differs from stereotypical expectations, such as "feminine" boys, "masculine" girls, and those who are perceived as androgynous.
- e. "Sex" is the physical makeup of a human being, referred to as their biological or natal sex. A person's biological sex is sometimes also referred to as their "assigned gender."

2. Discrimination, Harassment, Intimidation, Bullying and Cyberbullying

Board policies JB - Harassment, Intimidation, Bullying, Cyberbullying, Hazing and Teen Dating Violence and AC - Nondiscrimination prohibit discrimination, harassment, intimidation, bullying and cyberbullying based on a student's gender identity and expression. Complaints alleging discrimination, harassment, intimidation, bullying and cyberbullying based on a person's actual or perceived gender identity or expression are to be handled in the same manner as all other discrimination, harassment, intimidation, bullying and cyberbullying complaints. The guidelines for such complaints are set forth in the district's published guidelines entitled *Bullying, Harassment, & Discrimination: Step-by-Step Complaint Process*.

3. Names/Pronouns

As set forth by the Oregon Department of Education's Gender & First Name Change Process for Transgender Students in ODE Systems and the district's *Student Rights & Responsibilities Handbook*, transgender and gender nonconforming students have the right to be addressed and referred to by a name and pronoun that corresponds with the student's gender identity, as determined by the parent and student. District employees may not intentionally refuse to refer to a student by the name or pronoun identified as corresponding with the student's affirmed gender identity.

4. Registration Forms and Student Information System Records

There is a process for handling name and gender changes in the student information system. This process is outlined in the Oregon Department of Education's Gender & First Name Change Process for Transgender Students in ODE Systems. Forms for requesting these changes are available from the district's technology department.

5. Dress Code

Students have the right to dress in accordance with their gender identity, in conformance with the dress and grooming standards contained in the *Student Rights & Responsibilities Handbook* and any dress and grooming standards prescribed by a student's school of attendance.

6. Restroom Accessibility

Students shall have access to a restroom that corresponds to their gender identity. A student shall not be required to use a restroom that is incongruent with the student's gender identity. Where available, a single stall bathroom may be used by any student who desires increased privacy, regardless of the reason. The use of a single stall bathroom shall be a matter of choice for a student, and no student shall be compelled to use such a bathroom. Use of restrooms by transgender or gender nonconforming students shall be determined on a case-by-case basis depending on specific circumstances.

7. Physical Education, Athletics and Activities

Students shall be permitted to participate in gender-separated physical education, intramural athletics, and non-high school interscholastic athletics and activities in accordance with the student's gender identity. Participation in high school interscholastic athletics and sports is governed by the Oregon School Activities Association, which has its own policy with respect to transgender student participation. Activities that may involve the need for accommodations to address student privacy concerns, such as overnight trips, will be addressed on a case-by-case basis using the guiding principles of safety and honoring the student's gender identity and expression.

8. Locker Room Accessibility

A student shall not be required to use a locker room that is incongruent with the student's gender identity. Locker room usage shall be determined on a case-by-case basis, using the guiding principles of safety and honoring the student's gender identity and expression. Some options include:

- a. Use of a private area in the locker room (e.g., a bathroom stall with a door; an area separated by a curtain; a physical education instructor's office in the locker room).
- b. A separate changing schedule (e.g., using the locker room before or after the other students).
- c. Use of a nearby private area (e.g., a nearby restroom; a nurse's office).