

GENDER DIVERSITY

SUPPORT GUIDE

RESOURCES AND TOOLS to support the
PPS Administrative Directive on Transgender,
Nonbinary, and Gender Diverse Youth



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Purpose & Contents of Gender Diversity Support Guide

PURPOSE

In order to create a shared understanding about the ways in which the school will support transgender, nonbinary and gender diverse students, the district has created this toolkit for school accommodations and considerations. The Administrative Directive for Transgender, Nonbinary and Gender Diverse Students, PPS School Planning materials and the Student FAQ documents are meant to serve as resources to help ensure ALL students have the right to a safe, accepting, and healthy learning environment.

ADMINISTRATIVE DIRECTIVE ON TRANSGENDER, NONBINARY, AND GENDER DIVERSE STUDENTS

It is Portland Public Schools' 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 diverse students are fully included in the school community and have the necessary supports to actively participate free of discrimination.

SCHOOL SUPPORT PLAN

Plans shall address the expressed needs and wishes of the student on issues including but not limited to the following: access to restrooms and other gender-segregated facilities, method for affirming the student's preferred name and gender, disclosure of the student's gender identity to teachers, identification of parent and peer allies, confidentiality of gender transition in student records and information systems, staff training, and other supports as necessary. The Plan may be offered to any student who identifies as Transgender, Nonbinary and/or Gender Diverse, however it is not required and should not be used when the student does not wish to use it.

NAME AND GENDER CHANGE FORM

The purpose of the Name/Gender Change form is to alert school administrative staff to a change request for Synergy, as outlined in the PPS Administrative Directive 4.30.061 Section III. Names and Pronouns.

MEETING REQUEST FORM

The meeting request form may be used by students and/or parents/guardians to request a meeting with school staff to create or revise a School Support Plan, or to discuss or address any specific concerns or needs.

STUDENT RESOURCE GUIDE AND FAQ

This FAQ answers some common questions that transgender, nonbinary and gender diverse students may have. Additional questions can be directed to the PPS Department of Student Success and Health (Studentservices@pps.net) or the district Title IX coordinator (TitleIX@pps.net).



FAMILY AND COMMUNITY RESOURCE GUIDE AND FAQ

This FAQ answers some common questions that families and community members may have about the use of or need for this Guide. Additional questions can be directed to the PPS Department of Student Success and Health (Studentservices@pps.net) or the district Title IX coordinator (TitleIX@pps.net).

ACKNOWLEDGEMENTS

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Administrative Directive 4.30.061–AD

Transgender, Nonbinary and Gender Diverse 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 diverse students are fully included in the school community and have the necessary supports to actively participate 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.

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

The definitions below use currently acceptable phrasing for important concepts relating to gender expression and identity, at the time of the adoption of this directive. These definitions may evolve and be updated over time.

- a) **Gender identity** is a person's deeply held sense of psychological knowledge of their own gender, regardless of the assigned sex at birth. Everyone has a gender identity. "Gender identity" is sometimes also referred to as a person's **affirmed gender**.
- b) **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.
- c) **Cisgender** describes people whose gender identity corresponds with their sex assigned at birth.
- d) **Nonbinary** is an umbrella term to describe any gender identity that is not limited to the gender binary of male and female. Nonbinary people may, for example, identify as having no gender, fall on a gender spectrum somewhere between male and female, have a gender identity that fluctuates, or identify as totally outside binary gender identities.
- e) **Gender expression** refers to the way a person expresses gender, such as clothing, hairstyles, activities, or mannerisms.
- f) **Gender diverse** describes people whose gender expression differs from stereotypical expectations, such as "feminine" boys, "masculine" girls, and those who are perceived as androgynous.
- g) **Sex assigned at birth** is the assignment and classification of people as male, female, intersex, assigned at birth often based on physical anatomy at birth and/or karyotyping.

- h) **Intersex** refers to a person born with physical or genetic characteristics that are not limited to the binary definitions of female or male.
- i) **Gender transitioning** is the process of changing one's gender expression, physical body, and/or legal documentation to align with their gender identity.
- j) **Pronoun** refers to a word or phrase that may be used when referring to someone in the third person. Pronouns that a person may use include but are not limited to: **he/him/his**, **she/her/hers**, or **they/them/theirs**. Some people may be comfortable with more than one set of pronouns, or no pronouns at all (in which case their name should always be used when speaking of them in the third person).
- k) **Misgender** Misgendering occurs when a person wrongly assumes a student's gender and uses the wrong pronouns and/or uses inaccurate gendered language such as "ladies, miss, boys, Mr., etc." while referring to a student or group.
- l) Additional examples of other terms transgender and nonbinary students may use to refer to themselves may include but are not limited to:
 - i) **gender fluid** refers to a person whose gender expression and/or identity changes over time across or between different genders or presentations.
 - ii) **genderqueer** is another word used to describe someone along or outside of the spectrum of gender. Each person has their own unique vision of what this means.
 - iii) **Two-spirit** is a term used to describe native and indigenous people who are a third or other gender.

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 student has legally changed their name or gender, students and staff should 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.
 - i) Staff members and students must use students' desired pronouns. It is not permissible to continue to use the wrong pronoun once someone has 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 student's pronouns, but rather to ask all students which pronouns they use. Examining your own gendered language is essential to avoid misgendering students.
- b) 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.
- c) Students do not need to have medical recognition or documentation to change their gender or preferred name in the student information system. However, parent/guardian permission to make a change to their legal name and/or gender in the student information system is required by law. This is true until the student turns 18 or is an emancipated minor, at which point the student makes their own educational decisions.
 - i) If requested by the student and approved by a parent or legal guardian, students may change their first name in the student information system. The legal first name of the student can be replaced with the student's preferred name and the legal first name is then moved to the middle name field. For students who have legally changed



their name, presentation of the name change document will automatically be registered by the school. In all instances, the student would 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 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.
- iv) If the student has chosen to keep their 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. 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 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.
 - 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 provide equal access to education, ensure student safety, and maximize social integration while minimizing stigmatization of the student.
- b) Students shall have access to a restroom that corresponds to their gender identity. Prohibiting a student from accessing the restrooms that match the student's gender identity is not allowed.
 - i) 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 restroom such as a single stall restroom.
 - ii) The option of a single stall restroom should not be forced upon or presented as the only option to transgender, nonbinary or gender diverse students.
- c) A student shall 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.
 - iii) 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 use of 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 corresponds to their gender identity before or after other students).
 - iv) Transgender, nonbinary and gender diverse students should not be penalized for not dressing down for PE if the student does not feel safe using the available changing facilities.

VI. ATHLETICS, PHYSICAL EDUCATION, SPORTS ACTIVITIES

- a) 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.
- b) Participation in high school interscholastic athletics and sports is governed by the Oregon School Activities Association (OSAA). OSAA has its own policy with respect to transgender and nonbinary student participation. School administrators should call the District Athletics Office and the General Counsel's office to discuss this participation on a case-by-case basis.

VII. OVERNIGHT SCHOOL TRIPS

- a) Students should be allowed use of an overnight facility that corresponds with their gender identity. Transgender, nonbinary and gender diverse students should be consulted early on in the planning process to address any questions or concerns the student might have, including any needs for privacy in terms of dressing, showering, etc. The parent/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 accommodation that is presented as an option for any student, with parent/guardian permission, who feels more comfortable with that option.
 - ii) 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.
 - iii) In no case should a transgender, nonbinary or gender diverse student be denied the right to participate in an overnight field trip because of the student's transgender, nonbinary or gender diverse status.



VIII. DRESS CODE

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

IX. STUDENT SAFETY

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 incidents to the School Compliance Officer and the Title IX Director. School and District administration should promptly respond with actions that include, but are not limited to:

- a) Intervening to immediately stop the behavior;
- b) Investigating and documenting the incident;
- c) Determining and enforcing appropriate corrective actions within the school's area of responsibility;
- d) Remediating the effects of such behavior on the targeted student and other students;
- e) 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.

X. TRAINING AND PROFESSIONAL DEVELOPMENT

In order to ensure that transgender, nonbinary and gender diverse 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 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 parents 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.





School Support Plan

for Transgender, Nonbinary and Gender Diverse Students

The school should work closely with the student and family in documenting a plan to maintain confidentiality and inform staff on a need-to-know basis. This plan should be maintained for accuracy. It is NOT to be filed in the student's official school record.

SETTING THE MEETING:

- Within ten (10) business days of request from a student or a student's parent/guardian, a school administrator and/or the school counselor shall meet to develop or revise the school plan. In the case of urgent circumstances, the school administrator and/or the school counselor shall meet sooner.
- Additional school staff, family members and/or community support people can attend based on student (or parent) request. Parent/guardian participation in this meeting IS NOT required based on student discretion.
- The questions in the Plan can be used as guiding questions during a meeting if a student or parent/guardian does not wish for the Plan to be formally documented.

Meeting Date:

Student Name and Pronouns:

Is it safe to use this name and these pronouns everywhere?

TEAM MEMBERS

The most important team members are the student and an administrator or school counselor. In addition, parent/guardian and community supports or advocates can be critical team members when requested by the student. They know the student, care about the student, and can contribute important information to the meeting. For social/ emotional support, please include a staff member with such skills and resources.

Team Member	Role	In attendance?
<hr/>	<hr/>	<hr/>



STUDENT STRENGTHS

In dialogue format, please respond to the following:

Ask Student: What do you do well? What are your strengths? What do you like to do?

Ask Family: What does your student do well? What do you think their strengths are?

School Staff: What are the strengths of this student?

STUDENT AND FAMILY PERSPECTIVE OF SCHOOL COMMUNITY, CONSIDERATION OF CONTEXT AND CULTURE

In dialogue format, please respond to the following:

Ask Student

- What are your goals for today's meeting?
- Who are the people you feel most supported by? At school? Outside of school?
- Do you feel included in school activities, events, and community?



Ask Family:

- What are your goals for today's meeting?
- Do you feel that the school is supporting your student? Is there a specific staff member you communicate with most?
- How would you like the school to communicate with you with regard to your student?

FACILITIES AND EVENTS PLANNING

Students have the right to access facilities that correspond to their gender identity, and the school should ensure the student has privacy in alternative changing areas as needed. Students should also be allowed to participate in sports and events in accordance with their gender identity. Are adjustments needed to ensure access to the following?:

Restroom	Locker Room	Overnight Trips	Athletics



BARRIERS AND CHALLENGES

In addition to appropriate facilities and support during school activities, Oregon Law and Portland Public Schools prohibits harassment, intimidation, or bullying throughout all activities during the school day. By addressing the barriers and challenges that students experience, we may better tailor ongoing development to ensure a safe and welcoming environment for all students.

Student	Family	School
<input type="checkbox"/> Is there anything you feel that is getting in the way of being successful in school? What are times of day/ places where you have the most difficulty? What are things that increase your stress response?	<input type="checkbox"/> What concerns do you have? Do you know what times/ places or people present challenges or barriers?	<input type="checkbox"/> How will barriers that are identified be addressed?



CONFIDENTIALITY

The Family Education Rights Privacy Act (FERPA) applies a level of confidentiality in all aspects of a student's identity. Please define how this plan will maintain confidentiality and which staff or students will be informed of gender identity.

Student	Family	School
<ul style="list-style-type: none"><input type="checkbox"/> Do you want staff and students to be aware of your gender identity and (if different) the gender you were assigned at birth? If so, who?<input type="checkbox"/> What should school documents (reports and rosters) list where gender is present?	<ul style="list-style-type: none"><input type="checkbox"/> Who at school should have access to information about your student's gender identity?	<ul style="list-style-type: none"><input type="checkbox"/> Who are the "need to know" people to hold this information if not listed by student and family? (eg: counselor, Student Success and Health).<input type="checkbox"/> FERPA confidentiality includes information related to a student's transgender status as PHI. This needs to be made clear to all staff



ACTION PLAN

In order to ensure transgender, nonbinary and gender diverse students are able to participate in the full school community, it is imperative that school and district staff take action in addressing next steps. This may include participation in professional development, removal of barriers, and support for social/emotional challenges.

	Staff Responsible	Due Date

Plan should be reviewed as needed to ensure action items and concerns are addressed

AFTER THE MEETING:

- Within ten (10) business days of finalizing a School Support Plan for an individual student, school administrator and/or school counselor shall ensure that specific school staff members are informed about specific details of the Plan on a need to know basis and upon agreement by the student and/or parent/guardian to do so.
- Copies of the Plan should be maintained as temporary student records in the working files of the administrator and/or school counselor who convened the meeting and **should NOT be included** in the student's permanent records, paper or electronic.
- Plans should be reviewed and revised at each transition (elementary to middle, middle to high, or other school transitions) unless otherwise requested by the student or parent/guardian. If bullying/harassment or other forms of mistreatment were identified as a concern, the Plan should be reviewed within 2–4 weeks to determine if bullying/harassment/mistreatment has continued and if it has, to determine the additional supports and safety precautions that will be taken by school staff to prevent further bullying/harassment/mistreatment. PPS Staff should also be sure to follow PPS Protocols in the Student Rights and Responsibilities Handbook for addressing incidents of bullying/harassment.





Student Name and/or Gender Change Form

Change of Legal First Name

If requested by the student and approved by a parent/guardian, a student may change their First Name in the student information system. The First Name field will contain the Preferred Name, and the legal First Name will be moved to Middle Name field. For students who have legally changed their name, presentation of the name change document will automatically be registered by the school. In all instances, the student shall retain the same SSID.

Change of Preferred Name

If the student does not have approval by a parent/guardian OR they do not want to change the legal first name field, then the student may request that their Preferred Name be entered in the "preferred name" field. Currently, preferred name field does not show up on all reports or documents, so the student/family should be aware that in this case, the legal first name may still show up on school related documents.

Change of Gender

If requested by the student and approved by a parent/guardian, schools shall change the student's gender in the student information system. Current options include female, male, or nonbinary. This written request is considered sufficient documentation. Students/families should be aware that gender categories are not confidential and can be viewed by school staff.

Confidentiality

If the student has chosen to keep their name or gender confidential from a parent/guardian, the school cannot change the official information in the student information system. However, the School Support Plan should serve as a resource for ensuring preferred names and pronouns are honored throughout the school day.

SSID:	Date of Birth:
Student Current Full Name in Synergy (First, Last):	Grade Level:
Student wishes to Change Gender Marker* <input type="checkbox"/> Yes <input type="checkbox"/> No	
Current Gender Marker in Synergy M F X	Change To: M F X
Student wishes to Change Legal First Name* <input type="checkbox"/> Yes <input type="checkbox"/> No	Update to:
Student wishes to Change Preferred Name <input type="checkbox"/> Yes <input type="checkbox"/> No	Update to:

Student signature: _____	Date: _____
Parent/Guardian Signature (if required*): _____ <small>*Changing Legal Name and/or Gender Marker requires legal guardian approval. Changing Preferred Name only does not require legal guardian approval</small>	Date: _____
Form received by (staff person): _____	Date: _____
Information System (Synergy) Updates completed by: _____	Date: _____
<input type="checkbox"/> The Administrative Directive has been reviewed by staff	



UPDATE FIELDS IN SYNERGY

Student

Menu Find Undo Add Delete

Student Name: School: Homeroom: Teacher: Age:

Demographics Parent/Guardian Other Info Emergency Enrollment Enrollment History Classes Documents Student Contact Log Schedule FTE Additional Alerts Race/Ethnicity

Legal Last Name	Legal First Name	Middle Name	Suffix	Student ID	Grade	Gender	Non-Binary Gender
<input type="text"/>							

Student Information

<input type="checkbox"/> No Photo	Screened Language	Student's Language At Home	Language Spoken to Student at Home	Interpreter Needed	Preferred First Name	Preferred Last Name
	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>
<input type="checkbox"/> On file	SSID	Birth Date	Birth City	Birth Verification		
	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>		
	Birth State	Birth Country	Student Email			
	<input type="text"/>	<input type="text"/>	<input type="text"/>			
<input type="checkbox"/> Deceased						

Race and Ethnicity

Hispanic/Latino	State Reported Race
<input type="text"/>	<input type="text"/>

Race

American Indian / Alaskan Native
 Asian
 Black / African American
 Native Hawaiian / Other Pacific Islander
 White





Meeting Request Form

- This form to to be used by students and families wishing to request a school meeting for issues around gender diversity and name change and school protocols.
- A student has the right to submit this form without parent/ family notification
- Once completed, students should receive word of a scheduled meeting to be held within 10 school days of submission.

PPS ID:	Date of Birth:
Student Preferred Name:	
Student Current Full Name in Synergy (First, Last):	Grade Level:
Student wishes to request a meeting <input type="checkbox"/> Yes <input type="checkbox"/> No	Student will attend this meeting: <input type="checkbox"/> Yes <input type="checkbox"/> No
Parent/Guardian wishes to request a meeting <input type="checkbox"/> Yes <input type="checkbox"/> No	Parent/Guardian will attend this meeting: <input type="checkbox"/> Yes <input type="checkbox"/> No
Please list all attendees other than student that are not school staff:	
Concerns to be discussed: :	
Best day and time to meet:	Second choice time/date:

School staff will try to accommodate your request as much as possible





Student Resource Guide & Frequently Asked Questions

What are my rights?

All students in Portland Public Schools have the right to:

- Be treated equally and be free from bullying, harassment and discrimination, regardless of sexual orientation, gender identity or gender expression.
- Have a GSA (QSA/SAGA) club at their school, and for that club to be treated the same as other clubs on campus.
- Assert their gender identity at school, and be addressed by a name and pronouns that correspond to their gender identity.
- Have access to a bathroom and locker room that corresponds to their gender identity, and to make alternative arrangements to dress down for PE if they feel uncomfortable in the locker room.
- Participate in PE and sports that correspond with their gender identity.
- Wear clothing that expresses their gender identity (as long as it follows PPS dress code, which applies to all students regardless of gender.)
- Report bullying or harassment without fear of consequences or retaliation and have that report acted on by administrators.
- Be out about their identity at school. (And also, to keep to keep their identity private if they choose to do so.)
- With parent permission, students can change their first name in the school's information system. Without parent permission, students can change their preferred name in the school's information system.
- With parent permission, students can change their gender marker to male, female, or nonbinary in the school's information system. All that is needed to make this change is a written request to do so. No legal gender change documentation is needed. (If a student does not have parent permission to make this change, the student still has the right to be referred to by the pronouns that correspond to their gender identity.)

These rights are based on the Oregon Equality Act of 2007, Title IX, The Oregon Department of Education Guidance to School Districts: Creating a Safe and Supportive School Environment for Transgender Students Issued May 5, 2016, and the PPS Administrative Directive on Transgender, Nonbinary and Gender Diverse Students.



How do I start the process of changing my name and/or gender in the student information system?

You can complete the gender/ name change form which is located in your school office and/or in this guide. This document includes instructions on what types of changes you can make with or without the approval of a parent/guardian. You also have the right to request a meeting to voice your needs and wishes.

- **Change of Legal First Name**
If requested by the student and approved by a parent/guardian, a student may change their First Name in the student information system. The First Name field will contain the Preferred Name, and the legal First Name will be moved to Middle Name field. For students who have legally changed their name, presentation of the name change document will automatically be registered by the school. In all instances, the student shall retain the same SSID.
- **Change of Preferred Name**
If the student does not have approval by a parent/guardian OR they do not want to change the legal first name field, then the student may request that their Preferred Name be entered in the "preferred name" field. Currently, preferred name field does not show up on all reports or documents, so the student/family should be aware that in this case, the legal first name may still show up on school related documents.
- **Change of Gender**
If requested by the student and approved by a parent/guardian, schools shall change the student's gender in the student information system. Current options include female, male, or nonbinary. This written request is considered sufficient documentation. Students/families should be aware that gender categories are not confidential and can be viewed by school staff.
- **Confidentiality**
If the student has chosen to keep their name or gender confidential from a parent/guardian, the school cannot change the official information in the student information system. However, the School Support Plan should serve as a resource for ensuring preferred names and pronouns are honored throughout the school day.

What is the difference between "Legal Name" and "Preferred Name" in the information system?

At the time of creation of this Guide (2019), the name that is indicated in the Legal Name field is what most often appears in school documents and reports, and therefore will be seen by staff and possibly students as well. We are working to ensure that the most commonly used reports, such as substitute lists, default to using Preferred Name. If it is not possible or not desired to change the Legal Name field, changing the Preferred name can be used to help ensure that teachers utilize the Preferred name when referring to students, and can be used to make changes in ID cards, email addresses, etc.

What do I do if school staff still mess up my name and pronoun?

Students of all ages have the right to be addressed by a name and pronoun that corresponds to their identity. If you have already met with the school to develop a plan, then you should report these incidents to the trusted school staff that you have identified. If misgendering or using incorrect name persists, or if you do not have a person to report to at the school, you should report to the PPS Department of Student Success and Health (Studentservices@pps.net) or the district Title IX coordinator (TitleIX@pps.net).



What if my parents don't support my identity?

You have the right to initiate a support planning meeting with your school that would address access to facilities that align with your gender identity, safety, and any other issues you wish to address. This meeting can happen with school staff without having to involve your family (if you choose).

In this meeting, you also have the opportunity to clarify what name and pronouns you would like to use at school, and how you would like school staff to refer to you when speaking with your family. This may be different, depending on your preference.

School staff is also available to support you in speaking with your family about your identity if you would like that support. You can speak with a counselor, teacher, or other trusted adult about how to support you best. As always, you have additional support through the GSA (Gay Straight Alliance or Gender and Sexuality Alliance), QSA (Queer Straight Alliance), or SAGA (Sexuality and Gender Alliance) at your school. If you do not have a GSA, QSA or SAGA at your school, you can start one. Please contact the Department of Student Success and Health (Studentservices@pps.net) for assistance, or speak with trusted staff person at your school.

Can I play on the sports team that is aligned with my gender identity?

Yes. The PPS Administrative Directive states that students may participate in gender segregated PE activities and intramural athletic teams that align with their gender identity. Furthermore, the OSAA (Oregon School Activities Association) revised their policy during the 2018–2019 school year and now allows students to participate in OSAA sports teams that align with their gender identity. For more information, please see the [OSAA gender identity participation policy](#).

How do I request a meeting to make sure my school knows the plan for restrooms, field trips, sports, and other things?

Your school office or counselor has a form to request a meeting. You can also find it in this guide. This meeting would be led by a school administrator and/or school counselor and should be scheduled within 10 school days of your request.

What do I do if 10 days have passed since my family and/or I requested a school support plan meeting?

If the form was sent by email, start by checking that it was received. You or your family should report the delay to the PPS Department of Student Success and Health (Studentservices@pps.net) or the district Title IX coordinator (TitleIX@pps.net).

Are there resources that I can go to learn my rights and get support?

Student Success and Health has a page on the [PPS website](#) that includes a list of updated LGBTQ resources. Here are a few:

[Sexual & Gender Minority Youth Resource Center \(SMYRC\)](#)

[Q Center](#)

[TransActive Gender Center at Lewis and Clark College](#)

[Trevor Hotline: LGBTQ Youth Helpline: 800-850-8078 \(866-4-U-TREVOR\)](#)

[GLBT National Help Center](#)





Family and Community Resource Guide & Frequently Asked Questions

Why should students learn about gender and orientation in school?

All students need a safe and supportive school environment to progress academically and developmentally. Learning about gender and the gender spectrum is an important part of creating and sustaining this environment for all students.

Why is the district making a big deal about this?

Schools play a critical role in supporting transgender and gender nonconforming students. Refer to the PPS Administrative Directive on Transgender, Nonbinary and Gender Diverse Students for more information on the importance of this support.

Aren't elementary school students too young for this topic?

Won't students feel confused in having more than two gender options?

Research about gender suggests that young people have a strong sense of their own gender identity by 3–6 years old, meaning transgender and/or gender nonconforming children may express gender diversity as young as preschool. This dispels the myth that children and youth are “too young” to know these things about themselves. Furthermore, students may have transgender family members. By introducing these topics in a simple, age appropriate manner, gender diversity is an easy concept for children to understand.

Won't discussing this topic encourage students to be gay or transgender?

Information and discussion about trans, gay and lesbian people will not make anyone gay or straight. Education about LGBTQ issues can help combat fear and discrimination, enabling all students to feel and be safe in school.

What prevents a boy from coming to school one day and claiming he is transgender just to go into the girl's locker room?

The PPS Administrative Directive on Transgender, Nonbinary and Gender Diverse Students does not allow students to simply enter into a restroom or locker room that they do not identify with. A transgender student is very different from a young person who is claiming to be a different gender for an inappropriate purpose. School staff will respond in accordance with the PPS Student Rights and Responsibilities Handbook regarding any student who enters the wrong facility as a result of inappropriate behavior.

Won't allowing students to express a non-traditional gender cause them to be teased or harassed?

All PPS students have the right to express their gender identity in a safe school environment. To minimize potential teasing and harassment, all students should be taught about gender variance, respecting differences, family diversity, and bullying. Lessons on these topics are included in the PPS sexual health education curriculum and are aligned with State standards. Additionally, every PPS employee is responsible for ensuring that transgender, nonbinary, gender diverse, and questioning students have a safe and welcoming school environment. This includes ensuring that any incident of discrimination, harassment, or violence is given immediate attention, including investigating the incident, taking appropriate corrective action in alignment with the PPS Student Rights and Responsibilities Handbook, and providing students, community, and staff with pertinent resources.

What does the law say?

The Oregon Equality Act of 2007 amended many statutes to prohibit discrimination on the basis of sexual orientation. ORS 174.100 Sexual orientation means an individual's actual or perceived heterosexuality, homosexuality, bisexuality or gender identity, regardless of whether the individual's gender identity, appearance, expression or behavior differs from that traditionally associated with the individual's sex at birth. This Act forbids discrimination based on sexual orientation in employment, housing, public accommodations, public meetings, public services, public education and foster homes.

Additionally, ORS 659.850 provides that "[a] person may not be subjected to discrimination in any public elementary, secondary or community college education program or service, school or inter-school activity or in any higher education program or service, school or inter-school activity where the program, service, school or activity is financed in whole or in part by moneys appropriated by the Legislative Assembly." Discrimination means any act that unreasonably differentiates treatment, intended or unintended, or any act that is fair in form but discriminatory in operation, either of which is based on age, disability, national origin, race, color, marital status, religion, sex, or sexual orientation."

Finally, Title IX states that "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any educational program or activity receiving federal financial assistance."

Where can I get support as a parent?

If you are a parent of a child who is transgender, nonbinary, gender diverse, or questioning, it is important to seek out support for yourself so you can process your feelings and experiences separate from your child. There is also a wealth of resources online that offer information about supporting transgender, nonbinary and gender diverse children. Below is a list of local and national resources you can reach out to for support and/or information.

-  [TransActive Gender Center at Lewis and Clark College](#)
-  [Portland PFLAG](#)
-  [Gender Spectrum Parenting Resources](#)
-  [Family Acceptance Project](#)
-  [PPS LGBTQ Resources for Parents](#)

This FAQ was adapted from the Chicago Public Schools Supporting Gender Diversity Toolkit

