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OREGON SCHOOL DISTRICT
BOARD OF EDUCATION
POLICY COMMITTEE MEETING
2020-21

</div>

DATE: November 2, 2020
TIME: 6:00 P.M. - 7:30 P.M.
PLACE: Virtually Via Conference Call and Google Meet*

<u>Order of Business</u>
Call to Order
Roll Call
Proof of Notice of Meeting and Approval of Agenda
Approval of Minutes of Previous Meeting(s)

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<u>AGENDA</u>

</div>

A. Sharing of Any Public Comments By Committee Members

B. Old Business
   1. None

C. New Business
   1. Best Practices Guide For Supporting Students' Gender Identity
   2. 2021-22 School Year Calendar Discussion

D. Future Business:
   1. TBD

E. Future Meetings: TBD

F. Adjournment

Notice is hereby given that a majority of the Oregon School Board may be present at the meeting of the Policy Committee scheduled to discuss subjects over which they may have decision-making responsibility. This constitutes a meeting of the Oregon School Board and must be noticed as such although the School Board will not take any formal action at this meeting.

*For the safety and wellness of our school community, we ask that members of the public observe the meeting virtually by Google Hangouts (meet.google.com/vtf-aqme-zgt) or listen by conference call using the number 1 574-213-7535 PIN: 782 887 385#.

**We will not have a public comment period, but as always, you are welcome to share your comments with Board members via email or phone. You can find School Board members' contact information here or call (608) 835-4091 for this information. Any public comments received will be shared at the meeting.

Go to: www.OregonSD.org/board meetings/agendas for the most updated version agenda.

MINUTES OF THE POLICY COMMITTEE OF THE SCHOOL BOARD OF OREGON SCHOOL DISTRICT HELD ON AUGUST 17, 2020

The regular meeting of the Policy Committee of the School Board of the Oregon School District was called to order by Ms. Ahna Bizjak at 6:00 PM via Google Hangouts.

Committee Members Present: Ms. Ahna Bizjak, Mr. Tim LeBrun and Ms. Heather Garrison. Absent: None.

Other Board Members Present: Mr. Troy Pankratz

Administrators present: Jina Jonen, Andy Weiland and Amy Miller

Others present: None

Proof in the form of a certificate by the Oregon Observer of communications and notice given to the public and the Oregon Observer, and a certification of posting as required by Section 19.84 Wisconsin Statutes as to the holding of this meeting was presented by Ms. Jonen.

Ms. Garrison moved to approve the agenda as posted. Motion approved 3-0.

Mr. LeBrun moved to approve the June 3, 2020 Policy Meeting Minutes. Motion approved 3-0.

Mr. LeBrun moved to approve the August 4, 2020 Policy Meeting Minutes. Motion approved 3-0.

A.   Public Comment:

None

B.   Old Business:

1. None

C.   New Business:

1. Policy 433 - Attendance and Truancy: Discussion held. Mr. LeBrun moved to recommend Policy 433 for Board approval at the August 24th Board Meeting. Motion approved 3-0.

2. Policy 721 - School Wellness: Discussion held. Ms. Garrison moved to recommend Policy 721 for Board approval at the August 24th Board Meeting. Motion approved 3-0.

D.   Future Business:

1. Policy 411.02

E.   Future Meetings: TBD

F.   Adjournment:

Mr. LeBrun moved to adjourn the meeting. Motion passed 3-0. Meeting adjourned at 6:31 PM.

Oregon School District

Student Services Best Practices for Supporting Students' Gender Identity

<mark>WORKING DRAFT</mark>
<mark>Revised: 10/27/2020</mark>

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Message from Superintendent

*Leslie stated she would add to this

Purpose of this Guidance

In an effort to support all students in OSD, it is essential that we provide best practitices for youth, families, and staff so that students who identify as transgender, nonbinary, and gender-expansive experience an inclusive, equitable, and high-quality education.

This guide provides:

• The rationale for inclusive policies and practices to support transgender, non-binary, and genderexpansive students.
• Detailed information on protective federal, state, and district laws and policies.
• Educational resources to build knowledge and inclusive language around gender identity.
• Best practice guidelines to support students' school-based gender transitions including: gender support planning, confidentiality, name/pronoun changes, and restrooms/changing spaces.
• Inclusive classroom and schoolwide practices that affirm students of all gender identities.

Staff Training & Professional Development

The district shall conduct ongoing training for staff members so they can best support and affirm students of all gender identities. Training needs to include professional learning on the policies and best practices found within this guidance document.

Professional development shall include, but not be limited to:
 • Classroom engagement strategies, curriculum, and resources that educators can integrate into their classrooms to help foster a more gender-inclusive environment for all students.
• School and district policies regarding bullying, harassment, discrimination, and suicide prevention as well as strategies for prevention and intervention.
• Terms, concepts, and current developmental understandings of gender identity, gender expression, and gender diversity in children and adolescents.
• Strategies for communication with students and families to support transgender, non-binary, and gender-expansive youth.

Rationale/Data

Based on the adverse health outcomes for transgender youth as indicated in the Dane County Youth Assessment and the Gay Lesbian Straight Education Network's (GLSEN) National School Climate Survey, we strive to ensure safe, affirming learning environments for our transgender youth in OSD. In the 2018 Dane County Youth Assessment, LGBTQ youth in OSD reported significantly more depression, anxiety, running away, and being kicked out than their peers.

The National School Climate Survey is administered every other year by GLSEN (Gay Lesbian Straight Education Network) and documents the experiences of LGBTQ+

youth. The most recent survey was done in 2017 and published in 2018; the final sample included over 23,000 students with a spectrum of gender identities between the ages of 13 to 21 from all 50 states, the District of Columbia, and U.S. territories. Themes identified in GLSEN's 2017 survey include:

- 70% of LGBTQ students experienced verbal harassment in school based on sexual orientation, more than half based on gender expression (59.1%) or gender (53.2%).

"A student called me a faggot at school right in front of a teacher and the teacher did nothing."

- 62.2% of students reported hearing negative remarks about someone not acting "masculine enough" or "feminine enough" often or frequently at school.

- Approximately 1 in 6 students reported being physically assaulted at school in the past year because of their sexual orientation or gender expression.

- 60.4% of students reported that staff did Nothing/took no action and/or told the student to ignore it when they reported being harassed or assaulted.

Effects on School Achievement

Based on the GLSEN 2017 survey, LGBTQ students who experienced high levels of victimization:
- Had lower GPAs than other students
- Were less likely to plan to pursue any post-secondary education
- Were three times as likely to have missed school in the past month because they felt unsafe

Data in support of LGBTQ+ Inclusive Curriculum and Positive School Climate

Based on the 2017 National School Climate Survey, LGBTQ students experienced a safer, more positive school environment when:
1. Their school had a Gay-Straight Alliance or Gender and Sexuality Alliance (GSA) or similar student club. LBGTQ students who attended schools with a GSA reported:
   - Hearing less anti-LGBTQ remarks

- ○ Being less likely to feel unsafe
- ○ Experiencing less severe victimization
2. They were taught positive representations of LGBTQ people, history, and events through their school curriculum. LGBTQ students who attended such schools reported:
   - ○ Hearing less biased language
   - ○ Less severe victimization and a greater sense of safety
   - ○ More comfortable talking to their teachers
   - ○ Higher GPAs and higher academic aspirations
   - ○ Increased peer support
   - ○ Higher levels of school belonging
3. They had supportive school staff who frequently intervened in biased remarks and effectively responded to reports of harassment and assault. Supportive staff was related to:
   - ○ Feeling safer in school
   - ○ Missing fewer school days
   - ○ Higher academic achievement, and
   - ○ Higher levels of self-esteem and lower levels of depression
4. Their school had an anti-bullying/ harassment policy that specifically included protections based on sexual orientation and gender identity/expression.
   - ○ Specifically, students in schools with policies that enumerated both sexual orientation and/or gender identity/expression ("comprehensive policies") experienced the lowest levels of victimization.

Legal Considerations & Policies

<u>Federal Laws</u>

Family Educational Rights and Privacy Act of 1974 (FERPA): FERPA protects the privacy of student educational records, and prohibits the improper disclosure of personally identifiable information from students' records. FERPA allows parents of students under 18 years of age to obtain their child's educational records and seek to have the records amended. Former or current students have the right to seek to amend their records if the information in present records is "inaccurate, misleading, or in violation of the student's rights of privacy" (34 C.F.R. § 99.7(a)(2(ii)).

Guidance for Schools, Students, and Families: Students have the right to change their name and/or gender marker on their educational records under this federal law. If

under the age of 18, students need the permission of one parent or legal guardian. For more information, please see OSD Name Change section.

Confidentiality The district shall ensure that all personally identifiable and medical information relating to transgender, nonbinary, and gender-expansive students shall be kept confidential in accordance with applicable state, local, and federal privacy laws. School staff should not disclose any information that may reveal a student's gender identity to others (not including parents or guardians) unless legally required to do so or unless the parent/guardian and student has authorized such disclosure. Transgender, non-binary, and gender-expansive students generally have the right to discuss and express their gender identity and expression openly and to decide when, with whom, and how much to share private information. If a student chooses to use a different name, to transition at school, or to disclose their gender identity to staff or other students, this does not authorize school staff to disclose a student's personally identifiable or medical information.

Title IX, Education Amendments of 1972: Title IX ensures that no person is discriminated against because of their gender in any academic program including, but not limited to, admissions, financial aid, academic advising, housing, athletics, recreational services, health services, counseling and psychological services, classroom assignment, grading, and discipline. Although Title IX does not expressly address gender identity or expression, this law has been used in the protection of students who are transgender and gender-expansive against discrimination because discrimination based on gender identity   may qualifify as   sex discrimination.

State Laws

Wisconsin Statute 118.13: This state statute prohibits discrimination against students. It states that no one "may be denied admission to any public school or be denied participation in, be denied the benefits of or be discriminated against in any curricular, extracurricular, pupil services, recreational or other program or activity because of the person's sex, race, religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional or learning disability."

Wisconsin Statute 118.46: This state statute explains Wisconsin school districts must have student anti-bullying policies and what must be included in such policies.

Wisconsin Administrative Code Chapter 9: This administrative code establishes procedures for enforcing Wisconsin Statute 118.13. It also indicates when the Wisconsin Department of Public Instruction may review discrimination complaints

Some Wisconsin municipalities have passed ordinances prohibiting discrimination based on gender identity. These include Dane County, Milwaukee County, and the cities of Appleton, Cudahy, Janesville, Madison, and Milwaukee.

District Policies

Student Anti-Bullying Board Policy 163

Guidance for Schools, Students, & Families: Bullying incidents should be reported to a school staff member (by the student who is being targeted, another student, a family member, or staff member) and will be investigated by school staff promptly to determine if bullying exists. We will consider the needs of the targeted student a priority in bullying incidents. Staff will respect student confidentiality throughout the investigation, be careful not to "out" students while communicating with family/peers, and involve the targeted student throughout the intervention process.

OSD Bullying Policy & Form

Guidance for Schools, Students & Families: Based on the OSD Student Non-discrimination policy above, OSD must protect our transgender, nonbinary, and gender-expansive students from discrimination and harassment. Discrimination should be reported to the OSD Title IX Investigator and will be investigated to determine if discrimination occurred.

OSD Student Non-discrimination Policy (Full Policy) 157

OSD Anti-Hate Speech Policy 164

Dress Code

Students have the right to dress and present themselves in a way that is consistent with their gender identity, as long as they follow the dress code for all students. The OSD Dress Code essentially states that students may dress in any style they desire as long as their chosen attire does not reveal intimate body parts, or pose a safety risk to the

student or others. Schools may enforce dress codes in accordance with OSD policy, but any such dress codes should not be based on gender. Students shall have the right to dress in accordance with their gender identity and expression, including maintaining a gender-neutral appearance within the constraints of the dress codes adopted by the school. School staff shall not enforce a school's dress code more strictly against transgender, non-binary, or gender-expansive students than other students. Gender-neutral dress codes apply to regular school days as well as special events, such as dances and graduation ceremonies.

Gender 101

Affrimed Name: The use of a name to identify oneself, usually a first name, that is different from a person's legal name.

Ally: A term that describes a person who speaks out or takes actions on behalf of someone else or for a group that they are not a part of.

Agender: A term that describes a person who does not identify with any gender.

Bisexual A term that describes a person who is emotionally, romantically or sexually attracted to more than one sex, gender expression or gender identity though not necessarily simultaneously, in the same way or to the same degree.

Cisgender: A term that describes a person whose gender identity aligns with the sex assigned to them at birth.

Coming Out: The process in which a person first acknowledges, accepts and appreciates their sexual orientation or gender identity and begins to share that with others.

Gender: A person's internal sense of self as male, female, both or neither (gender identity), as well as one's outward presentation and behaviors (gender expression). Gender norms vary among cultures and over time.

Gender Binary: The idea that there are two distinct and opposite genders — male and female. This model is limiting and doesn't account for the full spectrum of gender identities and gender expressions.

Gender-expansive: An umbrella term used for individuals that broaden their own culture's commonly held definitions of gender, including expectations for its expression, identities, roles, and/or other perceived gender norms. Gender-expansive individuals include those with transgender and non-binary identities, as well as those whose gender in some way is seen to be stretching society's notions of gender.

Gender Expression: How a person expresses their gender through outward presentation and behavior. This includes, for example, a person's clothing, hairstyle, body language and mannerisms.

Gender Fluid: People who have a gender or genders that change. Gender fluid people move between genders, experiencing their gender as something dynamic and changing, rather than static.

Gender Identity: An internal, deeply felt sense of being male, female, a blend of both or neither— how individuals perceive themselves and what they call themselves. One's gender identity can be the same as or different from their sex assigned at birth.

Gender Spectrum: The broad range along which people identify and express themselves as gendered beings or not.

Genderqueer: People that typically reject the binary categories of gender, embracing a fluidity of gender identity. People who identify as "genderqueer" may see themselves as being both male and female, neither male nor female or as falling completely outside these categories.

Gender Transition: The process by which some people strive to more closely align their outward identity with the gender they know themselves to be. To affirm their gender identity, people may go through different types of transitions.
> • Social transition: This can include a name change, change in pronouns, and/or change in gender expression (appearance, clothes, or hairstyle).
> • Legal transition: The process of updating identity documents, such as birth certificates and drivers' licenses, to reflect a person's authentic gender and name.
> • Medical transition: For adolescents in the early stages of puberty, this may include the use of puberty blockers to pause puberty. Medical supports may also include gender-affirming hormones to foster secondary sex characteristics (such as breasts, facial hair, and laryngeal prominence, or an "Adam's apple")

that are aligned with the teen's gender identity. Some adults may undergo gender-affirmation surgeries.

Intersex: A general term used to refer to individuals born with, or who develop naturally in puberty, biological sex characteristics which are not typically male or female.

LGBTQ+: An acronym for lesbian, gay, bisexual, transgender, queer and/or questioning. Additions to this acronym can include A, for "asexual" or "ally," and I, for "intersex."

Non-binary: An umbrella term for gender identities that are not necessarily boy/man or girl/woman. People who identify their gender as non-binary may feel they have more than one gender, don't identify with a specific gender, or something else all together.

Outing: Exposing someone's sexual orientation or gender identity to others without their permission.

Queer: A term some people use to identify themselves with a flexible and inclusive view of gender and/or sexuality. Also used interchangeably with LGBTQ+ to describe a group of people such as "queer youth." It is also seen in academic fields, such as queer studies or queer theory. Historically it has been used as a negative term for LGBTQ+ people. Some people still find the term offensive while some embrace the term as an identity.

Sexual Orientation: Describes a person's emotional, romantic, or sexual attraction to other people. Some examples of sexual orientations are gay, lesbian, bisexual, asexual or pansexual.

Sex Assigned at Birth: This is generally determined by external genitalia at birth — female, male, or intersex.

Transgender or Trans: A term used to describe people who identify as a different gender from the sex they were assigned at birth. Being transgender does not imply any specific sexual orientation; transgender people may identify as straight, gay, lesbian, bisexual, etc.

Transphobia: The fear or hatred of, or discomfort with, transgender people.

Two-Spirit: An umbrella term indexing various indigenous gender identities in North America.

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*Please keep in mind that language around gender and sexual orientation is continually evolving, thus compelling us to be ongoing learners. This list has been compiled with resources from Welcoming Schools and Gender Spectrum as of February 2018.

Best Practices for Student Gender Transitions

Gender Support Plan

When a student comes out as transgender, non-binary, genderfluid, etc., we strongly recommend the completion of a gender support plan. A [Gender Support Plan](#) is a document that creates shared understanding about the ways in which a student's authentic gender will be accounted for and supported at school. School staff, families, caregivers, and the student can work together to complete this document. In the 2020-21 school year, OSD Student Services will receive training to support transgender youth and gender support planning by a Welcoming Schools trainer.

Gender Support Plans include:
- Student's gender identity, name, and pronouns
- Level of privacy desired
- Staff communication / Communication to peers
- Key contacts at home and at school
- Curriculum and facility considerations
- Access to restrooms, locker rooms, and other school activities
- District policies and guidance that support trans transgender, non-binary, and genderexpansive youth
- Staff professional development

Family Communication

Families are essential in supporting our LGBTQ+ students. We believe that families love their children, have incredible dreams for them, and hope to keep them safe from harm. We know that family acceptance continues to have a profound impact on the physical and mental health outcomes of our LGBTQ+ young people. In OSD we will strive to include families along the journey to support their LGBTQ+ youth.

Communication with Families

We strive to include families in the process of supporting a student's gender self-determination, including transition.

> • Families should be made aware of the policies, practices, and guidance that support and protect their child.
>
> • During a gender support plan meeting, it is best practice to establish a communication plan that meets the needs of the family-school team.
>
> • Families can request a meeting with a Student Services staff at their school to review their child's gender support plan at any time

Disclosure to Families

Students identified as transgender, non-binary, and gender-expansive may have not come out to their families regarding their gender identity. Disclosing a student's personal information such as gender identity or sexual orientation can pose imminent safety risks, such as losing family support and housing.

> • All staff correspondence and communication to families in regard to students shall
> reflect the name and gender documented in Infinite Campus unless the student has
> specifically given permission to do otherwise. (This might involve using the student's
> affirmed name and pronouns in the school setting, and their legal name and pronouns
> with family).
>
> • In the event that a student insists on maintaining privacy from their family, staff will need
> to discuss their legal obligations with the student where applicable (after consulting with the Human Resources Director). They shall discuss with the student contingency plans in the event that their privacy is compromised.
>
> • Student services staff shall provide support and access to resources for transgender,
> non-binary, and gender-expansive students and their families.

Privacy & Confidentiality

Staff Communication

In some cases there may only be one or two staff members who know a student's gender story and directly support that student. Schools must ensure confidentiality by adhering to FERPA guidelines.

Substitute Teachers

To avoid harmful misgendering or misnaming, teachers must ensure that all information shared with substitute teachers is updated and accurate. For example, make sure attendance rosters shared include accurate student names and pronouns, keeping in mind that not all students have their affirmed names and genders updated in Infinite Campus.

Coming out to Staff and Peers

It takes a lot of courage and interpersonal strength to socially transition in school, and every student's journey is unique. When/if ready, we want to support our students to identify a safe, individualized plan for how they will inform their teachers and peers about their transition, if they choose to do so. Transgender, non-binary, and gender-expansive students may request time to address their class about their gender identity and pronouns. Students may share this information with their classes based on the student's preferences or as outlined in their gender support plan.

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Please see appendix for additional resources from Gender Spectrum: "Communicating a Change in Gender Status" and "Student Gender Communication Plan"

Names & Pronouns

Having one's gender identity recognized and validated is important. All OSD staff will refer to students by their affirmed names and pronouns. Staff will also maintain confidentiality and ensure privacy as required by law.

<u>OSD-Based Name Change</u>

OSD students have the right to change their name and/or gender in district systems (e.g., Infinite Campus) to their affirmed name and pronouns with the permission of one parent/legal guardian.

      • At this time, Infinite Campus (IC) only allows for binary gender classification (Female or Male). At OSD, we are committed to developing an inclusive database that affirms the many genders and pronouns of our students and are evaluating making changes to our databases.

      • Students will be called by their affirmed name and pronouns to change their name and gender in OSD systems with parent/guardian permission.

      • For changes in Infinite Campus, please use the [Name / Gender Change Request Form](#)

      • Once the form is completed, please scan and send to OSD's Registrar. It typically takes 3-5 business days to complete the name/gender change.

<u>Legal Name Change</u>

Students and families may choose to consider a legal, court-based name change with the Clerk of Courts office in their county.

      • Linked here is the [Name Change Procedure](#) in Dane County; if born outside Wisconsin, students will need to file with the Clerk of Courts in their birth state.

      • A legal name change becomes especially important for many high school students when applying for post-secondary education to ensure that records on OSD's transcripts, ACT/SAT tests, financial aid documents, and applications are all consistent.

      • Students may need assistance and information about the legal name change process, especially if they are over 14 years old and pursuing a legal name change on their own. Students might need support filling out court documents, accessing the cost of court filing fees, and advocating for confidential name changes (without publication). While staff may not give legal advice, staff may be able to direct students and families to resources.

<u>Email Address</u>

Students can have their school-based email address changed when they complete their Name/Gender/Email Change Form with the permission of one parent/legal guardian.

      • Changes take 3-5 business days to complete.

• Students will receive an email notifying them when their email address has been changed. All emails, contacts, and Google Drive contents will be transferred.
    • Please contact Jennifer Hansen, District Registrar, 835-4033 for assistance.

School Publications

After a student transitions their name and/or gender, they may need assistance updating their name and/or gender in school-based student publications, such as yearbooks.
    • These changes are completed at the student's school with parent/guardian permission unless the student is 18 or older.
    • When completing a gender support plan, it is important that a school-based staff member is assigned to assist them in changing their name/ picture in publications in a time-sensitive manner.

Student ID

After a student transitions their name and/or gender, they may need an updated student ID and picture.
    • These changes are completed at the student's school with parent/guardian permission unless the student is 18 or older.
    • When completing a gender support plan, it is important that a school-based staff member is assigned to assist them in accessing a new photo ID in a time-sensitive manner.

Transcripts

Some school records may have students' OSD based name and gender information, which may or may not be consistent with a student's legal name and gender. This can become confusing for some students when applying for post-secondary education, since they would like to have consistent student information on records. Some students may choose to consider a legal, court-based name change to alleviate this concern. Others may choose to change their name back in Infinite Campus (IC) for a short period of time. OSD alumni who have transitioned are welcome to request an updated transcript with their affirmed name and gender. Alumni can work with the registrar to adjust their legal name in school records. This requires submitting their updated birth certificate, state ID, or passport.

<u>Diplomas</u>

Students can request to have their affirmed name listed on their high school diploma with parent/guardian permission unless the student is 18 or older..
• Students who have obtained a legal name change or have made an OSD-based name change will have their affirmed name on their diploma.
• Students under the age of 18 who have not completed an OSD-based name change may still have their affirmed name read during graduation and listed on their diploma.
• As a universal practice, schools shall inform all students about their right to have their affirmed name on their diploma and communicate the process for requesting this accommodation.
• When a student requests a diploma-based name change, it is best practice to connect them with a trusted student services team member to discuss potential outcomes with their family and support system.
 • OSD Alumni can request a new diploma by submitting their updated birth certificate, state ID, or passport to the OSD Registrar and former high school to obtain a new diploma.

<u>Standardized Tests</u>

We are committed to ensuring that our students have accurate identifying information on all standardized tests. To guarantee this and avoid harmful misgendering, the OSD Registrar and Assessment department communicate on a regular basis to make sure all student name and gender changes are updated on assessment labels.

Safety & Bullying

Transgender, non-binary, and gender-expansive students are disproportionately targeted for teasing, bullying, harassment, and physical violence. OSD staff must consistently confront and report suspected bullying or other behaviors that contribute to an unsafe school community. This may include name calling, misgendering, microaggressions, and bullying based on gender stereotypes, gender identity, and/or gender expression. The district is responsible for providing a safe and supportive environment for all students. To help meet this responsibility, the district has created a student anti-bullying policy (#163) and a non-discrimination policy and a bullying policy to protect staff (#157 & 163). More information is available under the "Policies and Laws" section above.

School Facilities

Restrooms

Having safe and respectful access to restroom facilities is important to the health and wellbeing of those who identify as transgender, non-binary, or gender-expansive. Students shall have access to the restroom that corresponds to their gender identity consistently asserted at school. All schools have at least one single stall restroom in their building that all students have the right to use. No student shall be required to use such a restroom. The All Gender Restroom may not be given as the only option for students who identify as transgender, non-binary, or gender-expansive. It can be emotionally harmful for transgender, non-binary, and gender-expansive youth to be questioned about their restroom choice. Students may take longer to transition between classes based on the location of the restroom they choose. We shall assume that our students are using the restroom that is consistent with their gender identity. Therefore, concerns about students using restrooms should be directed to building administrators when possible.

Changing Areas
All students have access to changing facilities that correspond to their gender identity. For detailed information specific to physical education, athletics, and extracurricular activities, please see "Physical Education" section below.

Inclusive Classroom Practices

Welcoming Schools

Welcoming Schools is a comprehensive approach to creating respectful and supportive elementary schools with resources and professional development to:
- Embrace Family Diversity
- Create LGBTQ+ inclusive schools
- Prevent bias-based bullying
- Create Gender-Inclusive Schools for all students
- Support transgender, non-binary, and gender-expansive students.
 We are committed to the Welcoming Schools approach and believe it is a valuable, proactive social-emotional learning program that embraces the diverse identities of our students, staff, and families. For more information on Welcoming Schools lessons, books, and overall program, visit welcomingschools.org.

Course Accessibility & Instruction

Students have the right to equitable learning opportunities in their school. Students shall not be required to take and/or be denied enrollment in a course on the basis of their gender identity in any educational and academic program.

<u>Language</u>

In OSD, we will strive to model gender-inclusive language that affirms the gender diversity of our OSD students, staff, and families and disrupts the gender binary. Adapted from Gender Spectrum's 12 Easy Steps towards Gender Inclusion, here are some ideas:

• Teach about gender! Include books and lessons that are inclusive of all identities and send messages of empowerment to students.

• Do not use gender as a way to divide groups, tasks, or people. (e.g., In addition to not grouping by gender, we will not say "boys will bring crayons and girls will bring markers" on a school supply list).

• Limit gendered and binary language, because it excludes people. When referring to the whole group, use "students" or "scholars" or "learners" instead of "boys and girls" or "ladies and gentlemen."

• Model the use of non-binary pronouns (e.g., they/them/theirs and ze/hir/hirs) and non-binary honorifics (e.g., Mx.)

• Ask all students to share their affirmed names and pronouns, either in writing or aloud.

• Have visual images and posters that send messages of gender inclusion.

• When hearing misconceptions about gender or language that reinforces the gender binary, find a way to be an ally and disrupt it! Use the opportunity as a teachable moment, address it with the group, or have a conversation in private – but do something.

• When hearing biased language, bullying, or harassment, address immediately and follow [OSD Student Non-discrimination Policy (Full Policy) 157](#) and [Student Anti-Bullying Board Policy 163](#) and Anti-Hate Speech 164.

<u>Grouping</u>

Teachers should use non-gendered methods for grouping students. Instead of grouping by boys and girls, ideas might include birth month, length of hair, color of clothing, favorite season, shoelaces versus no shoelaces, count off by numbers, clock partners, pre-planned groups, etc. Asking your students for suggestions of grouping is a great way to gain more ideas as well.

Physical Education

Participation in physical activity plays an integral role in developing a child's fitness and health, self-esteem, and general well-being. Physical Education teachers in OSD are committed to ensuring all students learn in a safe, inclusive environment where gender does not play a role in student learning expectations or structure of activities for learning. Physical Education teachers should evaluate all activities, rules, policies, and practices to ensure that gender-inclusive practices are in place.

Fitness Testing

By performing health-related fitness assessments, one is able to identify strengths and areas in need of improvement relating to physical health. Teachers are encouraged to use fitness testing results as a way for students to set personal fitness goals to strive for improvement versus meeting a gendered healthy fitness zone score. Fitness testing software often identifies healthy fitness zones in a binary capacity, only offering male or female options. Students who identify as transgender, non-binary, or gender-expansive should be able to use the healthy fitness zones that are consistent with their gender identity. OSD encourages establishing healthy fitness zones that do not categorize students based on gender.

Clothing

Per [OSD Dress Code](#), students must come to physical education class in appropriate clothing consistent with the health, safety, and instructional needs of the program. Appropriate attire includes athletic shoes and clothing that allows for full movement in class activities. This may not require students to physically change clothing prior to class. If other accommodations are needed, students should consult their physical education teacher or a Student Services member. Physical Education attire should not be gendered. For example, teachers can list the type of attire that is appropriate for swimwear, but shall not say "girls must wear x and boys must wear y."

Swimming

OSD strives to ensure all students have access to all curricular opportunities for learning where they are safe and supported. Some students who identify as transgender, non-binary, and gender-expansive may require accommodations to access participating in swimming. Examples of accommodations include alternative swimwear, smaller environments, and privacy for changing. Communication between students, teachers, and families is encouraged to develop a plan to meet the needs of

the individual student. For our transgender, non-binary, and genderexpansive youth who are experiencing body dysphoria, swimming might not be a safe, affirming option for them. In these cases, we will offer students an alternative learning opportunity aligned with student learning outcomes. For additional guidance around this topic, students and families can contact their building administrator or Student Services member.

Universal Practices for Inclusion

• At the start of each semester, Physical Education teachers will have a whole-class discussion to inform all students of behavioral expectations as well as all available options for changing areas for any student who wants additional privacy.

• Review expectations for respecting the privacy and personal space of other people in the changing area. Make clear what appropriate conduct is in spaces where students are changing clothes and consequences for not adhering to them. Both locker rooms have private changing areas for any student who wants privacy.

Health Education

All students will have access to high-quality Human Growth & Development curriculum that focus on student skill-development to promote lifelong healthy lifestyles. OSD is committed to providing Health Education curricula that provides students with skills-based learning opportunities that are inclusive, age-appropriate, medically accurate, and non-stigmatizing. Health Education lessons are provided to students in grades 4, 5, 6, 7, 8 and 10.

Health education teachers should evaluate all curricular materials, such as lesson activities, assessments, videos, and so on to ensure that gender-inclusive practices are in place. It is essential that LGBTQ+ students see themselves in the curriculum.

Human Growth and Development

Instruction should include educating students on various vocabulary related to biology, gender identity, gender expression, and sexual orientation. Examples of inclusive practices:

• When teaching about bodily changes with biological sex relating to puberty, use terms such as "people with penises" and "people with vaginas/vulvas/uteruses" instead of "girls and boys" or "girl-bodied / boy-bodied."

• When teaching about families and relationships, discuss the concept of multiple pathways to relationships and family. Include multiple family structures –

people who are raised by adopted parents, foster parents, grandparents/family members, single-parent household, same-sex parents, divorced parents, etc.

      • When age-appropriate, educate students on the multiple pathways to family, including concepts of In vitro fertilization, artificial insemination, adoption, etc.

Athletics

OSD, in collaboration with the Wisconsin Interscholastic Athletic Association (WIAA), is committed to increasing the participation of students who identify as transgender, non-binary, or gender-expansive in athletics.

- Students are able to participate on a team consistent with their gender identity pursuant to WIAA and District policy.
- OSD uses WIAA's Transgender Participation Policy.
- If more information is needed, contact your principal or OSD Director of Athletics.

Clubs and Co-curricular Activities

All students of all genders should have access to opportunities for clubs and co-curricular activities to enrich their educational experience.

Inclusive Access and Participation in Clubs & Activities

      • Model inclusive messaging when promoting clubs and extracurricular activities to encourage access and participation for our gender-expansive students. Sometimes clubs and activities might be marketed specifically to "boys" or "girls." This practice excludes many of our transgender, nonbinary, and gender-expansive youth. Examples:

            • All genders are encouraged to participate in Ultimate Frisbee.

            • Handing out the karate club flyer to all students, not just the boys (even if the host organization asks you to just send out to "boys")

             • A poster that is representative of diverse students to promote math club.

Inclusive Language and Practice in Clubs & Activities

      • Make sure club leaders are aware of OSD policies and guidance to support our transgender, non-binary, and gender-diverse youth.

      • Leaders should review all club materials to ensure they are inclusive of gender-diverse youth.

• Model gender-inclusive language that affirms the gender diversity of our OSD students, staff, and families and disrupts the gender binary. See Language section for additional examples.
 • Clubs and activities are not to be separated by gender.
 • Make sure all genders have access to all clubs and activities.
 • Avoid using gender as a characteristic for divisions.

Field Trips

It is the responsibility of the adult in charge of the trip to guarantee the safety and inclusion of all students. This includes checking in advance for the availability of gender neutral bathrooms, and having a plan if none are available.

Day Field Trips

 • Gender should not be used when dividing students into groups on field trips, and field trips must be accessible and planned to be inclusive for students of all gender identities.
 • If a location does not have accessible facilities (all gender restrooms, private changing areas, etc.), communicate in advance with all of your students in case accommodations are needed.
 • Accessibility should be a consideration when choosing a field trip site.

Overnight & Extended Field Trips

As a universal practice, staff shall begin by developing expectations for appropriate conduct with all students (i.e. respect for privacy, personal space, and boundaries; modesty; physical contact).
 • When traveling on overnight school-related trips where room sharing may be required, work with the family and student when making arrangements.

School Dances, Courts, and Other Historically Gender-Based Traditions

School traditions are important to all students. Transgender, non-binary, and genderexpansive students are no exception. The First Amendment and the right to equal protection grant transgender, non-binary, and gender-expansive students protection from discrimination based on sexual orientation and gender identity and allow students the right to authentically show their gender identity and gender expression at prom, homecoming, and similar school events.

• With an expectation of inclusivity, schools shall evaluate school traditions such as dances, homecoming/ prom courts, etc. to determine whether these activities are inclusive for all genders. Schools may decide to revise existing traditions or establish new traditions.

• Transgender, non-binary, or gender-expansive youth have the right to fully participate in all school activities and social events without discrimination.

Acknowledgements

OSD would like to thank the Madison Metropolitan School District for providing their guidance document as a model. Thank you to the Gay, Lesbian, Straight, Education Network (GLSEN) for the powerful data to support best practices and model policies.

Resources

1. Gender 101 Concepts & Vocabulary
   - [Welcoming Schools' definitions](#) to help understand gender and sexuality
   - [Genderbread Person](#) from It's Pronounced Metrosexual
   - [Trans 101](#) Video from Minus 18
   - [What Are Pronouns?](#) article and video from Minus 18

2. OSD Gender Support Resources
   - OSD [Gender Support Plan](#)
   - [Communicating a change in gender status](#) from Gender Spectrum

3. Local Resources for Students and Families
   - OSD Resources: Student Services staff and School Administrators
   - Community Resources
     - [Youth Resource List](#)
     - [Transparent Group](#)
     - [Pediatric & Adolescent Transgender Health (PATH) Clinic](#)
     - [PFLAG](#) Monthly Support Group
     - [GSAFE](#): Creating Just Schools for LGBTQ+ Youth
     - [Orgullo Latinx LGBT+](#)

4. National Resources for Student and Families
   - Advocates for Youth- [10 Tips for Parents of LGBTQ+ Youth](#)

- Welcoming Schools- [Gender Inclusive Schools and Supporting Transgender and Non-binary Youth](#)
- [Gender Spectrum](#)
- [GLSEN](#)
- [The Family Acceptance Project](#)
- PFLAG [Guide to be a Trans Ally](#)
- [TransYouth Family Allies](#)

5. National Resources on Gender Inclusive Schools for Educators and Administrators
   - Welcoming Schools' [Checklist for a Welcoming and Inclusive School Environment](#)
   - Gender Spectrum's [Schools in Transition: A Guide to Supporting Trans Youth](#)
   - [Supporting and Caring for Transgender Children](#)