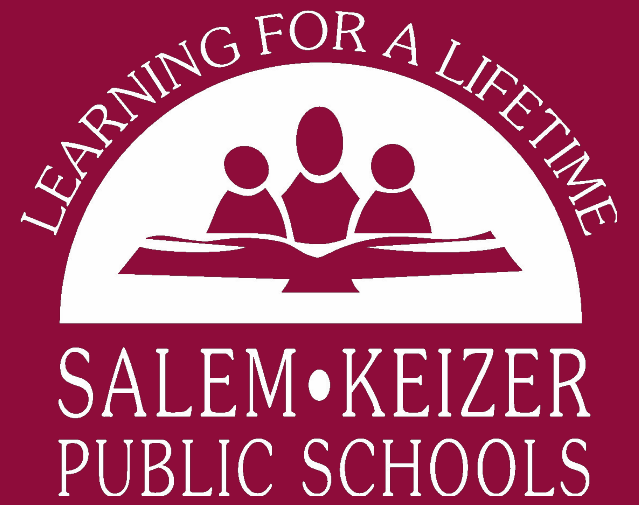


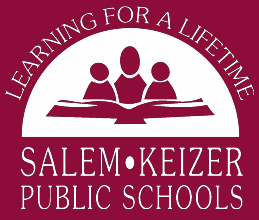
Trans Student Policy and Procedures

March 31, 2022





Our Commitment to our LGBTQ+ Community



SKPS Commitment to Gender Diverse Students, Staff, Families, Caregivers, and Community

Salem-Keizer Public Schools is committed to the overall safety, wellbeing, education, and success of two-spirit, transgender, nonbinary, and gender nonconforming students and staff. While others across the country look to target and exclude their most vulnerable community members, Salem-Keizer is making a commitment that uplifts and includes everyone.

This means SKPS is actively working toward creating a safe and welcoming environment for students of all genders and sexualities. The goal of an LGBTQ+ inclusive district is attainable. It is expected all staff work toward affirming, respecting, and supporting the rights and privacy of LGBTQ+ students, staff, and families.



The Policy and Procedures

Background

The Why and How

There is an urgency and necessity for this policy as it life-saving and affirming practice, especially as more of our gender diverse students, staff, and community share their authentic selves with our district.

1. Student advocate, Julian, work with district and wrote the first draft of the policy.
2. Using SIA feedback, OSEAA hired our first LGBTQ+ Program Associate, Bailey. She and Julian worked to create the five documents we have today.
3. These documents went through multiple iterations, gaining feedback from teachers, students, and other district stakeholders and executive cabinet members before being published into QAM.

Notes on these Documents

On the language:

- ★ Trans is used as an umbrella term to cover the variety of students' unique experiences with gender; including but not limited to: two-spirit, transgender, gender nonconforming, non-binary, genderfluid, etc. However, we know not all people with these identities will identify with the word trans, but to provide consistency for the reader it will be used to refer to this group of identities.

Notes on these Documents

On the focus:

- ★ The goal of the trans student policy project was to be inclusive and meet the needs of our trans students. There are definitely ways we can improve the district for our trans students and families, but we kept the focus on students for the documents we are sharing with you today.

Transgender, Nonbinary, and Gender Nonconforming Student Equity

INS-A040

“4. To realize our beliefs, the Salem-Keizer School District will:

4.1. Utilize this and related policies and procedures to make an equitable shift at all school levels, including but not limited to:

- 4.1.1. Provide students with equitable access to experienced teachers, high quality **curriculum and instruction, extracurricular activities, and support services.**
- 4.1.2. Inform district practices on **student transition, curriculum, activities, physical accommodations, and professional development.**
- 4.1.3. Create a district-wide environment that supports and includes gender diversity.
- 4.1.4. Ensure **district facilities provide equitable access to restrooms and locker rooms** for people of all gender identities.”

Protecting Transgender Student Privacy (Procedure)

INS-P038

This procedure is focused on affirming our students gender identity at school. This includes information on name changes, who needs/gets to know when a student “comes out”, and what to use if a student wishes to transition or make their identity known at school.

LGBTQ+ Affirming Education (Procedure)

INS-P039

We want to encourage our teachers to embrace the brilliance of the LGBTQ+ community. This procedure outlines changes educators can make when teaching to best support LGBTQ+ topics, or topics important to the wellbeing of LGBTQ+ students.

Some key highlights include, but aren't limited to:

All school libraries will house books and/or resources on gender identity and sexuality, including informational books and inclusive narratives from a wide variety of authors from diverse and intersectional backgrounds. This includes but is not limited to people of color and disabled people.

K-12 curriculum will work to include gender and sexuality diversity in ways relevant to the subjects taught.

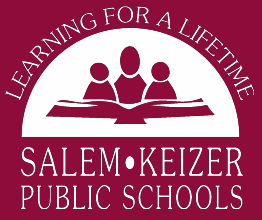
K-12 physical education courses will not deny transgender students access to a class or class activity based on their assigned sex, nor will they separate gender inclusive physical education class activities by gender.

Accessible Athletics for Transgender, Nonbinary, and Gender Nonconforming Students (Procedure)

INS-P040

This procedure is heavily aligned with OSAA Policy, and outlines process to ensure athletics will be accessible to all students, including transgender, nonbinary, and gender nonconforming students.

We wanted to guarantee access for our trans students, while also encouraging potential growth of gender-inclusive sports/activities for all. So there is an additional place for schools to start adding non competition intramural sports to allow for a more inclusive environment for students to play.



Accessible Facilities for Students and Staff of all Genders (Procedure)

FAC-P022

The core of this procedure is to grant equitable access to facilities for anyone accessing facilities within Salem-Keizer. We also wanted to encourage the district to continuously extend the building of gender-neutral facilities to make them more accessible.

Other Relevant Procedures

Inclusive Ceremonies INS-P035

3.3.3 Schools must honor student name preferences for graduation ceremonies. When printing diplomas for transgender, nonbinary, and gender nonconforming students, schools must gain input from each student on which name they would like printed on their diploma and transcripts. Schools **will** offer students two diplomas: one with their preferred name and one with their legal name.

Field Trip Planning & Requests INS-P003

3.2.4.3.1 In sleeping arrangements segregated by gender, transgender students are allowed to room with the gender group or individuals they choose, with consideration for gender affirmation and student safety. A gender-neutral sleeping option will be made available. The decision for each accommodation is ultimately the student's own choice.

Social Activism ADM-P011

This procedure allows district staff to show visible allyship to focal groups.

ex. pride flags, pronoun or pride buttons, signage, etc.



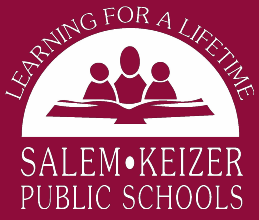
“Whenever I do work for trans inclusion in our district, I’m always aware that this work is life-changing and life-saving. I see it in my younger self, in my friends, and in kids around the world. I’m so glad we’re taking this vital step to live up to our values as a district.”

-Julian

Policy writer, SKPS student, and student employee



Implementation



Our Next Steps

Implementation Goal

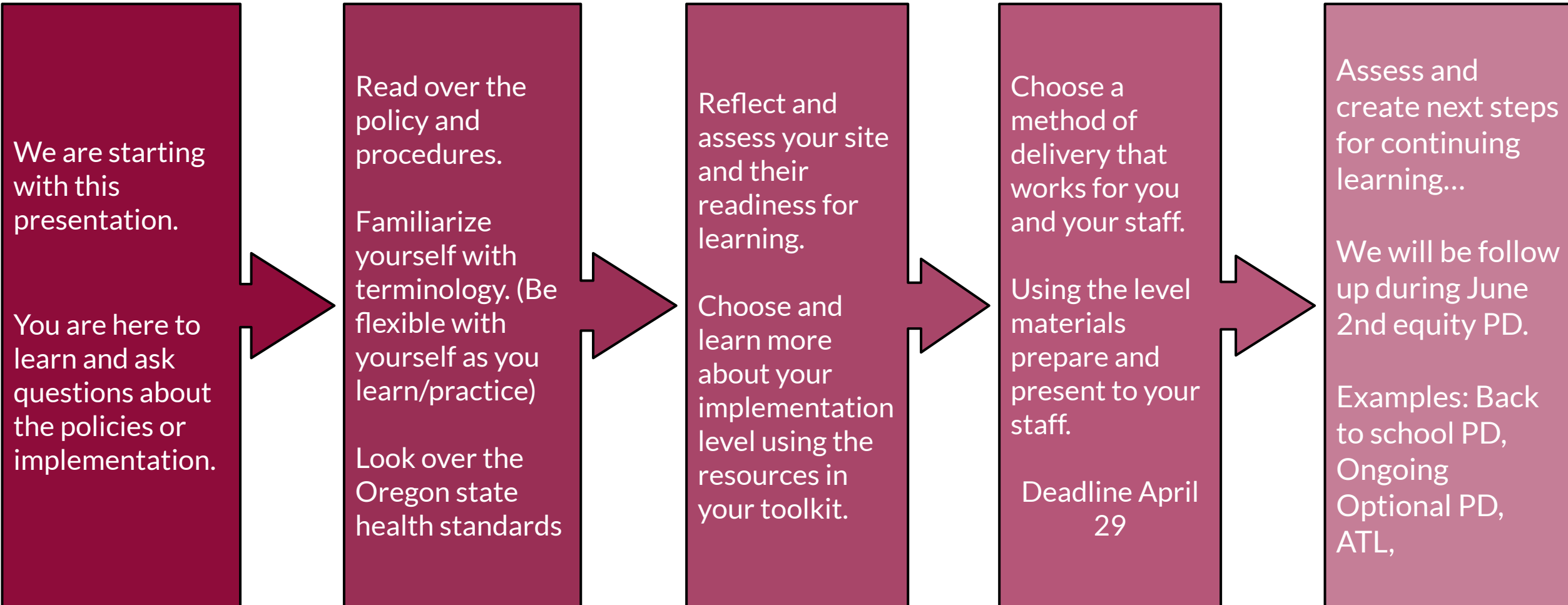
Our goal:

- ★ The goal is to introduce our district staff to the new trans student policy and procedures, and develop what you are already doing in your buildings or departments.

How will we reach our goal?

Our Next Steps

Process of Implementation



Our Next Steps

Level Descriptors

There are 5 tiered implementation levels:

1. Beginning
2. Early Intermediate
3. Intermediate
4. Early Advanced
5. Advanced

Tiered Implementation Levels

Beginning

You might choose **beginning** for your site if:

- you have not approached LGBTQ+ topics at your site
- you don't know what LGBTQ+ stands for
- you do not know or are unsure of the difference between gender and sex
- you don't have knowledge of LGBTQ+ terminology.

Early Intermediate

You might choose **early intermediate** for your site if:

- you have not approached or just started introducing LGBTQ+ topics at your site
- you know what LGBTQ+ stands for
- you are unsure of the difference between gender and sex
- you have limited knowledge of LGBTQ+ terminology

Intermediate

You might choose **intermediate** for your site if:

- you have started approaching LGBTQ+ topics at your site
- you know what LGBTQ+ stands for
- you know the difference between gender and sex
- you have a solid knowledge of basic LGBTQ+ terminology
- you are beginning openly supporting your LGBTQ+ students, staff, and families
- you may/may not have a Gender Sexuality Alliance (GSA) or Rainbow Club (school specific)
- your staff are introducing LGBTQ+ topics but need support, resources, etc. or staff may introduce these topics in a disjointed way.

Early Advanced

You might choose **early advanced** for your site if:

- you are approaching LGBTQ+ topics at your site frequently and regularly
- you know what LGBTQ+ stands for
- you know the difference between gender and sex
- you have a growing knowledge of expanded LGBTQ+ terminology
- you are actively supporting your LGBTQ+ students, staff, and families
- you have a GSA or Rainbow Club (school specific)
- your staff include LGBTQ+ topics in effective and meaningful ways and may expand the learning opportunities in new ways, like creating a curriculum
- you are making sure to introduce a focus on intersectionality in your work with LGBTQ+ students, staff, and families.

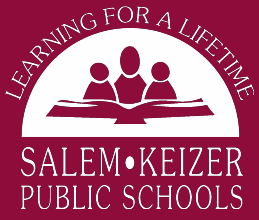
Advanced

We have not developed the **advanced** level yet, as there is a lot of work for our district to do with this policy and procedures before we are mastering working with LGBTQ+ students, staff, and families. If you feel your site is ready for this level please reach out to Bailey Anderson for further guidance.

Our Next Steps

Additional Information

- ★ You have access to a [toolkit](#) with materials for [all levels](#).
- ★ Deliver today's information to prepare your staff to start implementing the policy and procedures.
 - Deadline: April 29
 - Follow-up: June 2, during equity pd
- ★ Other training opportunities:
 - Upcoming new staff training
 - Optional trainings for staff/sites that are ready to start doing this work
 - Upcoming ATL Modules
- ★ There will be future role specific trainings.



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“When we know better, we do better.” -Maya Angelou

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