ASHEVILLE CITY BOARD OF EDUCATION SPECIAL CALLED SESSION

Administrative Offices

Thursday, January 18, 2024 at 9:00 AM

BE IT REMEMBERED: The Asheville City Board of Education met in a special called session on Thursday, January 18, 2024, at 9:00 AM at the Administrative Offices at 85 Mountain Street, Asheville, North Carolina, where and when the following business was transacted.

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1. MEETING OPENING

The meeting will be available for viewing live via

Asheville City Schools YouTube page.

1.1 CALL TO ORDER - Board Chair, George Sieburg

Equity Statement:*In Asheville City Schools we are committed to equity and anti-racist policies for all students and staff to learn and thrive. We recognize that our positions come with power, responsibility, and public service for the entire ACS community. We will model our commitment to equity through our practices and decisions. During this meeting, we invite a pause if harm has taken place, a moment to name the harm, and space to practice repair.*

1.2 QUORUM DETERMINATION - Board Chair, George Sieburg

1.3 APPROVAL OF AGENDA - Board Chair, George Sieburg

Motion to Approve the Agenda

Moved by: James Carter

Seconded by: Liza Kelly

The motion passed

2. AGENDA

2.1 Parents' Bill of Rights Policies Second and Final Read - Attorney

1310/4002 Parental Involvement

3210 Parental Inspection of and Objection to Instructional Materials

3540 Comprehensive Health Education Program

4335 Criminal Behavior

4720 Survey of Students

6120 Student Health Services

7300 Staff Responsibilities

Attorney Campbell Reviewed the Parents' Bill of Rights Policies to discuss and address any changes that the Board would like to consider and how to move forward. The Board of Education decided to review the policies for a second read at the February 5th Work Session.

2.2 Reform Policies 5 - 36

Reform Governance An Overview (1).pdf

Governance Roles and Responsibilities (1).pdf

Anti-Racist & Anti-Oppression Learning Communities (1).pdf

One Fairfax Policy (1).pdf

Administrative Directive 4.30.061-AD Transgender Nonbinary and Gender Expansive Students (1).pdf

2.3 The Board approved and opened up the room for public comment on the Parents' Bill of Rights Policies. There were two comments made by:

Christina Mason

Allison Scott

2.4 Board Self-Assessment and Norms and Board Code of Ethics - Dr. Fehrman

Board Retreat Protocol Ideas

Dr. Fehrman gave the Board Members time to assess themselves as a Board and the goals they have set for the year thus far. They also discussed what are the priorities for the rest of the school year.

3. FUTURE MEETINGS/ANNOUNCEMENTS - Board Chair, George Sieburg

Special Called Open Meeting

Thursday, February 1, 2024

Administrative Offices - Board Room

Work and Closed Session Meeting

Monday, February 5, 2024

Administrative Offices - Board Room

Regular Meeting

Monday, February 12, 2024

Administrative Offices - Board Room

2023-2024 ACS Board of Education Meeting Schedule

4. ADJOURNMENT - Board Chair, George Sieburg

4.1 Adjourn Meeting

Motion to Adjourn the Meeting

Moved by: James Carter

Seconded by: Liza Kelly

The motion passed

Dr. Maggie Fehrman

Dr. Maggie Fehrman,
Superintendent



Board Chair, or Designee

CHAPTER 2

Reform Governance: An Overview

REFORM GOVERNANCE IS A COMPREHENSIVE THEORY of governance for urban school boards committed to effective and efficient district operations, high achievement for all children, and the elimination of the achievement gap. It is built on the belief that to achieve this outcome, urban districts must be redesigned.

To act, boards must be clear about their core beliefs and commitments. They must have a clear theory of action for change that drives redesign of their district through the enactment and oversight of aligned reform policies. Policy development and approval and all their other work must rest on clear and shared understandings of roles and responsibilities and board conventions about how work is done. And broad public support must be earned and continuity assured. These are the elements of the Reform Governance Framework (Figure 2.1).

Each box in the framework represents a board responsibility. Linked together, these responsibilities constitute the work of the board. Two major characteristics of the framework are the heavy horizontal line that indicates the division between governance and management—with the up and down arrows indicating that board members have no management authority but the superintendent is part of the governance team—and the arrows that link the elements above the governance/management line, indicating a conceptual flow from core beliefs to transition planning. The Reform Governance Framework brings together the full range of board thought and action and shows the relationships among all of the parts.

A conceptual framework, of course, is not reality. In the lives of board members, everything is happening at the same time. Nothing comes first and nothing comes last. There are no clear boundaries between any of the elements in the framework. And the governance/management line is wavy and moves. No static, two-dimensional model can describe reality. Nevertheless, theory guides the understanding of reality and makes possible the management of change.

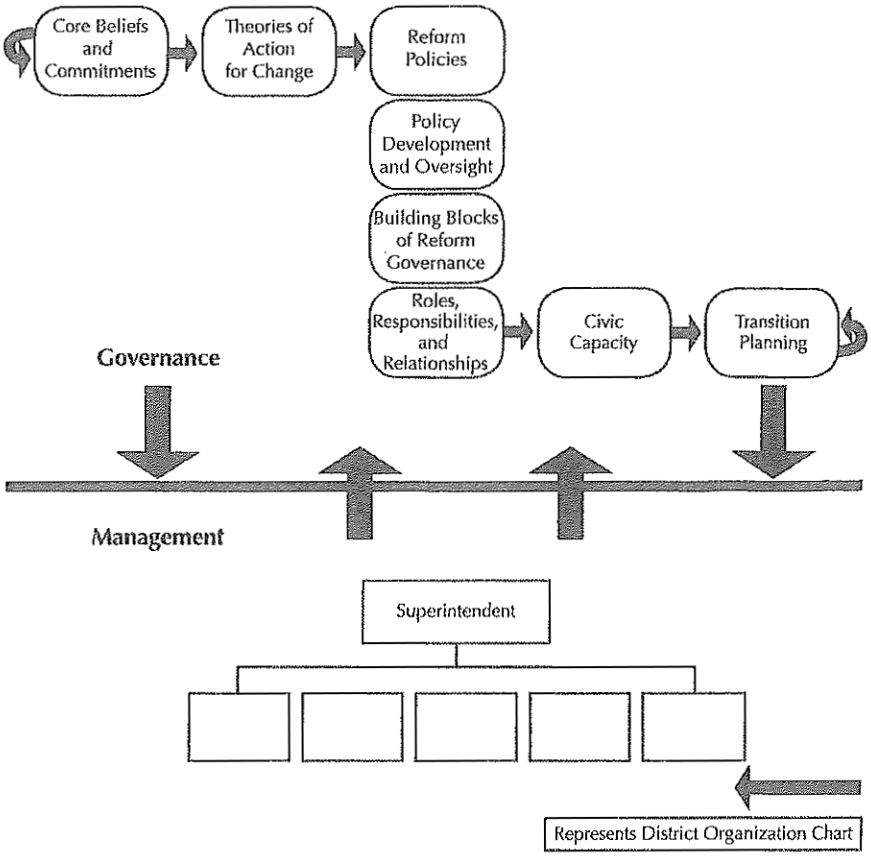


Figure 2.1. Reform Governance Framework.

CORE BELIEFS AND COMMITMENTS

The box at the top left of the framework in Figure 2.1 represents the board's core beliefs and commitments. This is the conceptual starting point for the work of the board: What do board members believe about children and America's public schools, and what are their commitments? Every board member should ask him- or herself the big question, Am I satisfied with incremental improvements in the status quo, or am I profoundly dissatisfied by the status quo and determined to change it as quickly as possible? One answer leads to governance as oversight; the other leads to governance as leadership for change.

Given the academic-achievement gap between middle-class and poor children and the achievement gaps between White and Asian children as

compared with African American and Hispanic children, few boards should be satisfied with incremental improvements in the status quo. Every urban board member should be a change agent.

To be effective change agents, board members must have at least the following core beliefs and make the following commitments. They must believe that the 95% or so of children who do not have severe learning disabilities (hereafter in this book all children) can perform at grade level and graduate from high school with an academic diploma. They must believe that the school effect is significant and that school districts can become high-performing organizations. And they must commit themselves to grade-level performance and achievement to potential for all children and the elimination of the achievement gap.

These beliefs and commitments may sound utopian, but sufficient evidence exists to persuade us that with time and focused use of resources, all are achievable. Faith in ultimate success drives all successful human enterprises against great odds. Boards that do not share these beliefs and accept responsibility for these outcomes are not likely to succeed.

Gail Littlejohn, president of the Dayton, Ohio, school board, states her commitment this way: "By failing to rise above complacency and committing to all children learning, boards fail the test of leadership and let down the children and citizens who knowingly or not are relying on them to provide a bright future" (personal communication, February 2, 2005). Adds San Antonio's Treviño: "What is the purpose of serving if you're not committed to high achievement for all children?" (personal communication, December 24, 2004).

THEORIES OF ACTION FOR CHANGE

Beliefs and commitments lead to action, but what actions by a board will create a high-performing district? A board must have a theory of action for change, represented by the second box in the framework (see Figure 2.1). Clarity on a theory of action provides the foundation for goal setting and a strategic plan. Most important, a theory of action dictates the policy framework and guides the development and oversight of aligned reform policies. Policy leadership is one of the three most powerful levers for change placed in the hands of a school board—the others being superintendent selection and the bully pulpit.

A theory of change is a set of beliefs about how the world works. In the school reform context, a theory of change encompasses beliefs about how children learn, the motives that drive adult behaviors, the conditions that create organizational excellence, and the interplay between American democracy and democratic institutions. A theory of action for change is a set of

beliefs about what actions by the board will create the desired changes. For example, a board that believes strongly in the effectiveness of command and control will create a policy framework that is very different from that of a board that believes strongly in collaboration or the power of the marketplace.

Most boards lack a clear theory of action, and for many with an implied theory of action, the theory is partial rather than comprehensive. Boards must understand that silver bullets will not fix urban districts. Shared-decision-making committees, small classes, small schools, alternative certification of teachers, pay for performance, public school choice, whole-school design, and other popular reform ideas may be parts of comprehensive theories of action, but alone they are likely to accomplish little. Boards must understand whole-systems change and seek comprehensive theories of action to change the whole system. Fortunately, some districts have pioneered comprehensive theories of action that hold great promise for districtwide high performance.

ROLES, RESPONSIBILITIES, AND RELATIONSHIPS

Policy leadership is the primary work of a board, and policy content is the primary output of a board's work. This work rests on an infrastructure that includes productive relationships between the board and superintendent, effective board meetings and other major processes by which the board does its work, and the correct application of the methods and principles of policy development and oversight. The stacked boxes that support the reform policy box in Figure 2.1 represent these elements.

Board members have numerous and complex relationships: with parents and other citizens, business and community leaders, elected officials, representatives of special interest groups, vendors, the superintendent, other district employees, and, of course, one another. Of all these, the most important are the relationships board members have with one another and with the superintendent. The box at the base of the vertical column in Figure 2.1 represents these relationships and the roles and responsibilities that come with them.

District reform is impossible unless the board and individual board members work in close partnership with a reform superintendent. The most powerful, focused, and capable board cannot reform a school district by working around an ineffective superintendent. A reform board must have a reform superintendent. And the board members and superintendent must have a common understanding of their roles and responsibilities. All too often, they don't. Board members cross the line into management, and superintendents assume the powers of governance.

Board members must provide constituent service. All elected officials do, and appointed board members no less than elected board members must

intervene when constituents are not provided the service that policy requires. But there is a right way and a wrong way to serve constituents. Board members micromanage when they insert themselves into management decisions—about personnel, facilities, student discipline, or whatever. Micromanagement sows confusion, disrupts management systems, and weakens the superintendent's control of the district. By so doing, it diminishes the power of the board to govern. A weak superintendent cannot effectively implement the board's policies or be held accountable for the management failures of the system.

In the Reform Governance Framework, as seen in Figure 2.1, the dark horizontal line represents the line between governance and management. Note that the down arrows do not penetrate the line. This represents one of the most important principles of effective governance: Board members or the board as a whole should never cross the line into management.

Recognizing this principle, states Dayton's Littlejohn, "is the first major step in effective governance. It establishes the proper relationship between board members and the superintendent, enabling the superintendent to effectively manage and the board to hold the superintendent accountable for effective management" (personal communication, February 2, 2005).

Note, however, that the up arrows do penetrate the line. This represents the fact that the superintendent is part of the governance team. The board governs by policy, but it cannot make good policy without the superintendent. All policy affects budgets or personnel; all policy should be evaluated for effectiveness; and most policy development requires some technical expertise.

Even the most knowledgeable board does not have sufficient knowledge of the system to predict the impact of policies on budgets, personnel, and children. For these reasons, the superintendent must be part of the governance team. However, governance is not the responsibility of the superintendent; it is the responsibility of the board.

BUILDING BLOCKS OF REFORM GOVERNANCE

Board meetings, workshops, committees, and the structure and process by which board members deliver constituent services are the major processes by which the board does its work. The second box in the vertical column of the framework represents these building blocks of reform governance (see Figure 2.1).

Board meetings are the time and place at which boards act, and what the public sees at board meetings determines largely what the public thinks about the board. The keys to an effective board meeting are an agenda-review process that gives board members an opportunity to understand issues and raise questions; a short meeting that bundles routine items into one motion

and focuses attention on a few major items, especially items relating to student achievement; and minimal participation by the public. Public comment is best received at public hearings following a board meeting or at hearings posted for the purpose of receiving input on a specific subject.

Workshops provide boards with an opportunity to educate themselves and the public and drive an agenda. Standing and ad hoc board committees can be effective vehicles for bringing action items to the board or they can be bottlenecks that encourage micromanagement.

Finally, board members have much constituent service and community-building work. This work can be done effectively only in partnership with the superintendent and requires unambiguous protocols and effective administrative support.

POLICY DEVELOPMENT AND OVERSIGHT

The third box in the vertical column in the framework shown in Figure 2.1 represents policy-development methods and principles and policy oversight. Perhaps 90% of all policies are routine operating policies, policies needed to enable the system to cope with changes in the environment. These policies may be driven by events that lead to unfavorable publicity or demonstrate systems failures, new technologies, changing demographic patterns, budget needs, and other factors. Some originate in the superintendent's office. Some bubble up through the organization.

These policies normally come to the board as superintendent recommendations, and the board has little if any involvement in their development, though if they are controversial—for example, school-attendance boundary changes—they may consume a great deal of the board's time. Boards should avoid spending time on routine operating policies, but they should be deeply involved in the development of reform policies, policies designed to change the district in fundamental ways to improve student achievement and district operations.

There are four major methods for policy development. Most routine operating policies come directly from the superintendent. Sometimes, because these issues are controversial or benefit from broad input, the superintendent charters a community task force to bring forward a recommendation. Board committees or task forces chartered by the board may also bring forth recommendations. Each method has advantages and disadvantages.

However the policy is developed, two principles apply. The policy should focus on ends, not means. And it should be only as specific as necessary to obtain results, allowing management as much freedom as possible to fill in the gaps. The more that policies add *how* to *what*, the more the board ties the hands of management, with numerous negative consequences.

Boards cannot assume that policies will be effectively implemented. Reform policies, especially, are likely to generate significant internal resistance. For all major policies, boards should set out how implementation will be measured and reported.

Implementation is not enough. Policies must work. Sometimes policies, however well implemented, do not achieve desired results. All major reform policies must be periodically evaluated. Again, along with requirements for reports on implementation, policies should contain requirements for evaluation.

POLICIES TO TRANSFORM URBAN DISTRICTS

The top box in the vertical column in Figure 2.1 represents properly aligned reform policies to transform urban districts. Reform policies should be enacted to advance the board's theory of action. The board must understand whole-systems change so that reform policies are properly aligned. For example, a board with a strong commitment to accountability for results would not want to adopt policies with heavy process-compliance requirements. Also, the order of policy implementation is important. Accountability policies, for example, should be implemented ahead of empowerment policies.

The primary work of a reform board is developing and approving reform policies. These policies advance the board's theory of action for change and in proper alignment will, over time, transform the structure, incentives, and culture of the district. Boards do many other things that are extremely important, but policies are the instruments by which they transform districts.

To be effective in the policy arena, board members must read widely in reform literature, become knowledgeable about what is working and not working in other districts, be clear about their theory of action for change and how the policies they are enacting support it, and be master politicians. And always, they must pay attention to their key relationships, especially those with one another and the superintendent, and the major processes by which they do their work.

BUILDING CIVIC CAPACITY

Even the most powerful board working with a strong reform superintendent cannot effect sustained change without the support of the community. Civic capacity for change is required. Flowing to the right of the Roles, Responsibilities, and Relationships box in the framework is a box representing the board's relationship with the people it serves and its responsibility to build civic capacity.

Schools are rooted deeply in the communities they serve. The public owns them, and it directly or indirectly chooses the board of education. Everyone is for better schools, but change threatens many special interests. A board-superintendent team that gets too far in front of the public it serves will find itself without support. And when broad public support is absent, special interest groups will kill bold reform policies, and reform will grind to a halt.

Points out former Seattle superintendent Joseph Olchefske:

> School districts have a staggering array of special interests that revolve around them. Some of these groups are very formal and long-standing: PTAs, ethnic and cultural organizations, neighborhood groups, etc. Others can be created almost overnight. Communities have a tremendous capacity to create informal groups in a very short time to oppose specific policies or approaches being considered by a school board. In many cases, these informal groups will disappear the day after the decision. The antidote to these blockers of change is broad public support for the board's reform agenda. (Personal communication, December 20, 2004)

Reform governance means more than leading the district. It means leading the community. Board leaders and the superintendent must educate the public, starting with business leaders and elected officials and reaching out to nonprofit and religious leaders, civic clubs, parent groups, and every center of influence in the district. These community leaders must understand and embrace the board's core beliefs, commitments, and theory of action; and eventually a majority of the voters must believe that the district is moving in the right direction.

Building civic capacity is a time-consuming and never ending task, but it must be done. No one can do this work as effectively as board members. They spring from the community, represent the community, are networked with the major centers of power, and are ultimately accountable for the performance of the district.

TRANSITION PLANNING

One of life's great truths is that we are all transitional. Superintendents come and go. So do board members. Reform board-superintendent teams can make significant improvements in large urban school districts in 3 years. But deep systemic change and the emergence of a performance culture require a decade or more. Even then, the journey has just begun.

Urban school reform is not the work of one board-superintendent team. It is the work of a succession of gradually changing teams. Managing this

succession requires succession planning by the board-superintendent team for the superintendency and the cultivation of outstanding citizens for future board elections. The box at the far right of the framework (see Figure 2.1) represents this work.

Broad public understanding and support of the board's theory of action enables succession planning to become effective succession management. A board-superintendent team that has built civic capacity reaps its reward when the public supports the selection of a new superintendent committed to advancing what is now the city's theory of action and when school board elections are fought on the issue of which candidate will most effectively provide leadership for accelerating the reform trajectory.

THE REFORM GOVERNANCE FRAMEWORK

The Reform Governance Framework, as seen in Figure 2.1, presents the work of the board as a flowchart above the governance/management line because the board's work flows logically from Core Beliefs and Commitments to Transition Planning. Note, however, that flow arrows move from Transition Planning back to Core Beliefs and Commitments.

Reform leadership can originate with business and civic elites or community and parent activists who find and elect board leaders for reform. Or it can originate with a strong reform superintendent who brings a theory of action to a city and builds civic capacity as he or she educates the board. It matters not. What matters is the board's understanding and ownership of the reform agenda and its effective exercise of the powers of governance to advance the agenda.

The Reform Governance Framework does not describe reality. In the life of board members, everything is happening at the same time. Nothing comes first and nothing comes last. In the real world, board members live more often in chaos than in order. One political crisis follows another. There is lack of clarity or consensus on core beliefs. No theory of action consistently guides the development of reform policies. Conventions on major board processes are not agreed upon or are in constant flux. And no one seems to know for certain, or else everyone has a different idea, about the powers and responsibilities of the board.

Notwithstanding messy reality and the limitations of a static, two-dimensional model to describe it, the Reform Governance Framework is a powerful tool to help board members understand their work and guide their actions as reform leaders. The following chapters are an explication of the Reform Governance Framework, supported by examples that place theory in the real world of school board members.

Our Vision

City Schools of Decatur will build the foundation for all children to be their best, achieve their dreams, and make the world a better place.

Our Mission

City Schools of Decatur will work with and inspire students to grow and develop their ability to learn, think, and inquire through meaningful, motivating, and rewarding learning experiences supported by highly qualified, caring adults in a safe, supportive, and inviting community.

Board Norms

The School Board of the City Schools of Decatur wishes to be thought of by staff members, families, community, business, and fellow public servants as role models for our community and students by exemplifying the values identified in our character ends policy:

- Inquirers
- Knowledgeable
- Thinkers
- Communicators
- Principled
- Open-Minded
- Caring
- Risk-takers
- Balanced
- Reflective

Governance Roles and Responsibilities

The governance team agrees to:

- Always put students first when making decisions and keep student achievement as the main focus of Board actions.
- Support the decision of the Board even though other members of the board disagree.
- Follow the Code of Ethics and disclose any conflicts of interest.
- Hire and hold accountable the Superintendent, designating them as chief executive officer with authority to provide educational leadership, manage daily operations, and perform all duties assigned by law to ensure increased student achievement for all students.
- Communicate openly and honestly, with no surprises, with questions and inquiries provided in a timely manner prior to Board meetings or public events.

- Establish the superintendent's annual performance goals jointly with the superintendent in alignment with the strategic plan and provide feedback to the superintendent at least bi-annually via formative and summative evaluation procedures.
- Be fair and timely with the superintendent's evaluation
- Complaints against the superintendent shared with the Board should be referred to the confidential HR Grievance policy.

Superintendent Evaluation

The governance team agrees to:

- Evaluation process is timely, with timely feedback
- Goals are within the superintendent's skill set and level of training, or the resources will be provided to the superintendent.
- The evaluation tool is consistent
- Superintendent is given notice and explanation of evaluation goals by the Board

Chain of Command

The governance team agrees to:

- The Superintendent is responsible and accountable for the day-to-day operations of the school district, providing equity and consistency to ensure increased student achievement for all students.
- Issues and concerns received by the Board or individual members will be referred to the Superintendent.
- Board members will submit their requests for assistance, reports, data, etc., through the Superintendent rather than to staff directly. The Superintendent will provide a response to the collective Board.
- Board members will follow the chain of command, educating, instructing, and encouraging others to do the same.

Decision-Making Process

The governance team agrees to:

- Always put students first when making decisions.
- Study the issues, provide input, discuss with stakeholders, and rely on the Superintendent, staff expertise, and other Board members before making a decision.
- Be open-minded and respectful of diverse opinions, seeking input from all sides.

- Provide a safe space for communications for all stakeholders.
- Be prepared and knowledgeable about educational issues and topics.
- Support decisions made by the governance team once a decision is made.
- Support the implementation of decisions by the superintendent.
- Support the majority decision in public, even when members voted in opposition.
- When an ongoing discussion is taking place on a particular Board Item, the Chair has the right to poll the Board to determine if it is the majority view that it is time to move forward and/or request additional information.

School Visits

The governance team agrees to:

- Communicate their planned attendance at any school event that is not related to their own child with the Board and Superintendent.
- Coordinate all school visits that are unrelated to their own child with the superintendent.

Communication

The governance team agrees to:

- Board members will submit their requests for assistance, reports, data, etc., through the Superintendent rather than to staff directly. The Superintendent will provide a response to the collective Board.
- The Board Members shall not use E-mail or Text Messages to discuss among themselves Board business that is only to be discussed in an open meeting of the Board is part of an executive session, or could be considered an invasion of privacy if the message were to be monitored by another party.
- The Board Chair will reply to emails from constituents that are sent to all members of the Board. That reply will include the Superintendent and other Board members on the thread and inform the constituent that the Superintendent or their designee will respond to the inquiry/request.
- During times of crisis, when the school system is making decisions about how to respond to a crisis or to prepare for a potential closing, individual school board members will direct concerns or questions to the board chair. The board chair and superintendent will maintain daily contact. The concerns from board members will be relayed by the Board chair to the superintendent and information will be gathered. The Board chair will then share updates with the entire board.

Communication with Stakeholders/Community

The governance team agrees to:

- Ongoing, transparent communication with community stakeholders while maintaining confidentiality regarding sensitive matters, including items discussed in executive sessions, and refraining from discussing the intentions of fellow board members.
- Incorporate effective, timely, open, and constant communication.
- Direct all stakeholders' questions, input or discussion to the superintendent who will communicate them as needed to the Board.

Communication with News Media

The governance team agrees that:

- When it pertains to matters of the Board, the Board Chair is designated as the official spokesperson and will collaborate with the rest of the Board and the district Communications Department.
- Embrace the Superintendent or their designee as the official spokesperson for the district.
- For most media inquiries, individual Board members should refer to/confer with the district Communications Department.

Communication with Staff

The governance team agrees to:

- There is an open line of communication between Board members and the Superintendent and Board members may always contact the Superintendent.
- When Board members have information requests, inquiries, and/or concerns or have been notified of inquiries and/or concerns from stakeholders, they will refer the issue to the Superintendent or designee.
- The Superintendent is the only employee that reports directly to the Board of Education.
- They will go through the Superintendent when wanting to communicate with staff.
- If there are concerns about a staff member, they will speak privately with the Superintendent about it.
- To the extent possible, information requests regarding staff presentations will be made to the Superintendent in advance of the meeting.
- They always will be respectful of the staff.

- Complaints against the superintendent shared with the Board should be referred to the confidential HR Grievance policy.

Communication Social Media

The governance team agrees to:

- Board members' personal use of social networking sites may be limited or prohibited because of the need to comply with Georgia statutes pertaining to public records and open meetings.
- Board members will recognize that authority rests with the Board of Education and will make no personal promises on social media sites nor take any private action which may compromise the Board.
- Use social media as a tool to promote positive and important news about the school district.
- Do not respond to negative comments on social media.

Self-Assessment

The governance team agrees to:

- Annually complete the GSBA Governance Team Self-Assessment.
- Annually review Board Norms.

Strategic Planning

The governance team agrees to:

- Commit to a vision of high expectations for student achievement and quality instruction and define clear goals toward that vision.
- Review the Strategic Plan: Commit to a culture of continuous improvement for your board, the superintendent, and the school system by ensuring your strategic plan includes these key components: Mission, Vision and Beliefs, analysis of the current organizational state, strategic goals and priorities, performance objectives and measures, and initiatives and action.
- During the budget process, ensure we are directing dollars directly to the goals of the strategic plan and this process is handled with fidelity and transparency.
- Use research-informed data to guide student-based decisions.
- Have strong values that meld the limitless possibilities for student learning with unshakeable confidence in the district's ability to teach all children at high levels.
- Measure Performance: Keep your board accountable and measure progress toward goals by creating strategic plan performance measures. Review progress during the board self-assessment, superintendent evaluation, and annual review.

- Annually commit to supporting the action plans outlined in the district's strategic plan.
- Ensure the strategic plan always has a focus on student equity, inclusion, and acceptance.

Board Meetings

The governance team agrees to:

- Look to the Board Chair to be recognized to speak.
- Be respectful of each other.
- Be mindful of airtime and not monopolize the meeting.
- Be mindful of body language-engaging in active and respectful listening.
- Model Professionalism in appearance and conduct.
- Do Not engage in side discussions.
- Not respond to stakeholder text messages or emails during the Board meeting nor incorporate information sent via text messages or email from stakeholders into the conversation of the Board during the meeting.

Board Policy 4.30.070-P

Anti-Racist & Anti-Oppression Learning Communities

I. Purpose

Portland Public Schools is committed to an anti-racist and racial equity and social justice approach to public education to ensure a learning environment that is free from hate and the legacy of school segregation and institutional racism for all students and staff. The District unequivocally affirms that Black lives matter. We believe in the fundamental right to human dignity and that generating an equitable world requires an educational system that intentionally disrupts—and builds leaders to disrupt—systems of oppression.

We can begin the process of healing through our policies and curriculum to address cultural and institutional racism. The District must create an inclusive environment that reflects and supports the racial and ethnic diversity of our student population and community.

Every student is entitled to a high-quality educational experience, affirming and free from discrimination or harassment based on perceived race, color, ethnicity, religion, gender identity, sexual orientation, disability, or national origin.

Every employee is entitled to work in an environment that is affirming and free from discrimination or harassment based on perceived race, color, religion, gender identity, sexual orientation, disability, or national origin.

Every visitor is entitled to participate in an environment that is affirming and free from discrimination or harassment based on perceived race, color, religion, gender identity, sexual orientation, disability, or national origin.

Administrators, coaches, advisors, student participants, and others associated with the District's activities, programs, and events shall conduct themselves in a manner that is consistent with the letter and spirit of the District's policies, rules and regulations and of any voluntary organization, including voluntary organizations that administer interscholastic activities or that facilitate the scheduling and programming of interscholastic activities.

II. Definitions

1. "Bias incident" means a person's hostile expression of animus toward another person, relating to the other person's perceived race, color, ethnicity, religion, gender identity, sexual orientation, disability, or national origin of which criminal investigation or prosecution is impossible or inappropriate. Bias incidents may include derogatory language or behavior directed at or about any of the preceding demographic groups.

2. "Symbol of hate" means a symbol, image, or object that expresses animus on the basis of race, color, religion, gender identity, sexual orientation, disability, or national origin including, the noose, swastika, or confederate flag, and symbols

contained in the *Hate on Display Hate Symbols Database.* and whose display:

a. Is reasonably likely to cause a substantial disruption of or material interference with school activities; or

b. Is reasonably likely to interfere with the rights of students to full access to the services, activities, and opportunities offered by a school or program; or

c. Is reasonably likely to create a hostile educational environment which interferes with the psychological and emotional well-being of a student.

3. "Hate Speech" means the written, verbal, visual or symbolic expression of animus on the basis of race, color, religion, gender identity, sexual orientation, disability, or national origin.

III. Expectations and Consequences

We will not tolerate in our schools, programs, activities, or on our property any symbols of hate that are disruptive to the learning environment; contain language, symbols, or images that are discriminatory; are recognized to promote hate or violent conduct; or contain threats. These include, but are not limited to, student and adult apparel, accessories, gestures, or other symbols such as those that depict symbols of hate. Exceptions will be made where symbols are used in teaching curriculum and other learning opportunities that are aligned to the Oregon State Standards and support the goals of this policy. The District will incorporate learning opportunities to support the goals of this policy.

The District has adopted restorative justice practices in the belief that they help resolve conflicts and enable healthy, supportive, and inclusive communities. As part of this practice, the District will endeavor to address incidents of bias and hate speech using this approach. Additionally, if this policy is violated by students, the District will assess whether disciplinary action is required under the Student Conduct and Discipline Policy. Adults who engage in hate speech or bias incidents may be subject to discipline and/or be prohibited from coming upon District property.

The District prohibits retaliation against any individual because that person has in good faith filed a charge, testified, assisted, or participated in an investigation, proceeding, or hearing; and further prohibits anyone from coercing, intimidating, threatening, or interfering with an individual for exercising any rights guaranteed under state and federal law.

Nothing in this policy is intended to interfere with the lawful use of District facilities pursuant to a lease or license.

END OF POLICY

In responding to the use of any symbols of hate, the District will follow the procedures outlined in the Anti-Racist Learning Communities Administrative Directive found here.

A glossary of definitions of the types of behavior and beliefs that are instrumental in the development of bias incidents can be found here: [hyperlink to glossary]

Legal Reference(s):

ORS 659.850; ORS 659.852; OAR 581-002-0005; OAR 581-022-2312; OAR 581-022-2370

Tinker v. Des Moines Indep. Cmty. Sch. Dist., 393 U.S. 503 (1969).

Dariano v. Morgan Hill Unified Sch. Dist., 767 F.3d 764 (9th Cir. 2014).

State v. Robertson, 293 Or. 402 (1982).

OSBA: **ACB**

Adopted: 2/9/2021; Amended 3/2023

I. PURPOSE

Fairfax County embraces its growing diverse population and recognizes it as a tremendous asset but also knows that racial and social inequities still exist. This policy defines expectations for consideration of racial and social equity, and in particular, meaningful community involvement when planning, developing, and implementing policies, practices, and initiatives. It provides a framework to advance equity in alignment with our stated visions and priorities. This policy informs all other policies and applies to all publicly delivered services in Fairfax County Government and Fairfax County Public Schools.

II. SUMMARY OF CHANGES SINCE LAST PUBLICATION

This is a new policy.

III. DEFINITIONS

Equity: The commitment to promote fairness and justice in the formation of public policy that results in all residents – regardless of age, race, color, sex, sexual orientation, gender identity, religion, national origin, marital status, disability, socio-economic status or neighborhood of residence or other characteristics – having opportunity to fully participate in the region's economic vitality, contribute to its readiness for the future, and connect to its assets and resources.

Equity Tools: Information and processes used to identify who is affected by a decision, policy, or practice; how they are affected; and to guide recommendations to encourage positive impacts and/or mitigate negative impacts.

Publicly delivered: The services provided by government or public schools either directly (through the public sector) or through financing the provision of services.

Race: A socially constructed category of identification based on physical characteristics, ancestry, historical affiliation, or shared culture.

Racial Equity: The absence of institutional and structural barriers experienced by people, based on race or color that impede opportunities and results.

Social Equity: The absence of institutional and structural barriers experienced by people, based on other societal factors such as age, sex, sexual orientation, gender identity, religion, national origin, marital status, disability, socio-economic status, neighborhood of residence, that impede opportunities and results.

IV. AREAS OF FOCUS TO PROMOTE EQUITY

Helping people reach their highest level of personal achievement is vital to our county's successful ability to compete in the global economy. Linking our residents and families to opportunities including education, workforce development, employment, and affordable housing helps ensure lifelong learning, better health, resilience, and economic success. The systems, structures, and settings in which our residents and families live, work, play, and learn, create an equitable community and are, in part, a product of policy and resourcing decisions.

Fairfax County Government and Fairfax County Public Schools, working in conjunction with higher education, business, nonprofit, faith, philanthropy, civic and other sectors, will give particular consideration to these initial areas recognizing that additional areas of focus may emerge based on changing factors and that assessment and prioritization are necessary to guide and inform collective actions to support a thriving community and promote equity with a goal of achieving the following:

1. Community and economic development policies and programs that promote wealth creation and ensure fair access for all people.
2. Housing policies that encourage all who want to live in Fairfax to be able to do so, and the provision of a full spectrum of housing opportunities across the county, most notably those in mixed-use areas that are accessible to multiple modes of transport.
3. Workforce development pathways that provide all residents with opportunity to develop knowledge and skills to participate in a diverse economy and earn sufficient income to support themselves and their families.
4. An early childhood education system that ensures all children enter kindergarten at their optimal developmental level with equitable opportunity for success.
5. Education that promotes a responsive, caring, and inclusive culture where all feel valued, supported, and hopeful, and that every child is reached, challenged, and prepared for success in school and life.
6. Community and public safety that includes services such as fire, emergency medical services, police, health, emergency management and code enforcement that are responsive to all residents so that everyone feels safe to live, work, learn, and play in any neighborhood of Fairfax County.
7. A criminal justice system that provides equitable access and fair treatment for all people.
8. Neighborhoods that support all communities and individuals through strong social networks, trust among neighbors, and the ability to work together to achieve common goals that improve the quality of life for everyone in the neighborhood.
9. A vibrant food system where healthy, accessible, and affordable food is valued as a basic human necessity.
10. A health and human services system where opportunities exist for all individuals and families to be safe, be healthy and realize their potential through the provision of accessible, high quality, affordable and culturally appropriate services.
11. A quality built and natural environment that accommodates anticipated growth and change in an economically, socially, and environmentally sustainable and equitable manner that includes mixes of land use that protects existing stable neighborhoods and green spaces, supports sustainability, supports a high quality of life, and promotes employment opportunities, housing, amenities and services for all people.

12. A healthy and quality environment to live and work in that acknowledges the need to breathe clean air, to drink clean water now and for future generations.
13. A parks and recreation system that is equitable and inclusive by providing quality facilities, programs, and services to all communities; balancing the distribution of parks, programs and facilities; and providing accessible and affordable facilities and programs.
14. A multi-modal transportation system that supports the economic growth, health, congestion mitigation, and prosperity goals of Fairfax County and provides accessible mobility solutions that are based on the principles associated with sustainability, diversity, and community health.
15. Digital access and literacy for all residents.
16. Intentional, focused recruitment efforts that bolster a diverse applicant pool; hiring and evaluation practices, and processes for employee feedback, to achieve and preserve a culture of equity and fairness for all employees.
17. Policies that prohibit all forms of discrimination under Federal and State law in county and school system activities, and ensure that all practices provide fair treatment for all employees, contractors, clients, community partners, residents, and other sectors who interact with Fairfax County including higher education, business, nonprofit, faith, philanthropy, and civic.

V. PROCESS

To achieve equity and advance opportunity for all, Fairfax County Government and Fairfax County Public Schools will work in partnership with others and utilize the influence of each respective institution to leverage and expand opportunity. Organizational capacity in the following areas will enable the development, implementation, and evaluation of policies, programs, and practices that advance equity:

a. Community Engagement

To foster civil discourse and dialogue, community engagement shall ensure that the breadth of interests, ideas, and values of all people are heard and considered. Outreach and public participation processes will be inclusive of diverse races, cultures, ages, and other social statuses. Effective listening, transparency, flexibility, and adaptability will be utilized to overcome barriers (geography, language, time, design, etc.) that prevent or limit participation in public processes. Fairfax County Government and Fairfax County Public Schools will engage with sectors such as higher education, business, nonprofit, faith, philanthropy, civic and others to collectively address barriers to opportunity.

b. Training and Capacity Building

Training will be designed for individual and collective learning with an emphasis on building competencies and skills to implement strategies that promote racial and social equity in employees' daily work. Foundational training will include, but will not be limited to: an understanding of implicit bias; institutional and structural racism; and the use of equity tools. Additional training for role and business area specific training will also be provided.

c. Applying Equity Tools

Consideration will be given to whole community benefits and burdens, identifying strategies to mitigate negative impacts, and promoting success for all people in planning and decision making. Equity tools such as structured questions, equity impact analyses, disparity studies, etc. will be used to ensure that equity is considered intentionally in decision-making and the One Fairfax policy is operationalized.

d. Racial and Social Equity Action Planning

All organizations and departments within Fairfax County Government and Fairfax County Public Schools will conduct analysis, devise plans, set goals, and take actions through specific practices, policies, and initiatives within their purview.

e. Accountability Framework

Fairfax County Government and Fairfax County Public Schools will incorporate data and publish performance measures that can be analyzed, quantified, and disaggregated to evaluate the extent to which our systems are achieving goals identified through the racial and social equity action planning.

VI. ROLES

Fairfax County Government and Fairfax County Public Schools will designate and support staff members to lead the implementation of the One Fairfax policy. These staff members will work in conjunction with:

- The Board of Supervisors, School Board, and One Fairfax Executive Leadership Team to provide strategic, collective leadership in support of the equity-informed planning and decision-making processes prescribed by this policy and the development and pursuit of identified equity goals; and
- A multi-department, cross-systems equity staff team to facilitate coordination of racial and social equity action planning, collective action, and shared accountability across and within county and schools organizations.
- Boards, Commissions, Authorities and Advisory Committees to promote stakeholder engagement and input in support of equity informed planning and decision making.

Related policies and regulations:

Fairfax County Public Schools Policy 1450 – Nondiscrimination
Fairfax County Government Procedural Memorandum 39-06 – Harassment
Fairfax County Government Procedural Memorandum 39-04 – Reasonable Accommodation in Employment
Fairfax County Government Procedural Memorandum 39-05 – Reasonable Accommodation of Services and Devices
Fairfax County Government Procedural Memorandum 02-08 – Language Access Policy
The Code of Fairfax County, Virginia – Chapter 11 – Human Rights Ordinance

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

I. Overview – Student Focused Procedures

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

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

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

II. Definitions

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

III. Gender Identification Confidentiality

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

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

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

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

IV. Names And Pronouns

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

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

V. Student Information System

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

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

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

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

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

VI. Restrooms and Locker rooms

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

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

access to education, ensure student safety, and maximize social integration while minimizing stigmatization of the student.

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

regardless of the underlying reasons, should be provided with a reasonable alternative changing area such as the option to use a private area (e.g., a nearby restroom stall with a door, or an area separated by a curtain) or a separate changing schedule (e.g., using a locker room before or after other students).

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

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

i. Transgender and gender expansive students may elect to skip changing for PE if doing so alleviates any potential harm caused by being in a gendered space.

ii. Students **may not** be penalized (e.g., graded down, required to sit out, etc.) for not dressing down so long as they are wearing appropriate footwear and are actively engaged in the class.

VII. Athletics & School Activities Participation

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

a. Staff supporting sports and activities under OSAA should review the OSAA Gender Diversity Toolkit and handbooks for their sport and/or activity.

b. Athletic Directors, coaches, and other school staff who support athletics and activities should participate in available PPS and/or OSAA trainings on increasing access to and creating affirming sports and activities spaces for gender expansive students.

c. Transgender, nonbinary, or gender expansive students participating in any sport or activity may request a meeting to complete the School Support Plan and Athletic Support Plan (found in the Gender Identity Support Guide) to ensure they have what they need to fully participate as their authentic selves.

VIII. Overnight School Trips

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

a. Best practice is to make available a gender-inclusive accommodation that is presented as an option for any student who feels more comfortable with that option.

i. Schools should work with the student, family, principal's supervisor,

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

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

IX. Dress Code

Please reference 4.30.013-AD Dress Code to read the code in full.

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

X. Student Safety

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

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

shown to be persistent and pervasive.

iv. The building Title IX Coordinator should document the incident and related interventions which should include:
    1. Remedies used to correct the effects of the anti-LGBTQ2SIA+ behavior on the targeted student and other students;
    2. Implementing supportive measures as required by Title IX, and;
    3. Monitoring to ensure that the behavior does not recur.

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

XI. Curriculum And Instruction

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

XII. Training and Professional Development

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

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

Approved 1/3/18

Revised 5/2019; 10/2021; 9/2022; 6/2023