

G-24: Administrative Procedures Inclusive Working and Learning Environments



REFERENCES

- [Board Policy G-24: Inclusive Working and Learning Environments](#)
- [District Dignity Initiative](#)
- [G-24: Confidential Student Gender Support Plan](#)
- [G-24: Confidential Workplace Transition Plan](#)

DEFINITIONS

These definitions are provided not for the purpose of labeling individuals but rather to assist in understanding these administrative procedures and the legal obligations of district staff. Individuals may or may not use these terms to describe themselves.

Changing Room: A dressing room, fitting room, locker room, or shower room.

Gender Identity: Refers to one’s internal sense of one’s own gender. It may or may not correspond to the sex assigned to a person at birth and may or may not be made visible to others.

Inclusion: The practice of ensuring that students are accepted and valued as members of the school community with equal opportunities to contribute by creating conditions for meaningful participation including with students with disabilities.

Intersex: A term for a combination of chromosomes, gonads, hormones, internal sex organs, and genitals that differs from the two typical patterns for male or female bodies.

Respect: Acknowledging differences by looking for the good in everyone, including oneself, and showing due regard for feelings, rights, cultures, and traditions.

Transgender: An adjective describing a person whose gender identity or expression is different from the sex assigned at birth. A transgender male is someone who identifies as male but was assigned the sex of female at birth (FTM); a transgender female is someone who identifies as female but was assigned the sex of male at birth (MTF).

PROCEDURES FOR IMPLEMENTATION

The Salt Lake City School District Board of Education supports the universal values of dignity and respect, and emphasizes the importance of safe, inclusive, and welcoming environments for all students and employees. These procedures are designed to promote the inclusion of all students, as the district strives to ensure students feel a sense of belonging and support. To that end, the district expects students and employees to respect the dignity, worth, and uniqueness of each individual including, but not limited to their gender identity and expression, civil status, family status, sexual orientation, religion, age, disability, race, ethnicity, socio-economic status, and culture. Bullying, cyber-bullying, hazing, discrimination, retaliation, and harassment are prohibited. Such actions are illegal and abusive and can negatively affect not only the school or work environment, but also an individual’s health and well-being.

I. Dignity District

- Employees and students have the right to be treated with dignity and respect in their working and learning environments. Employees and students should ensure their communications utilize language grounded in dignity.
- Educators should strive to create classroom environments where students feel safe, seen, and respected.
- Students should be encouraged to interact with kindness and empathy toward one another.
- The value of dignity should be upheld and promoted within all district facilities.

II. Ensuring a Welcoming Environment for Students

- Students may request a meeting with a school administrator to discuss concerns about their school environment and/or supports to make the school environment more welcoming for them.
 - If a school employee believes that a situation exists which presents a serious threat to the well-being of a student, that employee shall notify the student’s parents without delay.
- The student’s health and safety is the paramount consideration when discussing the student’s well-being.
- Any school employee can provide a student and/or their parents with a list of resources to assist the student and/or the family.
 - Schools have licensed social workers who can provide mental health services to students with parent permission.
 - School counselors can work with students on basic stress management techniques and skill building strategies.

III. Student Confidentiality/Privacy

- A. Students may request a variety of accommodations, and depending on the nature of the request and/or the student's individual circumstances, complete confidentiality in the school environment may not always be possible.
- B. To protect a student's privacy, school staff should take care not to inadvertently disclose information that is intended to be kept private or that is legally protected from disclosure (such as confidential medical information).
- C. The district and individual schools should only collect and maintain information about students' race, religion, gender when necessary. For example, miscellaneous forms that include a line for parents to fill in indicating their student's gender should be reviewed to see if such information is necessary or irrelevant, and if irrelevant, district and school administrators should delete the line with the gender marker request.
 - 1. The district shall not require that a student disclose their preferred pronouns. Nothing in these procedures prohibits a student from volunteering their preferred pronouns.

III. Student Transition Planning/Accommodations

- A. A transgender student and their parent(s) should contact the building administrator to schedule a meeting to develop a plan to address the students' particular circumstances and needs.
 - 1. The principal, parent, and student together should go through the [Confidential Student Support Plan](#) to ensure that needed supports and accommodations are put in place for the student.
 - a. In some limited cases, the principal may assign an assistant principal as their designee for this process.
 - 2. Any district employee who receives a request from a student for accommodation shall inform the individual of the employee's obligation to notify the principal of the request, and then shall immediately notify the principal.
- B. A copy of the Confidential Student Support Plan shall be given to the parent and the principal shall keep the original in a secure location to maintain the student's privacy. This documentation should not be kept in the student's cumulative file.
 - 1. In cases where the transgender student's name or gender marker have been legally changed, unauthorized disclosure of their birth name or original gender marker would also violate the Family Educational Rights and Privacy Act ("FERPA") and Utah's Student Privacy and Data Protection Act.
 - 2. Depending on the nature of the requested accommodation, the timing of the student's transition, and/or the student's individual circumstances, complete confidentiality of the student's transgender status or gender identity in the school environment may not be possible.
 - 3. Before any changes are made to a student's education record regarding a student's gender identity, the school administrator must obtain written parental consent.
- C. The principal will take steps to ensure that any accommodations outlined in the Confidential Student Plan are implemented and followed. For example, if a student is granted the reasonable accommodation of being addressed with a different pronoun, the principal shall inform the student's teachers and appropriate district staff of the accommodation to be provided.
- D. If the parent and student are dissatisfied with the Confidential Student Support Plan, they may contact the district's compliance officer for a review of the Plan.
 - 1. The request should include an explanation of why the parent and student believe the plan is deficient.
 - 2. The compliance officer will discuss the request with the parties and make a determination within 10 school days.

IV. Student Facilities

- A. Any student may request increased privacy in restroom or changing room usage. The principal should provide any student who requests additional privacy with reasonable alternative arrangements. Reasonable alternative arrangements may include:
 - 1. the use of a private area to change;
 - 2. the use of a single stall restroom; and/or
 - 3. the implementation of a separate changing schedule.
- B. If the school does not have a gender-neutral restroom that is accessible to all students, the requesting parent and student may complete a privacy plan to allow the student access to a gender-neutral restroom.

V. Employee Transition Planning/Accommodations

- A. A transgender/transitioning employee should contact their supervisor or the district's compliance officer to schedule a meeting to develop a plan to address the employee's particular circumstances and needs.
 - 1. The employee and their supervisor and/or the district's compliance officer should go over the [Confidential Workplace Transition Plan](#) to ensure that needed supports and accommodations are put in place for the employee.

- B. A copy of the Workplace Transition Plan shall be given to the employee and the supervisor/compliance officer shall keep the original in a secure location to maintain the employee's privacy. This documentation should not be kept in the employee's personnel file.
- C. The supervisor will take steps to ensure that the Workplace Transition Plan is implemented and followed. For example, if an employee is granted the reasonable accommodation of being addressed with a different pronoun, the supervisor shall inform appropriate staff members of the accommodation to be provided.
- D. If the employee is dissatisfied with the Workplace Transition Plan, they may contact the district's compliance officer for a review of the Plan.
 - 1. The request should include an explanation of why the employee believes the plan is deficient.
 - 2. The compliance officer will discuss the request with the parties and make a determination within 10 school days.

VI. Employee Dress Code

Department dress codes will avoid stereotypes and instead will require attire and grooming professionally appropriate to the work unit, address safety concerns, outline legal regulations, and promote employee visibility. Employees have the right to comply with department dress codes in a manner consistent with their gender identity/expression, religious tenets, and/or cultural norms.

VII. Employee Records and References

- A. An employee's official records will be updated to reflect a change in name or gender upon request from the employee. Most records can be changed to reflect a person's preferred name without proof of a legal name change. However, a legal name change may be required before a person's name can be changed on certain types of records, like those relating to payroll and retirement accounts.
- B. An employee has the right to be addressed by the name and pronouns corresponding to the employee's gender identity.
 - 1. The transitioning employee, district compliance officer, and the employee's supervisor will develop a plan for the employee's preferred name and pronouns to be communicated to coworkers and others in the district community with a need to know.
- C. An employee's department photographs and district identification will be updated at the transitioning employee's request, so the transitioning employee's gender identity and expression are represented accurately.

VIII. Employee Facilities

- A. A transgender or gender nonconforming employee may not be required to use an employee locker room or restroom that conflicts with the employee's gender identity.
- B. Any employee may express a need or desire for increased privacy in restroom or changing room usage. The supervisor should provide an employee who requests additional privacy with reasonable alternative arrangements. Reasonable alternative arrangements may include:
 - 1. the use of a private area to change;
 - 2. the installation of privacy stalls or curtains, if appropriate and feasible;
 - 3. the implementation of a separate changing schedule; or
 - 4. the use of a single stall restroom.

IX. Employee Health Insurance Benefits

No employee who is eligible for the district's health insurance benefits will be denied an opportunity to participate in those benefits. Limitations on coverage for certain services will be dependent on the plans in effect at that time.

No district employee or student shall be subjected to discrimination in employment or any district program or activity on the basis of age, color, disability, gender, gender identity, genetic information, national origin, pregnancy, race, religion, sex, sexual orientation, or veteran status. The district is committed to providing equal access and equal opportunity in its programs, services and employment including its policies, complaint processes, program accessibility, district facility use, accommodations and other Equal Employment Opportunity matters. The district also provides equal access to district facilities for all youth groups listed in Title 36 of the United State Codes, including scouting groups. The following person has been designated to handle inquiries and complaints regarding unlawful discrimination, harassment, and retaliation: Tina Hatch, Compliance and Investigations/Title IX Coordinator, 406 East 100 South, Salt Lake City, Utah 84111, (801) 578-8388. You may also contact the Office for Civil Rights, Denver, CO, (303) 844-5695.