

9:00 AM

Thursday, August 13, 2020

AGENDA
Retreat of the
BOARD OF DIRECTORS
Corvallis School District 509J

Meeting Details: Thursday, August 13, 2020, 9:00 AM in the District Office Board Room, 1555 SW 35th Street, Corvallis, OR 97333.

SOCIAL DISTANCING IS ESSENTIAL IN REDUCING THE SPREAD OF THE COVID-19 PANDEMIC.

Oregon law allows public meetings to be held entirely online; therefore, we will NOT have seating available at the meeting site. If you would like to watch live-streaming of the School Board meeting, please navigate to the District's YouTube channel: <https://www.youtube.com/channel/UC9Jtpte5dmilZI9kySBJbVQ?> A recording of the meeting will also be posted to that channel.

- I. **WELCOME AND INTRODUCTIONS (9:00 a.m.)**
- II. **REVIEW OF POLICIES ON POLICY DEVELOPMENT (9:15 a.m.)**
- III. **PUBLIC ENGAGEMENT AND COMMUNICATION (9:30 a.m.)**
- IV. **BREAK (10:20 a.m.)**
- V. **RACIAL EQUITY (10:30 a.m.)**

CSD Board Retreat



Aug 13, 2020

Human conversation is the most ancient and easiest way to cultivate the conditions for change, personal change, community and organizational change.

If we can sit together and talk about what is important to us, we begin to come alive. We share what we see, what we feel and we listen to what others see and feel.

-Margaret Wheatley

The Compass



The Four Agreements

Stay Engaged

Speak Your Truth

Experience Discomfort

Accept and Expect Non-Closure



Supreme Court Justice Sonia Sotomayor



Race matters for reasons that really are only skin deep, that cannot be discussed any other way, and that cannot be wished away. Race matters to a young man's view of society when he spends his teenage years watching others tense up as he passes, no matter the neighborhood where he grew up. Race matters to a young woman's sense of self when she states her hometown, and then is pressed, "No, where are you really from?", regardless of how many generations her family has been in the country. Race matters to a young person addressed by a stranger in a foreign language, which he does not understand because only English was spoken at home. Race matters because of the slights, the snickers, the silent judgments that reinforce that most crippling of thoughts: "I do not belong here."

The Six Conditions

Engage- Through your own personal racial, beliefs and perspectives while understanding historical and current local and immediate racial contexts.

Sustain- Yourself and others using mindful inquiry into the multiple perspectives that are different than yours.

Deepen- Your understanding of whiteness and interrogate your association with racial privilege and power.



Text Analysis

District	Race	Students of Color	BIPOC
#1	2	0	
#2	1	0	
#3	6	5	
#4	5	0	
#5	10	1	2
#6	6	6	

Themes and Categories

Themes

Belief statement about students

Statement about the recognition of the disparities between white and SOC

Categories (stance, commitments)

- Access to high quality culturally responsive instruction, curriculum
- Recruitment and retention of SOC
- Professional development for staff on race
- Engagement and empowerment of students and communities of color

Outliers

Outliers:

- Funds of Knowledge
- Use of equity lens
- Utilization of disaggregated data to analyze trends
- Provide multiple pathways to meet needs of diverse populations
- Create a welcoming and inclusive school environment

ONLY One addressed 'Ensure disciplinary actions are undertaken w/out bias and/or disproportionality.'

When you know your **WHY**, your **WHAT** has more impact because you are walking in or towards your purpose.





Corvallis School District Equity Lens

How does this decision **align with** the District **mission/vision**?

Who does this decision **affect positively**?

Who does this decision **affect negatively**?

How might this decision **ignore or worsen** existing **disparities**?

What are the **unintended consequences** of this decision?

How will **those** being **affected** by the decision **be included** in the process?

What other **possibilities** were **explored**?

How will this decision/outcome be **sustainable**?

POLICY

BALTIMORE CITY BOARD OF SCHOOL COMMISSIONERS

EQUITY

I. Purpose

Baltimore City Public Schools acknowledges the historical, generational, and compounding reality of the systems, structures, and practices that have intentionally created and continued to afford advantages to some groups while perpetuating racial inequities for others. The district must take responsibility and action for removing, and actively repairing these inequities to ensure positive educational outcomes for children.

Through this policy, City Schools owns its role in creating and implementing policies and practices that result in predictably lower academic and graduation outcomes and disproportionate disciplinary action, for students of color than for their white peers. The district recognizes that these disparities contradict the beliefs and values we articulate about what students can achieve and the role of adults in ensuring conditions for success.

Rather than, continuing to perpetuate and contribute to institutional racism, Baltimore City Schools must move to disrupt and dismantle it in every area of our work. Our Board, district administrators, and school-based staff will work together to aggressively and efficiently eliminate inequitable practices, systems, and structures that create advantages for some students and families while disadvantaging others. We will allocate resources to replace those inequitable practices, systems, and structures with new ones to ensure that we provide racially equitable education and environments to children and families of color.

II. Definitions

A. *Educational equity*- every student has access to the opportunities, resources and educational rigor they need throughout their educational career to maximize academic success and social emotional well-being and to view each student's individual characteristics as valuable. The characteristics of each individual student include but are not limited to ability (cognitive, social emotional and physical), ethnicity, family structure, gender identity and expression, language, race, religion, sexual orientation, and socio-economics.

B. *Equity lens*- any program, practice, decision, or action, the impact on all students is addressed, with strategic focus on marginalized student groups.

C. *Racial equity*- the result achieved when you can't predict advantage or disadvantage by race.

III. Policy Standards

To build a generation of young people with the skills, knowledge, and understanding to succeed in college, careers, and community, every City Schools employee takes an active role and accountability for the standards set forth in this policy.

A. Disrupting and Eliminating Systemic Inequities

1. Provide learning experiences for staff to build personal, professional, and organizational capacity on understanding the impact of race on educational equity and inequity. Staff will:
 - a. Explore an understanding of their own racial identity.
 - b. Explore an understanding of the root causes and structural impact of oppression.
 - i. Address the impact on historically oppressed and historically advantaged learners.
 - ii. Address the causes of distrust/mistrust in marginalized communities.
 - iii. Decenter dominant narratives that problematize students of color.
 - c. Explore an understanding of their role in perpetuating or interrupting systemic inequities.
2. Staff use a shared volume of research and vocabulary that strengthens and grounds diverse perspectives.
3. Staff develop capacity to analyze and eliminate policies and practices employed by the district that result in the predictability of systemic inequities: use of assessments, lower academic achievement for students of color; over-identification and representation of students of color in special education; under-identification and representation of students of color in advanced academics; disproportionality in suspension.
4. A communication plan outlines required strategies to engage students, parents, and families as partners in the full educational process (policy development, curriculum selection, etc.)
5. The district prioritizes the allocation of resources (curriculum, facilities, staffing, support services, technology, transportation, etc.) in a manner that ensures historically underserved students and schools get what they need to participate in a world class education.

B. Honoring Culture, Experiences, & Humanity of Students, Families & Community

1. Students receive holistic instruction and opportunities to apply learning that is tailored to the assets of their racial, geographic, and socioeconomic existence/realities.

2. Curriculum and materials must honor the experience, culture and humanity of students absent the traditionally taught dominant framing and narrative.
3. School staff understand the history of the community in which they teach and ensure the school environments are engaging and responsive to the needs of students of color.
4. The district's communication strategy facilitates interactions where students and families feel welcomed, empowered, and treated as authentic thought partners in the educational process.
5. The social and emotional learning needs of students and families guide the selection, implementation, and monitoring of solutions to create safe, inclusive school climates to include, but not limited to Restorative Practices, Trauma Informed Care, De-escalation strategies, etc.

C. Ensuring Access & Representation in Academic Programming

1. The district ensures equitable access to curricular materials, practices, instruction, and assessment that is and culturally relevant for students of color.
2. Specialized programming and support models will create opportunities for historically oppressed learners to thrive in academic programs.
3. Admissions criteria allow for an increase in underrepresented students in advanced academics and schools/programs with selective entrance criteria.
4. Partner organizations are required to develop application processes, scoring, and admissions criteria that reflects the racial demographics of the student population.
5. Budgeting, scheduling, and staffing structures reflect a robust academic experience for students, to include but not limited to: science, social studies, health, art, physical education, extra-curricular activities, etc.
6. Cross curricular conditions for learning allow for collaborative planning, professional learning for teachers, evaluation designed to provide growth opportunities, and access to all curricula.

D. Building Staff Capacity for Equity-based Teaching and Leading

1. School and district staff utilize a set of questions for decision-making that ensures ways of thinking and problem solving through an equity lens.
2. School and district leaders utilize disaggregated data to analyze trends, identify gaps, and develop racial equity priorities for schools and offices.
3. School and district staff at all levels raise issues of inequity and offer solutions to remedy.

4. Purchasing/procurement practices provide access and economic opportunities within communities represented by students of color.
5. The district recruits, hires, develops, and retains racially conscious and linguistically diverse teachers, administrators, and staff whose culture and experiences are reflective of the student population.
6. The district forms and nurtures partnerships with external stakeholders that have a demonstrated commitment to supporting racial educational equity.
7. The district communicates disaggregated systemwide data in a transparent and accessible manner, to all stakeholders and offers a plan to mitigate and address inequities.

IV. Implementation Strategies

A. The CEO is responsible for ensuring that the provisions of the Code of Maryland Regulations (“COMAR”) and applicable federal and state laws are followed.

B. The CEO/designee will operationalize the policy by developing an annual plan for training and programming with a timeline to ensure full implementation.

C. The CEO/designee will develop an Evaluation Plan and Accountability Standards for measuring success, progress monitoring, and ongoing plan for continuous improvement.

V. Compliance

Each school and district office will develop annual equity priorities aligned with the Blueprint (strategic plan) and outlined in the Annual School Performance Plan.

An Equity Advisory Committee will be established to engage with district staff on progress towards implementation of the policy.

A report on Equity will be provided to the Board annually to ensure implementation of the policy.

VI. Legal and Policy References

A. Legal Authority

COMAR 13A.01.06

B. Policy References

C. Administrative Regulation References

Sponsoring Officer: Chief Executive Officer

Policy History: New Policy

Equity and Accountability

All students have an inherent right to an equitable, accessible, inclusive, and culturally responsive learning environment. The District values students' diverse ideas and contributions, and believes that students' identities and backgrounds should actively contribute to their successful academic outcomes and that of their peers. Diversity is a core strength of our District and requires that we work systemically to eliminate racial inequalities and inequities for all marginalized students.

I. Commitments

The Board commits to:

- A. Provide system-wide direction, support, oversight, and shared accountability to advance equity and eliminate inequities in our Bellevue School District community.
- B. Affirm, inspire and serve each and every student in our diverse population, especially students who have been marginalized through race or other means, and students who face significant barriers.
- C. Create opportunities and remove barriers to identify and nurture strengths in each and every student and to ensure our community can in turn be strengthened by each and every student.
- D. Provide ongoing Board development and learning opportunities about inequities and biases that impact students, staff, and families in our community, and about effective strategies for addressing them.
- E. Address inequities and biases that create feelings of fear, lack of belonging, and academic and psychological barriers for students, all of which can contribute to reduced academic participation and performance.
- F. Work with the District to develop, maintain, and apply a consistent collection of Critical Criteria, approved by the Board and specified in an accompanying procedure, to the creation and review of all District policies and any Board approvals of District plans, budgets, and curriculum materials.
- G. Ensure our policies directly address racism and occurrences of racial tension in ways that both provide positive guidelines and expectations, and that direct development of robust reporting and investigation processes.
- H. Review and update policies regularly to ensure they proactively advance an equitable and exceptional education for all students. The Board shall conduct an initial prioritized review of its policies within five years of the implementation of this policy and should conduct subsequent prioritized reviews every five to seven years thereafter. The Board shall work with staff to create and maintain a procedure to guide this process.

This policy establishes that our District shall:

- A.** Adopt curriculum, and teaching and learning strategies, that leverage, reflect, and affirm the unique experiences and social, racial, cultural, linguistic, and familial backgrounds of our Bellevue School District community.
- B.** Ensure that all students have equitable access to and provision of resources based on their unique needs, including but not limited to, English language learning, advanced learning, free and reduced-price lunches, special education, and homelessness supports.
- C.** Ensure that all students have equitable access to all District programs including but not limited to all District choice schools, college and career readiness and counseling, sports and activities, and Advanced Placement and International Baccalaureate coursework.
- D.** Provide concerted universal instructional efforts and extensive and varied intervention opportunities to support all students, including those who face barriers and inequities, to meet key milestones for student growth and achievement, and their own personal growth and learning goals.
- E.** Ensure disciplinary actions are undertaken without bias and/or disproportionality.
- F.** Work with the employee groups and staff to ensure that, at least once every three years, and within the first year for all newly hired staff, every staff member participates in professional development that addresses implicit bias, anti-discrimination, cultural responsiveness, and inclusion. For those staff who work directly with the instruction of students and for those who support such staff, the professional development will include training on culturally responsive instruction and inclusive practices. The Superintendent will ensure professional development in these instructional practices is ongoing and will provide job-embedded opportunities for collaborative learning and application of these practices with respect to other instructional priorities.
- G.** Implement hiring processes that proactively support the District's commitment to hiring, recruitment, and retention of highly qualified staff of color and that promote and honor other aspects of a diverse workforce.
- H.** Apply a consistent collection of Critical Criteria, approved by the Board and specified in an accompanying procedure, to the creation and review of all District procedures, the selection of curriculum materials, and the construction of District-wide and program-specific plans and budgets.
- I.** Develop reporting, investigation, communication and accountability processes, particularly related to actions of racism and occurrences of racial tension or other discriminatory actions. Ensure these processes
 - 1. Identify expected behaviors and behaviors we cannot accept.
 - 2. Provide clear responsibilities for staff who observe such behaviors, including any required reporting or other actions.
 - 3. Include guidelines for how staff and volunteers should address racial and other discriminatory tensions that arise in classrooms, hallways, playgrounds, buses, and any other school environments.

4. Account for power differences among those reporting, those to whom they report, and those who may be enacting or enabling racism or discrimination.
 5. Include clear expectations for follow-up with all relevant parties (including those the actions impact, those reporting, and those alleged to be enacting unwelcome behaviors).
- J.** Foster strong partnerships with diverse groups of parents and stakeholders and increase direct family engagement, especially with families whose students may be marginalized or face barriers.

The Superintendent or designee shall create and maintain procedures, associated with this policy and other relevant policies (cross-referenced in the procedure associated with this policy) as appropriate, to guide how each of the above District commitments will be implemented. The procedure associated with this policy should document and maintain clear measures of success related to each District commitment.

II. Context and Need for Equity and Accountability Policy

Equity is rooted in the values of our District and we must intentionally and continually work to achieve it. We can only serve each and every student if we live our District values, including showing respect and compassion for each other. Racism, discrimination, and marginalization of any people or groups of people, whether intentional or not, have no place in our community. Such actions damage not only those individuals and groups at which they are directed, but also our community as a whole.

We acknowledge the inequities that many of our students face and that we are challenged to address. District data confirm what broader research shows: many factors impact a student's performance, including but not limited to race, income level, disability, gender, country of origin, mobility, and English proficiency. While these factors may be related to one another, each can independently impact students; and students who experience multiple factors can experience greater barriers.

We recognize that students face inequities that are associated with aspects of their identities and their contexts, including race, ethnicity, culture, disability and learning differences, gender, gender identity, gender expression, sexual orientation, religion, national origin, and when they are acquiring English, or are experiencing homelessness or low-income. We are committed to addressing these inequities and helping each and every student to equitably access learning opportunities in our District to enable them all to thrive.

A. Racial Equity

We are working to ensure that all students, regardless of race, experience a supportive and barrier free learning environment. The District acknowledges the historic existence of institutionalized racism which has systematically limited the educational and societal advancement of people of color, including Black, Hispanic/LatinX, Native American, Asian, and Pacific Islander. The specific barriers of students and families of color exist within a larger, racial context. Historic and contemporary BSD data measuring student

achievement, performance, and well-being demonstrate an obvious and predictable gap in outcomes, opportunities, and sense of belonging for students of color, most notably Black/African American and Hispanic/LatinX students, and also Native American, Pacific Islander, and Southeast Asian students.

District and other data sources show that there are many ways that students of color experience school differently. In particular, students of color experience forms of racism and unconscious bias that impact all aspects of their educational experience and that impede and limit how successful students of color can be. Additionally, when students are marginalized from participating fully with peers, *all* students lose valuable contributions to their learning. This policy aims to pro-actively promote a culture that supports students of all races and backgrounds, and to address both institutional practices and the behaviors of any individuals in the system that perpetuate any sort of biased actions or ambivalence that allows biased actions to inhibit students of color from accessing the opportunities of our District.

B. Inclusion and Full Engagement

We are working to achieve inclusion in our schools such that all students and families have safe and equitable access, feel a deep sense of belonging, and experience a welcoming classroom and school community where instruction is strengths-based, aligned to or exceeds grade-level and subject standards, and to the maximum extent possible, takes place with all grade-level or subject peers. While this goal extends to all our students, it is especially relevant for students with disabilities and students acquiring English.

The District recognizes that students with disabilities can be marginalized and often separated from their peer community. We also recognize that these students face additional barriers when they come from other marginalized groups, particularly students of color. The District is committed to addressing inequities and biases towards students and families whose voice or access has been marginalized in conjunction with their disabilities, and the District is committed to minimizing situations that separate students from their peers and peer learning environments.

C. Approach to Address Inequities

District efforts to bridge inequities will include a combination of programmatic, cultural and systemic efforts. We recognize that each group faces different barriers, challenges and needs, and that the experiences of different groups of students cannot all be addressed in the same ways. While the District may focus particular efforts to address specific inequities, the District will implement such efforts in a way that allows them to serve any students who need such supports.

III. Accountability

To ensure that we are truly serving each and every student, especially those who have been marginalized and those who experience barriers, we will monitor our effectiveness, report, analyze, and adjust our related practices in the following contexts:

- Regular reporting and program planning
- Annual report, including follow up plans, on equity and accountability
- Consistent application of the Critical Criteria

A. Annual Equity & Accountability Reporting & Recommendations

The Superintendent or designee, in consultation with the Board, will monitor and report, at least once annually, on the progress of the specific commitments identified in the Commitments section of this policy and on the District's overall progress in removing barriers and effectively serving each and every student. This equity and accountability focused report will identify where success was reached both in terms of the commitments established in this policy and the related outcomes. Specifically, this equity and accountability report will include, though is not limited to, the following:

1. Evaluation of each commitment listed in the commitments section of this policy.
2. Evaluation, with particular attention to those groups of students who have been marginalized and who experience barriers, of multiple relevant measures including, but not limited to:
 - Graduation rates
 - Discipline referrals
 - Referrals for special education services
 - Student sense of belonging
 - College entrance exam [e.g., ACT/SAT] performance
 - State test passing rate
 - D and F rates in secondary core content areas
 - Post-secondary plans

The District should consider other relevant, research, and data-supported measures (qualitative or quantitative) that may be closer to classroom teaching and learning, and should include those as they are identified.

3. Information about, and recommended adjustments the District will make, to programs, initiatives, and resources implemented to remove related barriers, provide needed supports, and increase access and opportunities for students.
4. Any recommendations, if applicable, about relevant changes to District policies, procedures, plans and programs.
5. Updated measures of success for the commitments and initiatives related to this policy.

6. A timeline for any follow-up actions and modifications

This reporting will be in addition to any separate program, school, or departmental reports that may also examine overlapping data sets.

The Superintendent or designee, in consultation with the Board, will create and maintain a procedure to identify relevant measures, associated success metrics, and an appropriate monitoring and reviewing schedule. [should also be consistent with Policy 0300]. The associated procedure should be updated as needed each year within three months of the final equity and accountability report.

B. Regular Ongoing Equity & Accountability Reporting

In all reports to the Board and in all District direction-setting reports, outcomes for students who have been marginalized or who experience barriers should be monitored and considered.

Within the context of its strategic and annual planning process, the District will identify and monitor select key milestones for student growth and achievement. Such milestones should hold equitably high expectations for all students and should appropriately account for the personal growth and learning goals of each and every student.

The Superintendent or designee, in collaboration with the Board, will develop reporting procedures [including procedure 0300P] that ensure progress monitoring for outcomes for marginalized groups.

C. Critical Criteria Documentation

Application of the Critical Criteria must be documented for each of the following:

1. Policies brought to the Board for first reading.
2. All District plans, budgets and curriculum materials presented to the Board for approval.
3. Changes to District procedures, school handbooks, program and departmental plans, and any other relevant direction-setting documents.

The Superintendent or designee, in collaboration with the Board, will develop and maintain tools to support, and a process to monitor, use of the Critical Criteria, and will document these in an accompanying procedure.

Cross References:

Policy 3205

Prohibition of Sexual
Harassment

Policy Type: Executive Limitations

RACE AND EQUITY

EL-10

The superintendent shall not fail to interrupt factors that perpetuate systemic inequities and/or practices that contribute to over and under representation of any student group compared to peers. The superintendent shall confront the institutional bias that results in predictability of student success or lack thereof, including but not limited to race and ethnicity, gender identity and sexual orientation, socioeconomic status, ability, language and culture.

1. The superintendent shall not fail to take all reasonable and prudent actions with respect to reporting, processing and tracking incidents of bias that are typical for similar and highly effective organizations.
2. The superintendent shall not fail to:
 - a. Recruit, employ, support, retain and continuously develop a workforce of culturally-responsive staff;
 - b. Increase workforce diversity reflective of our students;
 - c. Seek out and incorporate student voice in order to develop and maintain a safe and inclusive environment for each and every student;
 - d. Engage families and community partners in culturally-appropriate ways to ensure multiple cultural perspectives are elevated and valued;
 - e. Provide an environment that supports the creation and implementation of culturally-responsive instructional practices and curriculum;
 - f. Provide professional development, training and engagement opportunities to inform and practice cultural competence and increase awareness of personal bias and inequities in leading, teaching, counseling, advising and coaching practices; and
 - g. Recognize and value the funds of knowledge that students and families bring to each classroom, school and our system as a whole.

Approved by: *School Board*

Regular Board Policy Review Frequency: *Annually*

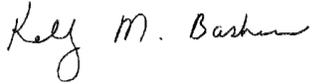
Monitoring of Superintendent Frequency: *Annually*

Approved: 8/14/19

Superintendent/Board Signatures:



Greg Baker, Superintendent



Kelly M. Bashaw, Director



Douglas Benjamin, Director



Camille Diaz Hackler, Director



Quenby M. Peterson, Director



Jennifer I. Mason, Director

Policy 3210

Nondiscrimination

Legal References:

WA Administrative Code
Chapter 392-190

Equal educational
opportunity-Unlawful
Discrimination Prohibited

Title 28A.640 RCW

Sexual Equality

Title 28A.642 RCW

Discrimination Prohibition

**Adoption Date: 06.11.19
Bellevue School District
Revised:**

Educational Equity

The district is committed to the success of every student in each of our schools. For that success to occur, the district is committed to equity by recognizing institutional barriers and creating access and opportunities that benefit each student. “Achieving equity” means students’ identities will not predict or predetermine their success in school.

Educational equity is based on the principles of justice in allocating resources, opportunity, treatment and creating success for each student.

Educational equity promotes the real possibility of equality of educational results for each student and between diverse groups of students. Equity strategies are intentional, systemic, and applied across all district operations with an emphasis on teaching and learning processes.

To achieve educational equity, the district commits to:

1. Systematically using districtwide and individual school level data, disaggregated by race, ethnicity, national origin, language, special education, sex, socioeconomic status, and mobility¹ to inform district decision making.
2. Raising the achievement of all students while narrowing the gap between the lowest and the highest performing students.
3. Eliminating disparity in all aspects of education and its administration, including but not limited to, the disproportionate representation of students by race, poverty, sex, sexual orientation², and national origin in discipline, special education, and in various advanced learning.
4. Graduating all students ready to succeed in a diverse local, national, and global community.

In order to achieve educational equity for each and every student, the district shall make every effort to:

1. Provide every student with equitable access to high quality curriculum, support, facilities, and other educational resources, even when this means differentiating resource allocation.

¹These are data categories that the Oregon Department of Education collects. Districts may choose to add to this list from data the district collects.

²“Sexual orientation” is defined by Oregon Revised Statute (ORS) 174.100(7) to mean an individual’s actual or perceived heterosexuality, homosexuality, bisexuality or gender identity, regardless of whether the individual’s gender identity, appearance, expression or behavior differs from that traditionally associated with the individual’s sex at birth.

Lebanon Community School District

Code: **JBB**
Adopted: 07/17/18

Educational Equity

The district is dedicated to the success of every student in each of our schools. For that success to occur, the district is committed to equity by recognizing institutional barriers and creating access and opportunities that benefit each student. Equity at Lebanon Community School District will not be confused with equality, where all students are treated the same. Equity will be an enduring commitment where race will no longer be a predictor of student achievement; where historically underserved groups¹ increase in capacity and power; and where barriers to student success have been mitigated or eliminated.

Educational equity is based on the principles of fairness and justice in allocating resources, opportunity, treatment and creating a successful path to graduation for each student.

Educational equity furthers the real possibility of equality of educational results for diverse groups of students and students of color. Equity strategies are intentional, individually based, systemic and focused on the core of the teaching and learning process.

To achieve educational equity, the district will commit to:

1. Systematically using districtwide and individual school level data, disaggregated by race/ethnicity, national origin, language, special education, sex, socioeconomic status, and mobility² to inform district decision making.
2. Raising the achievement of all students while narrowing the gap between the lowest and the highest performing students.
3. Eliminating the predictability and disparity in all aspects of education and its administration; including but not limited to, the disproportionate representation of students by race, poverty, sex, sexual orientation³ and national origin in discipline, special education, and in various advanced learning.
4. Graduating all students ready to succeed in a diverse local, national, and global community.

In order to achieve educational equity for each and every student:

¹ Refers to students who are underrepresented racial minorities, low-income, and/or have low academic achievement.

² These are data categories collected by the Oregon Department of Education.

³ "Sexual orientation" is defined by Oregon Revised Statute (ORS) 174.100(7) as an individual's actual or perceived heterosexuality, homosexuality, bisexuality or gender identity, regardless of whether the individual's gender identity, appearance, expression or behavior differs from that traditionally associated with the individual's sex at birth.

1. The district shall provide every student with equitable access to high quality curriculum, support, facilities and other educational resources, even when this means differentiating resource allocation.
2. The district shall review existing policies, programs, professional development and procedures for the promotion of educational equity, and all applicable new policies, programs and procedures will be developed with educational equity as a priority.
3. The district shall actively work toward a balanced teacher, classified staff, and administrator workforce to reflect the diversity of the student body. The district seeks to recruit, employ, support and retain a workforce within each building that includes racial, sex and linguistic diversity, as well as culturally responsive administrative, instructional and support personnel.
4. The district shall provide professional development to strengthen employees' knowledge and skills for eliminating opportunity gaps, addressing racial inequities, and other disparities in achievement.
5. The district shall create schools with a welcoming, inclusive culture and environment that reflects and supports diversity of the student population, their families and their community.
6. The district shall include partners who have demonstrated culturally specific expertise, including but not limited to, families, government agencies, institutions of higher learning, early childhood education organizations, community-based organizations, local businesses and the community in general, in meeting our high goals for educational outcomes. The district shall seek to involve students, staff, families and community members that reflect district demographics to inform decisions regarding the narrowing of the achievement and other opportunity gaps.
7. The district shall provide multiple pathways to success in order to meet the needs of the diverse student body and shall actively encourage, support and expect high academic achievement for each student.
8. The district shall provide materials and assessments that reflect the diversity of students and staff and are geared toward the understanding and appreciation of culture, race, class, language, ethnicity, poverty, ability and other differences that contribute to the uniqueness of each student and staff member.

The superintendent shall include equity practices in the district's strategic plan to implement this policy. The superintendent will annually report to the Board the progress of the strategic plan.

END OF POLICY

Legal Reference(s):

ORS 174.100(7)

ORS 332.075

ORS 332.107

ORS 342.437 to 342.449

2. Review existing policies, programs, professional development, and procedures for the promotion of educational equity, and all applicable new policies, programs, and procedures will be developed with educational equity as a priority.
3. Actively work toward a teacher and administrator workforce that reflects the diversity of the student body. The district seeks to recruit, employ, support, and retain a workforce that includes racial, sex, and linguistic diversity, as well as culturally responsive administrative, instructional, and support personnel.
4. Ensure that every employee in the district is responsible and accountable for the learning and achievement of all students and for building a culture that reinforces this responsibility.
5. Provide professional development to strengthen employees' knowledge and skills for eliminating opportunity gaps and other disparities in achievement.
6. Create schools with a welcoming, inclusive culture and environment that reflects and supports diversity of the student population, their families, and their community.
7. Include partners who have demonstrated culturally specific expertise, including but not limited to, families, government agencies, institutions of higher learning, early childhood education organizations, community-based organizations, local businesses, and the community in general in meeting our high goals for educational outcomes. The district shall seek to involve students, staff, families, and community members who reflect district demographics to inform decisions regarding the narrowing of the achievement and other opportunity gaps.
8. Provide multiple pathways to success in order to meet the needs of the diverse student body and shall actively encourage, support, and expect high academic achievement for each student.
9. Provide materials and assessments that reflect the diversity of students and staff and are geared toward the understanding and appreciation of culture, class, language, ethnicity, poverty, ability, and other differences that contribute to the uniqueness of each student and staff member.

The superintendent shall include equity practices in the district's equity transformation plan to implement this policy. The superintendent will report to the Board the progress of the equity transformation plan.

END OF POLICY

Legal Reference(s):

[ORS 174.100\(7\)](#)
[ORS 332.075](#)

[ORS 332.107](#)

[ORS 342.437](#) to [-342.449](#)



BOARD POLICY

Portland Public Schools Racial Educational Equity Policy

2.10.010-P

The Board of Education for Portland Public Schools is committed to the success of every student in each of our schools. The mission of Portland Public Schools is that by the end of elementary, middle, and high school, every student by name will meet or exceed academic standards and will be fully prepared to make productive life decisions. We believe that every student has the potential to achieve, and it is the responsibility of our school district to give each student the opportunity and support to meet his or her highest potential.

In light of this mission and our beliefs, Portland Public Schools' historic, persistent achievement gap between White students and students of color is unacceptable. While efforts have been made to address the inequities between White students and students of color, these efforts have been largely unsuccessful. Recognizing that there are other student groups that have not reached their achievement potential, this policy focuses on the most historically persistent achievement gap, which is that between White students and students of color. Closing this achievement gap while raising achievement for all students is the top priority of the Board of Education, the Superintendent and all district staff. Race must cease to be a predictor of student achievement and success.¹

In Portland Public Schools, for every year that we have data, White students have clearly outperformed Black, Hispanic and Native American students on state assessments in every subject at every grade level. White students consistently graduate at higher percentages than students of color, while students of color are disciplined far more frequently than White students. These disparities are unacceptable and are directly at odds with our belief that all students can achieve.

The responsibility for the disparities among our young people rests with adults, not the children. We are aware that student achievement data from school districts across the country reveal similar patterns, and that complex societal and historical factors contribute to the inequities our students face. Nonetheless, rather than perpetuating disparities, Portland Public Schools must address and overcome this inequity and institutional racism, providing all students with the support and opportunity to succeed.

¹ For the purposes of this policy, "race" is defined as "A social construct that artificially divides people into distinct groups based on characteristics such as physical appearance (particularly color), ancestral heritage, cultural affiliation, cultural history, ethnic classification, and the social, economic, and political needs of a society at a given period of time. Racial categories subsume ethnic groups." Maurianne Adams, Lee Anne Bell, and Pat Griffin, editors. *Teaching for Diversity and Social Justice: A Sourcebook*. (2007).



BOARD POLICY

Portland Public Schools Racial Educational Equity Policy

2.10.010-P

Portland Public Schools will significantly change its practices in order to achieve and maintain racial equity in education. Educational equity means raising the achievement of all students while (1) narrowing the gaps between the lowest and highest performing students and (2) eliminating the racial predictability and disproportionality of which student groups occupy the highest and lowest achievement categories.² The concept of educational equity goes beyond formal equality -- where all students are treated the same -- to fostering a barrier-free environment where all students, regardless of their race, have the opportunity to benefit equally. Educational equity benefits all students, and our entire community. Students of all races shall graduate from PPS ready to succeed in a racially and culturally diverse local, national and global community. To achieve educational equity, PPS will provide additional and differentiated resources to support the success of all students, including students of color.

In order to achieve racial equity for our students, the Board establishes the following goals:

- A. The District shall provide every student with equitable access to high quality and culturally relevant instruction, curriculum, support, facilities and other educational resources, even when this means differentiating resources to accomplish this goal.
- B. The District shall create multiple pathways to success in order to meet the needs of our diverse students, and shall actively encourage, support and expect high academic achievement for students from all racial groups.
- C. The District shall recruit, employ, support and retain racially and linguistically diverse and culturally competent administrative, instructional and support personnel, and shall provide professional development to strengthen employees' knowledge and skills for eliminating racial and ethnic disparities in achievement. Additionally, in alignment with the Oregon Minority Teacher Act, the District shall actively strive to have our teacher and administrator workforce reflect the diversity of our student body.
- D. The District shall remedy the practices, including assessment, that lead to the over-representation of students of color in areas such as special education and discipline, and the under-representation in programs such as talented and gifted and Advanced Placement.
- E. All staff and students shall be given the opportunity to understand racial identity, and the impact of their own racial identity on themselves and others.

² Glenn Singleton and Curtis Linton *Courageous Conversations About Race*, p. 46 (2006)



BOARD POLICY

Portland Public Schools Racial Educational Equity Policy

2.10.010-P

- F. The District shall welcome and empower students and families, including underrepresented families of color (including those whose first language may not be English) as essential partners in their student's education, school planning and District decision-making. The District shall create welcoming environments that reflect and support the racial and ethnic diversity of the student population and community. In addition, the District will include other partners who have demonstrated culturally-specific expertise -- including government agencies, non-profit organizations, businesses, and the community in general -- in meeting our educational outcomes.

The Board will hold the Superintendent and central and school leadership staff accountable for making measurable progress in meeting the goals. Every Portland Public Schools employee is responsible for the success and achievement of all students. The Board recognizes that these are long term goals that require significant work and resources to implement across all schools. As such, the Board directs the Superintendent to develop action plans with clear accountability and metrics, and including prioritizing staffing and budget allocations, which will result in measurable results on a yearly basis towards achieving the above goals. Such action plans shall identify specific staff leads on all key work, and include clear procedures for district schools and staff. The Superintendent will present the Board with a plan to implement goals A through F within three months of adoption of this policy. Thereafter, the Superintendent will report on progress towards these goals at least twice a year, and will provide the Board with updated action plans each year.

References: "The State of Black Oregon" (The Urban League of Portland 2009); "Communities of Color in Multnomah County: An Unsettling Report" (Coalition of Communities of Color/Portland State University 2010); "The Economic Cost of the Achievement Gap" (Chalkboard Project 2010); "The Hispanic/White Achievement Gap in Oregon" (Chalkboard Project 2009); "A Deeper Look at the Black-White Achievement Gap in Multnomah County" (Chalkboard Project 2009); ORS 342.433.

History: Adopted by Resolution No. 4459, 6-13-11

June 2020

LGBTQ2SIA+

Student Success Plan

Lesbian

Gay

Bisexual

Transgender/non-binary

Queer/Questioning

2 Two-Spirit

Intersex

Asexual

+ Recognizes that there are myriad ways to describe gender identities & sexual orientations

A note on the title: The Advisory Group discussed multiple options for a title. None of the options felt like they adequately captured the desire to be fully inclusive while being simple and connected to commonly used research terms. The majority of the workgroup present at the time of discussion supported the decision to use this acronym with the words spelled out to bring awareness to the myriad ways people within this community identify. There was recognition that this acronym specifically leaves out non-binary, which is a term used in education and research. For the purposes of this plan, it is included with Transgender, recognizing that the two terms are different and people who identify as one may not identify as the other. The workgroup's hope with this title is that it expands awareness and adds to the vocabulary of describing the infinite spectrum of sexual orientation, gender identity, gender expression and biology.

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Foreword from LGBTQ2SIA+ Student Success Plan Advisory Group

Oregonians are committed to the success of all our youth. This Student Success Plan was written to address barriers to educational success for Oregonian students who identify as lesbian, gay, bisexual, non-binary, transgender, gender queer, two-spirit, intersex, asexual (+). This student success plan establishes a framework for creating safe, inclusive and welcoming schools for LGBTQ2SIA+ students.

Members of the LGBTQ2SIA+ Student Success Act Advisory Group met for several months with SeeChange LLC to form a framework to create safer and more affirming classrooms and schools for our LGBTQ2SIA+ students. Our work was informed by the lived experiences of LGBTQ2SIA+ students and families in Oregon as well as three decades of research on educational barriers for students who are LGBTQ2SIA+.

It is critical for Oregon educators to be informed of both resilience and excellence of these students as well as the challenges and barriers these students experience in our school system. We must not discount the tremendous inherent strength in each of these students. What we know is that despite the statistically inhospitable educational settings they experience, in school and in their communities, LGBTQ2SIA+ students persevere with little educational support and often find ways to connect with one another.

In establishing this plan, we want to highlight the necessity for an intersectional framework that addresses the multiple identities LGBTQ2SIA+ students occupy. Student experiences related to racial identity, tribal sovereignty, religious identity, social class, disability, and immigration status interact with their experiences associated with the LGBTQ2SIA+ identity. Supporting the multiple valuable identities of these youth as assets, embracing their lived experiences, and creating nurturing environments for these youth means we need to think deeply about how our previous work to support student success has set a new foundation for our state.

We set forth this plan mindful of the Oregon Department of Education's request to establish strategies to increase inclusivity, increase student belonging, reduce bullying, address bias-based harassment and campus assaults, and improve attendance. We know from what youth share about their experiences, and what research and data shows, that our state has an opportunity to support the strengths and resilience of LGBTQ2SIA+ students.

The following plan provides strategies and goals to work toward addressing educational and social-emotional needs of these students. The plan addresses 1.) the need for professional development among Oregon educators, 2.) equitable access to appropriate educational curriculum, facilities and activities 3.) necessary data collection through an annual climate survey and student advisory group to inform future decision making regarding this student population.

This plan is offered with the expectation that Oregon educators will lead as advocates for LGBTQ2SIA+ students now and adapt as these needs and challenges change. We offer these recommendations as a path to set us down a new road of creating safer and more welcoming school environments for LGBTQ2SIA+ students.

Oregon Department of Education Director's Message

On May 20, 2019 Governor Brown signed the Student Success Act into law. This Act recognized that all students deserve a high quality education and marshalled resources for Oregon schools and the Oregon Department of Education (ODE) to address long-standing disparities in serving students of color, students with disabilities, emerging bilingual students, and students navigating poverty, homelessness, and foster care. Section 25 of the Student Success Act allows ODE to develop and provide statewide equity initiatives for student communities it identifies as underserved by our education system.

ODE has identified an urgency to bolster existing equity initiatives while also recognizing how race and ethnicity intersect for many of Oregon's LGBTQ2SIA+ students. Instances of individual acts of bias are often institutionalized in policies and in systems that create compounded impacts both across race and ethnicity *and* across sexual orientation and gender identity. Oregon's LGBTQ2SIA+ students are at significantly high risk for bullying and harassment, suffering violence while at school, sexual assault, chronic absenteeism, and suicidal ideation. As is detailed in this Plan, LGBTQ2SIA+ students of color and experiencing disabilities are at even higher risk of violence and harassment. LGBTQ2SIA+ students of color, especially Black and Latino/a/x students, are also at even greater risk of being pushed out of school by education and criminal justice institutions. These, collectively, are the crises that Oregon students face and that education leaders must acknowledge and address.

While each Oregon student holds promise and is full of strength, our education system has done little to make this promise and strength visible. The LGBTQ2SIA+ student community is perceived by many as invisible due to data limitations, lack of consistent school climate surveys, and lack of institutionalized ways to integrate student voice into education decision-making. Oregon collects gender information only as male, female, and X for non-binary or gender-fluid. Oregon does not collect information on student sexual orientation. However, 22.2% of 11th grade students identified as lesbian or gay, bisexual, not sure, or something else on the [2019 Oregon Healthy Teens Survey](#).

The experience of this significant student population brings urgency to address long standing inequities for LGBTQ2SIA+ students.

ODE has been a national leader in protecting the civil rights for LGBTQ2SIA+ youth. It was among the first states to allow students to identify as non-binary or gender-fluid. It has developed and distributed guidance to protect the rights of transgender students. It is now imperative that we seek legislative support and funding to fully engage our LGBTQ2SIA+ youth and provide education equity.

ODE defines education equity as *the equitable implementation of policy, practices, procedures, and legislation that translates into resource allocation, education rigor, and opportunities for historically and currently marginalized youth, students, and families including civil rights*

protected classes. This means the restructuring and dismantling of systems and institutions that create the dichotomy of beneficiaries and the oppressed and marginalized.

This plan was created through deep collaboration with LGBTQ2SIA+ affinity partners from across the state. It was informed by LGBTQ2SIA+ student voice. This plan was also developed amidst the global COVID-19 pandemic in the spring of 2020. The COVID-19 crisis and the LGBTQ2SIA+ Advisory Group's dedication to the work through the challenges serves as a testament of the importance of the effort. Now our state and country are experiencing civil unrest stemming from centuries of police brutality against Black communities and the latest police killings of Georgy Floyd, a transgender man named Tony McDade and countless other Black people. Our work to create safe and inclusive communities, both in and beyond school walls, could not be more imperative. As education is now delivered in multiple settings at school, in communities, and in homes. We must recognize that it is our responsibility to provide a safe, welcoming, and respectful space for LGBTQ2SIA+ students.

As it has across the world, COVID-19 constrained some of our ability to hold in person meetings with the LGBTQ2SIA+ Advisory Group and limited our engagement with youth groups across the state. I offer my deep appreciation to the Advisory Group members and youth who were able to prioritize this effort at this time and work with us to create a vital and inspirational plan for serving Oregon's students.

I fully support the recommendations of the LGBTQ2SIA+ Advisory Group. I am heartened that the Plan offers many opportunities for ODE to work across our agency to support strategies that foster coordinated approaches to student success across race, ethnicity, language, gender identity, and sexual orientation. I also recognize that this Plan can have little impact without the force of law and without resources to make the words contained in this Plan a reality. I am committed to working with Governor Brown to seek support for policy and funding from the 2021 Oregon Legislature to bring these recommendations to reality. ODE will continue to collaborate with affinity partners and students in the community, and with other state agencies to ensure success for LGBTQ2SIA+ students.

LGBTQ2SIA+ students have a right to a safe, supportive, and inclusive education free from violence, harassment, and discrimination.

Sincerely,



Colt Gill
Director of the Oregon Department of Education and
Deputy Superintendent of Public Instruction

LGBTQ2SIA+ Advisory Group Members

Name	Pronouns	Organization or Role
Daniel A. Adams	He/Him	Oregon Safe Schools and Communities Coalition
Christopher Almasie	He/Him	HIV Alliance
Robert J. Bizjak, Ed.D.	He/Him	Educator
Kieran Chase	They/Them	Basic Rights Oregon
K.T. Emerson	She/Her	Oregon School Activities Association
Heidi Esbensen	She/Her	Bridging Voices, parent of LGBTQ2SIA+ student, and advocate
Olive Guajardo	She/Her	Parent of LGBTQ2SIA+ Student
Dr. Tina Gutierrez-Schmich	She/Her	Bethel School District/UOTeach University of Oregon
Jennifer Harris	She/Her	Eugene School District 4J, School Counselor
Dr. Julie Heffernan	She/Her	UOTeach, University of Oregon
Sara Hepler	She/Her	Parent of a LGBTQ2SIA+ student, Clackamas County PFLAG
Leah Hinkle	She/Her	Education Specialist, Clackamas Education Service District
Seth Johnstone	He/Him	LGBTQ2SIA+ Engagement and Education Specialist at SMYRC, The sexual and gender minority youth resource center
Rachel Lakey	She/Her	Advocate
Gretchen Mollers	She/Her	Beaverton School District, Oregon Education Association
Lindsay Ray	She/Her	Teacher and QSA Advisor at Westview HS/OSSCC Board Member
Danni/y Rosen	She/Her, He/Him	GLSEN - Oregon
Tiffany Rush	She/Her	North Bend School District
Brianna Stiller		School Psychologist
Rebecca Swindle	She/Her	PFLAG, Parent of a LGBTQ2SIA+ Student
Matthew Town	He/Him	Pacific University
Aryn Zanca	They/Them	The Living Room

Staff from state agencies also participated in the work group, including:

Name	Pronouns	Organization or Role
Helen Dunford	She/Her	Higher Education Coordinating Commission
Jarrold Shaw	He/Him	Youth Development Division
Kia Sorensen, Ph.D.	She/Her	Higher Education Coordinating Commission

Defining Key Terms

The terms used in this Plan are intended to be inclusive and provide visibility to some of the ways in which LGBTQ2SIA+ students identify and describe their gender and sexuality. These terms evolve over time. Unless otherwise specified, the definitions of terms that are included below are borrowed and adapted from three sources:

1. GLSEN's [Model District Policy on Transgender and Gender Nonconforming Students](#)
2. [GLSEN's Safe Space Kit](#)
3. [Indigenizing Love: A Toolkit for Native Youth to Build Inclusion](#)

LGBTQ2SIA+:

A term that encompasses multiple gender identities and sexual orientations including Lesbian, Gay, Bisexual, Transgender, Queer, Two-Spirit, Intersex, and Asexual. The plus sign (“+”) recognizes that there are myriad ways to describe gender identities and sexual orientations. It is also important to recognize that the challenges and barriers for students who identify as lesbian, gay, bisexual, queer can be different from the challenges and barriers faced by students with diverse and/or expansive gender identities and expressions.

Asexual: A person who does not experience sexual attraction, but could still experience other forms of attraction (e.g. emotional, intellectual).

Agender: A person who does not identify with a specific gender or feels neutral when it comes to their gender identity.

Bisexual: A person who is attracted to more than one gender.

Cisgender: A person who feels their gender identity and expression align with the sex they were assigned at birth or by society.

Gay: A person who is attracted to a person of the same gender.

Gender Expression: The way a person expresses their gender in ways that make them feel more comfortable and aligned to who they are. Some forms of expression could be clothing, voice, cosmetics, or mannerisms.

Gender Identity: A person's deeply held knowledge of their own gender, which can include being female, male, another gender, or no gender. Gender identity is an innate and largely inflexible part of a person's identity. One's gender identity can be the same or different than the gender assigned at birth. The responsibility for determining an individual's gender identity rests with the individual.

Gender Nonconforming: A person who does not identify with a specific set of traits (behavioral, cultural, community roles) on the male to female spectrum.

Intersex: Intersex is an umbrella term for unique variations in reproductive or sex anatomy. Variations may appear in a person's chromosomes, genitals, or internal organs like testes or ovaries. Some intersex traits are identified at birth, while others may not be discovered until puberty or later in life.¹

Lesbian: A female-identified person who is attracted to women.

Non-binary/Genderqueer: These terms are often used to describe people whose gender is not exclusively male or female, including those who identify with a gender other than male or female, as more than one gender, or as no gender.

Pronouns: The pronoun or set of pronouns that a person identifies with and would like to be called when their proper name is not being used. Examples include "she/her/hers," "he/him/his," ze/hir/hirs," and "they/them/theirs." Some people prefer no pronouns at all, or some combination such as "she/they."

Queer: A person who does not subscribe to dominant social norms to define their sexual orientation, gender identity, or gender expression. While it is used as a neutral, or even a positive term among many LGBTQ2SIA+ people today, historically "queer" has been used as a derogatory slur. It is sometimes still used as a slur by those who do not identify as part of the community.

Sexual Orientation: A person's romantic and/or physical attraction to people of the same and/or another gender, such as being straight, gay, bisexual, or asexual. Transgender and gender nonconforming people may have any sexual orientation.

Transgender: A person who feels their gender identity and expression do not align with the sex they were assigned at birth or by society.

Two-Spirit: A term used within some Indigenous communities, encompassing cultural, spiritual, sexual and gender identity. The term reflects complex Indigenous understandings of gender roles, spirituality, and the long history of sexual and gender diversity in Indigenous cultures. Individual terms and roles for Two-Spirit people are specific to each nation.²

¹ Intersex Definitions - interACT: Advocates for Intersex Youth. (n.d.). Retrieved June 3, 2020, from <https://interactadvocates.org/intersex-definitions/>

² Two-Spirit. (n.d.). Retrieved June 3, 2020, from <http://www.phsa.ca/transcarebc/trans-basics/two-spirit>

LGBTQ2SIA+ Youth Experiences

The process of developing recommendations for this Student Success Plan was grounded first and foremost in hearing from LGBTQ2SIA+ youth. Organized in partnership with education service districts, community-based organizations, and school districts, this youth engagement consisted of four sessions (including current K12 students and those who are no longer in school) between February and May 2020 in the South Coast, the Dalles, Southern Oregon, and Portland metropolitan area. Another focus group was done by one school district in Lane County to inform Student Success Act priorities; this group included students of color and LGBTQ2SIA+ students so some of that data is reflected here as well.

While the intention of this youth engagement was to ensure that youth experiences inform the understanding of the problems and barriers that students face, the solutions they proposed, and the recommendations that the advisory group developed, it was not intended to be a comprehensive inventory of all LGBTQ2SIA+ issues. There are at least two major limitations to this youth engagement that are important to name. First, the engagement did not include elementary students or families and children in early learning programs, so these voices are missing and could be included as outreach in further iterations and implementation of this Plan.

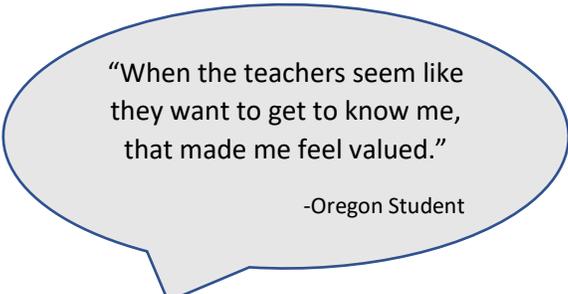
Second, additional engagement through student clubs that include affinity-based representation (such as Gender Sexuality Alliances and culturally-specific school-based clubs) was planned and in progress when COVID-19 forced school closures and limited the efficacy of outreach efforts.

Despite these limitations, the youth we were able to engage graciously shared their experiences and wisdom and were eager to be heard. This insight, thematically summarized here, echoes what advisory group members, researchers, and other experts hear from LGBTQ2SIA+ youth regularly. These insights provide the foundation for opportunities discussed in the Recommendations section for individuals, institutions, and systems to do better to normalize and make visible the many intersecting identities, strengths, and inherent excellence in LGBTQ2SIA+ youth.

The key takeaways from this youth engagement are:

- Youth Insight #1: Supportive educators are crucial for students to feel safe and included.
- Youth Insight #2: Curriculum, coursework, and afterschool activities are engaging when they are relevant to students' interests and lived experiences.
- Youth Insight #3: Access to gender-neutral restrooms (also known as all-user restrooms) is important for students to feel physically safe and included.
- Youth Insight #4: Students generally know how to report instances of bullying or harassment, but few trust that adults will respond with action if reports are made.
- Youth Insight #5: More mental health supports are needed.

Youth Insight #1: Supportive educators are crucial for students to feel safe and included.



“When the teachers seem like they want to get to know me, that made me feel valued.”

-Oregon Student

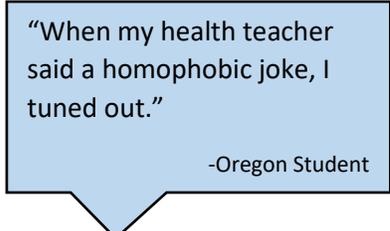
a) Youth feel supported by teachers who go out of their way to ask them about their day. This in turn makes students feel more comfortable and connected to school.

One student who is currently at a charter school that uses project-based learning said, “I wasn’t happy at my old school. No one cared. I felt I was being left behind.”

That student went on to share that the teachers at their current school showed they cared by checking in with them regularly about school and non-school related matters. Students described that these types of teacher actions make them feel more connected to the school.

b) When educators fail to interrupt discriminatory or bias-based bullying remarks, or make discriminatory or biased remarks themselves, youth feel unsafe, isolated, and/or disengaged with their education. According to a national survey conducted by GLSEN, nearly 99% of LGBTQ2SIA+ youth around the country have heard homophobic words at school, and nearly 92% felt distressed by this language.³ The youth engagement

conducted for this Student Success Plan affirmed that Oregon students’ experiences align with national trends. Students in Oregon schools reported that they have routinely heard teachers, other school staff, and students expressing anti- LGBTQ2SIA+, anti-immigrant, racist, sexist, and/or ableist comments without repercussion. Students feel unsafe when these comments are not interrupted by other students or teachers. One student described the connection between biased bullying, safety, and academic success in the following way: “Feeling unsafe causes anxiety, which triggers Post Traumatic Stress Disorder and makes it harder to concentrate in class.” This was a common theme throughout many youth stories and is contextualized in Figure A. Several students stated that they either switched to home schooling or transferred to other schools in part or entirely as a result of their safety concerns. Students also reported that they were absent from school at least once because they felt alone or isolated as a result of biased comments from other students or teachers.



“When my health teacher said a homophobic joke, I tuned out.”

-Oregon Student

³ Kosciw, J. G., Greytak, E. A., Zongrone, A. D., Clark, C. M., & Truong, N. L. (2018). *The 2017 National School Climate Survey: The experiences of lesbian, gay, bisexual, transgender, and queer youth in our nation’s schools*. New York: GLSEN.

Figure A: Students' description of how bullying impacts their learning



c) Use of inclusive language and pronouns builds trust and fosters connection with school.

Students appreciate when teachers at their school ask students what pronouns and names they want to use in parent conferences. One student noted that even if a teacher “messes up my pronouns, I can tell they’re trying because they acknowledge it and apologize.” When they were asked what their best day or best moment at school was, one student said, “The first day of school because I could give my chosen name and come out [as transgender].” These types of practices affirm students’ inherent strength in knowing what’s best for themselves and builds mutual respect between teachers and youth.

Youth Insight #2: Curriculum, coursework, and afterschool activities are engaging when they are relevant to students’ interests and lived experiences.

a) A majority of students we heard from believe that their curriculum is not sufficiently inclusive of LGBTQ2SIA+ people or issues. They are concerned about the lack of health and safe sex information that is inclusive of their identities as LGBTQ2SIA+ students. They further noted a general lack of teaching about issues impacting LGBTQ2SIA+ communities and other historically marginalized communities, including American Indians/Alaska Natives and other people of color. Finally, students noted that the strengths and contributions of LGBTQ2SIA+ people in their curriculum (writers, scientists, engineers, etc.) are not present in their curriculum. Students said that some of their textbooks are decades old – “Are we stuck in the 50s? We need more exposure to different cultures, genders, etc.”

“We need to see ourselves in curriculum.”
-Oregon Student

b) After school activities and clubs can be safe spaces where youth find connection and engagement.

When asked what their best moment at school was, many students’ responses included the times they have been in afterschool programs that include theater, dance, debate, etc. These activities were seen as valuable opportunities primarily because they were “fun” and participation was voluntary. In other words, they were able to self-determine their activities and that in and of itself created excitement and engagement for them.

Another aspect of safe, affirming spaces that is important to students includes “GSA” (Gender-Sexuality Alliance or Gay- Straight Alliance), “QSA” (Queer-Straight Alliance), and other clubs based on students’ cultural, racial, or ethnic identity (affinity groups such as Latino Club, Black Student Union, etc.). Student comments indicate that these spaces are safe and affirming because of the shared aspects of identities within the group. When considered within the context of the preceding youth comments related to the prevalence of biased bullying, the implication of youth comments related to safe spaces (GSAs, QSAs, and other affinity groups based on identity) is because the overall school environment is not safe or affirming. For



example, “Our QSA is so cool and it really betters my high school experience because there is a stigma around these things [in the school].” Another student said, “Spaces set aside for diverse students (Latino club, LGBTQ+ clubs) are the safest spaces, but feeling safe should not be limited to a meeting or room.”

c) Project-based learning opportunities help many students see their classes as relevant.

For example, one student shared that “[t]hey’re giving us academic work that’s preparing us for life. My class gets to make food for a catering event. They give us experiences.” Another student shared

that projects that are based in the community provide them with exposure to people of different backgrounds, such as people experiencing homelessness. These experiences are seen as important in part because of their perceived relevance to students’ lives and in part because of students’ exposure to new ideas, possible career paths, and diverse life experiences.

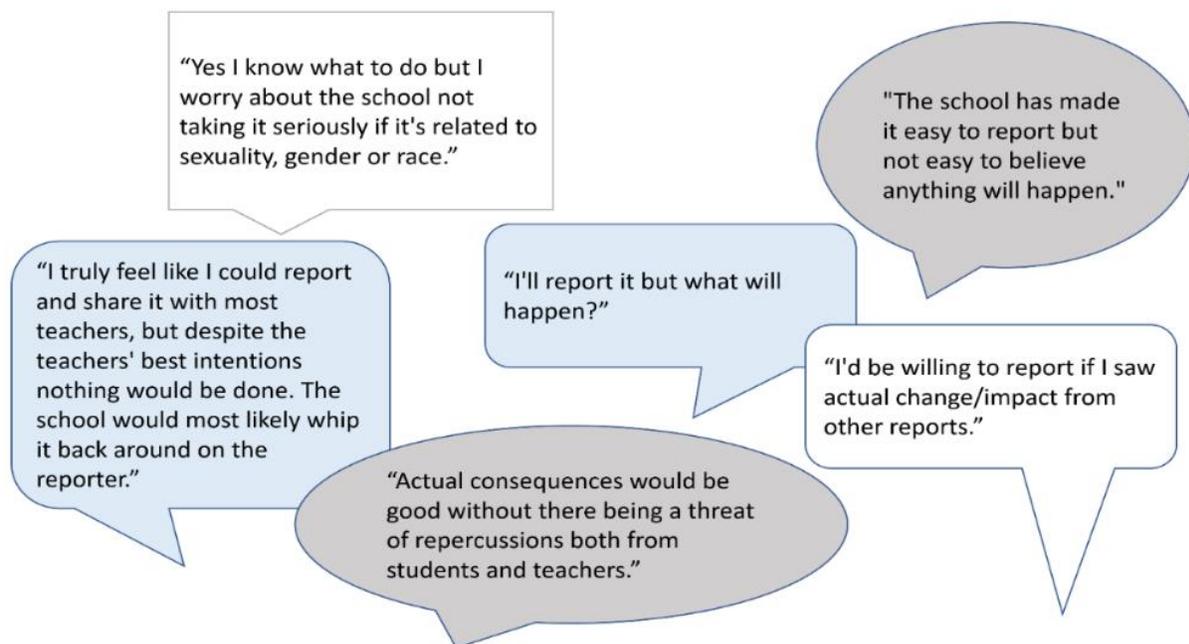
Youth Insight #3: Access to gender-neutral restrooms (also known as all-user restrooms) is important for students to feel physically safe and included.

Access to restrooms was seen as a broader issue than whether there is one restroom students can use in a school, college, or university. Middle school, high school, and college students spoke about barriers to feeling safe when there is *just* one restroom in their school or on their college campus. While we did not speak with elementary students as part of this engagement, advisory group members did affirm that access to gender-neutral restrooms is an anxiety- and fear-inducing challenge and barrier that elementary students experience as well. For example, one student said that when the only gender-neutral restroom is in use, they feel unsafe because of the time they have to stand outside of the restroom to wait. This waiting time may expose the students to bullying or harassment. Another student noted a disparity in how different restrooms are maintained and encouraged all restrooms to be equally well maintained. Yet another student spoke about restroom access being limited when the key to the only gender-neutral restroom in the school is kept in the office a far distance from their classrooms. This type of practice does little to normalize the availability and accessibility of gender-neutral restrooms; can reinforce a negative stigma associated with restrooms that are

intended for all users; and can create anxiety, discomfort, or trauma for students. Over 40% of LGBTQ2SIA+ students surveyed nationwide in 2017 reported avoiding male-only and female-only spaces in schools (such as restrooms or locker rooms) due to fear or discomfort, suggesting that these students need and want gender-inclusive spaces such as gender-neutral restrooms to be available and accessible in their schools, colleges, and universities.

Youth Insight #4: Students generally know how to report instances of bullying or harassment, but few trust that adults will respond with action if reports are made.

In a national school climate survey done by GLSEN in 2017, over half of LGBTQ2SIA+ students reported being harassed or assaulted in school, but did not report the incident to school staff. The two most common reasons students did not report were because they doubted the reporting would be effective or they feared it could make their situation worse. Of the students who *did* report harassment or assault to school staff, nearly 6 out of 10 said that staff took no action or they were told to ignore it. Comments below from Oregon youth echo this national research:



Youth Insight #5: More mental health supports are needed.

The unique challenges and barriers that LGBTQ2SIA+ students experience in schools demonstrated by all of the preceding comments related to safety and well-being connect closely with the students' additional requests for mental health supports- including counselors that are LGBTQ2SIA+. Several students shared their school did not have a counselor to address mental health and social support needs and those types of support are needed. One youth stated that "flyers about suicide prevention do nothing. Talk to me instead." Students stated

they find it helpful when teachers tell students it’s okay to take a “mental health day” at home if needed and/or when school policies allow for getting extra time to submit homework assignments if a student misses a day of school for any reason.



Research Review

As noted in the previous section, LGBTQ2SIA+ students are attuned to their own needs to elevate their own strengths and resilience. This resilience and strength manifests in myriad ways – from showing up to school even when facing threatening or inhospitable school climates to staying engaged in class even when their experiences and identities are consistently excluded from curriculum.

When education, health, mental health, and criminal justice systems fail to recognize students’ strengths and address their needs, these students must navigate a multitude of barriers. This is especially acute for students whose LGBTQ2SIA+ identity intersects with other historically marginalized identities, who must navigate racism *in addition to* homophobia and transphobia. While the previous section of this report used qualitative data (i.e. stories and anecdotes from students) to illustrate the day-to-day individual-level experiences of students, this section synthesizes data and research from national and Oregon-specific studies about how students’ inherent strengths are impeded by systemic and institutional barriers including but not limited to racism.

It is important to note that Oregon currently does not have a statewide school climate survey to assess youth experiences and well-being at school, which can help systematically understand disparities and identify opportunities for improvement from students’ own lens. Instead, much of the Oregon-specific data described here is based on a national nonprofit’s 2017 national survey that contains Oregon-specific data, and an Oregon Health Authority survey that provides some insight on in-school experiences. Using these and other data sources, the Oregon Safe Schools and Communities Coalition has published seven annual reports on the State of Safe

Schools that provides a much more far-reaching research and data analysis regarding the issues pertaining to LGBTQ2SIA+ youth than what is intended to be presented here.⁴

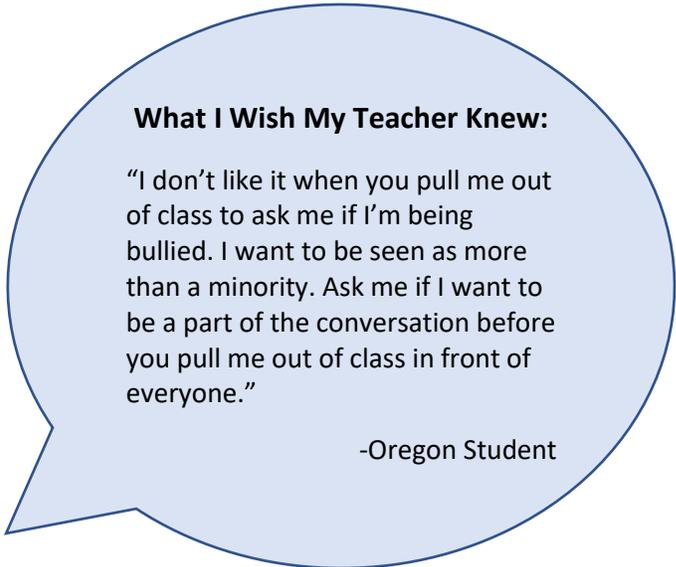
While this discussion does not intend to be a comprehensive picture of all of the issues facing LGBTQ2SIA+ youth in our schools and our communities, it does describe how individual actions rooted in bias translates into isolation, fear, and disconnection that systematically prevents students from thriving in areas of health, mental health, and education. These findings helped to inform the recommendations.

The key takeaways from this research synthesis are:

- Research Finding #1: Individual acts of bias, assault, and harassment in school are a regular threat throughout LGBTQ2SIA+ student experiences in school and impact student mental health, well-being, and student success.
- Research Finding #2: Individual biases shape the institutional policies and practices that underlie LGBTQ2SIA+ students’ adverse experiences.

Research Finding #1: Individual acts of bias, assault, and harassment in school is a regular threat throughout LGBTQ2SIA+ student experiences in school and impact student mental health, well-being, and student success.

A 2019 survey conducted among 8th and 11th grade students in Oregon schools found that 6 out of 10 lesbian, gay, or bisexual 8th graders reported being bullied within the last month due to race, gender, sexual orientation, or body shaming.⁵ In comparison, 2 out of 10 straight students reported this form of bullying. In addition, 22% of gender diverse⁶ 8th graders reported being threatened with a weapon on school property compared to 17% of sexual orientation minorities, and 10% among 8th graders overall. Despite being one of just 21 states that requires all school districts to have anti-bullying policies that explicitly prohibit bullying due



⁴ Heffernan, J. & Guitierrez-Schmich, T. (2020). *State of Safe Schools*. Oregon Safe Schools and Communities Coalition.

⁵ Ibid.

⁶ Terminology varies throughout this report because each study examined uses different terminology depending on the demographic choices they provide in their studies. In this instance, gender diverse refers to the set of gender category options that students could choose in this study that were not “male” or “female.” These students instead selected options such as “transgender,” “genderqueer,” “gender nonconforming,” etc.

to race, sex, sexual orientation, gender identity, and many other protected classes,⁷ Oregon's rates of reported bullying are on par with the national rates.

Rates of physical harm are high as well - nearly 3 out of 10 LGBTQ2SIA+ students were physically harassed due to their sexual orientation and nearly 1 out of 4 were physically harassed due to their gender expression.⁸ This harm translates to nearly 6 out of 10 LGBTQ2SIA+ students feeling unsafe because of their sexual orientation and nearly half because of their gender expression.⁹

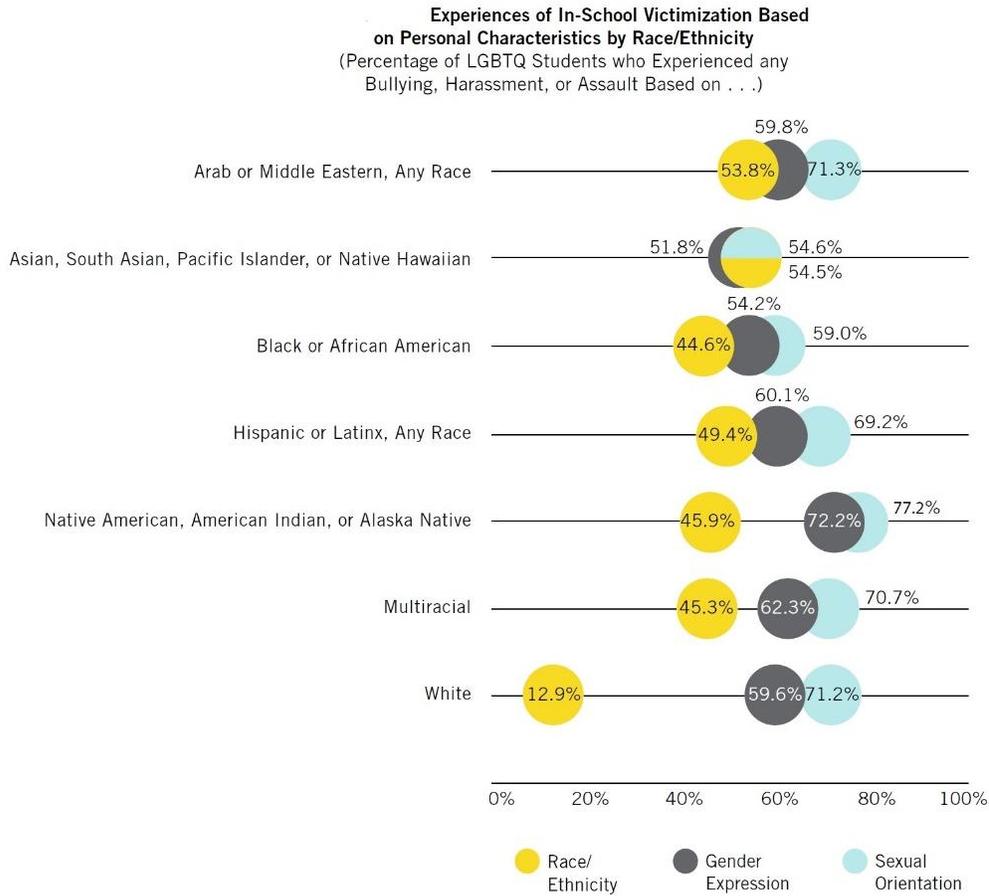
It is critical to note that students of color who are LGBTQ2SIA+ are at greater risk of experiencing in-school victimization than their LGBTQ2SIA+ peers who are white. Figure B is a chart from GLSEN's National School Climate survey (2017) that shows how in-school victimization clusters to create compounded impact against students because of their race, ethnicity, sexual orientation, *and* gender expression. For example, nearly half of LGBTQ2SIA+ students who identified as Native American, American Indian, or Alaska Native reported the victimization based on their racial/ethnic identity and about three-quarters experienced victimization based on their gender expression and sexual orientation.

⁷ Enumerated Anti-Bullying Laws By State. [GLSEN Policy Map](#). The Safe Schools Act of 2009 requires school districts to implement comprehensive anti-bullying policies to enumerate protected classes that include sexual orientation and gender identity. A list of Oregon protected classes can be found at the [Oregon Bureau of Labor and Industries](#).

⁸ Kosciw, J. G., Greytak, E. A., Zongrone, A. D., Clark, C. M., & Truong, N. L. (2018). *The 2017 National School Climate Survey: The experiences of lesbian, gay, bisexual, transgender, and queer youth in our nation's schools*. New York: GLSEN.

⁹ Ibid.

Figure B



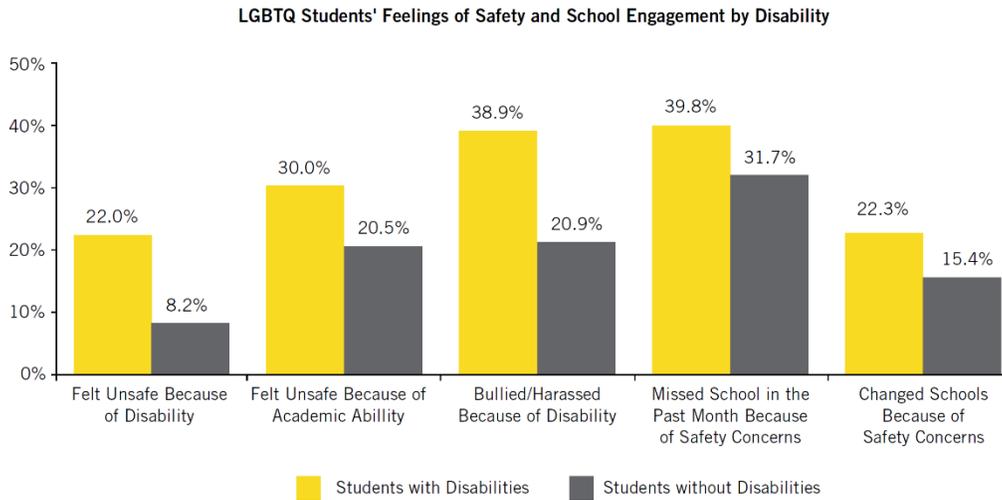
Source:

Kosciw, J. G., Greytak, E. A., Zongrone, A. D., Clark, C. M., & Truong, N. L. (2018). *The 2017 National School Climate Survey: The experiences of lesbian, gay, bisexual, transgender, and queer youth in our nation's schools*. New York: GLSEN, p. 104.

Just as LGBTQ2SIA+ students of color face compounded impacts due to their intersectional marginalized identities, so too do LGBTQ2SIA+ students with disabilities. LGBTQ2SIA+ students with disabilities are more likely to feel unsafe, and more likely to miss school due to safety concerns compared to LGBTQ2SIA+ students without disabilities. For example, as shown in Figure C, nearly 40% of LGBTQ2SIA+ students with disabilities missed school in the past month because of safety concerns compared to 32% of LGBTQ2SIA+ students without disabilities according to national data. While data to compare this to Oregon students was not available at the time of writing, we do know that overall in Oregon 8th and 11th grade LGBTQ2SIA+ youth (regardless of whether they experience disability) were twice as likely as non-LGBTQ2SIA+ youth to have missed school at least once in the past month because they felt unsafe; rates among gender diverse students were even higher.¹⁰

¹⁰ Heffernan, J. & Guitierrez-Schmich, T. (2020). *State of Safe Schools*. Oregon Safe Schools and Communities Coalition.

Figure C



Source: Kosciw, J. G., Greytak, E. A., Zongrone, A. D., Clark, C. M., & Truong, N. L. (2018). *The 2017 National School Climate Survey: The experiences of lesbian, gay, bisexual, transgender, and queer youth in our nation's schools*. New York: GLSEN, p. 90.

Further, when curriculum makes invisible the intersectional identities of these students, when restrooms or locker rooms fail to recognize their gender, when teachers and other adults fail to act on the reports of racism, implicit bias, harassment, or assault, we see the impacts in adverse mental health outcomes. The 2019 Oregon Health Authority Survey found LGBTQ2SIA+ students to be at greater risk of adverse mental health conditions, particularly related to suicide and suicide ideation. Suicide is the second leading cause of death for Oregonians aged 10 to 24¹¹, and the Oregon Health Authority survey found that about half of gender diverse or LGB 8th grade students *considered* suicide (compared to 20% of all 8th graders). Nearly 1 in 3 of them had actually *attempted* suicide.¹²

“I wish teachers would stop bullying or handle it.”
-Oregon Student

“When the kids in my class did a Hitler salute to me, I told the substitute and they said “if I didn’t see it, it didn’t happen.”
-Oregon Student

¹¹ Oregon Health Authority, Public Health Division, [Injury and Violence Prevention](#)

¹² Heffernan, J. & Gutierrez-Schmich, T. (2020). *State of Safe Schools*. Oregon Safe Schools and Communities Coalition.

Research Finding #2: Individual biases shape the institutional policies and practices that underlie LGBTQ2SIA+ students' adverse experiences.

Policy and practice are at the mercy of the people tasked with leading them. Because all people are acculturated with beliefs through television, other media, education, religion, cultural values, and much more, individuals maintain a schema, or worldview, that often normalizes heterosexual, binary (male/female), and white dominant values. This becomes problematic when leaders with institutional authority over policies and procedures hold biases, whether implicit or explicit, that result in discriminatory attitudes and behaviors towards a protected class of people. These policies and practices are wide-ranging -- from school discipline to lack of access to gender-inclusive restrooms or locker room facilities to daily occurrences that marginalize LGBTQ2SIA+ identities, minimize their strengths, and create institutional barriers to their success.

a) Disproportionate “push out” of LGBTQ2SIA+ youth of color

One example of how individual perceptions can influence the policies of education institutions is disproportionate “push out” of school of LGBTQ2SIA+ youth. One of the only national studies that examines disproportionality in school discipline over time among LGBTQ2SIA+ youth found that LGBTQ2SIA+ youth were consistently pushed out of school, stopped by police, arrested, and convicted of crime in juvenile court at higher rates than non- LGBTQ2SIA+ youth.¹³ While this data was published nearly a decade ago, more recent qualitative data collection efforts by the Gay-Straight Alliance Network upholds the trend. An individual interviewed for that study named the problem as follows, “When you’re talking about the [School to Prison Pipeline] you do need to consider every piece of someone’s identity. So if you’re a youth of color and you’re also LGBT you are a higher risk of being pushed out of school because...of racism within our school system and because of homophobia in our school system.”¹⁴ This observation is clearly reflected in the data: while LGBTQ2SIA+ youth are estimated to comprise 5% to 7% of the youth population overall, they represent over 15% of those in the juvenile justice system.¹⁵ And nationally, while Black and Latino students comprise less than 40% of the school population across the country, nearly half of the students who are arrested for school-based incidences are Black and Latino.¹⁶ It’s clear that when racial identities intersect with sexual orientation and gender identities, the likelihood of push out is greater.

¹³ Kathryn E.W. Himmelstein and Hannah Brückner, [Criminal-Justice and School Sanctions Against Nonheterosexual Youth: A National Longitudinal Study](#), Pediatrics (2011)

¹⁴ [LGBTQ Youth of Color: Discipline Disparities, School Push-Out, and the School-to-Prison Pipeline](#), Gay-Straight Alliance Network (August, 2018), p. 15

¹⁵ [Power in Partnerships: Building Connections at the Intersections of Racial Justice and LGBTQ Movements to End the School-to-Prison Pipeline](#)

¹⁶ U.S. Dep’t of Justice, & U.S. Department of Education, [Joint “Dear Colleague” Letter](#) (2014). Comparison to U.S. data for Black and Latino student population figures uses the same year data as the *Dear Colleague* letter (2011-12) using [Civil Rights Data](#) at the U.S. Department of Education.

“MY FRESHMEN YEAR OF HIGH SCHOOL I WAS FACING SUSPENSION AND POSSIBLE EXPULSION

after I was accused of having sex—with the only other openly gay boy at my school—in my school’s restroom. The accusation was completely false, but before my school administrators even investigated, my parents were called, I was outed to an individual in my household, I was pulled out of class for an entire day during state testing, and I was punished with three weeks of Saturday school. After the investigation was completed, administrators found that it was all made up by a homophobic student, who was not even present for the day he claimed to have witnessed the incident. I did not receive an apology from my school’s administration; it was all dropped, and the student who made the false accusations was not held accountable. Yet I had already been wrongfully punished, I no longer felt safe at school, and I did not trust my school administrators. Additionally, I had a difficult time making up the work and tests that I missed because of the time I spent in the school’s office.”

-Mario Vasquez as quoted in [Power in Partnerships: Building Connections at the Intersections of Racial Justice and LGBTQ Movements to End the School-to-Prison Pipeline](#), p.91.

“Kids with learning disabilities shouldn’t be labeled a problem child.”

-Oregon Student

“Jokes about mental illness or disability such as ‘you’re so OCD’ or ‘you’re so autistic’ [make me feel unsafe].”

-Oregon Student

b) School policies can marginalize experiences of and limit opportunities for youth who do not fit dominant gender or sexual orientation cultural norms

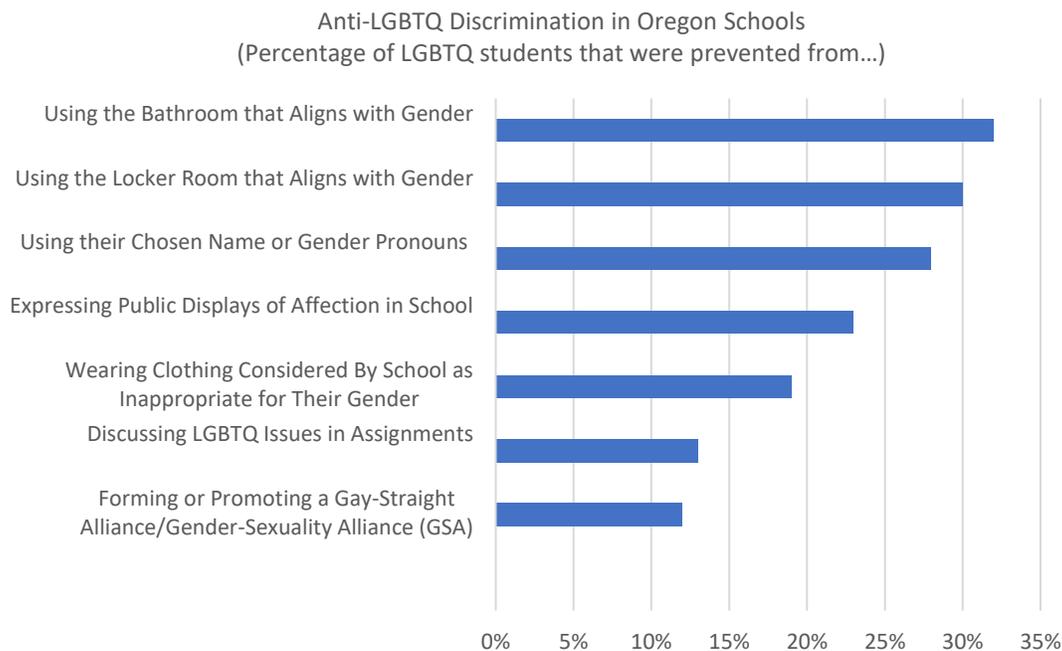
Cultural norms that stigmatize people with diverse gender identities and sexual orientations shape the policies that education institutions create and maintain. These policies conflict with the identities that many students hold for themselves. In a 2017 survey done by GLSEN among Oregon LGBTQ2SIA+ students, nearly 3 out of 5 students reported that their educational institution subjected them to at least one form of discriminatory policy or practice related to their sexual orientation or gender expression.¹⁷ Nearly 1 out of 4 Oregon LGBTQ2SIA+ students “were disciplined for public displays of affection that did not result in similar action for non-LGBTQ students.”¹⁸ This suggests that the adults who disciplined the students had underlying individual beliefs that are biased toward their own definition of “normal” (referred to as heteronormative, or beliefs that only “straight” couples are normal, acceptable, or preferred).

¹⁷ GLSEN. (2019). *School Climate in Oregon (State Snapshot)*. New York: GLSEN.

¹⁸ Ibid.

Figure D details the percentages of Oregon LGBTQ2SIA+ students that were discriminated against in a number of day-to-day experiences. Overall, 1 in 3 LGBTQ2SIA+ students reported being able to use a restroom aligned with their gender identity and nearly as many were prevented from using their chosen name or pronouns in school.¹⁹

Figure D



Source: GLSEN. (2019). *School Climate in Oregon (State Snapshot)*. New York: GLSEN.

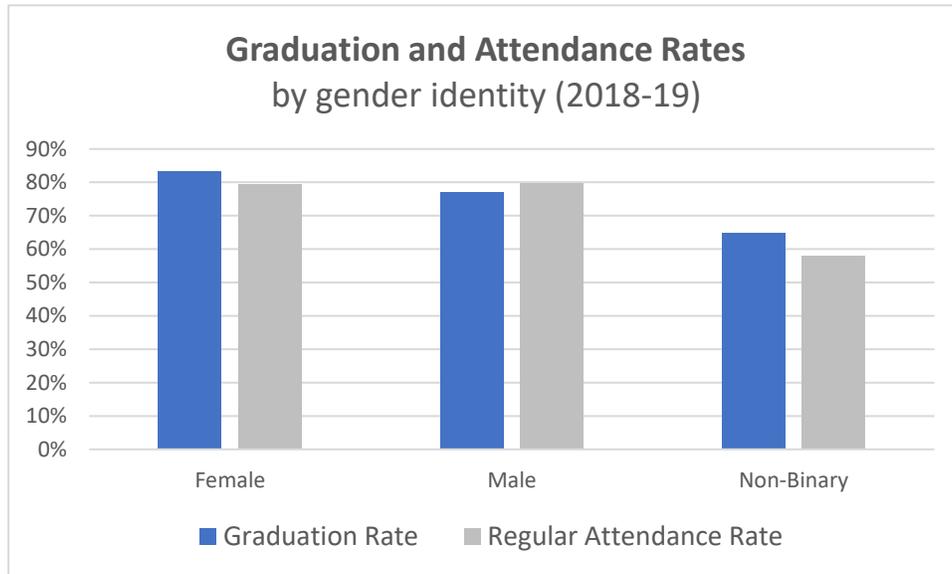
The day-to-day experiences of discrimination, bias, and erasure that many LGBTQ2SIA+ students face creates conditions that challenges their wellbeing and academic success. Comparing student achievement of LGBTQ2SIA+ students to non-LGBTQ2SIA+ students is challenging because the demographic data collected at the student level limits the ability to correlate sexual orientation to individual school achievement. However, the Oregon Department of Education is one of just two state agencies that has recently developed data collection protocols to allow students with gender expansive identities to select a non-binary option among gender categories. Using this data, when compared across gender identity, students who are non-binary have lower rates of graduation and regular school attendance compared to male and female students. As shown in Figure E, in the 2018-19 cohort of high school graduates, 65% of non-binary students graduated within 4 years compared to 83% of female students and 77% of male students.²⁰ Similar trends exist regarding attendance patterns, illustrating that non-binary students are less likely to attend school regularly. Taken in

¹⁹ Ibid.

²⁰ Oregon Department of Education Data for 2018-19 4-year cohort graduation rates, provided on 5/14/20. Attendance data is also for the 2018-19 school year.

the context of the research and youth engagement, these data demonstrate the outcome of many day-to-day acts of bias and exclusion that occur in schools.

Figure E



Source: Oregon Department of Education Data for 2018-19 4 year cohort, provided on 5/14/20.

It is important to note that these data do *not* suggest an inherent deficit in non-binary students ability to achieve, but rather a deficit of the system that is charged with ensuring all student success. In order to adequately address the issues that LGBTQ2SIA+ students face in school, the research indicates the importance of confronting the role of individual and institutional bias in developing and implementing policy. This is particularly true for supporting students whose LGBTQ2SIA+ identity intersects with other historically marginalized identities.

State Policy Challenges

Oregon has taken several significant policy actions to support the strengths and needs of LGBTQ2SIA+ youth inside and outside of schools over the past decade. The Oregon Equality Act, passed in 2007, is a key foundational policy that prohibits discrimination based on sexual orientation, gender identity, or gender expression in public school education, other public services, housing, and employment (race, ethnicity, and many other factors were previously prohibited). In 2016, the Oregon Department of Education issued guidance to school districts regarding safe and supportive school environments for transgender students (discussed in greater detail later).²¹ In 2019, the state created Adi's Act (SB 52), requiring all school districts to have clear suicide prevention policies and procedures. This legislation was passed in honor of Adi Staub, a transgender student who died by suicide in 2017.²²

Oregon has several other education policies that are intended to create safe and inclusive spaces for LGBTQ2SIA+ students and students of color. As the previous sections documenting Oregon youth experiences and research showed, many of these students demonstrate resilience as they continue to show up to a school system that is not designed to honor or even make visible their lived experience. In reality, the implementation of many of these well-intended education policies has not realized their full intent. This brief examination highlights key policy opportunities that the workgroup reviewed and discussed in order to leverage existing efforts that support the needs of LGBTQ2SIA+ youth, particularly those of color. It is not intended to be a comprehensive inventory of all the current policies that impact LGBTQ2SIA+ students.

The key takeaways from this policy review are:

- **Policy Challenges #1:** Implementation of current anti-discrimination and anti-bullying policies on their own do not create safe and affirming school spaces for LGBTQ2SIA+ students.
- **Policy Challenges #2:** Oregon has set some of the foundation for inclusive curriculum and has opportunities to both expand existing efforts and integrate them into many statewide policy initiatives intended to close opportunity gaps.
- **Policy Challenges #3:** Prior state guidance to districts about making school facilities safe for transgender, non-binary, gender diverse, genderqueer, and gender nonconforming students may not be well known among educators.

²¹ [Creating a Safe and Supportive School Environment for Transgender Students](#), 5/5/16, Oregon Department of Education. Also see Appendix B.

²² [Working for Adi's Act](#), Basic Rights Oregon

Policy Challenge #1: Implementation of current anti-discrimination and anti-bullying policies on their own do not create safe school spaces for LGBTQ2SIA+ students.

a) Anti-Discrimination Laws

As referenced earlier, discrimination in education is prohibited for any protected class, which includes race, disability, sexual orientation, gender expression, or gender identity.²³ This is true regardless of whether the discrimination was intended or unintended. Current law also states that a public school, public community college, or public university can have its funds withheld by the State of Oregon if the school is in violation of the anti-discrimination laws.²⁴ This means that according to the law, schools can be sanctioned if they are discriminating in a way that impacts access to educational programs and activities. This might manifest as: disproportionate discipline with students of a protected class, disproportionate class enrollment (e.g. career technical education, talented and gifted, advanced coursework), failure to provide comparable access to clubs and facilities (e.g. GSAs, restrooms, locker rooms), restricted ability to participate in sports because of gender identity or expression, etc. There are several implementation challenges with this policy:

1. **Students often do not know they can report discrimination, and if so, how they can report.** Even if they do know these things, they may not feel comfortable reporting this to the same school or district that they feel may have harmed them.
2. **Since many students and families may not even know if/how they can report alleged discrimination to the state, it is likely that the state does not have an accurate and up-to-date understanding of whether districts are in compliance with anti-discrimination laws.** The number of complaints regarding discrimination is reported by districts to the federal government, and only accessible by the Oregon Department of Education two years later. The only other way that the Oregon Department of Education would ever learn about the discrimination complaints is if a student or family reached out to the Department directly.
3. **School or district staff may not recognize certain behavior, intended or unintended, is a violation of anti-discrimination law.** According to Oregon Department of Education staff, in most reports from students or families received by the agency, the student/family says they reported the alleged discrimination to the school and allege that the school did not respond. The school/district often did not recognize the complaint, or else failed to recognize it as a complaint of discrimination. Failure to recognize discriminatory harassment often leads to inappropriate responses that fail to remedy violations of civil rights for LGBTQ2SIA+ students. This in turn contributes to day-to-day harm that interferes with student success.

²³ [Oregon Revised Statute 659.850](#). The [Oregon Equality Act of 2007](#) defines sexual orientation in a way that includes gender identity and gender expression.

²⁴ [Oregon Revised Statute 649.855](#).

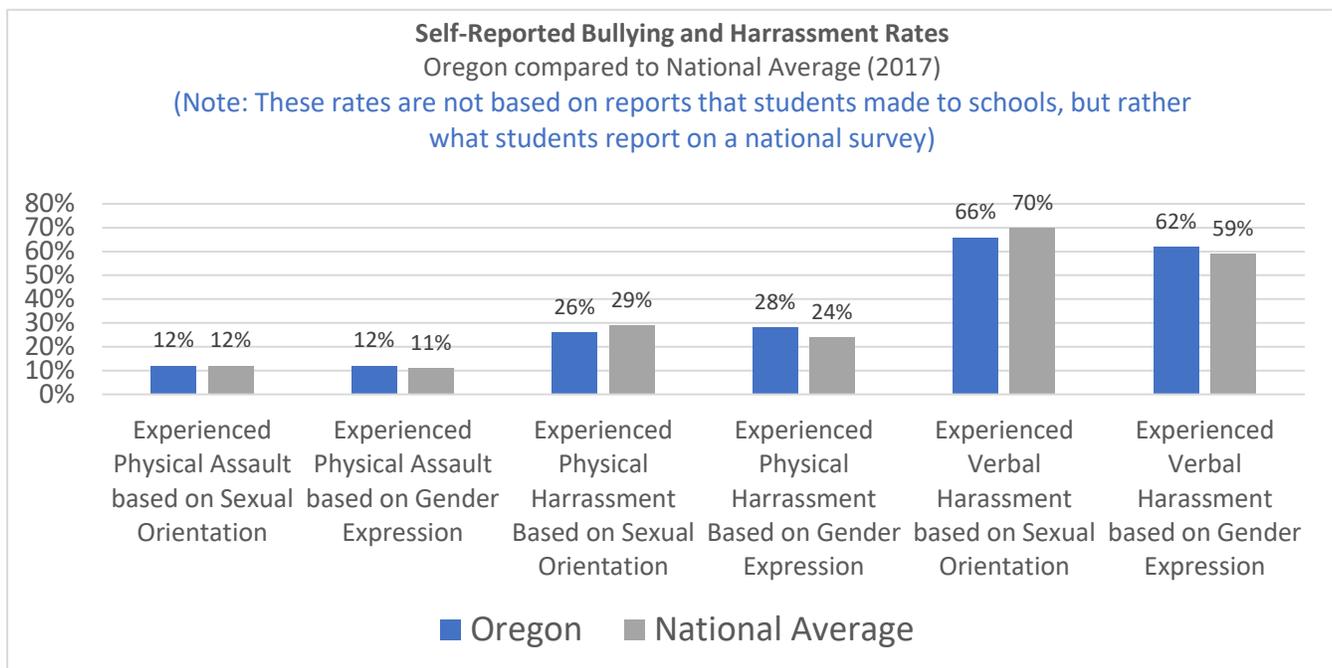
4. **School/district personnel and students/families may not know what type of response to complaints of discrimination is required.** When school and district personnel learn of potential discrimination, they must report it to designated personnel so that it can be addressed. The school will then need to act to support the person who experienced the discrimination. If an investigation reveals that discrimination or discriminatory harassment occurred, the school must take steps to eliminate the harassment and prevent it from recurring. However, many school and district personnel may not realize they have these obligations, and students and families may not realize what rights they have and what they should expect the school to do.
5. **Students and families who have a complaint must either exhaust all of the district complaint procedures, or else wait 90 days from the point in which the discrimination first occurred before the Oregon Department of Education can take any formal action.** The intent with this policy is that the local district is provided with a chance to directly work with the family of the impacted student to address the situation. However, it can often mean that the negative impact the student faces is prolonged for over three months before the State can begin an investigation.
6. **When there is a State finding that discrimination may have occurred, a consistent follow-up is for the district to have additional training for staff and students.** This raises questions about who provides the training, who funds the training, how frequent the trainings are, and for whom (e.g. teachers, administrators, substitutes, other school staff, students).
7. **Districts and families are often confused by overlapping legal processes required for discriminatory harassment.** Student misconduct under anti-bullying policy may also trigger responsibilities under anti-discrimination laws. Schools and districts often fail to recognize both responsibilities, and that these responsibilities exist even if the student or family do not specifically identify the harassment as discrimination. The school/district personnel must be trained to recognize and respond appropriately to all legal requirements, and may be simultaneously limited by the capacity to respond to all these needs with limited resources.
8. **Oregon law prohibits retaliation against individuals who file a complaint regarding discrimination, but students, families, and school staff may still not feel adequately protected.** Retaliatory acts may be hard to identify and the perceived risk of retaliation may limit the willingness for individuals to report alleged illegal conduct. According to ODE staff, some students and families report sensing hostility or being isolated following a complaint that becomes public, and subtle conduct may be hard to address.

b) Anti-Bullying and Harassment Laws

Oregon is one of just 21 states that requires all school districts to have anti-bullying policies that explicitly prohibit bullying due to race, sex, sexual orientation, gender identity, and many other

protected classes.²⁵ This requirement is a result of the Oregon Safe Schools Act, passed in 2009 (ORS 339.356). The law also requires districts to incorporate anti-bullying training (this includes online bullying known as “cyberbullying”) for students and school employees and encourages them to create task forces to implement anti-bullying initiatives.²⁶ If policy alone were a tool to mitigate bullying, then we might expect student self-reports of bullying (on a national survey) to be lower than national average rates of student self-reports. Instead, as shown in Figure E, the rates are about the same according to student survey data collected nearly a decade after the anti-bullying law was created. In some cases, Oregon students self-report bullying at higher rates compared to the national average. For example, rates of physical harassment (pushed or shoved) and verbal harassment (threatened or subjected to name calling) based on gender expression are higher in Oregon compared to the national average.

Figure E



Sources:

National data: Kosciw, J. G., Greytak, E. A., Zongrone, A. D., Clark, C. M., & Truong, N. L. (2018). *The 2017 National School Climate Survey: The experiences of lesbian, gay, bisexual, transgender, and queer youth in our nation's schools*. New York: GLSEN.

Oregon data: GLSEN. (2019). *School Climate in Oregon (State Snapshot)*. New York: GLSEN.

²⁵ Enumerated Anti-Bullying Laws By State. [GLSEN Policy Map](#). The Safe Schools Act of 2009 requires school districts to implement comprehensive anti-bullying policies to enumerate protected classes that include sexual orientation and gender identity. A list of Oregon protected classes can be found here at the [Oregon Bureau of Labor and Industries](#).

²⁶ [Oregon Revised Statute 339.359](#).

The law also requires districts to create a process through which students can report harassment (including anonymously) and requires districts to specify in their policies how they will investigate these reports.²⁷ The laws also require that students are not told about the consequences other students receive. This often leads to students feeling that nothing was done. Indeed, student comments in our engagement efforts revealed that students do not trust that these reports will be acted upon. In summary, despite this decade-old anti-bullying policy, the everyday experiences of LGBTQ2SIA+ youth in Oregon clearly reveal that this behavior is still a prominent part of their day-to-day school life. It is unclear where the implementation challenges lie. To date, no known Oregon studies have been done to comprehensively assess the following:

- a) Whether the anti-bullying policies each district has adopted actually meet the requirements of the law.
- b) Whether districts have communicated their policies to their staff and students.
- c) Whether school staff and students actually understand the communication from the district.
- d) Whether trainings have been made available to school staff and students in accessible forms (e.g. language, location access).

Without the answers to these and other questions pertaining to implementation, the root causes of why discrimination, bullying, and harassment are still such a prominent part of the LGBTQ2SIA+ student experience remain unclear. The Advisory Group's recommendations focus on implementation fidelity, including awareness raising, clarity and communication, while recognizing that more information is needed to understand the impact of anti-bullying policies on student experiences.

Policy Challenge #2: Oregon has set some of the foundation for inclusive curriculum, and has opportunities to expand existing efforts and integrate them into many statewide policy initiatives intended to close opportunity gaps.

As referenced in the youth engagement section of this plan, school curriculum that makes visible the intergenerational strengths and resilience of diverse individuals and communities is foundational to making students feel seen and connected to their education. Inclusive core curriculum is an important driver that values students as whole people with multiple intersecting identities, and sets all students up for success.

To provide context for this discussion, it is helpful first to make the distinction between standards and curriculum. Subject- and grade-specific standards are a set of expectations that provide guidance on the question "what do students need to know and be able to do by the end of a school year?" They are adopted by the State of Oregon's State Board of Education. Local school districts (through their school boards) are charged with providing students with curriculum that incorporates the State standards. Curriculum includes lessons, activities, and assessments that teachers then use in their classes. For example, current Health Education

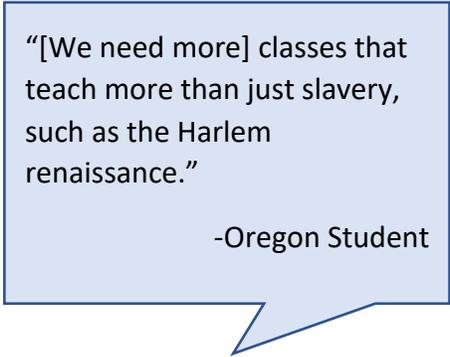
²⁷ [Oregon Revised Statute 339.356.](#)

Standards suggest that by the end of the 3rd grade, students should be able to define the term “sexual orientation.” It is up to local school districts to create or procure the curriculum to be able to meet that and other standards.²⁸ Teachers then utilize that curriculum into their day-to-day lesson plans.

a) Intersections in core curriculum across race and sexual orientation and gender identity

The Oregon Department of Education (ODE) is in the process of developing inclusive social science standards. The statute creates statewide social science standards inclusive of “ethnic minorities” (this is a term used in statute) as follows: “Native American or Americans of African, Asian, Pacific Island, Chicano, Latino, people of Middle Eastern descent.” The statute also includes standards that include “social minorities” (also a term used in statute) as “women, people with disabilities, immigrants, refugees and individuals who are lesbian, gay, bisexual or transgender.”²⁹ A more recent law will require districts to adopt textbooks and instructional materials that are inclusive of these and other communities.³⁰ Ethnic Studies was created in law in 2017, requiring ODE create an advisory group to develop statewide social science standards for kindergarten through grade 12. These standards are expected to be ready to share with districts in the 2021-22 school year. In the meantime, local school boards can choose to adopt their own inclusive curriculum. However, there are no or limited staff resources at ODE to support districts in developing local standards and adopting the associated instructional materials. Even when the ethnic studies standards are in place and instructional materials are adopted in 2026-27, it is likely that districts may be challenged to find or create appropriate curriculum to meet the standards.

There are other statewide education initiatives that aim to support school districts with identifying and implementing curriculum and pedagogy relevant to historically marginalized communities. These separate initiatives include the American Indian/Alaska Native Student Success Plan, the Black/African American Student Success Plan, the English Language Learner Strategic Plan, and the Latinx Student Success Plan. These plans have existed in the range of thirty years (American Indian/Alaska Native State Education Plan) to recently developed (Interim Latino/a/x Student Success Plan).



“[We need more] classes that teach more than just slavery, such as the Harlem renaissance.”

-Oregon Student

Tribal History/Shared History, created by law in 2017, is a unique state education policy in that the legislation required the Department of Education to create Native American curriculum for kindergarten through grade 12. This is unique because, in most other circumstances, curriculum is developed or obtained by districts. One of the many strengths of Tribal History/Shared History is that it does not rely on the capacity of each individual school district to create

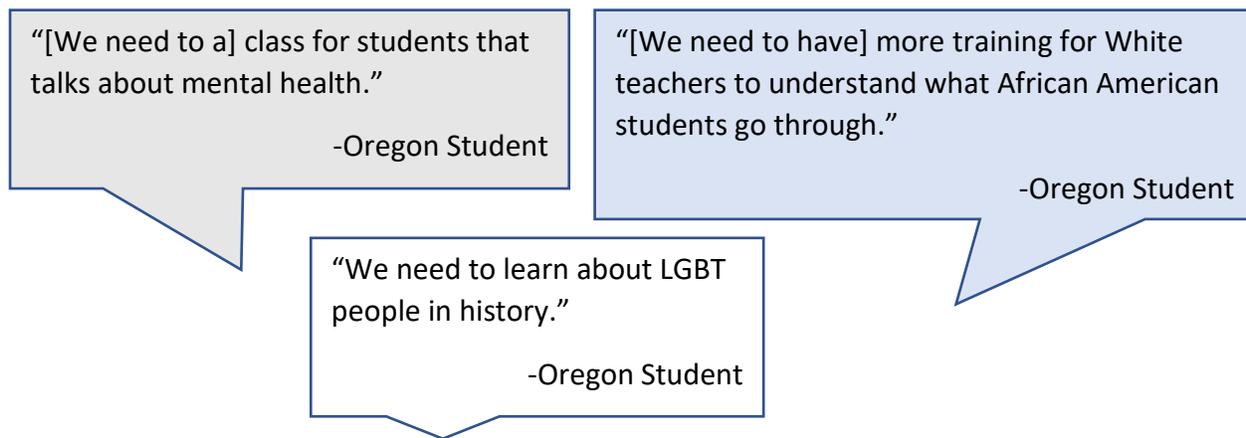
²⁸ [Oregon Health Education Standard HE.1.3.10](#).

²⁹ Ethnic Studies bill ([HB 2845](#)) was passed by the Oregon legislature in 2017. [Ethnic Studies ORS](#)

³⁰ Inclusive Materials bill ([HB 2023](#)) passed by the Oregon legislature in 2019.

inclusive curriculum. In addition, the law requires ODE to fund educator professional development so that educators know how to use the curriculum as intended.³¹

Each of these communities of color also have students who identify as LGBTQ2SIA+. Without systemic commitments and funding to create and implement inclusive and intersectional standards, and the curriculum and professional development for educators to go with the standards, students may continue to see parts of their identity absent from their schooling. There are opportunities for Oregon to learn from each of the examples above and develop coordinated efforts to ensure that students see their racial/ethnic identities *and* their sexual orientation and gender identities represented in core curriculum.



Case study of implementation challenges of inclusive Health Education standards

The multi-stage process of creating inclusive standards at the state level and asking districts to source and adopt curriculum at the local level can cause several challenges that can limit how soon LGBTQ2SIA+ students can see themselves reflected in their curriculum. For example, Health Education Standards, adopted by the Oregon State Board of Education in 2016,³² requires districts to adopt a “curriculum-based process of teaching the emotional, physical, and social aspects of human sexuality and human relationships” in ways that is “complete, medically accurate, and age-appropriate.”³³ The standards further require that gender identity and sexual orientation be addressed in sexual education in grades kindergarten through grade 12. These standards, while adopted at the state level, need to be translated into curriculum adopted by local school districts along with instructional materials. There are 35 pages of standards for Health Education for kindergarten through grade 12, and there is 0.5 full-time equivalent Oregon Department of Education employee charged with providing technical assistance and support to 197 districts throughout the state (plus charter schools and education service districts) that all need to find or create curriculum. In addition to the limited state-level

³¹ [Tribal History/Shared History](#), Oregon Department of Education

³² Oregon Department of Education; 2016; [Oregon Health Education Standards](#)

³³ Oregon Department of Education, [Sexuality Education Frequently Asked Questions](#)

capacity to support districts, the following is a sampling of some of the implementation challenges that prevent the intention of inclusive health standards from being fully realized:³⁴

- **Lack of existing curricula that addresses the new inclusive health standards.** Oregon is a leader among the country in how health and sexuality education are taught, so there are not currently national standards or curriculum from which to borrow. Schools therefore have to find their own way to meet the standards, which is especially hard for rural communities that have limited staff capacity to develop or find curriculum.
- **Lack of teacher training to implement inclusive standards or curriculum.** Given that education has not typically included the experiences of historically marginalized groups, many teachers around the state do not have the awareness, comfort, or ability to be able to teach to new standards that address LGBTQ2SIA+ students and students of color.

As a result of these and other issues, a majority of school districts do not in practice currently meet the 2016 Health Standards. Districts that do not meet these standards must submit a written plan of action for how they will work towards meeting the standards. But for districts who cannot meet the standards, most do not have the capacity to even create a plan of action. Thus the cycle remains locked in which Oregon has health education standards that require districts to recognize LGBTQ2SIA+ identities and the identities of diverse racial/ethnic groups, and yet there is little support for the State or for districts to actually ensure these are implemented, even with the best of intentions.

Policy Challenge #3: Prior state guidance to districts about making school facilities safe and affirming for gender diverse, transgender, non-binary, genderqueer, and gender nonconforming students may not be well known among educators.

In 2016, the Oregon Department of Education issued guidance to school districts regarding how they can create safe school environments for transgender, non-binary, genderqueer, or gender nonconforming students. The guidance encouraged or re-affirmed (note that these were not requirements) the following, among others:³⁵

- **Re-affirmed** the Oregon law that **districts must provide free education to all students**, regardless of sexual orientation, gender identity, or gender expression.
- **Re-affirmed** the federal law related to the **privacy of student records**.
- **Re-affirmed** prior state policy that requires districts to provide age-appropriate **sexuality education that recognizes LGBTQ2SIA+ identities in curriculum and materials**.

³⁴ This information is based on an information gathered from Oregon Department of Education staff in February 2020.

³⁵ [Creating a Safe and Supportive School Environment for Transgender Students](#), 5/5/16, Oregon Department of Education

- **Encouraged districts to engage students around their name or pronouns**, noting that “transgender students often choose to change the name assigned to them at birth to a name that affirms their gender identity.”
- **Encouraged districts to deviate from prior state policy to allow transgender students’ chosen name to be reflected in district records**, with detailed guidance on how to do so without unintentionally “outing” the student.
- **Re-affirmed** prior federal guidance **that districts provide restroom accommodations to gender diverse** students such as “unisex” (referenced earlier in this plan as “gender neutral”) restrooms and locker room facilities.
- **Re-affirmed** that **students should be permitted to participate in the physical education, intramural sports, and interschool activities** in accordance with the student’s gender identity.

Given the myriad comments from Oregon youth earlier in this plan and from student surveys collected after this guidance is issued, it is clear that guidance alone is not sufficient to support educators in supporting LGBTQ2SIA+ students.

Recommendations | Trust, Connection and Inclusion

The recommendations outlined in this section are based on the preceding documented experiences of LGBTQ2SIA+ students and their own requests for support; research from Oregon and national sources; Oregon's prior policy work to support safe and inclusive spaces for all students; and the wisdom and experiences of the advisory group. Embedded in the recommendations is a recognition that LGBTQ2SIA+ students of color face unique and compounded challenges in their schools and communities as their resilience forces them to address bias, acts of erasure (i.e. through curriculum) based on their race/ethnic identity as well as their sexual orientation and/or gender identity. Without an intentional focus on the ways in which race and ethnicity intersect with gender and sexuality, we run the risk of increased systematic harm to students.

These recommendations are offered with the understanding that LGBTQ2SIA+ youth are whole, valuable, worthy, resilient people for whom sexual orientation, gender identity and gender expression is a portion of a more expansive identity. Our premise is that every student must have the opportunity to succeed with the support of a systematic and intentional re-imagining of education to make visible the strengths, excellence, and promise inherent within each of them. We recognize that our systems to date have fallen short of manifesting this vision particularly for students of color who are LGBTQ2SIA+, and we recognize an opportunity to act with urgency now.

The key problems addressed by the recommendations are:

- Individual bias and acts of discrimination
- Institutions that create barriers to learning and physical and emotional safety
- State systems that lack the resources to support learning and hold accountable harm to students and educators

Across all recommendations, the intention is the same -- to create environments where LGBTQ2SIA+ students have trusting relationships, feel connected to individuals and the community, and can be their full, authentic selves. Trust, connection and inclusion are necessary ingredients for students to succeed in reaching their full potential academically, as well as socially and emotionally.

These recommendations are also offered with the recognition that:

- a) Changing systems to be more inclusive of identities that have been marginalized in U.S. history and culture is ongoing work and requires ongoing, long-term commitment and resources. As a result, the successful implementation of these recommendations requires a standing statewide advisory group to support the Oregon Department of Education by providing regular feedback on strategies, reviewing implementation data, and revising the plan as we learn more about promising practices.
- b) The lived experiences of LGBTQ2SIA+ students must inform implementation of this plan at each juncture. While even the most well-intended adults have valuable insight and

experience, the school environment that exists today is one that current students know best.

As with any policy initiative, it is possible for good intentions to cause harm. Trust, connection and inclusion are not just nice words, but they are the north star which must guide implementation of each and every recommendation in order to add up to success for LGBTQ2SIA+ students.

What does being SAFE at school mean to Oregon students?

“Someone, a boy in my class, asked about a pride sticker on my water bottle and was actually interested in my response and asked questions. It felt good to share and not be doubted and ignored.”

“Gender neutral restrooms”

“Teachers asking pronouns.”

“Not being afraid to use the restroom.”

“Being able to talk about my experiences without judgement.”

“Being supported by parents and teachers when I come out.”

“Not assuming my partner is male”

What types of things happen at school that makes Oregon students feel UNSAFE?

“When teachers fail to act or are downright unsupportive (like not saying anything when a student uses a slur or makes an offensive/hurtful joke).”

“When the only gender-neutral restroom is in use.”

“Teachers misgendering me and not correcting themselves”

“Hearing jokes being made about being gay in 2020.”

“It makes learning hard when someone is being bullied or harassed which is what school is for!”

“Queer students being ignored in situations of their assault.”

“Being called slurs.”

Summary of Recommendations | Three Interdependent Levels of Impact

Recommendation Domain #1: Individual Intentions and Impact

These recommendations are intended to directly address the ways in which individual educators, peers and families impact a student's experience of school.

- **Objective #1: Supportive Educators**
 - Educators (including teachers, administrators, and classified staff) have the training, coaching, and ongoing support to build trusting, connected, and inclusive environments.
- **Objective #2: Supportive Peers**
 - Youth are supported to develop understanding of and respect for individual, family, and cultural differences including sexual orientation, gender identity and gender expression.
- **Objective #3: Supportive Families**
 - Districts recognize that LGBTQ2SIA+ student success is impacted beyond the walls of the school and engage community-based organizations and families as full partners in supporting students.

Recommendation Domain #2: Institutional Policies and Facilities

These recommendations are focused on the spaces that serve students and address the institutional policies and decisions that can help make a space feel safe and inclusive.

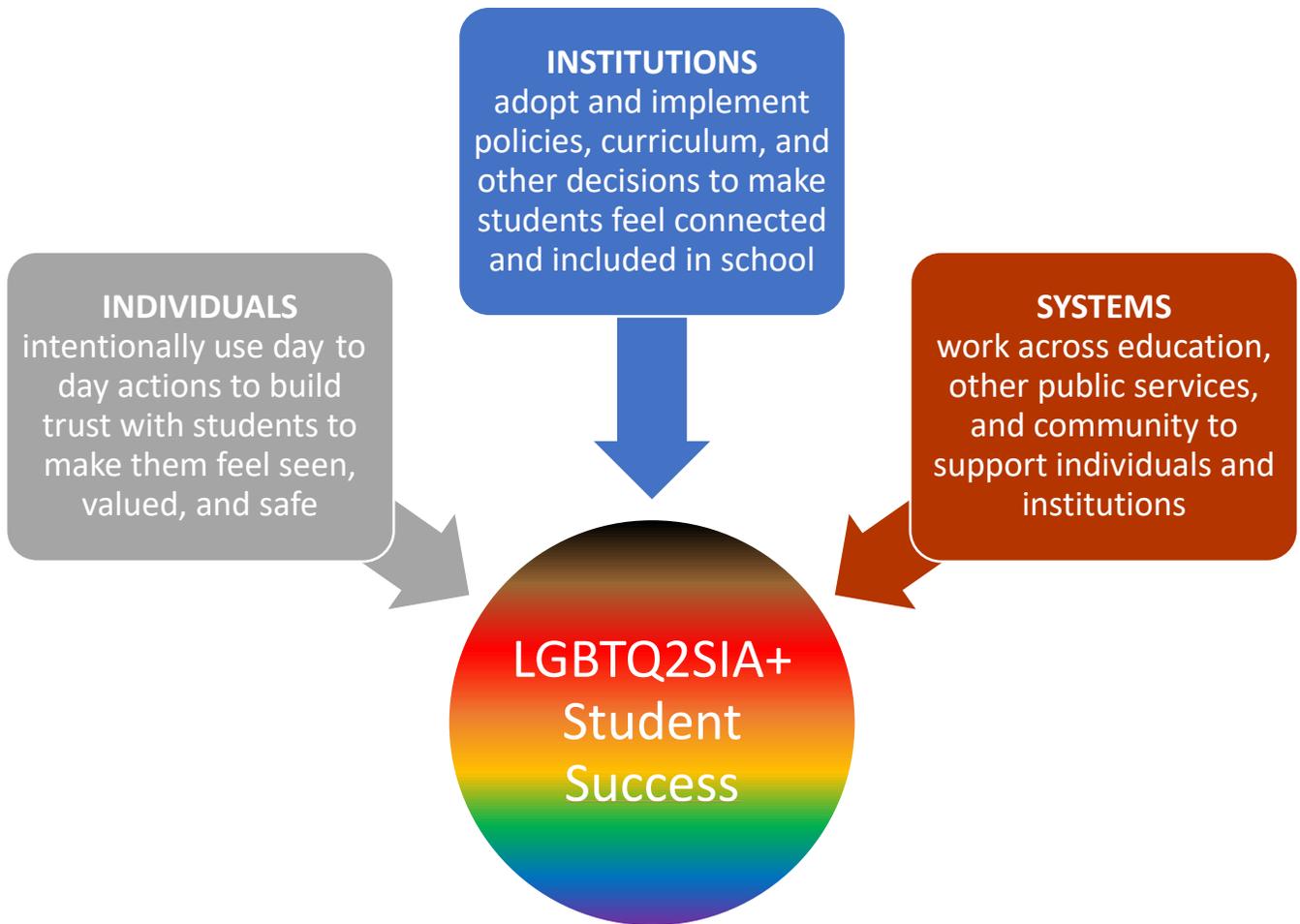
- **Objective #1: Safer Affirming Spaces** (e.g. gender-neutral restrooms, affinity spaces, safe space posters, implementing Anti-Bullying Policies)
 - Youth feel safe, seen, and supported in school spaces.
- **Objective #2: Inclusive Curriculum**
 - Students receive LGBTQ2SIA+ inclusive, culturally sustaining, curriculum and pedagogy across grades and subjects.

Recommendation Domain #3: State Accountability and Support Systems

These recommendations address the ways in which state systems can play a role in both holding institutions accountable to serving all students and provide support and guidance to proactively reduce ignorance and increase student-centered capacity across the state.

- **Objective #1: Opportunities for Students and Educators to Systematically Assess and Improve School Climate and Culture and Inform State and Local policy** (e.g. School Climate Surveys, tracking reports of bullying, highlighting promising practices)
 - The current experiences of LGBTQ2SIA+ youth and educators are made more visible in order to inform policy and implementation of supports.
- **Objective #2: ODE Capacity to Support Districts and Families** (e.g. greater implementation support for the existing policies and new recommended ones)

- ODE demonstrates leadership to districts, schools, and families by collecting and disseminating resources, providing guidance and coaching, addressing violations of policy in a timely manner, and proactively building districts' capacity to create trusting, connected and inclusive environments.
- **Objective #3: Cross-agency Collaboration**
 - State education and health agencies work together to address issues that impact the experiences of LGBTQ2SIA+ youth.



Domain 1 | Individual Intention and Impact

Objective #1: Supportive Educators

Educators (including teachers, administrators, and classified staff) have the training and ongoing support to build trusting, connected and inclusive environments.

Why this is important, according to LGBTQ2SIA+ Students:

"[Even if a teacher] messes up my pronouns, I can tell they're trying because they acknowledge it and apologize." -Oregon Student

"...flyers about suicide prevention do nothing. Talk to me instead." -Oregon Student

Proposed Metrics:

1. Student and school staff perceptions regarding the frequency and adequacy of anti-discrimination and anti-bullying/harassment trainings may be measured via a School Climate and Culture survey proposed in this Plan.
2. Discipline rates by gender identity (which includes the recently developed non-binary "X" category) are annually assessed at district and state levels.

Strategy #1: School staff³⁶ receive the training, coaching, and professional support needed to understand Oregon laws regarding bias and discrimination on all protected classes and in using trauma-informed practices to support LGBTQ2SIA+ students and students of color.

Action #1a: School districts provide trainings at least annually and at the beginning of each school year regarding laws relating to anti-discrimination and anti-bullying and best practices for supporting students through the use of inclusive language, chosen names, and pronouns.

Action #1b: As part of Division 22 Standards, districts monitor staff training to ensure that new and returning staff (including substitute teachers) receive required annual trainings regarding anti-discrimination and anti-bullying laws and best practices for supportive students through the use of inclusive language.

Action #1c: ODE is funded to develop and administer a statewide grant program that supports partnerships between students, schools, and community-based organizations to co-develop culturally-responsive trainings for school boards and staff to address anti-bias and inclusive educational practices across race/ethnicity, sexuality, gender, and gender identity.

Action #1d: Support districts to adopt hiring policies and practices that look for core competencies aligned with anti-discrimination and anti-bias laws, and create

³⁶ Administrators, teachers, substitute teachers, coaches, counselors, instructional assistants, and classified staff.

professional support plans for newly-hired staff to quickly meet these competencies if hired without them.

Strategy #2: LGBTQ2SIA+ educators receive social and emotional support for themselves in order to provide their students with social and emotional support.

Action #2a: Engage educators in defining and co-creating professional supports that honor their race/ethnicity, sexual orientation, gender identity, and/or gender expression.

Implementation Note: Could include exploring partnerships with the Educator Advancement Council and Regional Educator Networks. Examples could include whether Know Your Rights handbooks, affinity groups, counselors, or other types of support is needed to address feelings of isolation and enhance peer support for educators.

Strategy #3: Teacher preparation programs prepare all teachers to create inclusive classroom environments that support LGBTQ2SIA+ student social/emotional needs.

Action #3a: Teacher preparation programs integrate the experiences of LGBTQ2SIA+ youth of color into pedagogy and model what intersectional inclusion is, what trauma-informed care looks like in all classrooms, and reinforces how social/emotional wellness for students is rooted in inclusive instructional practices.

Action #3b: ODE works with community partners and teacher preparation programs to develop, fund, and pilot comprehensive teacher preparation curricula that support culturally-sustaining teaching pedagogy throughout all core coursework.

Strategy #4: Teachers create intentional teaching practices that foster inclusive classroom environments.

Action #4a: Create and distribute an annual School Climate and Culture survey with a teacher component to understand their strengths and needs in supporting their LGBTQ2SIA+ students, students of color, and students experiencing disabilities.

Implementation Note: Statewide survey may offer opportunities for local questions to be added; survey should be required by districts and opt-out options provided for student and teacher participation in the surveys.

Action #4b: ODE and the Teacher Standards and Practices Commission (TSPC) to ensure administrator licensure requires understanding of culturally sustaining approaches to supporting students' social/emotional and academic needs.

Objective #2: Supportive Peers

Youth are supported to develop understanding of and respect for individual, family, and cultural differences including sexual orientation, gender identity, and gender expression.

Why this is important, according to research regarding LGBTQ2SIA+ student experiences:

A 2019 survey conducted among 8th and 11th grade students in Oregon schools found that 6 out of 10 lesbian, gay, or bisexual 8th graders reported being bullied within the last month due to race, gender, sexual orientation, or body shaming. In comparison, 2 out of 10 straight students reported this form of bullying. -2020 State of Safe Schools, Oregon Safe Schools and Communities Coalition

Proposed Metrics:

1. Students are provided with tools for interrupting bullying behaviors with their peers. (Students' perceptions about this may be measured via a School Climate and Culture survey proposed in this Plan).
2. Bullying is addressed by all educators and students are given tools to either address bullying when they see it or alert an adult to take action. (Students' and educators' perceptions about this may be measured via a School Climate and Culture survey proposed in this Plan).

Strategy #1: LGBTQ2SIA+ students, students of color, and students with disabilities self-determine ways in which their education can be strengthened with safer, more welcoming, and inclusive environments.

Action #1a: Create a Statewide School Climate and Culture survey co-developed³⁷ by students and accessible by and available to all students.

Implementation Note: a) Questions must be informed by student voice to ensure questions are student-centered, accessible, and age-appropriate, b) Should also be distributed among recent out of school youth in partnership with Youth Development Division and community partners, c) Should allow for an intersectional analysis of student experiences across different parts of their identity, d) Should be part of a Climate survey that could assess educator needs and strengths as well. See Domain 3, objective 1 recommendations for comprehensive overview of this.

Action #1b: Develop and fund regional Student Voice Networks composed of current students and opportunity youth to a) regularly assess student School Climate and Culture survey data; and b) develop recommendations to survey findings and build safer, more inclusive and welcoming school environments (e.g. ways to inform and

³⁷ This survey is imagined as multiple components – one for students, one for educators, and one for administrators. The student component is intended to be developed by and for students while the educator and administrator components are intended to be co-developed with those groups.

address peer-to-peer conflict; relationships with school staff; training and resources regarding bullying, harassment, and discrimination; and connections to family and community to support student success).

Implementation Note: a) Intention is to include students in these networks that are majority students of color, students who are LGBTQ2SIA+, students with disabilities, and students who may have been pushed out of the education system or in alternative education settings, b) Can be administered either as a grant program to community-based organizations that are culturally responsive or via education service districts; c) Intention is to have this network advise the Oregon Department of Education and State Board of Education on building safer, more welcoming, and inclusive educational environments.

Objective #3: Supportive Families

Districts recognize that LGBTQ2SIA+ student success is impacted beyond the walls of the school and engage community-based organizations and families as full partners in supporting students.

Why this is important, according to the LGBTQ2SIA+ Advisory Group:

“...creating a nexus of support between families and school districts is the way to start a supportive, strong discourse that will allow all voices to be heard, valued, and respected.” - Advisory Group Member

Proposed Metrics:

1. LGBTQ2SIA+ students report having access to culturally sustaining supports for their family and community. (Students’ perceptions about this may be measured via a School Climate and Culture survey proposed in this Plan.)

Strategy #1: Districts invest in culturally responsive family engagement that support LGBTQ2SIA+ students, and are provided with the guidance and resources to do this well.

Action #1a: Districts collaborate with and fund culturally specific organizations and local LGBTQ2SIA+ supporting organizations to arrange family peer networks and culturally sustaining opportunities for families of LGBTQ2SIA+ students.

Implementation Note: Student Success Act resources that support well-rounded education may support districts in achieving this with a focus on closing opportunity gaps for students of color, students with disabilities, and LGBTQ2SIA+ students.

Action #1b: ODE provides districts with guidance and resources around addressing family behavior that students may perceive as unsupportive.

Domain 2 | Institutional Policies and Facilities

Objective #1: Safer Affirming Spaces

Youth feel safer, more supported, and seen in school spaces.

Why this is important, according to LGBTQ2SIA+ student experiences:

“Spaces set aside for diverse students (Latino club, LGBTQ+ clubs) are the safest spaces, but feeling safe should not be limited to a meeting or room.” -Oregon Student

Proposed Metrics:

1. School administrators have knowledge of requirements regarding laws related to equal access to restroom and changing room facilities. (Potential data source: School Climate and Culture Survey for Administrators)
2. Students have knowledge of and access to restroom and changing room facilities (Potential data source: School Climate and Culture Survey for Students)

Strategy #1: Provide LGBTQ2SIA+ youth with access to facilities and activities for all genders in K-12 and higher education institutions.

Action #1a: Provide students with access to all-gender restrooms and changing facilities without barriers to use such as time-limited access, required keys, or long-distances to travel.

Action #1b: Create best practice guidance for districts regarding how to ensure student clubs related to racial/ethnic, cultural, and LGBTQ2SIA+ issues are supported and included by the broader school environment.

Implementation Note: For example, ensure that affinity groups are accessible to emerging bilingual students, not require parent permission to participate, recognize as essential to health and safety.

Strategy #2: Collaborate across health, education, and community partners to expand access to mental health supports in and outside of school.

Action #2a: Partner with higher education institutions to create and fund incentives to grow the pipeline of future mental health counselors and address counselor shortages with a focus on racial equity and intersections with LGBTQ2SIA+ identities.

Action #2b: Ensure that mental health counselors receive training in culturally responsive, trauma-informed practices to support students with multiple intersecting identities.

Implementation Note: Support hiring of LGBTQ2SIA+ mental health professionals of color with experience supporting people with suicidal ideation and religious trauma.

Action #2c: Partner with Oregon Health Authority, higher education, other state agencies, school districts, and community organizations to assess the statewide workforce needs for mental health counselors in schools and develop a plan to meet the need.

Implementation Note: Assessment should include the unique needs posed by compounded trauma faced by LGBTQ2SIA+ youth of color and with disabilities.

Action #2d: Create and fund a regionalized counselor network that is prepared to meet the unique needs of small districts.

Strategy #3: ODE compiles guidance over the past 5 years regarding LGBTQ2SIA+ student issues and provides it to school districts, education service districts, and charter schools.

Action #3a: Provide guidance, at minimum to include:

- These Plan recommendations.
- An online educator- and school-board friendly directory of prior guidance on issues including understanding intersectional identities; chosen names; pronouns; discussions with LGBTQ2SIA+ students prior to parent/guardian meetings; supporting affinity-based student clubs; virtual interactions; bullying; safe space posters.
- Clear protocols for quickly adding chosen names and pronouns in school system so that educators can easily and consistently access that information.
- State support for district-level IT platform changes, especially around name/pronoun changes.

Strategy #4: Schools encourage educators to increase visible support of LGBTQ2SIA+ students.

Action #4a: Schools provide safe space posters and items to educators at the beginning of the each school year with encouragement about how visibility supports student's health and safety.

Action #4b: In partnership with student representatives that reflect the diversity of local school communities, schools co-develop an articulated LGBTQ2SIA+ student Bill of Rights intended to clearly communicate standards for inclusion based on race, ethnicity, language, disability, sexual orientation, or gender identity.

Strategy #5: Anti-discrimination and anti-bullying policies are implemented with fidelity and transparency.

Action #5a: State early learning and education agencies will be funded to convene a stakeholder work group to assess how the State can enhance its support to young

children and students, their families, and educators regarding discrimination claims in Oregon education institutions.

Implementation Note: This is in response to challenges regarding discrimination and harassment/bullying reporting detailed in the State Policy Challenges section of this Plan. The work group may consider a Statewide Ombudsperson for education-related complaints directly from students/families similar to Washington State's office, located in the Governor's Office.³⁸

Action #5b: Schools engage students in developing school-specific recommendations for addressing bullying and discrimination.

Objective #2: Inclusive Curriculum

Students experience LGBTQ2SIA+ inclusive, culturally sustaining, curriculum and pedagogy across grades and subjects.

Why this is important, according to research regarding LGBTQ2SIA+ student experiences:

Only 3 out of 10 Oregon LGBTQ students said they were taught positive representations of LGBTQ figures, history, or events with inclusive curriculum in a 2017 survey, and fewer than 2 out of 10 reported receiving inclusive sex education in school. - 2019 GLSEN School Climate in Oregon (State Snapshot).

Proposed Metrics:

Increase access to inclusive curriculum.

Strategy #1: Support and expand inclusive education standards with additional resources.

Action #1a: ODE is funded to partner with culturally responsive organizations that bring an intersectional lens across race/ethnicity and sexual orientation/gender identity to develop and implement (including trainings for educators) inclusive ethnic studies curriculum to support districts with limited capacity to create or find their own.

Implementation Note: community organizations are also funded to support their work and expertise.

Action #1b: ODE is funded with additional staff to support districts and Education Service Districts in finding or creating their own health education curriculum to implement current Health Education Standards.

Strategy #2: Students experience project-based, hands-on learning experiences through which their identity and lived experience is affirmed and valued.

³⁸ [Washington State Governor's Office of the Education Ombuds.](#)

Action #2a: Districts and schools are encouraged to implement project-based, student-led work as one way of honoring and validating student’s lived experiences.

Strategy #3: Schools are funded to create the time and space for educators and students to build relationships and trust.

Action #3a: Schools implement advisory periods or other strategies that are specifically focused on relationship building and social/emotional learning as part of culturally sustaining pedagogy.

Domain 3 | State Accountability and Support Systems

Objective #1: Opportunities for students and educators to systematically assess and improve school climate and culture and inform state and local policy

Students, educators, and administrators are empowered to share their perceptions of priority problems and solutions to help inform local and state policy decisions and investments.

Proposed Metrics:

1. A Statewide School Climate and Culture survey exists and is used by all districts and the state to inform program and policy decisions.
2. Attendance, school discipline, on-track by 9th grade, and graduation rates are all measured and reported across all gender categories (including the non-binary/transgender category) with intersections by race/ethnicity, Free/Reduced Price Lunch status, and disability. Note: These metrics are not able to be reported by sexual orientation as there are unintended risks and privacy challenges associated with collecting that information at the student level.

Strategy #1: Every school district participates in a School Climate and Culture survey with components for students, educators, and administrators (at minimum).

Action #1a: ODE is funded to develop a work group in partnership with students, districts, community partners, and Oregon Health Authority (OHA) to design a School Climate and Culture survey and develop an implementation plan regarding survey components for at minimum these distinct audiences: students, educators, and administrators.

Implementation Note: Survey to be anonymous, opt-out, and allow for disaggregation and intersectional analysis by race and ethnicity, sexual orientation, gender identity, and disability at minimum. Any School Climate and Culture Survey Work Group should invite participation of representative stakeholders who were involved with the development of the American Indian/Alaska Native Student Success Plan; African American Black Student Success Plan; Latinx Student Success Plan; LGBTQ2SIA+ Student Success Plan;

and the ELL State Strategic Plan. Work Group should also consider consent, data privacy, and confidentiality issues.

Action #1b: ODE is funded to implement School Climate and Culture surveys (e.g. dissemination, translation, analysis, reporting/communication).

Objective #2: ODE Capacity to Support Districts and Families

ODE demonstrates leadership to districts, schools and families by collecting and disseminating resources, providing guidance, addressing violations of policy in a timely manner, and proactively building districts' capacity to create trusting, connected and inclusive environments.

Proposed Metrics:

1. Educators and school administrators report feeling supported to create safer and more welcoming school environments for LGBTQ2SIA+ students. (Potential data source: School Climate and Culture Survey for Administrators)
2. Students and families report knowing how to report school-based discrimination and bullying/harassment claims and believe that action will be taken to address their claims. (Potential data source: Climate Survey for Students; does not address need to develop measure for family engagement.)

Strategy #1: ODE implements the LGBTQ2SIA+ Student Success Plan.

Action #1a: ODE is funded for a position to lead to implementation of this plan as a primary responsibility of their position.

Action #1b: ODE develops an advisory group structure to inform the implementation of the plan as they relate to other intersecting racial/ethnic identities and other Student Success Plans, and guide future revisions with a composition that allows for a majority student perspective (i.e. this may include more than 1 advisory group; at least one should be majority-students).

Implementation Note: This advisory structure may also inform the prioritization and long-term metrics for this Plan. School Climate and Culture data should inform the ongoing priorities of Plan implementation.

Strategy #2: Students, families, and educators have channels for reporting claims directly to the State of Oregon related to alleged discrimination, including resistance to anti-bias training.

Action #2a: State early learning and education agencies will be funded to convene a stakeholder work group to assess how the State can address systematic barriers and enhance its support to young children and students, their families, and educators regarding discrimination/Civil Rights claims in Oregon education institutions.

Implementation Note: This is in response to challenges regarding discrimination and harassment/bullying reporting detailed in the State Policy Challenges section of this Plan. The work group may consider a Statewide Ombudsman for education-related complaints directly from students/ families similar to Washington State's office, located in the Governor's Office.³⁹

Strategy #3: ODE highlights districts that are leading around LGBTQ2SIA+ and intersectional inclusion as examples for statewide learning.

Action #3a: ODE is funded to develop and share case studies and other tools to highlight best practices regarding inclusion in partnership with districts and schools around the state (e.g. examples of student voice in informing district decisions about LGBTQ2SIA+ issues; educator supports for implementing inclusive curriculum; etc.)

Objective #3: Cross-agency Collaboration

ODE, Oregon Health Authority, Educator Advancement Council, Teacher Standards and Practices Commission, Early Learning Division, Youth Development Division, and the Higher Education Coordinating Commission work together to address issues that impact the experiences of LGBTQ2SIA+ youth and youth of color.

Strategy #1: State of Oregon agencies are aligned in its guidelines for state facilities related to gender-neutral (i.e. all-user) restrooms.

Action #1a: State Education agencies create shared guidelines regarding access to gender-neutral restrooms in public schools, including charter schools, community colleges, and universities.

Strategy #2: ODE and ELD share learnings and best practices from implementing strategies related to inclusion and support of marginalized youth and families.

Action #2a: ODE and ELD identify similar objectives from the Student Success Plans and the Raise Up Oregon Plan focused on inclusion and support of LGBTQ2SIA+ students, students with disabilities, and students of color and their families and coordinate their efforts in support of those objectives.

³⁹ [Washington State Governor's Office of the Education Ombuds.](#)

Appendix A: Practice Guidance Regarding Trainings

Much of the discussion in the Advisory Group included how to define, schedule, and provide trainings and coaching to those who interact with LGBTQ2SIA+ students. As noted in the State Policy Context section of this Plan, some training is already required in order to prevent bullying, harassment, and discrimination. This suggests that no policy provided in this Plan is on its own enough to actually create safer and more welcoming spaces for students in school. In order to capture the discussion of the Advisory Group regarding trainings, we offer these suggestions as guidance to state and local administrators to inform the day-to-day development and implementation of trainings intended to support LGBTQ2SIA+ youth.

- **Student Voice:** The voices of the most impacted by education decisions, students, is critical to inform the development of trainings. Students engaged as part of the creation of this plan asked that they be included in the development and implementation of trainings for other students and for educators.
- **Differentiated Training:** Different positions, roles, and lived experience require different breadth and depth of training. All staff should get baseline annual training. Administrators and other district staff who have hiring authority should receive specific training in best practices to support equitable hiring (e.g. behavior-based interview questions and anti-bias practices). Districts are encouraged to ask their school staff what their needs are in supporting LGBTQ2SIA+ students, students of color, and students with disabilities and make a plan to co-develop and provide that support. Finally, coaching and mentoring are necessary ingredients to ensure that knowledge learned in trainings is consistently applied to support students each and every day. Implementation of this plan should include assessment of how and for whom ongoing coaching should be provided.

Appendix B: Resources & Promising Practices for Supporting LGBTQ2SIA+ Students

These resources were shared by Advisory Group members.

Note: The content of each of these is not endorsed by the Oregon Department of Education, except for the content created by the agency.

FOR STUDENTS

[The Trevor Project](#): Has a 24 hour text, chat, and phone line for LGBTQ2SIA+ youth and their allies to receive support. These are staffed by a counselor. Additional online resources are available on Trevor Project's website.

FOR EDUCATORS

[Welcomingschools.org](#): Created by the Human Rights Campaign, this is a resource for elementary school teachers.

[University of Oregon Teach Out](#): This program through the University of Oregon Education Studies Department helps prepare future teachers to meet the needs of LGBTQ2SIA+ youth.

[GLSEN: Ready Set Respect](#): Created by GLSEN, this is a toolkit for elementary school teachers.

[Safe Zone Project](#): This organization has a several curriculum resources for educators and has its own resource library to other materials, articles, and books.

FOR FAMILIES

[Fierce Families Network](#): This is a network of families convened by Basic Rights Oregon with a focus on transgender children.

[Family Acceptance Project](#): This is an initiative that is intended to support ethnically, racially, and religiously diverse families support LGBTQ2SIA+ children.

FOR DISTRICTS

[Oregon Guidance to Districts for Supporting Transgender Students](#) [includes non-binary and gender nonconforming students]: Created by the Oregon Department of Education in 2016.

[Oregon Sex Education Standards FAQ](#): Created by the Oregon Department of Education as guidance to districts.

[Oregon School Activities Association's Gender Identity Participation Policy Regarding Athletics and](#)

[Programs](#): Created in partnership between the Oregon Department of Education and the Oregon School Activities Association (OSAA), this excerpt details policies from the 2019-2020 OSAA Handbook.

[GLSEN Model District Policy on Transgender and Gender Nonconforming Students](#): Created by GLSEN, this is a set of model policies that districts may use to create safer and more welcoming school environments for transgender, non-binary, and gender nonconforming students.

RESEARCH/REPORTS

In addition to the many reports and resources referenced in the footnotes throughout the Plan, these are additional resources.

[Supporting Safe and Healthy Schools](#): GLSEN published this 2019 report intended to support mental health professionals in working with LGBTQ2SIA+ students.

[Survey of the Needs of Transgender Youth in Oregon](#): Oregon Health and Science University (OHSU) prepared this report in 2019.

VI. BREAK (11:20 a.m.)

VII. RETURN TO POLICIES ON POLICY AND CLOSURE (11:30 a.m.)

*All times are approximate.

Note: The Chair of the Board may alter the order of business as they deem proper and necessary.

Agendas – Agendas and supporting materials are available online at <https://v3.boardbook.org/Public/PublicHome.aspx?ak=1000829> a few days before each School Board meeting. For more information, please contact Julie Catala at kimberly.nelson@corvallis.k12.or.us.

Communication With The School Board – Communication with the Board can be made by telephone, letter, e-mail and public testimony. Letters may be addressed to individual Board members or the Board as a whole and sent to 1555 SW 35th Street, Corvallis, OR 97333. E-mail may be sent to schoolboard@corvallis.k12.or.us and will be sent to all board members simultaneously as well as to key District Office staff. For more information, please contact Kim Nelson at kimberly.nelson@corvallis.k12.or.us.

Consolidated Action Agenda – The purpose of the consolidated action agenda is to expedite action on routine agenda items. All agenda items that are not held for discussion at the request of a Board member or staff member will be approved/accepted as written as part of the consolidated motion. Items designated or held for discussion will be acted upon individually.

Public Comment – Guidelines are at: <https://www.csd509j.net/about-us/school-board/provide-input-and-be-informed/>

Executive Session – Permissible purposes of Executive Sessions include: ORS 192.660(2)(a) – Employment of Public Officers, Employees and Agents; ORS 192.660(2)(b) – Discipline of Public Officers and Employees; ORS 192.660(2)(d) – Labor Negotiator Consultations; ORS 192.660(2)(e) – Real Property Transactions; ORS 192.660(2)(f) – Exempt Public Records; ORS 192.660(2)(h) – Legal Counsel; ORS 192.660(2)(i) – Performance Evaluations of Public Officers and Employees; ORS 192.660(2)(j) – Public Investments.

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