



# LGBTQ2SIA+ Affirming School Communities

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# Agenda

- I. Welcome & Check In
- II. What's Expected: LGBTQ2SIA+ Affirming Laws, Policies, and Guidance
- III. Why it Matters: Oregon's LGBTQ2SIA+ Students & Communities
- IV. What does it look like in schools?  
Equity Foundations
- V. Make it Happen: LGBTQ2SIA+ Affirming Strategies & Resources

# The Acronym

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LGBTQ2SIA+

Lesbian

Gay

Bisexual, Pansexual,  
Polysexual

Transgender, Nonbinary

Queer, Questioning

Two Spirit, Indigiqueer

Intersex

Asexual, Aromantic,  
Agender

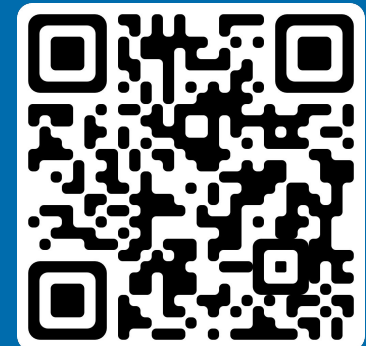
Myriad of additional marginalized  
gender identities, expressions, and  
sexual & romantic orientations

## Check In

**Please add a question or comment to the Padlet:**  
What needs are coming up in your school communities?



Scan the code to  
add questions to  
the anonymous  
question box!





## II. What's Expected: LGBTQ2SIA+ Affirming Laws, Policies, and Guidance

# Federal Civil Rights Laws in Education

## **Title VI of the Civil Rights Act of 1964**

Race, Color, National Origin

## **Title IX of the Education Amendments of 1972**

Sex, Gender Identity, Sexual Orientation

## **Section 504 of the Rehabilitation Act of 1973**

Persons living with a disability

## **Title II of the Americans with Disabilities Act (1990)**

# Recent Court Rulings

- [\*Grimm v. Gloucester County School Board\*](#), 972 F.3d 586 (4th Cir. 2020)
- [\*Parents for Privacy v. Barr\*](#), 949 F.3d 1210 (9th Cir. 2020)
- [\*Doe v. Boyertown Area School District\*](#), 897 F.3d 518 (3d Cir. 2018)
- [\*Whitaker v. Kenosha Unified School District\*](#), 858 F.3d 1034 (7th Cir. 2017)
- [\*Dodds v. U.S. Department of Education\*](#), 845 F.3d 217 (6th Cir. 2016)
- [\*Parents vs Montgomery County Board of Education\*](#), 8:20-3552-PWG



# ODE LGBTQ2SIA+ Affirming Laws, Policies, and Resources

Laws and Rules	Policies and Resource Documents
Federal <b>Title IX</b> Civil Rights Law	<ul style="list-style-type: none"><li>● <a href="#">Civil Rights Title IX web page</a></li><li>● <a href="#">Proposed Amendments to Title IX (June)</a></li><li>● <a href="#">Resources for LGBTQI+ Students - Department of Education</a></li></ul>
<b>Oregon Civil Rights Law</b> (ORS 659.850, 659.855 and 659.860)	<ul style="list-style-type: none"><li>● ODE <a href="#">Creating a Safe and Supportive School Environment for Transgender Students Guidance Document</a>, 2016</li><li>● <a href="#">Civil Rights and Equity Resources web page</a></li></ul>



# Oregon Civil Rights Laws in Education

Discrimination is prohibited in all Oregon state-supported education programs.

*“Discrimination” means any act that unreasonably differentiates treatment, **intended or unintended**, or any act that is fair in form but discriminatory in operation, either of which is based on: **age, disability, national origin, race, color, marital status, religion, sex , sexual orientation or gender identity.***

ORS 659.850, 659.855 and 659.860  
Oregon Equality Act (2007)  
HB 3041, (2021)

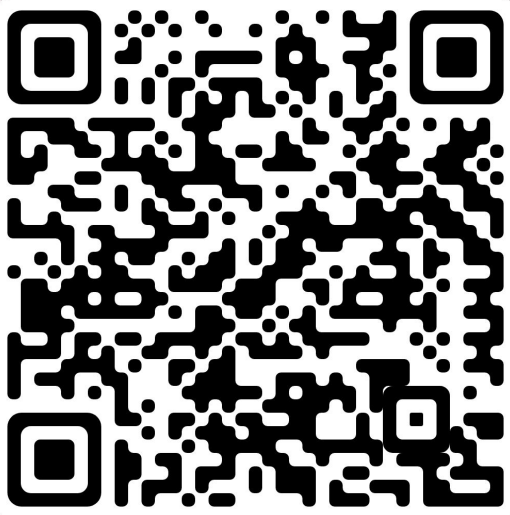
# ODE LGBTQ2SIA+ Affirming Laws, Policies, and Resources

Laws and Rules	Policies and Resource Documents
<b>LGBTQ2SIA+ Student Success Program</b> ( <a href="#">SB 52</a> [2021]; <a href="#">ORS 329.847</a> ; <a href="#">OARs</a> )	<ul style="list-style-type: none"> <li>• <a href="#">LGBTQ2SIA+ Student Success Plan</a> (2020)</li> <li>• ODE <a href="#">web page</a> includes a link to subscribe to the LGBTQ2SIA+ <a href="#">Listserv</a></li> </ul>
<b>Human Sexuality Education</b> ( <a href="#">OAR 581-022-2050</a> ) & Health Standards and Performance Indicators	<ul style="list-style-type: none"> <li>• ODE <a href="#">Comprehensive Sex Ed web page</a> and <a href="#">Listserv</a></li> <li>• Health &amp; Sexuality Education <a href="#">Color-coded standards</a> and <a href="#">essential questions</a> resources</li> <li>• Division 22 <a href="#">Complaint process</a></li> </ul>
<b>Menstrual Dignity Act</b> ( <a href="#">HB 3294</a> [2021]; OAR 581-021-0587 to 0596)	<ul style="list-style-type: none"> <li>• <a href="#">Menstrual Dignity for Students Toolkit</a></li> </ul>
<b>Ethnic Studies Standards</b> , within Social Sciences (HB 2845/HB 2023; ORS 329.045, ORS 326.051, ORS 329.451)	<ul style="list-style-type: none"> <li>• 2021 <a href="#">Ethnic Studies Standards</a> &amp; <a href="#">Suggested Reading</a></li> <li>• Oregon Open Learning Hub's <a href="#">Instructional resources</a></li> </ul>

# ODE LGBTQ2SIA+ Affirming Laws, Policies, and Resources

Laws and Rules	Policies and Resource Documents
<b>Social Emotional Learning Standards</b> (HB 2166 [2021])	<ul style="list-style-type: none"><li>● Developing a Social Emotional Learning framework and education standards for K-12 schools</li></ul>
<b>“Adi’s Act” Suicide Prevention, Intervention, Postvention</b> ( <a href="#">ORS 339.343</a> ; <a href="#">OAR 581-022-2510</a> )	<ul style="list-style-type: none"><li>● <a href="#">Suicide Prevention, Intervention, Postvention web page</a></li></ul>
<b>Oregon Safe Schools Act</b> ( <a href="#">ORS 339.351 to 339.364</a> )	<ul style="list-style-type: none"><li>● Every Student Belongs <a href="#">Bullying Guidance</a></li></ul>
<b>Every Student Belongs</b> (HB 2697 [2020]; OAR 581-022-2312)	<ul style="list-style-type: none"><li>● Every Student Belongs <a href="#">Bias Incident Response Guide</a></li></ul>

# LGBTQ2SIA+ Student Success Plan (2020)



## Domain 1: Individual Intentions & Impact

- **Supportive Educators**
  - Professional Development
  - Social, Emotional Support
  - Inclusive Teaching Practices
- **Supportive Peers**
- **Supportive Families**

## Domain 2: Institutional Policies and Facilities

- **Safer Affirming Spaces**
  - Facilities and activities (K-12 & higher ed)
  - Access to mental health supports
  - Increase visible LGBTQ2SIA+ support
  - Anti-discrimination & anti-bullying policies
- **Inclusive and Affirming Curriculum**

## Domain 3: State Accountability and Support Systems

- **Create School Climate Survey for Students, Educators, and Administrators (ODE & OHA)**
  - All districts participate in the survey
- **ODE Capacity to Support Districts & Families**
- **Cross-Agency Collaboration**



# III. Why it Matters: LGBTQ2SIA+ Students & Communities in Oregon

# LGBTQ2SIA+ Student Data: Why it Matters

About **8%** of Oregon youth are **transgender, unsure, or gender-expansive**

8% of 6th, 8th, and 11th Graders

OHA [2020 SHS Survey](#)

About **1 in 3** of Oregon youth state a **LGB+, other, or unsure** sexual orientation

34.4% of 8th Graders

28.7% of 11th Graders

OHA [2020 SHS Survey](#)

**61%** of LGBTQ+ students reporting being **bullied**

**43%** of gender expansive students report **seriously considering suicide**

OHA [2020 SHS Survey](#)

LGBTQ+ students are **3x** as likely to **miss school due to fear**

LGBTQ+ students are **2-3x** as likely to experience **sexual assault**

OSSCC [2020 Oregon Safe Schools Report](#)

# LGBTQ2SIA+ Student Data: Racialized Harm

About **1 in 4** Oregon youth experience **conflict/tension** at school based on **race, ethnicity, culture, religion, gender, sexual orientation, or disability**

23% of 6th, 25% of 8th, and 30% 11th Graders

OHA [2020 SHS Survey](#)

**43.6%** of Native and Indigenous LGBTQ students reported **missing at least one day of school** in the last month because they felt **unsafe or uncomfortable**.

GLSEN [Native and Indigenous LGBTQ Youth](#), 2020

**93.2%** heard **racist remarks**; and **62.5%** heard racist remarks **often or frequently**

**Students feel unsafe at school.**

**54.9% Latinx & 51.6% Black** LGBTQ students felt unsafe at school because of their **sexual orientation**,

**44.2% & 40.2%** because of their **gender expression**, & **22.3% & 30.6%** because of their **race or ethnicity**.

GLSEN [Latinx](#) and [Black](#) LGBTQ Youth, 2020

# LGBTQ2SIA+ Student Data: Finding Joy

When LGBTQ students of color have **supportive educators**, they have **higher GPAs** and are more likely to plan on **going to college**.

GLSEN [Supporting LGBTQ Youth of Color](#), 2020

LGBTQ youth who live in a community that is **accepting** of LGBTQ people reported **significantly lower rates of attempting suicide** compared to those who do not.

Trevor Project [LGBTQ+ Youth Mental Health Survey](#), 2022

## Youth find **moments of joy** in

- Therapy & medication
- Gender-affirming clothing
- **Family & parental support**
- The LGBTQ community
- Accepting & affirming friends
- **Hope & excitement for the future**
- Happy LGBTQ elders & married couples
- **Athletics & Exercise**
- **LGBTQ student clubs**
- Art, crafting, drawing
- Learning about LGBTQ history
- **Supportive teachers**
- Having a safe space to express gender, gender identity, and sexuality
- **All gender restrooms**
- Queer role models
- Going to college

Trevor Project [LGBTQ+ Youth Mental Health Survey](#), 2022





# IV. What does it look like in schools? Equity Foundations

# ODE Education Equity Stance

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Education equity is 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.

# We're Raising the Bar

## Office of Equity, Diversity, and Inclusion **INITIATIVES**

African American/  
Black Student  
Success Plan

English Language  
Learner (HB3499)  
Plan

Latino/a/x &  
Indigenous  
Student Success  
Plan

LGBTQ2SIA+  
Student  
Success Plan

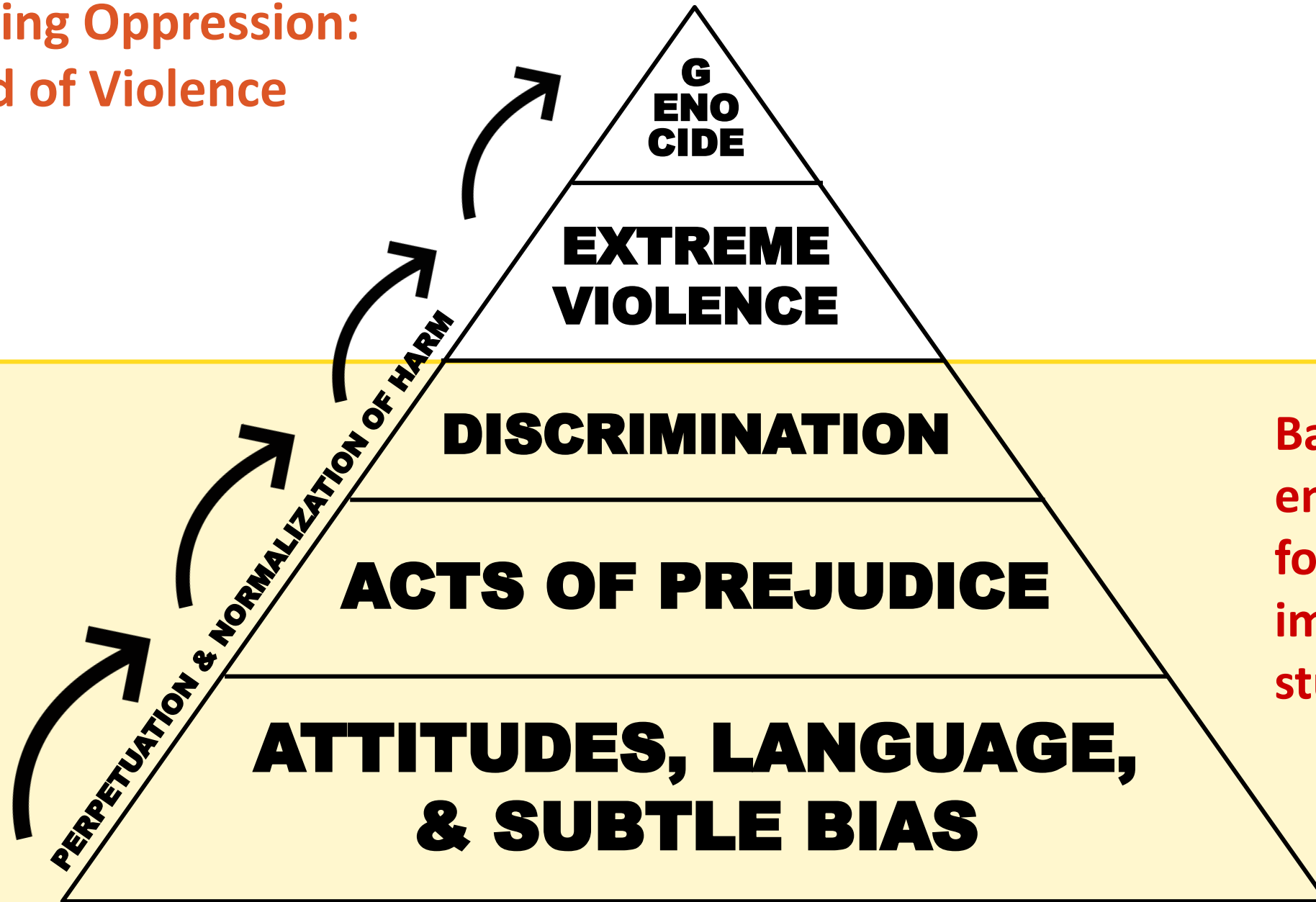
*\*New\**  
Native Hawaiian/  
Pacific Islander  
Student Success

Safe and Inclusive  
Schools Team

*\*New\**  
Leading for Equity  
Program

*\*New\**  
Culturally  
Specific After  
School Learning  
Program

## Visualizing Oppression: Pyramid of Violence



Barriers to  
engagement  
for system-  
impacted  
students.

# So what does it look like in schools?

**Safer Affirming  
Spaces**

**Supportive  
Educators & Peers**

**Inclusive and  
Affirming Curricula**

# Scenarios

## **Scenario 1: Genderfluid Facilities Access**

A high school student (she/they/he) who had recently asserted his genderfluid identity asked for a meeting with the school to talk about facility access and safety concerns. The student stated that she felt safe using both the boys and girls restrooms during the school day in alignment with their fluid gender identity, but that they would feel more comfortable using the girls locker room during physical education and athletics because of previous bullying and harassment she had experienced in the boys locker room as a student-athlete.

## **Scenario 2: Affirming Student Names and Pronouns**

A sixth grade student, Alicia (they/them), asked for a meeting with the school counselor immediately following winter break. The student told the counselor that they identified as agender and wanted to use they/them pronouns in all their classes, but has asked you not to tell their parents.

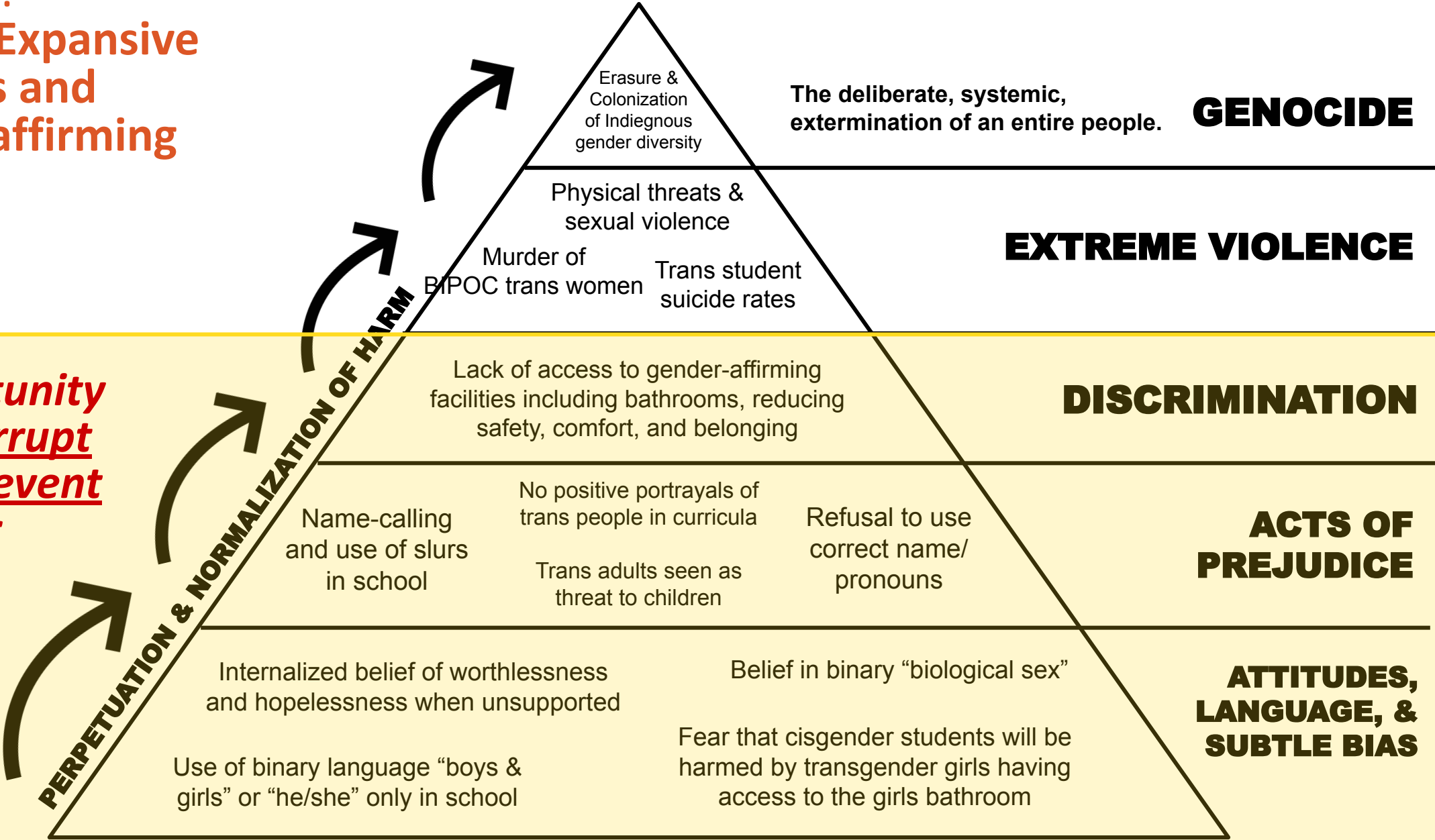
## **Scenario 3: Gender-Segregated Lesson Complaint**

An elementary school receives a complaint about their school's practice of separating puberty classes and content based on assigned gender from the parent of a 5th grade transgender girl in the school, named Ana (she/her). The complaint also noted there was no mention of transgender-specific puberty information included in the class.

**In groups,  
choose a  
scenario,  
and discuss:**

- What affirming next steps do you take?**
- How will you address challenges that arise?**
- How can you respond to hold all in care?**

Example:  
Gender Expansive  
students and  
gender-affirming  
schools



*Opportunity to interrupt and prevent further harm.*



# The Garden

**We can't control what was planted for us in ours or our students' identity gardens.**

We can support students in growing what they need and weeding out the things that do not serve them. We can weed out our gardens to be better educators and trusted adults in their lives.

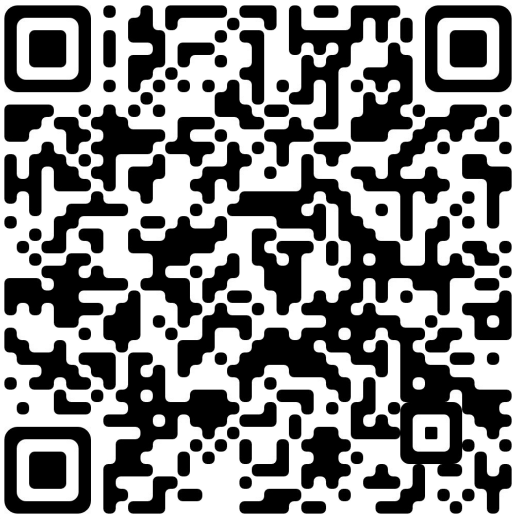






# **V. Make it Happen: LGBTQ2SIA+ Affirming Strategies & Resources**

# New! LGBTQ2SIA+ Student Success Resources page rooted in the Plan Strategies



## What are districts and schools in Oregon expected to do?

- ❑ Laws, Rules, and Guidance
- ❑ Oregon Standards & Performance Indicators

## How do we create inclusive and affirming school communities?

- ❑ Planning Tools and Frameworks for Administrators
- ❑ Inclusive Materials & Practices for Educators
- ❑ Safer Affirming Spaces: Athletics, Facilities, Activities, and Clubs
- ❑ Professional Development Opportunities

## What do the LGBTQ2SIA+ student data tell us?

- ❑ LGBTQ2SIA+ Data
- ❑ Improving LGBTQ2SIA+ Data Collections

## What supports are available for youth and families?

- ❑ Student & Youth Resources
- ❑ Parent, Family, & Caregiver Resources
- ❑ How to File a Complaint or Appeal

## How do students and families access affirming healthcare in Oregon?

- ❑ Mental Health & Crisis Response
- ❑ Gender Affirming Care Resources

# LGBTQ2SIA+ Affirming Practices for School Communities

- **Normalize [pronoun sharing](#)**
  - Use neutral pronouns with people/students you don't know, add to zoom box, email signature
- **Use of affirming name and pronouns (student led), even when referring to student in the past**
- **Access to [affirming spaces](#) (bathrooms, athletics, school play roles, student clubs)**
  - [Support student clubs](#) for identity celebration and education like GSAs or QSAs
- **Use gender/sexuality affirming [language](#)**
  - “families and caregivers” rather than “moms and dads” or “parents” only
  - “students” “folks” “everyone” “learners” rather than gender-based terms like “boys and girls”
- **Expand [student information systems](#) and student [data collection](#)**
- **Uplift and integrate [inclusive texts](#) and [classroom resources](#)**
- **Connect youth with relevant [Oregon resources](#) (mental health, social, healthcare, etc.)**
- **Connect families with [affirming supports](#)**
- **Examine [dress code](#) policies**
- **[Interrupt](#) LGBTQ2SIA+ bullying & discrimination every time. Educate about harm and model apologizing/repairing.**
  - Review district & ODE [complaint and appeals process](#)
- **Examine and expand hetero/cisgender-centric events/practices**
  - Try “popcorn with parents” or “homecoming royalty” instead of daddy-daughter dances or prom king/queen

# Supporting students who **come out** or **let you in**

- Be proactive
- Hold space
- Empathize, don't check out
- Mirror their language
- Believe them & validate
- Be prepared for asks:  
**being an advocate**



Scan QR Code for Student Resource:  
[Coming Out Handbook](#), The Trevor Project

Photo by [Mercedes Mehling](#) on [Unsplash](#)

Source: Transgender training institute training, [Supporting Transgender Students Coming Out Webinar](#)

# Strategies for all-gender classrooms & classroom management

## Sources

1. Goldfarb E;, Lieberman, L.; Three Decades of Research: The Case for Comprehensive Sex Education; 2020  
<https://doi.org/10.1016/j.jadohealth.2020.07.036>
2. [Principles of Inclusive Puberty & Health Education](#), by Gender Spectrum "Emphasize physiology, rather than gender," page 15; "To Separate or Not to Separate," page 21

## The case for all-gender classrooms

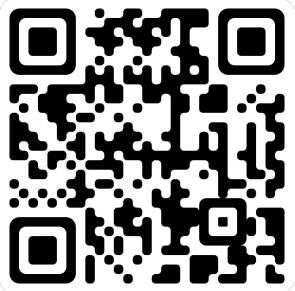
- Can **reduce the shame and stigma** associated with "hiding" information from kids assumed not to need it
- [Research](#) shows it can **reduce gender based bullying**
- Nurtures **sense of belonging and engagement** for gender expansive students
- Students can **empathize** with one another's experiences
- Consider the difference between **discomfort or embarrassment** for cisgender students and a **lack of safety** which can be experienced by gender expansive students
- Affirming of **intersex children** who may or may not know they are intersex, who will sometimes find out during puberty

## If you do separate into multiple groups

- Allow **students to choose** which gender group to be part of, based on the group they feel safest in
- Including the **same sex ed content for all** gender groups, so that students can get the information they need about their bodies
- **Share answers to all anonymous questions with all groups**, to support students across all genders



# Let's Hear from an Oregon Family

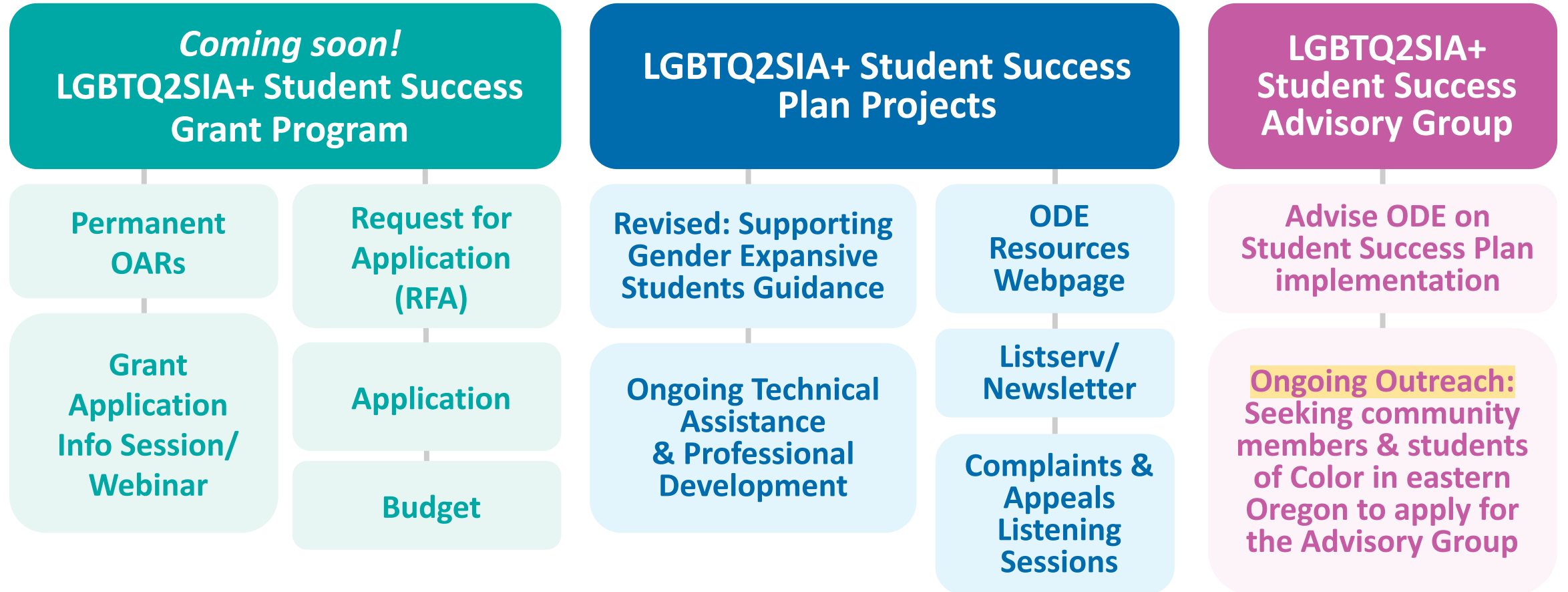


See more [stories](#), at  
Gender Spectrum



Source: [She's our transgender daughter,  
and we love her. Basic Rights Oregon](#)

# Upcoming LGBTQ2SIA+ Student Success Projects





# Thank you! What questions do you have?

## Stay connected to LGBTQ2SIA+ and Civil Rights at ODE



Oregon Department of Education

Visit our ODE  
**web pages**

[LGBTQ2SIA+ Student  
Success Program](#) and  
[Title IX Civil Rights](#)

Email [Angie](#) and [Karin](#)

Before you go...  
**Subscribe to the  
LGBTQ2SIA+ Student  
Success Listserv**

