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ODE LGBTQ2SIA+ Inclusive Standards, Instruction, and School Communities

COSA Summer Conference, August 2021

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Session Objective

- I. By the end of the session, participants can identify cross-agency ODE supports for LGBTQ2SIA+ students and school communities.

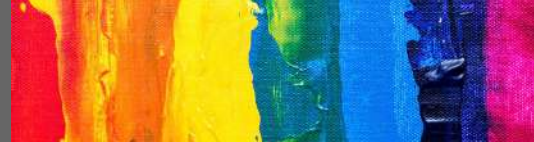
In the chat, please share:

- Name, Pronouns, Role
- One thing you are hoping to cover in this session



Agenda

- I. Why it Matters: Investing in LGBTQ2SIA+ Affirming School Communities
- II. ODE's Approach to Supporting LGBTQ2SIA+ Students and School Communities
- III. ODE Standards and Instructional Supports' Approach
- IV. Next Steps: Resources for Investing in LGBTQ2SIA+ Belonging
- V. How can we better support you?
Questions, concerns, & wonderings from the group



LGBTQ2SIA+

Lesbian

Gay

Bisexual,

Pansexual,

Transgender,

Non-binary

Queer, Questioning

Two Spirit

Intersex

Asexual,

Agender

More...

Aromantic,

I. **Why it Matters:** Investing in LGBTQ2SIA+ Affirming School Communities

Why it Matters: Because LGBTQ2SIA+ students are in our Oregon classrooms, statewide

Roughly 1 in 10 Oregon youth are gay, lesbian, or bisexual

9.9% of 8th Graders
12.6% of 11th Graders

About 6% of Oregon youth specify a non-binary gender

6.1% of 8th Graders
5.5% of 11th Graders

Source: [2019 Oregon Healthy Teens Survey](#)

Why it Matters: Because there are 'Hostile Educational Conditions' for LGBTQ+ Youth in Oregon

61% of LGBTQ+ students reporting being bullied

47% of transgender students report seriously considering suicide

Source: 2019 Oregon Healthy Teens Survey

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

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

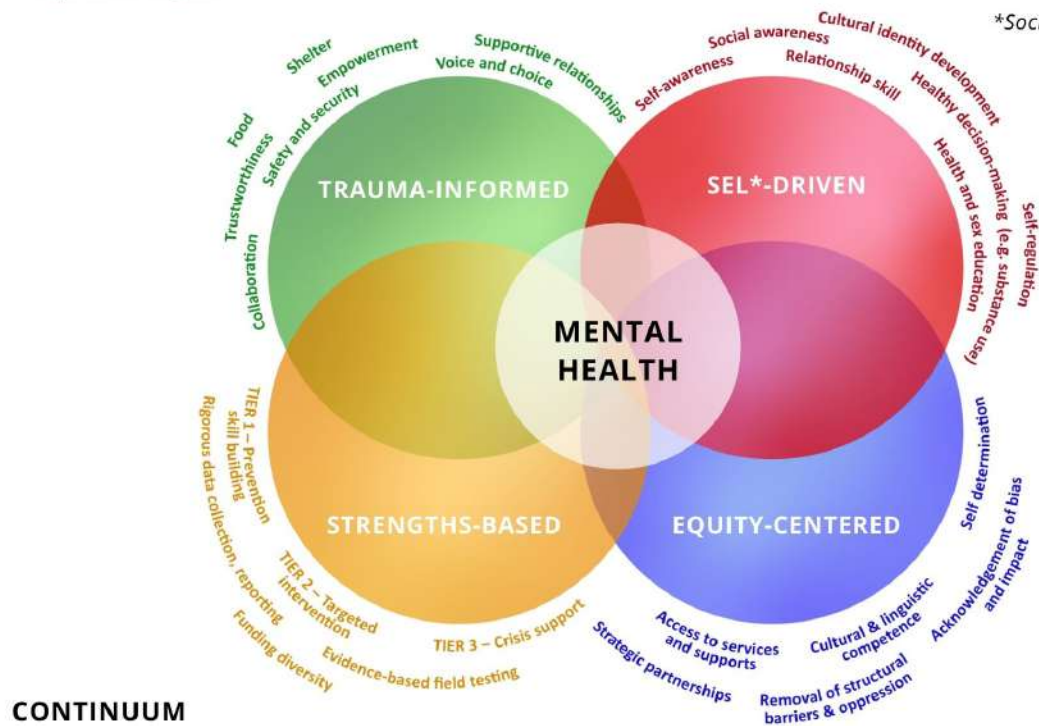
Source: 2020 Oregon Safe Schools Report

II. ODE's Approach to Supporting LGBTQ2SIA+ Students and School Communities

Integrated Model of Mental Health

Mental health emphasizes strengths, resilience, and enhancing social-emotional abilities

**Social-emotional learning*



CONTINUUM OF CARE

Physiological needs

Safety & security

Relationships, connections, community

Purpose & self-efficacy

Self-actualization

Oregon's LGBTQ2SIA+ Affirming Approach: Civil Rights Supports, Laws, Policies, & Guidance

- **Oregon Civil Rights Law & Support**
[ORS 659.850](#)
- **Human Sexuality Education Rule,**
Inclusive of Erin's Law & Healthy
Teens Relationships Acts [OAR](#)
[581-022-2050](#)
- **Every Student Belongs** (HB 2697
[2020]; OAR 581-022-2312)
- **Adi's Act** (ORS 339.343; OAR
581-022-2510)
- **Oregon Safe Schools Act** ([ORS](#)
[339.351 to 339.364](#))
- ODE [Creating a Safe and Supportive](#)
[School Environment for Transgender](#)
[Students Guidance Document](#), 2016
(Currently revising)
- ODE [LGBTQ2SIA+ Student Success](#)
[Plan](#) and staffing ([SB 52](#))

III. ODE Standards and Instructional Supports Approach

How does your role as a school community leader impact the **inclusivity decisions** made at student, staff, and family levels?

LGBTQ2SIA+ Affirming Standards & Instructional Supports

- Oregon education standards
- Instructional materials (curricula)
- Professional development & training
- Policies and school environments
- Instructional best practices

Health & Sexuality
Education

Physical Education

Social Sciences

Science

English Language
Arts & Literacy

Mathematics

The Arts

Why Sexuality & Health Education?

Sexuality Education & Health Education

Sexuality education supports young people* in **developing skills** to...

- Delay sexual initiation
- Prevent unintended pregnancies and sexually transmitted infections (STIs)
- Develop healthy friendships and relationships
- Reduce sexual violence, harassment, and bullying

Sexuality education also **creates supportive and inclusive environments** for LGBTQ2SIA+ students in order to decrease negative mental health outcomes and bullying based on identity.

*According to the [American Medical Association](#), [the American Academy of Pediatrics](#), the [American College of Obstetricians and Gynecologists](#), and [the American Public Health Association](#), and many more.

Health Education Standards

Sexuality Education & Health Education

Kindergarten

- Recognize that there are many ways to express gender.

Fifth Grade

- Explain differences and similarities of how individuals identify regarding gender or sexual orientation.

High School

- Differentiate between biological sex, sexual orientation, sexual identity and sexual behavior, gender identity and gender expression.

Inclusive Adaptations Considering Gender

Sexuality Education & Health Education

- Include info on **all bodies**, for everyone (ideally not separating by gender)
- Use open words like **“most” or “typical” or “another”** instead of binary “opposite” or “normal” or “other”
- Include historic gender-expansive examples of **oppression and resilience**
- Emphasize **physiology** rather than gender or assigned sex (e.g. “people with penises may become able to ejaculate” instead of “boys may start to ejaculate” during puberty)
- When talking about someone before they came out or started to transition, always use **current name/pronouns**
- Describe **many pathways to building (or not building) families** (e.g. adoption, surrogacy, IVF, birth control)
- Integrate **intersex information and body variation** K-12 in anatomy, reproduction, & puberty lessons
- Bring in [guest speakers](#)/use videos with a range of identities (gender, orientation, ability, race, faith, age, class, etc.)

Inclusive Adaptations Considering Sexual Orientation

Sexuality Education & Health Education

- Include age-appropriate **stories and scenarios** that bring in LGBTQ+ families, community, and experiences (e.g. coming out, family acceptance, identity formation, etc.)
- Include information on healthy and unhealthy characteristics of a **wide range of relationships** (romantic, platonic, familial, sexual, etc.)
- Include historic examples of both **oppression and resilience** of LGBTQIA+ communities
- Ensure that all **teachers and staff know they are supported** in expressing their gender identity and sexual orientation
- Normalize **“if at all” instead of “when”** to validate asexual/aromantic identities and consent
- Include **student voice and choice** in curriculum, projects, and open-ended discussion
- Bring in guest speakers/use videos with a range of identities (gender, orientation, ability, race, faith, age, class, etc.)

Develop ethnic studies standards for adoption into existing statewide social studies standards kindergarten through grade to:

- (A) Increase cultural competency
- (B) Promote critical thinking regarding the interaction between systemic social structures and ethnic minority or social minority status
- C) Ensure sufficient instruction on the histories, contributions and perspectives of individuals and groups traditionally underrepresented in history, geography, economics and civics instruction

Ethnic Studies Standards

Social Sciences

Kindergarten

Develop an **understanding of one's own identity** groups including, but not limited to, race, gender, family, ethnicity, culture, religion, and ability

6th Grade

Identify and analyze the nature of **structural and systemic oppression** on LGBTQ, people experiencing disability, ethnic and religious groups, as well as other traditionally marginalized groups, and **their role in the pursuit of justice and equality** in Oregon, the United States, and the world.

High School

Investigate how the establishment, organization, and function of the Oregon government, its Constitution and its laws enforced and/or violated **democratic conceptions of equity and justice for individuals and groups** including LGBTQ, people experiencing disability, ethnic and religious groups, as well as other traditionally marginalized groups, and their role in the pursuit of justice and equality in Oregon, the United States, and the world.

Reading Standards K, 6, 11-12

Speaking and Listening Standards , 6, 11-12

English Language Arts & Literacy

Kindergarten

With prompting and support, compare and contrast the **adventures and experiences of characters** in familiar stories.

6th Grade

- 6.RL.6: Explain how an author develops the **point of view or perspective** of the narrator or speaker in a text.
- 6.SL.1d: Review the key ideas expressed and demonstrate **understanding of multiple perspectives** through reflection and paraphrasing.

11th Grade

- Analyze a case in which grasping point of view, or **understanding a perspective or cultural experience** requires distinguishing what is directly stated in a text from what is really meant.
- Propel conversations by posing and **responding to questions that probe reasoning** and evidence; ensure a hearing for a full range of positions on a topic or issue; **clarify, verify, or challenge ideas and conclusions**; and promote divergent and creative perspectives.

- **AC5: Cultural Representation: Materials are designed to be place-based, culturally and linguistically responsive and engaging for all students.**
 - Students are able to see themselves in the text, as well as access and experience diverse cultures and perspectives (mirrors, windows, and sliding glass doors).
 - Language used in the texts is active in the pursuit of equity outcomes, framed in the positive, not just the absence of negative.
 - Language includes all protected classes and currently and historically underserved populations.
 - Materials provide opportunities to see diverse cultures in significant roles.
- **AC5B: Materials promote equitable instruction by providing guidance for teachers to support learning activities that are place-based, culturally and linguistically responsive and relevant.**
 - Materials support learning activities by representing
 - diverse cultures with significant roles
 - various linguistic backgrounds
 - a range of interests.
 - Materials make equitable connections to culture, home, neighborhood, and communities, as appropriate.
 - Materials provide authentic and meaningful student-centered activities that build interest and understanding of varied, lived experiences.
 - Materials provide relevant examples and connections to students' lives, with practical applications to their everyday lives and future selves.

Better together: Cross-Content Area Case Studies

**Health & Sexuality
Education**

Physical Education

Social Sciences

Science

**English Language Arts &
Literacy**

Mathematics

The Arts

Sex Ed Topic: What makes a family? (Grade K)

Health & Sexuality
Education

Social Sciences

English Language
Arts & Literacy

The Arts

Essential question: Who makes a family? How are families made?

Activity: Define and discuss the diversity of how families are made, and what makes a family. Create a drawing of a time where families are made or celebrated.

Health & Sexuality Education Standards:

HE.1.K.14 Identify different kinds of family structures; HE.1.K.8 Recognize the importance of treating others with respect including gender expression; HE.3.K.2 Identify sources of support, such as parents or other trusted adults, to seek information about sexual and reproductive health, including pregnancy and birth.

Language Arts integration:

Read book *Julián at the Wedding*, By Jessica Love

ELA Standards:

K.RL.9: With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

Social Sciences integration: Acknowledge progression of laws restricting same sex/same gender marriage.

Social Science & Ethnic Studies Standards:

K.17* Make connections identifying similarities and differences including race, ethnicity, culture, disability, and gender between self and others.
K.14* Identify examples of unfairness or injustice towards individuals or groups and the “changemakers,” who worked to make the world better.

Arts Integration:
Drawing activity above.

Arts Standards:

VA.10.CO1.K Use personal experiences and choices in making artworks.
VA.2.CR2.K Create art that represents natural and constructed environments.

ELA Topic: Understanding Your Identity (Grade 9-12)

Essential question: Who are you, and what makes you who you are?

Activity: [*The House on Mango Street Vignette Project*](#)

ELA Standards: 9-10.RL.1, 9-10.RL.2, 9-10.RL.4, 9-10.RL.6, 9-10.W.3a, 9-10.W.3b, 9-10.W.3c, 9-10.W.3d, 9-10.W.3e, 9-10.W.4, 9-10.W.5, 9-10.W.6

9-10.RL.3 Analyze the impact of the author's choices regarding the development of complex characters over the course of a text, the interaction with other characters and/or the social, cultural, historical context, and the advancement of the plot or the development of the theme.

9-10.RL.5 Analyze the impact of author's choices concerning how to structure and develop a text, such as how to order events within it to advance the plot or theme, manipulate time, and situate within a social, cultural, and/or historical context.

9-10.W.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences

English Language
Arts & Literacy

Social Sciences

Health & Sexuality
Education

The Arts

Social Science integration: Research LGBTQ2SIA+ rights and laws from the books' time period and location.

Social Science and Ethnic Studies Standards:
HS.2* Identify and analyze the existence and perpetuation of discrimination and inequity in the local, state, national, or global context.
HS.11.* Analyze and evaluate the methods for challenging, resisting, and changing society in the promotion of equity, justice and equality.

Health & Sex Education integration:
Create a short video re-creating a scene from the book, integrating examples of positive communication skills.

Health & Sexuality Education Standards: HE.4.12.1 Practice effective and appropriate verbal and nonverbal communication skills with peers and adults to enhance health.; HE.4.12.5 Demonstrate respectful communication with and about people of all gender identities, gender expressions and sexual orientations.

Arts Integration:
Multimedia identity self-portrait project.

Arts Standards:
MA.11.CO2.HS1: Demonstrate and explain how media artworks and ideas relate to various contexts, purposes, and values, such as social trends, power, equality, and personal/cultural identity.

Science Topic: Non-Binary Animals (Grade 6)

Science

Social Sciences

English Language
Arts & Literacy

Health & Sexuality
Education

Essential question: Is gender and sex unique to humans?

Activity: Deconstruct and analyze the binary in animals/nature. Interactive matching & mating activity about slime mold *Physarum polycephalum* with 400 sexes.

Science Standard: MS-LS3-2. Develop and use a model to describe why asexual reproduction results in offspring with identical genetic information and sexual reproduction results in offspring with genetic variation. [Clarification Statement: Emphasis is on using models such as Punnett squares, diagrams, and simulations to describe the cause and effect relationship of gene transmission from parent(s) to offspring and resulting genetic variation.]

Language Arts integration:

Research examples from *Love In the Wild Board Book*, by Katy Tanis and share out.

ELA Standards: 6.RL.6 Explain how an author develops the point of view or perspective of the narrator or speaker in a text.
6.SL.1d Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

Health & Sex Education integration: Videos and supplemental materials about human non-binary and gender expansive identities.

Health & Sexuality Education Standards: 1.6.21: Identify the differences between biological sex, sexual orientation, and gender identity and expression. 1.6.23: Define gender roles, gender identity and sexual orientation across cultures. 1.6.24: Identify diversity among people, including age, disability, national origin, race, ethnicity, color, marital status, biological sex, sexual orientation, gender identity and expression. 1.6.35: Define how sexuality includes a multitude of sexual expressions and behaviors that are a normal part of being human.

Arts Integration: Asymmetrical chimera butterfly drawing activity.

Arts Standards: VA.5.PR2.6.3: Understand how art reflects the history and values of an individual and community due to social, cultural, and political experiences (i.e. murals, street art).

Health Topic: Identity, Health, and Survivance (Grade 10)

Health & Sexuality
Education

Social Sciences

English Language
Arts & Literacy

The Arts

Essential question: How does your sense of personal and cultural identity impact your health?

Activity: Survivance and health videos and discussion. Tattoo expression activity.

Health Standards: HE.1.12.2 Describe the interrelationships of physical, mental, social, emotional, and environmental health; HE.1.12.3 Explain how environment (both physical and social) and personal health are interrelated; HE.1.12.7 Identify and analyze barriers that prevent people from practicing a variety of healthy behaviors; HE.1.12.18 Describe the intersections of varied identities, including gender, race, ethnicity, sexual orientation, ability, etc.; HE.2.12.1 Analyze how culture influences health beliefs, behaviors, and outcomes; HE.2.12.13 Analyze how public health policies and government regulations can influence health promotion and disease prevention.

Language Arts integration:
What is your personal credo?
What influences helped
shape it for you?

ELA Standards: 9-10.W.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Sexuality Education integration:
Video and discussion of [Mahu people](#),
and concept of two-spirit gender
identities. Book support: *Ho'onani, Hula
Warrior* by Heather Gale

Additional Health & Sexuality Education Standards: HE.3.12.7 Access accurate information about healthy sexuality, including sexual orientation and gender identity; HE.4.12.5 Demonstrate respectful communication with and about people of all gender identities, gender expressions and sexual orientations.

Social Science integration: Discuss
colonized erasure of gender expansive
ways of being, and connect ongoing
resilience to survivance concept.

Social Science & Ethnic Studies Standards:
HS.3* Identify, discuss, and explain the exclusionary language and intent of the Oregon and U.S. Constitution and the provisions and process for the expansion and protection of civil rights.

IV. Next Steps: Resources for Investing in LGBTQ2SIA+ Belonging

Whole School LGBTQ2SIA+ Inclusive Practices

- **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)**
- **Access to affirming bathrooms, sports teams, school play roles, student clubs**
- **Use gender/sexuality expansive (foster care inclusive) "families and caregivers" rather than "moms and dads" or "parents" only**
- **[Create spaces](#) for gender celebration and education like GSAs or QSAs**
- **Uplift and integrate [LGBTQ+ inclusive texts](#) and [classroom resources](#)**
- **Avoid gender-based terms "boys and girls" and opt for "students" "folks" "everyone" "learners"**
 - Other inclusive language [to use with children](#)
- **Expand [school info systems](#)/data collection**
- **Connect students with relevant resources (mental health, social, healthcare, etc.)**
- **Examine dress code policies**
- **[Interrupt](#) LGBTQIA+ bullying & discrimination every time. Educate about harm and model apologizing/repairing**
- **Examine and expand hetero/cisgender-centric events/practices (like daddy-daughter dances or prom king/queen)**

ODE Supports & Resources

- ODE [Creating a Safe and Supportive School Environment for Transgender Students Guidance Document](#), 2016 (Currently revising)
- ODE [LGBTQ2SIA+ Student Success Plan](#) and staffing ([SB 52](#))
- Oregon Open Learning Hub's [Instructional resources](#)
- Sex Ed Made Simple: Administrator Toolkit, for K-12 Sex Ed, OHA & ODE **Coming soon**
- Health & Sexuality Education [Color-coded standards](#) and [essential questions](#)
 - [ODE Sex Ed Listserv](#) for Professional Development opportunities, Monthly Office Hours, and ongoing support
- [Ethnic Studies Standards](#) & [Suggested Readings](#)
- [ODE's Comprehensive Sexuality Education page](#)
- Every Student Belongs [Bias Incident Response Guide](#)
- [Adi's Act](#) implementation support through the [School Safety and Prevention System](#)

V. How can we better support you? Questions, concerns, & wonderings from the group



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