

## Gender-Affirming Schools Action Plan

This action plan is a supplemental resource developed alongside the 2023 Oregon Department of Education's [Supporting Gender Expansive Students: Guidance to Schools](#) that may be used by districts and community partners who support gender expansive and LGBTQ2SIA+ youth in schools. Using the district-specific strategies outlined in the [LGBTQ2SIA+ Student Success Plan](#), ODE is sharing these resources and considerations as a practical starting place to move toward welcoming, safe, and gender-affirming school environments for all students. For student-level actions and recommendations, please consider the [Student Support and Safety Plan Template](#) to create an individualized plan with each student.

*The information within the following resource document is not legal advice, nor should it be relied on as legal advice. If you require legal advice regarding the issues discussed in this document, please consult an attorney.*

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For more resources related to gender-affirming schools, please visit the [ODE guidance webpage](#).

## Domain 1: Individual Intentions and Impact

### Objective 1: Supportive Educators & School Staff

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

LGBTQ2SIA+ Student Success Plan & Gender Guidance Recommendation	Planned Action, Status, or Timeline <i>What action(s) needs to occur? What is the Status? How often will it occur?</i>	Resources <i>What supportive resources are available?</i>	Monitoring & Outcomes <i>How will you measure progress and outcomes?</i>	Engagement <i>How will you engage LGBTQ2SIA+ youth, families, staff, and community partners?</i>	Notes <i>Who will lead this work? What barriers are coming up? What will this look like for your community?</i>
<p>All school staff receive the <b>training, coaching, and professional support</b> needed to understand Oregon laws regarding bias and discrimination on all protected classes outlined in <a href="#">ORS 659.850</a> (including sex, sexual orientation, and gender identity) and in using trauma-informed practices to support LGBTQ2SIA+ students and students of color. <i>SS Plan D1, O1, S1, A1a-b; D2, O1, S2, A2b</i></p>	<p><b>Planned Action(s):</b> Schools and districts provide trainings at least annually and at the beginning of each school year regarding laws relating to anti- discrimination and anti- bullying.</p> <p><b>Status:</b> Not started ▾</p> <p><b>Timeline:</b> Annually, and at the beginning of each school year.</p>	<ul style="list-style-type: none"> <li>• LGBTQ2SIA+ Student Success <a href="#">Resources page</a> and <a href="#">Newsletter</a> include professional development offerings</li> <li>• Districts may partner with (and should compensate) local <a href="#">LGBTQ2SIA+ organizations</a>, culturally specific organizations, and knowledgeable community-based organizations.</li> </ul>	<ul style="list-style-type: none"> <li>• How will districts monitor and how will staff report professional development taken? (e.g., through Division 22 standards)</li> <li>• What restorative actions will be taken for staff who refuse training?</li> </ul>	<ul style="list-style-type: none"> <li>• Student input is critical to inform the development of trainings</li> <li>• Staff should be engaged in order to determine differentiated training needs based on their experience and role</li> </ul>	<ul style="list-style-type: none"> <li>• Involve district staff who have civil rights-related responsibilities in your planning (e.g., Title IX Coordinator, Section 504 leaders, etc.).</li> <li>• How are all staff engaged and supported? (e.g., administrators, teachers, substitute teachers, coaches, mental health counselors, nurses, instructional assistants, support staff, librarians, classified staff, etc.)</li> </ul>
<p>All school staff <b>interrupt and respond to identity-based bullying and harassment</b> by students, other school staff, or third parties (e.g., families, volunteers, community members visiting the school, fans and supporters attending</p>	<p><b>Planned Action(s):</b> Schools and districts provide staff with training and discussion opportunities in order to effectively address bullying in the moment or when it is reported to them by a student.</p>	<ul style="list-style-type: none"> <li>• <a href="#">Bias Incident Response Guide</a>, ODE 2020</li> <li>• <a href="#">Guidance on the Issue of Bullying</a>, ODE 2021</li> <li>• <a href="#">What Do You Say to 'That's So Gay' &amp; Other Anti-LGBTQ+</a></li> </ul>	<ul style="list-style-type: none"> <li>• How can staff ask for more support?</li> <li>• What restorative actions will be taken for staff who ignore or perpetuate identity-based</li> </ul>	<ul style="list-style-type: none"> <li>• How will students and families be supported to report instances of bullying and discrimination against peers, teachers, administrators, and</li> </ul>	

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<p>events, etc.).            Required by <a href="#">ORS 339.351–339.364</a>; SS Plan D2, O1, S5</p>	<p>Schools and districts establish a protocol to address and support staff members who fail to interrupt and/or address bullying.</p> <p><b>Status:</b>  <span>Not started ▾</span></p> <p><b>Timeline:</b> Annual training; Respond daily and/or as needed</p>	<p><a href="#">Comments?</a>,            Welcoming Schools</p> <ul style="list-style-type: none"> <li>• <a href="#">In the Moment Strategies</a>,            Learning for Justice</li> </ul>	<p>bullying and discrimination?</p>	<p>other school staff?</p>	
<p>All school staff consistently use <b>affirming language</b>, including student-asserted names and pronouns. For example:</p> <ul style="list-style-type: none"> <li>• Always refer to students using their current asserted name, gender, and pronouns without referencing their assigned sex/gender or their bodies</li> <li>• Use neutral words and pronouns with people or students you do not know or groups of people</li> <li>• Offer pronoun sharing and check-ins within classroom introductions, on zoom, name tags, and email signature for students and staff</li> <li>• Emphasize physiology in health and sexuality</li> </ul>	<p><b>Planned Action(s):</b>            Schools and districts provide training at least annually and at the beginning of each school year regarding best practices for supporting students through the use of inclusive language, chosen names, and pronouns.</p> <p><b>Status:</b>  <span>Not started ▾</span></p> <p><b>Timeline:</b> Annual training; Use inclusive language daily in schools</p>	<ul style="list-style-type: none"> <li>• <a href="#">Pronoun Resources</a>, ODE 2021</li> <li>• <a href="#">Using Gender Inclusive Language</a>, Gender Spectrum</li> <li>• <a href="#">LGBTQ-inclusive Terms to Normalize</a> (pp. 32-33), Advocates for Youth</li> <li>• <a href="#">Inclusive Language Guidelines</a>, American Psychological Association 2021</li> <li>• <a href="#">Gender Inclusive Language</a>, UNC Writing Center</li> </ul>	<ul style="list-style-type: none"> <li>• How can staff ask for more support?</li> <li>• What restorative actions will be taken for staff who refuse to use inclusive or affirming language?</li> </ul>	<ul style="list-style-type: none"> <li>• Gender expansive students and staff should be given the opportunity to offer affirming language recommendations, in order to support cultural and regional relevance</li> </ul>	

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education					
Consider ways in which <b>multilingual communities</b> can access gender neutrality and affirmation in their languages of origin (e.g., access to translation services, translated documents, family engagement)	<p><b>Planned Action(s):</b> Districts and schools should examine and require their translation protocols and vendors to be culturally responsive and affirming of gender-expansive people.</p> <p><b>Status:</b> Not started ▾</p> <p><b>Timeline:</b> Ongoing</p>	<ul style="list-style-type: none"> <li>• <a href="#">Writing Style Guide</a>, OHA &amp; ODHS, 2021</li> <li>• <a href="#">Pronouns</a>, Nonbinary Wiki</li> <li>• <a href="#">Style Guide</a>, Trans Journalists Associations</li> <li>• <a href="#">Applying gender neutral language in translations</a>, TML 2021</li> </ul>	<ul style="list-style-type: none"> <li>• How do you ensure completed translated materials are accurate and affirming?</li> </ul>	<ul style="list-style-type: none"> <li>• Multilingual students and families should be intentionally engaged with to assess needs and offer gender-affirming support</li> </ul>	
Districts may <b>apply</b> for an <b>LGBTQ2SIA+ Student Success grant</b> in partnership with community partners and students in order to <b>co-develop culturally-responsive trainings</b> for school boards and staff to address anti-bias and inclusive educational practices across race/ethnicity, sexuality, gender, and gender identity. <i>SS Plan D1, O1, S1, A1c;</i> <a href="#">OAR 581-017-0747–581-017-0762</a>	<p><b>Planned Action(s):</b> District should determine whether or not to apply to the grant program in order to meet this goal.</p> <p><b>Status:</b> Not started ▾</p> <p><b>Timeline:</b> Funds to be released each biennium.</p>	<ul style="list-style-type: none"> <li>• Districts should also consider what other funding sources should be used to implement LGBTQ2SIA+ affirming supportive actions (e.g., Student Success Act Student Investment Account funds and planning)</li> <li>• More information on the grant program can be found on <a href="#">ODE’s website</a>.</li> </ul>	<ul style="list-style-type: none"> <li>• Reporting is required as part of the ODE grant program</li> </ul>	<ul style="list-style-type: none"> <li>• LGBTQ2SIA+ student and community engagement is required as part of the ODE grant program.</li> <li>• See <a href="#">LGBTQ2SIA+ Student Success Grant Program</a> for more information.</li> </ul>	The LGBTQ2SIA+ Student Success Plan Program within ODE will be releasing <a href="#">grant funds</a> each biennium.
Districts adopt <b>hiring policies and practices</b> that look for core competencies aligned with anti-discrimination and anti-bias laws and create	<p><b>Planned Action(s):</b> Districts and schools create hiring policies, practices, and embed professional support plans within new</p>	<ul style="list-style-type: none"> <li>• Consider Education Staff Retention and Recruitment <a href="#">grant funding</a></li> <li>• Commitment to</li> </ul>	<ul style="list-style-type: none"> <li>• Schools can integrate questions about competencies into interviews</li> </ul>		

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<p>professional support plans for newly-hired staff to quickly meet these competencies if hired without them. <i>SS Plan D1, O1, S1, A1d</i></p>	<p>hire onboarding and yearly reviews for all staff.</p> <p><b>Status:</b> Not started ▾</p> <p><b>Timeline:</b> Assess annually</p>	<p>Diversity, ODE Human Resources <a href="#">webpage</a></p>	<p>and application packets.</p> <ul style="list-style-type: none"> <li>Staff perceptions of this may be measured through a school climate survey for school staff</li> </ul>		
<p><b>LGBTQ2SIA+ educators receive social and emotional support</b> for themselves in order to provide their students with social and emotional support and encourage educator retention. <i>SS Plan D1, O1, S2, A2a</i></p>	<p><b>Planned Action(s):</b> Districts and schools should consider Know Your Rights handbooks, staff policies, affinity groups, counselors, or other types of support to address feelings of isolation and enhance peer support for educators.</p> <p><b>Status:</b> Not started ▾</p> <p><b>Timeline:</b> Daily, Weekly, Monthly</p>	<ul style="list-style-type: none"> <li>Partner with the Educator Advancement Council, local Regional Educator Networks, and/or Education Service Districts (ESD)</li> <li><a href="#">Affirming Students through Inclusive Staff Policies: Policies For Trans &amp; Gender Diverse Staff Belonging, 2022</a></li> <li>Southern Oregon ESD (SOESD), <a href="#">Staff Affinity and Alliance Groups</a></li> </ul>	<ul style="list-style-type: none"> <li>Staff perceptions of safety and support may be measured through a school climate survey for school staff</li> </ul>	<ul style="list-style-type: none"> <li>Engage educators in defining and co-creating professional supports that honor their race/ethnicity, sexual orientation, gender identity, and/or gender expression.</li> </ul>	
<p>Teachers create <b>intentional teaching practices</b> that foster inclusive classroom environments. <i>SS Plan D1, O1, S4</i> <i>Required by <a href="#">OAR 581-022-2050</a></i></p>	<p><b>Planned Action(s):</b> District should require and provide LGBTQ2SIA+ affirming training for teachers and staff.</p> <p><b>Status:</b></p>	<ul style="list-style-type: none"> <li>ODE <a href="#">LGBTQ2SIA+ Student Success Resources page</a> and <a href="#">Sexuality Education Resources page</a> offer teacher- facing</li> </ul>	<ul style="list-style-type: none"> <li>Staff self-assessment of skills and comfort may be measured through a school climate survey</li> </ul>	<ul style="list-style-type: none"> <li>Educators should embed student input, questions, and needs into teaching practices</li> <li>Schools should be transparent about</li> </ul>	

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	<p>Not started ▾</p> <p><b>Timeline:</b> Daily</p>	<p>tools and resources</p> <ul style="list-style-type: none"> <li>• <a href="#">Yes! But How? LGBTQ+ Inclusion for Educators</a>, NYC Dept of Education</li> <li>• <a href="#">Transgender Inclusion in P.E. and Health Best Practices</a>, SHAPE America</li> </ul>	<p>for school staff</p>	<p>adopted instructional materials gaps and affirming requirements</p>	



## 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.

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<p>LGBTQ2SIA+ students, students of color, and students with disabilities <b>self-determine ways in which their education can be strengthened</b> with safer, more welcoming, and inclusive environments.  <i>SS Plan D1, O2, S1</i></p>	<p><b>Planned Action(s):</b>            Districts and schools support students to have voice and choice in determining the assignments that are most relevant to them and by asking for feedback on curriculum and instruction.</p> <p><b>Status:</b>  <span>Not started ▾</span></p> <p><b>Timeline:</b> Daily</p>	<ul style="list-style-type: none"> <li>• <a href="#">Student Support and Safety Plan Template</a>, ODE 2023 Supporting Gender Expansive Students: Guidance for Schools</li> </ul>	<ul style="list-style-type: none"> <li>• How does youth feedback impact school-wide and district-wide policy and instructional materials decisions?</li> <li>• Students' perceptions about this may be measured via a School Climate and Culture survey</li> </ul>	<ul style="list-style-type: none"> <li>• Family engagement should be student-led, prioritizing student safety. Strategies will vary based on levels of family support</li> </ul>	
<p>Districts and ESDs develop and fund regional <b>Student Voice Networks</b> composed of current students which give youth the opportunity to</p> <ul style="list-style-type: none"> <li>• regularly assess student School Climate and Culture survey data; and</li> <li>• develop recommendations to survey findings and build safer, more inclusive and welcoming school environments.</li> </ul> <p><i>SS Plan D1, O2, S1, A1b</i></p>	<p><b>Planned Action(s):</b>            Districts and ESDs administer either as a grant program to community-based organizations that are culturally responsive or directly via education service districts (ESDs).</p> <p><b>Status:</b>  <span>Not started ▾</span></p> <p><b>Timeline:</b> Assess yearly</p>	<ul style="list-style-type: none"> <li>• <a href="#">Ensuring Focal Student Group Safety and Privacy</a>, ODE, 2022</li> <li>• <a href="#">Community Engagement Toolkit</a>, ODE, 2021</li> <li>• <a href="#">Creating Safer Spaces for LGBTQ Youth Toolkit</a>, Advocates for Youth</li> </ul>	<ul style="list-style-type: none"> <li>• How will districts use the recommendation s from student voice networks to inform district decisions and policies?</li> <li>• Students' perceptions about this may be measured via a School Climate and Culture survey</li> </ul>	<ul style="list-style-type: none"> <li>• How will student safety be prioritized during student engagement sessions?</li> <li>• This network should advise ODE and State Board of Education on building safer, more welcoming, and inclusive educational environments.</li> </ul>	<p><i>Implementation note:</i></p> <ul style="list-style-type: none"> <li>• 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</li> </ul>

<b>LGBTQ2SIA+ Student Success Plan &amp; Gender Guidance Recommendation</b>	<b>Planned Action, Status, or Timeline</b> <i>What action(s) needs to occur? What is the Status? How often will it occur?</i>	<b>Resources</b> <i>What supportive resources are available?</i>	<b>Monitoring &amp; Outcomes</b> <i>How will you measure progress and outcomes?</i>	<b>Engagement</b> <i>How will you engage LGBTQ2SIA+ youth, families, staff, and community partners?</i>	<b>Notes</b> <i>Who will lead this work? What barriers are coming up? What will this look like for your community?</i>
<p>Students are provided with knowledge and skills for <b>preventing and interrupting bullying behaviors</b> with their peers through Health and Sexuality Education.</p> <p><i>Required by <a href="#">OAR 581-022-2050</a> and Health Education Standards</i></p>	<p><b>Planned Action(s):</b>            Districts and schools hire certified Health educators to teach required Health and Sexuality Education courses K-12.</p> <p><b>Status:</b>  <span>Not started ▾</span></p> <p><b>Timeline:</b> At least 4 sexuality education classes per year are required, as part of Health Education</p>	<ul style="list-style-type: none"> <li>• <a href="#">Sexuality Education</a> and <a href="#">Health Education</a> pages, ODE</li> <li>• ODE LGBTQ2SIA+ Student Success <a href="#">Resources page</a> includes student supports</li> </ul>	<ul style="list-style-type: none"> <li>• Students' perceptions about this may be measured via a School Climate and Culture survey</li> <li>• Districts should analyze complaints and <a href="#">increase awareness of complaint processes</a> to ensure progress.</li> <li>• Analyze Division 22 assurances for Sexuality Education requirements.</li> </ul>	<ul style="list-style-type: none"> <li>• Consider working with <a href="#">community partners</a> in your area who have experience in research-based education strategies (e.g., bystander intervention, social norms training, etc.)</li> <li>• Ensure Students understand how to file a Division 22 or bullying and harassment complaint and who will see that filed complaint. See the <a href="#">Complaint Processes section</a> of the guidance.</li> </ul>	



### 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.

LGBTQ2SIA+ Student Success Plan & Gender Guidance Recommendation	Planned Action, Status, or Timeline <i>What action(s) needs to occur? What is the Status? How often will it occur?</i>	Resources <i>What supportive resources are available?</i>	Monitoring & Outcomes <i>How will you measure progress and outcomes?</i>	Engagement <i>How will you engage LGBTQ2SIA+ youth, families, staff, and community partners?</i>	Notes <i>Who will lead this work? What barriers are coming up? What will this look like for your community?</i>
<p>Districts invest in <b>culturally responsive family engagement</b> that support LGBTQ2SIA+ students and LGBTQ2SIA+ family members of students and are provided with the guidance and resources to do this well. <i>SS Plan D1, O3, S1, A1a</i></p>	<p><b>Planned Action(s):</b> Districts and schools collaborate with and fund culturally specific orgs and local LGBTQ2SIA+ supporting orgs to arrange family peer networks and culturally sustaining opportunities for families of LGBTQ2SIA+ students.</p> <p><b>Status:</b> Not started ▾</p> <p><b>Timeline:</b> Quarterly</p>	<ul style="list-style-type: none"> <li>• ODE LGBTQ2SIA+ Student Success <a href="#">Resources page</a> includes family and caregiver supports</li> <li>• Districts may consider partnering with a <a href="#">local LGBTQ2SIA+ organization</a></li> <li>• Districts should consider Student Success Act funding to support LGBTQ2SIA+ student well-being through family engagement</li> </ul>	<ul style="list-style-type: none"> <li>• How will family and caregiver support be measured, documented, and/or shared back with students in a trauma-informed way?</li> </ul>	<ul style="list-style-type: none"> <li>• Family engagement should be student-led, prioritizing student safety. Strategies will vary based on levels of family support</li> <li>• Which <a href="#">community partners</a> in your area may already be doing this well?</li> </ul>	

## Domain 2: Institutional Policies & Facilities

### Objective 1: Safer Affirming Spaces

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

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<p>Provide LGBTQ2SIA+ youth with access to <b>facilities and activities for all genders</b> in K-12 and higher education institutions. <i>SS Plan D2, O1, S1, A1a</i></p>	<p><b>Planned Action(s):</b> Districts and schools 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.</p> <p><b>Status:</b> Not started ▾</p> <p><b>Timeline:</b> Daily</p>	<ul style="list-style-type: none"> <li>• <a href="#">Transgender Students and School Bathrooms FAQ</a>, Gender Spectrum</li> <li>• <a href="#">Separation and Stigma: Transgender Youth &amp; School Facilities</a>, GLSEN</li> </ul>	<ul style="list-style-type: none"> <li>• Districts should add gender-neutral facilities to existing facilities audits and investments</li> <li>• Students' perceptions about this may be measured via a School Climate and Culture survey</li> </ul>	<ul style="list-style-type: none"> <li>• How are LGBTQ2SIA+ students and staff being engaged to ensure facilities are meeting their needs?</li> </ul>	
<p>Provide students with access to <b>field trips, travel, and overnight accommodations</b> that affirm their gender, including lodging, peer rooming assignments, gender affirming bathrooms, and facilities access within all travel destinations. <i>Required by <a href="#">ORS 659.850</a> and federal civil rights laws including Title IX (35 CFR § 106)</i></p>	<p><b>Planned Action(s):</b> Districts and schools consult with gender expansive students to determine supportive accommodations that do not automatically isolate or exclude students unless a student requests separate facilities due to safety needs.</p> <p><b>Status:</b> Not started ▾</p> <p><b>Timeline:</b> As needed</p>	<ul style="list-style-type: none"> <li>• <a href="#">Summer Camp Resources</a>, Gender Spectrum</li> <li>• <a href="#">Game Plan for Coaches: Creating Safe and Inclusive Teams for LGBTQ+ Athletes</a>, GLSEN 2021</li> </ul>	<ul style="list-style-type: none"> <li>• How are LGBTQ2SIA+ students and staff being engaged to ensure travel accommodations are meeting their needs?</li> </ul>	<ul style="list-style-type: none"> <li>• How will you communicate your policies with students, families, and the visiting destinations without outing or putting a spotlight on gender expansive students?</li> </ul>	<ul style="list-style-type: none"> <li>• How will you ensure student safety when traveling to less safe destinations (e.g., states or countries with hostile laws) for LGBTQ2SIA+ students?</li> </ul>

<b>LGBTQ2SIA+ Student Success Plan &amp; Gender Guidance Recommendation</b>	<b>Planned Action, Status, or Timeline</b> <i>What action(s) needs to occur? What is the Status? How often will it occur?</i>	<b>Resources</b> <i>What supportive resources are available?</i>	<b>Monitoring &amp; Outcomes</b> <i>How will you measure progress and outcomes?</i>	<b>Engagement</b> <i>How will you engage LGBTQ2SIA+ youth, families, staff, and community partners?</i>	<b>Notes</b> <i>Who will lead this work? What barriers are coming up? What will this look like for your community?</i>
<p>Provide students with access to <b>sports and athletics</b> that most align with their gender. <i>Required by <a href="#">ORS 659.850</a> and federal civil rights laws including Title IX (35 CFR § 106)</i></p>	<p><b>Planned Action(s):</b> Districts and schools inform students of their right to access to sports and athletics that most align with their gender.</p> <p>Districts and schools integrate affirming sports and athletics policies into their anti-discrimination policies.</p> <p><b>Status:</b> Not started ▾</p> <p><b>Timeline:</b> Daily</p>	<ul style="list-style-type: none"> <li>• <a href="#">Gender Identity Participation Policy</a>, Oregon School Activities Association (OSAA), 2019</li> <li>• <a href="#">Game Plan for Coaches: Creating Safe and Inclusive Teams for LGBTQ+ Athletes</a>, GLSEN 2021</li> <li>• <a href="#">K-12 High School Athletics Policies</a>, TransAthlete</li> </ul>	<ul style="list-style-type: none"> <li>• Students' perceptions about sports inclusion and access may be measured via a School Climate and Culture survey</li> </ul>	<ul style="list-style-type: none"> <li>• How will you communicate your athletics policies with students, families, and athletics leagues and associations without outing or putting a spotlight on gender expansive athletes?</li> </ul>	
<p>Support students and staff to create and sustain <b>identity-based student clubs</b> related to racial/ethnic, cultural, and LGBTQ2SIA+ identities and ensure clubs are supported and included by the broader school environment. (e.g., GSA or QSA, Black Student Union, Latinx Culture Club) <i>SS Plan D2, O1, S1, A1b</i></p>	<p><b>Planned Action(s):</b> Districts without a GSA should remind students at the start of each year that they have the right to create a GSA or any identity-based club and offer staff support to get one started.</p> <p><b>Status:</b> Not started ▾</p> <p><b>Timeline:</b> Annually</p>	<ul style="list-style-type: none"> <li>• Districts may partner with (and compensate) local <a href="#">LGBTQ2SIA+ organizations</a>, culturally specific organizations, and knowledgeable community based organizations</li> <li>• <a href="#">GSA Resources</a>, GLSEN</li> <li>• <a href="#">The GSA Study Report</a>, GLSEN</li> </ul>	<ul style="list-style-type: none"> <li>• How are student clubs supported?</li> <li>• Do student clubs set goals or have staff support in meeting student-determined goals?</li> </ul>	<ul style="list-style-type: none"> <li>• How will student clubs be meaningfully engaged in district and school decisions and policies?</li> </ul>	
<p>Collaborate across health, education, and community</p>	<p><b>Planned Action(s):</b> Districts will support hiring</p>	<ul style="list-style-type: none"> <li>• Districts should consider Student</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluate student mental health</li> </ul>	<ul style="list-style-type: none"> <li>• Provide opportunities for</li> </ul>	

<b>LGBTQ2SIA+ Student Success Plan &amp; Gender Guidance Recommendation</b>	<b>Planned Action, Status, or Timeline</b> <i>What action(s) needs to occur? What is the Status? How often will it occur?</i>	<b>Resources</b> <i>What supportive resources are available?</i>	<b>Monitoring &amp; Outcomes</b> <i>How will you measure progress and outcomes?</i>	<b>Engagement</b> <i>How will you engage LGBTQ2SIA+ youth, families, staff, and community partners?</i>	<b>Notes</b> <i>Who will lead this work? What barriers are coming up? What will this look like for your community?</i>
<p>partners to <b>expand access to mental health supports</b> in and outside of school. Regularly connect youth with these supports, not only when intervention is needed.  <i>SS Plan D2, O1, S2</i></p>	<p>of LGBTQ2SIA+ mental health professionals of color with experience supporting people with suicidal ideation and religious trauma.</p> <p>Ensure that mental health counselors receive training in culturally responsive, trauma-informed practices to support students with multiple intersecting identities.</p> <p><b>Status:</b>  <span>Not started ▾</span></p> <p><b>Timeline:</b> Daily and as needed</p>	<p>Success Act funding to support LGBTQ2SIA+ student well-being through mental health supports</p> <ul style="list-style-type: none"> <li>Review the <a href="#">Gender Affirming Care section</a> and <a href="#">Resources</a> document</li> <li>ODE LGBTQ2SIA+ Student Success <a href="#">Resources page</a> includes student-facing supports</li> </ul>	<p>data from the Oregon <a href="#">Student Health Survey</a> for your district or county</p> <ul style="list-style-type: none"> <li>Students' perceptions about access to mental health supports and mental health may be measured via a School Climate and Culture survey</li> </ul>	<p>students and families to engage in conversations about gender affirming mental health care to determine what additional supports are needed.</p>	
<p>Districts consistently support <b>student-asserted name, pronoun, and gender changes</b> in student information systems (SIS), so that educators can easily and consistently access that information.  <i>SS Plan D2, O1, S3, A3a</i></p>	<p><b>Planned Action(s):</b>  Districts will consult with students to determine their safety and confidentiality needs and visibility within SIS and local systems (e.g., gradebooks, school email, gradebooks, etc.).</p> <p>Districts will consult with their Student Information System (SIS) vendor to determine or request supportive options for name and gender changes as needed.</p>	<ul style="list-style-type: none"> <li>Review the <a href="#">Student Information System</a> resource and the gender guidance sections related to name and gender marker changes, ODE</li> <li><a href="#">Student Information Systems</a>, Gender Spectrum</li> </ul>	<ul style="list-style-type: none"> <li>How will the district ensure students' asserted name and pronouns are being used?</li> <li>How will the district document the change so you can anticipate any name errors in future reporting or records requests?</li> </ul>	<ul style="list-style-type: none"> <li>Prioritize student safety and privacy needs by consulting with student</li> <li>Use the <a href="#">Support and Safety Plan template</a> to consider additional related needs</li> <li>How will gender expansive parent and guardian names be changed when needed in order to ensure</li> </ul>	

<b>LGBTQ2SIA+ Student Success Plan &amp; Gender Guidance Recommendation</b>	<b>Planned Action, Status, or Timeline</b> <i>What action(s) needs to occur? What is the Status? How often will it occur?</i>	<b>Resources</b> <i>What supportive resources are available?</i>	<b>Monitoring &amp; Outcomes</b> <i>How will you measure progress and outcomes?</i>	<b>Engagement</b> <i>How will you engage LGBTQ2SIA+ youth, families, staff, and community partners?</i>	<b>Notes</b> <i>Who will lead this work? What barriers are coming up? What will this look like for your community?</i>
	<b>Status:</b> Not started ▾  <b>Timeline:</b> As needed			communications are affirming and accurate?	
Schools encourage educators to <b>increase visible support</b> of LGBTQ2SIA+ students, including safe space posters, zoom backgrounds, and other visible sources of LGBTQ2SIA+ support. <i>SS Plan D2, O1, S4, A4a</i>	<b>Planned Action(s):</b> Districts will adopt policies that inform students and staff of their right to display symbols of support in schools.  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.  <b>Status:</b> Not started ▾  <b>Timeline:</b> Regularly	<ul style="list-style-type: none"> <li>• <a href="#">Safe Space Kit</a>, GLSEN</li> <li>• <a href="#">Pronoun Resources</a>, ODE 2021</li> </ul>	<ul style="list-style-type: none"> <li>• Students’ perceptions about felt safety and visible support may be measured via a School Climate and Culture survey</li> </ul>	<ul style="list-style-type: none"> <li>• Students should have pathways to self-determine what makes spaces feel visibly safe for them</li> </ul>	
In partnership with student representatives that reflect the diversity of local school communities, <b>schools co-develop an articulated LGBTQ2SIA+ student Bill of Rights</b> intended to clearly communicate standards for inclusion based on race, ethnicity, language, disability,	<b>Planned Action(s):</b> Districts and schools should review the <a href="#">Supporting LGBTQ2SIA+ Students in Oregon</a> resource document as a starting place to use in developing a student Bill of Rights that is co-created by students.	<ul style="list-style-type: none"> <li>• <a href="#">LGBTQ+ Student Rights</a>, GLSEN, ACLU, NWLC, PFLAG, 2021</li> <li>• <a href="#">Know Your Rights</a>, National Center for Transgender Equality (NCTE)</li> <li>• <a href="#">Students Rights in California Schools</a>, GSA Network</li> </ul>	<ul style="list-style-type: none"> <li>• Students’ and staff awareness of student rights may be measured via a School Climate and Culture survey</li> </ul>	<ul style="list-style-type: none"> <li>• Schools should engage LGBTQ2SIA+ students, students of color, and students with disabilities in developing an articulated LGBTQ2SIA+ student Bill of</li> </ul>	

<b>LGBTQ2SIA+ Student Success Plan &amp; Gender Guidance Recommendation</b>	<b>Planned Action, Status, or Timeline</b> <i>What action(s) needs to occur? What is the Status? How often will it occur?</i>	<b>Resources</b> <i>What supportive resources are available?</i>	<b>Monitoring &amp; Outcomes</b> <i>How will you measure progress and outcomes?</i>	<b>Engagement</b> <i>How will you engage LGBTQ2SIA+ youth, families, staff, and community partners?</i>	<b>Notes</b> <i>Who will lead this work? What barriers are coming up? What will this look like for your community?</i>
sexual orientation, or gender identity. <i>SS Plan D2, O1, S4, A4b</i>	<b>Status:</b> Not started -  <b>Timeline:</b> As needed	<ul style="list-style-type: none"> <li>• <a href="#">Children's Rights and Special Education</a>, Disability Rights Oregon</li> </ul>		Rights	
<b>Develop or revise nondiscrimination and anti-bullying policies</b> to address community- and student-specific needs. <i>Required by <a href="#">ORS 659.850</a>, <a href="#">ORS 339.351–339.364</a>, and federal civil rights laws including Title IX (35 CFR § 106); SS Plan D2, O1, S5</i>	<p><b>Planned Action(s):</b> Districts and schools should post nondiscrimination statement on the front page or footer of their website, including a link to file a complaint.</p> <p>Districts and schools should notify students, families, and staff of these policies annually and offer meaningful engagement opportunities.</p> <p><b>Status:</b> Not started -</p> <p><b>Timeline:</b> Annually</p>	<p>Oregon school district examples below:</p> <ul style="list-style-type: none"> <li>• <a href="#">Corvallis SD</a></li> <li>• <a href="#">Eugene 4J</a></li> <li>• North Clackamas SD <a href="#">Supporting LGBTQ+ Staff Policy</a></li> <li>• <a href="#">Portland Public Schools</a></li> <li>• Salem-Keizer SD <a href="#">Policies</a>, such as: <a href="#">Transgender Student Privacy</a>, <a href="#">Transgender, Nonbinary, and Gender Nonconforming Student Equity</a>, <a href="#">Facilities</a>, <a href="#">Athletics</a>, and <a href="#">LGBTQ+ Affirming Education</a></li> </ul>	<ul style="list-style-type: none"> <li>• Students and staff awareness about existing policies may be measured via a School Climate and Culture survey</li> </ul>	<ul style="list-style-type: none"> <li>• Schools engage students and families in reviewing policies for accessibility and understanding. Is it in plain language? Does it make sense? Can students and families find the policies they need?</li> <li>• Schools engage LGBTQ2SIA+ students, students of color, and students with disabilities in developing school-specific recommendations for addressing bullying and discrimination.</li> </ul>	
<b>Implement nondiscrimination and anti-bullying policies</b> with fidelity and transparency.	<p><b>Planned Action(s):</b> Title IX Coordinators are required to ensure the school responds to any</p>	<ul style="list-style-type: none"> <li>• <a href="#">Bias Incident Response Guide</a>, ODE 2020</li> <li>• <a href="#">What Do You Say</a></li> </ul>	<ul style="list-style-type: none"> <li>• How will the district track identity-based bullying and</li> </ul>	<ul style="list-style-type: none"> <li>• How are students and families supported to report bullying and</li> </ul>	<p><i>Implementation note:</i></p> <ul style="list-style-type: none"> <li>• Care must be taken to support the safety and privacy needs of</li> </ul>



<b>LGBTQ2SIA+ Student Success Plan &amp; Gender Guidance Recommendation</b>	<b>Planned Action, Status, or Timeline</b> <i>What action(s) needs to occur? What is the Status? How often will it occur?</i>	<b>Resources</b> <i>What supportive resources are available?</i>	<b>Monitoring &amp; Outcomes</b> <i>How will you measure progress and outcomes?</i>	<b>Engagement</b> <i>How will you engage LGBTQ2SIA+ youth, families, staff, and community partners?</i>	<b>Notes</b> <i>Who will lead this work? What barriers are coming up? What will this look like for your community?</i>
<p>Required by <a href="#">ORS 659.850</a>, <a href="#">ORS 339.351–339.364</a>, and federal civil rights laws including Title IX (35 CFR § 106); SS Plan D2, O1, S5</p>	<p>discrimination, including bullying and harassment based on sex, sexual orientation, or gender identity.</p> <p><b>Status:</b> Not started ▾</p> <p><b>Timeline:</b> Daily; As needed</p>	<p><a href="#">to Anti-LGBTQ+ Comments?</a>, Welcoming Schools</p> <ul style="list-style-type: none"> <li>• <a href="#">In the Moment Strategies</a>, Learning for Justice</li> <li>• <a href="#">What Constitutes Transphobic and Cisnormative Bullying and Harassment &amp; Tips for Parents and Educators of Younger Children</a>, Egale Canada Human Rights Trust</li> </ul>	<p>discrimination?</p> <ul style="list-style-type: none"> <li>• Are students to give feedback on the process after it occurs?</li> <li>• How can staff ask for more support?</li> <li>• What restorative actions will be taken for staff who ignore or perpetuate identity-based bullying and discrimination?</li> </ul>	<p>discrimination against peers, teachers, administrators, and other school staff?</p>	<p>the student when reporting gender identity-based bullying and discrimination so as not to out a student without their consent.</p>
<p>Districts and schools <b>examine and revise dress code policies</b> to remove any gendered norms and requirements in order to reduce gender exclusion and discrimination.</p> <p>Required by <a href="#">ORS 659.850</a> and federal civil rights laws including Title IX (35 CFR § 106)</p>	<p><b>Planned Action(s):</b> Districts and schools examine and revise dress code policies with students.</p> <p><b>Status:</b> Not started ▾</p> <p><b>Timeline:</b> Assess and revise policy annually</p>	<ul style="list-style-type: none"> <li>• <a href="#">Model Student Dress Code</a>, Oregon NOW 2016</li> <li>• <a href="#">Equitable Dress Code for Students</a>, Equality Florida</li> <li>• <a href="#">Creating a Respectful and Open World for Natural Hair (CROWN Act)</a>, ODE</li> <li>• Salem-Keizer SD <a href="#">Dress Code Policy</a></li> </ul>	<ul style="list-style-type: none"> <li>• How are identity-based dress code violations reported?</li> <li>• What methods do students have to report identity-related or discriminatory dress code violations?</li> </ul>	<ul style="list-style-type: none"> <li>• Students participate in developing school-specific dress code policy recommendations which center student safety and agency.</li> </ul>	

<b>LGBTQ2SIA+ Student Success Plan &amp; Gender Guidance Recommendation</b>	<b>Planned Action, Status, or Timeline</b> <i>What action(s) needs to occur? What is the Status? How often will it occur?</i>	<b>Resources</b> <i>What supportive resources are available?</i>	<b>Monitoring &amp; Outcomes</b> <i>How will you measure progress and outcomes?</i>	<b>Engagement</b> <i>How will you engage LGBTQ2SIA+ youth, families, staff, and community partners?</i>	<b>Notes</b> <i>Who will lead this work? What barriers are coming up? What will this look like for your community?</i>
<p>Schools examine and expand all <b>events, celebrations, and practices</b> to be inclusive and affirming for students of all genders and orientations.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• K-5 schools offer “popcorn with parents” instead of “daddy-daughter dances”</li> <li>• School dances use “royal court” instead of “prom king/queen”</li> <li>• Gender-inclusive casting in acting or musical theater</li> </ul>	<p><b>Planned Action(s):</b> Districts and schools should inform and support all staff and event-planning groups of gender-affirming requirements and best practices.</p> <p><b>Status:</b> Not started ▾</p> <p><b>Timeline:</b> Assess and revise events annually as needed</p>	<ul style="list-style-type: none"> <li>• Please review <a href="#">ORS 659.850</a> and federal civil rights laws including Title IX (35 CFR § 106) for allowable sex-specific events</li> </ul>	<ul style="list-style-type: none"> <li>• How will event-planning groups be held accountable for gender-affirming practices?</li> <li>• How is the success of an event monitored and measured for safety and affirmation?</li> </ul>	<ul style="list-style-type: none"> <li>• How are students, families, and school staff involved in the creation and planning of events, traditions, ceremonies, and practices?</li> </ul>	

## Objective 2: Inclusive and Affirming Curriculum and Instruction

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

LGBTQ2SIA+ Student Success Plan & Gender Guidance Recommendation	Planned Action, Status, or Timeline <i>What action(s) needs to occur? What is the Status? How often will it occur?</i>	Resources <i>What supportive resources are available?</i>	Monitoring & Outcomes <i>How will you measure progress and outcomes?</i>	Engagement <i>How will you engage LGBTQ2SIA+ youth, families, staff, and community partners?</i>	Notes <i>Who will lead this work? What barriers are coming up? What will this look like for your community?</i>
<p>Support and expand <b>inclusive education standards</b> across all grades and subjects, by investing in additional resources such as instructional materials, staffing, and professional development needs. <i>SS Plan D2, O2, S1, A1a-b</i></p>	<p><b>Planned Action(s):</b> Districts and schools should embed LGBTQ2SIA+ inclusion and affirmation as part of curriculum review and adoption processes.</p> <p>Districts and schools should support teachers to adapt and use supplemental materials to intentionally include and affirm LGBTQ2SIA+ people across content areas.</p> <p><b>Status:</b> Not started ▾</p> <p><b>Timeline:</b> Assess annually</p>	<ul style="list-style-type: none"> <li>• ODE LGBTQ2SIA+ Student Success <a href="#">Resources page</a> includes sample <a href="#">instructional materials</a></li> <li>• <a href="#">Inclusive Curricular Standards</a>, GLSEN, 2022</li> <li>• Apply for an <a href="#">LGBTQ2SIA+ Student Success Grant</a> to strengthen, purchase, or create instructional materials and practices</li> </ul>	<ul style="list-style-type: none"> <li>• How is student engagement and identity inclusion measured in relation to standards and instruction?</li> </ul>	<ul style="list-style-type: none"> <li>• How can culturally specific and community based partners collaborate in this work?</li> <li>• How will students be involved to create, assess, revise, and adopt instructional materials?</li> <li>• How will families be informed and supported to extend learning and support at home?</li> </ul>	<p><i>Implementation note(s):</i></p> <ul style="list-style-type: none"> <li>• Increase awareness of two spirit people and their historical standing in Tribal Nation communities as highly respected and honored people.</li> <li>• Invest specifically in Social Science Ethnic Studies and Health and Comprehensive Sexuality Education supplemental materials.</li> </ul>
<p>Students experience <b>project-based, hands-on learning experiences</b> through which their identity and lived experience is affirmed and valued. <i>SS Plan D2, O2, S2, A2a</i></p>	<p><b>Planned Action(s):</b> District curriculum staff and educators of all subjects will collaborate to implement project-based, student-led work as one way of honoring and validating student's lived experiences.</p> <p><b>Status:</b> Not started ▾</p>	<ul style="list-style-type: none"> <li>• ODE LGBTQ2SIA+ Student Success <a href="#">Resources page</a> includes sample instructional materials and professional development</li> </ul>	<ul style="list-style-type: none"> <li>• How is student engagement and identity inclusion measured in relation to standards and instruction?</li> </ul>	<ul style="list-style-type: none"> <li>• How will students be involved to create, assess, revise, and adopt instructional materials and specific projects?</li> </ul>	

<b>LGBTQ2SIA+ Student Success Plan &amp; Gender Guidance Recommendation</b>	<b>Planned Action, Status, or Timeline</b> <i>What action(s) needs to occur? What is the Status? How often will it occur?</i>	<b>Resources</b> <i>What supportive resources are available?</i>	<b>Monitoring &amp; Outcomes</b> <i>How will you measure progress and outcomes?</i>	<b>Engagement</b> <i>How will you engage LGBTQ2SIA+ youth, families, staff, and community partners?</i>	<b>Notes</b> <i>Who will lead this work? What barriers are coming up? What will this look like for your community?</i>
	<b>Timeline:</b> Daily				
<p>In order to create the time and space for educators and students to build relationships and trust, schools invest in and implement advisory periods or other strategies that are specifically focused on <b>relationship building and social/emotional learning</b> as part of culturally sustaining pedagogy. SS Plan D2, O2, S3, A3a</p>	<p><b>Planned Action(s):</b> Schools implement advisory periods or other strategies that are specifically focused on relationship building and social/emotional learning as part of culturally-sustaining pedagogy.</p> <p><b>Status:</b> Not started ▾</p> <p><b>Timeline:</b> Yearly; Monthly</p>	<ul style="list-style-type: none"> <li>Districts should consider Student Success Act <a href="#">Student Investment Account</a> funding to support LGBTQ2SIA+ student and educator well-being and Social, Emotional Learning</li> </ul>	<ul style="list-style-type: none"> <li>How is trust between educators and students measured?</li> </ul>	<ul style="list-style-type: none"> <li>How will students be involved in the creation of advisory period activities, relationship building, and SEL learning?</li> <li>How will educators be supported in making this investment?</li> </ul>	

## Domain 3: State Accountability & Support Systems

### Objective 1: Supportive School Climate & Culture

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.

<b>LGBTQ2SIA+ Student Success Plan &amp; Gender Guidance Recommendation</b>	<b>Planned Action, Status, or Timeline</b> <i>What action(s) needs to occur? What is the Status? How often will it occur?</i>	<b>Resources</b> <i>What supportive resources are available?</i>	<b>Monitoring &amp; Outcomes</b> <i>How will you measure progress and outcomes?</i>	<b>Engagement</b> <i>How will you engage LGBTQ2SIA+ youth, families, staff, and community partners?</i>	<b>Notes</b> <i>Who will lead this work? What barriers are coming up? What will this look like for your community?</i>
<p>Districts and schools collect, review, and uplift national, state, and district <b>LGBTQ2SIA+ data and student stories</b> to inform programmatic, policy, and instructional decisions. <i>M/F/X sex/gender marker collection is required by ODE <a href="#">008-2017-18</a>.</i></p>	<p><b>Planned Action(s):</b> Districts and schools are required to offer M/F/X sex/gender marker for all students and staff.</p> <p>Districts and schools should consider expanding data collection in order to include optional sexual orientation and gender identity questions for students and staff.</p> <p>Districts and schools should review local Oregon <a href="#">Student Health Survey</a> data and/or prioritize district participation.</p> <p><b>Status:</b> Not started ▾</p> <p><b>Timeline:</b> Ongoing</p>	<p>ODE LGBTQ2SIA+ Student Success <a href="#">Resources page</a> includes local and national data while the statewide school climate survey is in development. Some highlighted resources from this page are below:</p> <ul style="list-style-type: none"> <li>• <a href="#">Oregon Student Health Survey</a>, 6th, 8th, 11th grade, OHA</li> <li>• <a href="#">LGBTQ+ Data Inclusion in K-12 Education Systems</a>, GLSEN 2022</li> <li>• <a href="#">Measuring Sexual Orientation &amp; Gender Identity in Surveys of Adolescents</a>, GLSEN 2022</li> </ul>	<ul style="list-style-type: none"> <li>• How are gender expansive students and students with marginalized sexual orientations supported by existing education investments using the data you have?</li> <li>• What additional data would you need to collect to better understand their needs?</li> </ul>	<ul style="list-style-type: none"> <li>• How are students, staff, families, and community partners engaged in decision making and policy decisions?</li> </ul>	

<b>LGBTQ2SIA+ Student Success Plan &amp; Gender Guidance Recommendation</b>	<b>Planned Action, Status, or Timeline</b> <i>What action(s) needs to occur? What is the Status? How often will it occur?</i>	<b>Resources</b> <i>What supportive resources are available?</i>	<b>Monitoring &amp; Outcomes</b> <i>How will you measure progress and outcomes?</i>	<b>Engagement</b> <i>How will you engage LGBTQ2SIA+ youth, families, staff, and community partners?</i>	<b>Notes</b> <i>Who will lead this work? What barriers are coming up? What will this look like for your community?</i>
<p>ODE is funded to develop a work group in partnership with students, districts, community partners, and Oregon Health Authority (OHA) to <b>design a School Climate and Culture survey</b> and develop an <b>implementation plan</b> regarding survey components for at minimum these distinct audiences: students, educators, and administrators. <i>SS Plan D3, O1, S1, A1a-b</i></p>	<p><b>Note, gray background denotes a strategy for ODE to implement.</b></p> <p><b>Timeline:</b> <i>TBD based on ODE staff and funding</i></p>	<p><i>Survey development TBD by ODE, OHA, and the LGBTQ2SIA+ Advisory Group.</i></p> <p>ODE will need funding to implement School Climate and Culture surveys (e.g. dissemination, translation, analysis, reporting/communication).</p>	<ul style="list-style-type: none"> <li>● Survey would be required by districts.</li> <li>● Survey would be anonymous and allow for opt-out.</li> <li>● Supports disaggregation and intersectional analysis by race and ethnicity, sexual orientation, gender identity, and disability at minimum.</li> </ul>	<ul style="list-style-type: none"> <li>● Questions must be informed by student voice to ensure questions are student-centered, accessible, and age-appropriate.</li> <li>● Should also be distributed among recent out of school youth in partnership with Youth Development Division and community partners.</li> </ul>	<p><i>Plan recommendations:</i></p> <ul style="list-style-type: none"> <li>● Should allow for an intersectional analysis of student experiences across different parts of their identity</li> <li>● Should be part of a Climate survey that could assess educator needs and strengths as well</li> <li>● Work group should also consider consent, data privacy, and confidentiality issues</li> </ul>



<b>LGBTQ2SIA+ Student Success Plan &amp; Gender Guidance Recommendation</b>	<b>Planned Action, Status, or Timeline</b> <i>What action(s) needs to occur? What is the Status? How often will it occur?</i>	<b>Resources</b> <i>What supportive resources are available?</i>	<b>Monitoring &amp; Outcomes</b> <i>How will you measure progress and outcomes?</i>	<b>Engagement</b> <i>How will you engage LGBTQ2SIA+ youth, families, staff, and community partners?</i>	<b>Notes</b> <i>Who will lead this work? What barriers are coming up? What will this look like for your community?</i>
<p>Every school district participates in a <b>School Climate and Culture survey</b> with components for students, educators, and administrators (at minimum).  <i>SS Plan D3, O1, S1; D1, O2, S1, A1a; D1, O1, S4, A4a</i></p>	<p><b>Planned Action(s):</b>            Districts and schools should co-create school climate and culture surveys with students and staff or embed school climate and culture questions into existing yearly surveys to assess needed support until the plan-recommended ODE survey is available.</p> <p><b>Status:</b>  <span>Not started ▾</span></p> <p><b>Timeline:</b> TBD</p>	<p>Resources for community survey development:</p> <ul style="list-style-type: none"> <li>• <a href="#">Local School Climate Survey</a>, GLSEN</li> <li>• <a href="#">2SLGBTQ Community Readiness Survey Template</a>, Healthy Native Youth, 2020</li> <li>• <a href="#">Measuring Sexual Orientation &amp; Gender Identity in Surveys of Adolescents</a>, GLSEN 2022</li> <li>• <a href="#">LGBTQ+ Data Inclusion in K-12 Education Systems</a>, GLSEN 2022</li> </ul>	<ul style="list-style-type: none"> <li>• Survey should be required by districts.</li> <li>• Opt-out options provided for student and teacher participation in the surveys.</li> </ul>	<ul style="list-style-type: none"> <li>• Districts should offer students, families, staff, administrators, and community members opportunities to add questions</li> <li>• Include a teacher component to understand their strengths and needs in supporting their LGBTQ2SIA+ students, students of color, and students experiencing disabilities</li> </ul>	

## 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.

<b>LGBTQ2SIA+ Student Success Plan &amp; Gender Guidance Recommendation</b>	<b>Planned Action, Status, or Timeline</b> <i>What action(s) needs to occur? What is the Status? How often will it occur?</i>	<b>Resources</b> <i>What supportive resources are available?</i>	<b>Monitoring &amp; Outcomes</b> <i>How will you measure progress and outcomes?</i>	<b>Engagement</b> <i>How will you engage LGBTQ2SIA+ youth, families, staff, and community partners?</i>	<b>Notes</b> <i>Who will lead this work? What barriers are coming up? What will this look like for your community?</i>
<p>ODE implements the LGBTQ2SIA+ Student Success Plan. SS Plan D3, O2, S1, A1a-b</p>	<p><b>Note, gray background denotes a strategy for ODE to implement.</b></p> <p><b>Timeline:</b> Ongoing</p>	<ul style="list-style-type: none"> <li>• <a href="#">LGBTQ2SIA+ Student Success Plan</a>, ODE 2020</li> <li>• LGBTQ2SIA+ Student Success Program <a href="#">website</a></li> <li>• Many supports can be found on the LGBTQ2SIA+ Student Success <a href="#">resources page</a> and through newsletters and announcements sent out via the <a href="#">listserv</a></li> </ul>	<ul style="list-style-type: none"> <li>• ODE invests in a framework of accountability at the outset by using internal and external performance monitoring plans to prepare for eventual audits by Secretary of State.</li> </ul>	<ul style="list-style-type: none"> <li>• Primary engagement comes from the LGBTQ2SIA+ Student Success <a href="#">Advisory Group</a>.</li> <li>• ODE provides regular opportunities for feedback through community partners, listening sessions, and through the LGBTQ2SIA+ Student Success <a href="#">Listserv</a>.</li> </ul>	<p>Through SB 52 (2021), the Oregon legislature funded ODE's LGBTQ2SIA+ Student Success Coordinator position to lead to implementation of this plan as a primary responsibility of their position.</p>

<b>LGBTQ2SIA+ Student Success Plan &amp; Gender Guidance Recommendation</b>	<b>Planned Action, Status, or Timeline</b> <i>What action(s) needs to occur? What is the Status? How often will it occur?</i>	<b>Resources</b> <i>What supportive resources are available?</i>	<b>Monitoring &amp; Outcomes</b> <i>How will you measure progress and outcomes?</i>	<b>Engagement</b> <i>How will you engage LGBTQ2SIA+ youth, families, staff, and community partners?</i>	<b>Notes</b> <i>Who will lead this work? What barriers are coming up? What will this look like for your community?</i>
<p>Students, families, and educators have <b>channels for reporting claims</b> directly to the State of Oregon related to alleged <b>discrimination</b>, including resistance to anti-bias training.  <i>SS Plan D3, O2, S2, A2a</i></p>	<p><b>Note, gray background denotes a strategy for ODE to implement.</b></p> <p><b>Timeline:</b> Ongoing</p>	<ul style="list-style-type: none"> <li>Review the <a href="#">Complaints and Appeals</a> guidance sections and <a href="#">FAQ resource</a> of the guidance for more information</li> <li>Complaints and Appeals <a href="#">webpage</a>, ODE</li> </ul>	<ul style="list-style-type: none"> <li>ODE has auditing and reporting systems in place to track and measure complaint progress and outcomes in alignment with state and federal law.</li> </ul>	<ul style="list-style-type: none"> <li>ODE continues to offer technical assistance to any community member or school district who has questions regarding complaints, appeals, or requirements outlined in the gender guidance and the Student Success Plan.</li> <li>Do you have feedback to share? Please reach out to <a href="mailto:LGBTQ2SIA.Success@ode.oregon.gov">LGBTQ2SIA.Success@ode.oregon.gov</a>.</li> </ul>	<p><b>Implementation Note:</b> In response to challenges regarding discrimination and harassment/bullying reporting, which is detailed in the Student Success Plan, ODE held listening sessions in Summer of 2022 in order to 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.</p>
<p>ODE is funded to <b>highlight districts</b> that are leading around LGBTQ2SIA+ and intersectional inclusion as examples for statewide learning.  <i>SS Plan D3, O2, S3, A3a</i></p>	<p><b>Note, gray background denotes a strategy for ODE to implement.</b></p> <p><b>Timeline:</b> TBD</p>	<ul style="list-style-type: none"> <li>ODE will share local resources, news, training, and community opportunities through the LGBTQ2SIA+ listserv. <a href="#">Subscribe here</a> to learn more.</li> </ul>	<ul style="list-style-type: none"> <li>LGBTQ2SIA+ Student Success Grant Program will include reporting systems to capture success stories.</li> </ul>	<ul style="list-style-type: none"> <li>Stories and successes can be shared directly to <a href="mailto:LGBTQ2SIA.Success@ode.oregon.gov">LGBTQ2SIA.Success@ode.oregon.gov</a>.</li> </ul>	<p>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.).</p>

### Objective 3: Cross-agency Collaboration

ODE, Oregon Health Authority (OHA), Educator Advancement Council (EAC), Teacher Standards and Practices Commission (TSPC), Department of Early Learning and Care (DELG), Youth Development Division (YDD), and the Higher Education Coordinating Commission (HECC) work together to address issues that impact the experiences of LGBTQ2SIA+ youth and youth of color.

<b>LGBTQ2SIA+ Student Success Plan &amp; Gender Guidance Recommendation</b>	<b>Planned Action, Status, or Timeline</b> <i>What action(s) needs to occur? What is the Status? How often will it occur?</i>	<b>Resources</b> <i>What supportive resources are available?</i>	<b>Monitoring &amp; Outcomes</b> <i>How will you measure progress and outcomes?</i>	<b>Engagement</b> <i>How will you engage LGBTQ2SIA+ youth, families, staff, and community partners?</i>	<b>Notes</b> <i>Who will lead this work? What barriers are coming up? What will this look like for your community?</i>
<p>State of Oregon agencies are aligned in its guidelines for state facilities related to <b>gender-neutral (i.e., all-user) restrooms</b>.  <i>SS Plan D3, O3, S1</i></p>	<p><b>Note, gray background denotes a strategy for ODE to implement.</b></p> <p><b>Timeline:</b> TBD</p>		<ul style="list-style-type: none"> <li>State agencies to consider which audits are in place that may measure access to gender-neutral restrooms.</li> </ul>		
<p>State Education agencies create shared guidelines regarding <b>access to gender-neutral restrooms</b> in public schools, including charter schools, community colleges, and universities.  <i>SS Plan D3, O3, S1, A1a</i></p>	<p><b>Note, gray background denotes a strategy for State Agencies to implement.</b></p> <p><b>Timeline:</b> Ongoing technical assistance</p>	<ul style="list-style-type: none"> <li>Review <a href="#">Facilities Access</a> section of the guidance for resources and requirements for school districts.</li> </ul>	<ul style="list-style-type: none"> <li>ODE to consider which audits are in place that may measure student access to gender-neutral restrooms.</li> </ul>	<ul style="list-style-type: none"> <li>What additional support is needed to support gender affirming facilities access? Email <a href="mailto:LGBTQ2SIA.Success@ode.oregon.gov">LGBTQ2SIA.Success@ode.oregon.gov</a>.</li> </ul>	
<p><b>ODE and DELC</b> 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 <b>coordinate their efforts</b> in support of those objectives.  <i>SS Plan D3, O3, S2, A2a</i></p>	<p><b>Note, gray background denotes a strategy for ODE and ELD to implement.</b></p> <p><b>Timeline:</b> TBD</p>	<ul style="list-style-type: none"> <li><a href="#">LGBTQ2SIA+ Student Success Plan</a>, ODE 2020</li> <li><a href="#">Raise Up Oregon Plan Roadmap</a>, ELD 2022</li> </ul>	<ul style="list-style-type: none"> <li>Early learning grant programs and education providers should consider data collection opportunities that measure family and child belonging and well-being related to gender identity and/or sexual orientation.</li> </ul>	<ul style="list-style-type: none"> <li>ELD will be represented within the LGBTQ2SIA+ Student Success Advisory Group in order to maintain cross-agency connection.</li> </ul>	<p>Note: The name of the Early Learning Division (ELD) is being changed to the Department of Early Learning and Care (DELG). The name change is operative starting in 2023.</p>