



**State Board of Education Resolution  
On LGBTQ+ Inclusive Education Standards  
SR21-7**

**WHEREAS**, the 2019 District of Columbia Youth Risk Behavior Survey found that lesbian, gay, and bisexual students make up 15.9 percent of high school students in the District and transgender students make up 1.9 percent of District high school students<sup>1</sup>;

**WHEREAS**, in the District, these students, in comparison to their heterosexual peers, experience double the rate of bullying on school property, report higher rates of being removed from class for disciplinary reasons, and are more than twice as likely to experience suicidal ideation;

**WHEREAS**, national data shows that lesbian, gay, and bisexual students are significantly more likely to receive grades of D or F than their heterosexual peers and were more likely to be truant<sup>2</sup>;

**WHEREAS**, consistent research suggests that students with LGBTQ+ inclusive curricula in their schools are more likely to report lower frequency of bullying, lower levels of depression, more accepting peers, and greater feelings of safety in school—and this safety leads students to report higher attendance, higher GPAs, a greater sense of belonging in the school community, and higher educational aspirations<sup>3</sup>;

**WHEREAS**, research shows that multicultural education helps prevent the formation of bias and prejudice and creates more democratic communities<sup>4 5</sup>;

**WHEREAS**, the State Board of Education recognizes the need to have revised social studies standards that create “windows and mirrors” so students see themselves and people like them reflected in the content of standards and curriculum, as well as having the opportunity to learn about diverse people, cultures, places, and experiences unlike themselves—explicitly noting that the current standards emphasize the lives of presidents and other figures who held/hold power and under-represent or lack representation of people and groups like those identifying as LGBTQ+, and their respective histories;

**WHEREAS**, in the State Board of Education’s review and revision of the social studies standards, the State Board called upon the Office of the State Superintendent of Education (OSSE) to “seek standards writers who reflect the demographics and experiences of District students and of the

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<sup>1</sup> <https://osse.dc.gov/sites/default/files/dc/sites/osse/publication/attachments/2019%20DC%20YRBS%20Report.pdf>

<sup>2</sup> Brikett, Michelle et al. “Sexual-orientation disparities in school: the meditational role of indicators of victimization in achievement and truancy because of feeling unsafe.” American Journal of Public Health vol. 104, 6 (2014): 1124-8. doi: 10.2105/AJHP.2013.301785

<sup>3</sup> Kosciw, Joseph G., et al. “The 2019 National School Climate Survey: The Experiences of Lesbian, Gay, Bisexual, Transgender, and Queer Youth in Our Nation’s Schools.” GLSEN, GLSEN, 2020, [www.glsen.org/sites/default/files/2020-11/NSCS19-111820.pdf](http://www.glsen.org/sites/default/files/2020-11/NSCS19-111820.pdf)

<sup>4</sup> Camicia, Steven P. Critical Democratic Education and LGBTQ-Inclusive Curriculum: Opportunities and Constraints. Routledge Focus, 2016.

<sup>5</sup> Camicia, Steven P. “Prejudice Reduction through Multicultural Education: Connecting Multiple Literatures.” Social Studies Research and Practice, vol. 2, no. 2, 2007, pp. 219–227., [www.socstrpr.org/files/Vol%20Issue%202%20-%20Summer%202007/Action%20Research/2.2.6.pdf](http://www.socstrpr.org/files/Vol%20Issue%202%20-%20Summer%202007/Action%20Research/2.2.6.pdf)





communities they are writing about” sharing a list of examples that included writers identifying as LGBTQ+;

**WHEREAS,** the State Board of Education is committed to ensuring students acquire the knowledge and skills necessary to be engaged global citizens in a diverse democratic society; and,

**WHEREAS,** the State Board of Education has a commitment to promote equity, introduce policies to reduce disparities between students, and create safe school environments for all students.

**NOW, THEREFORE, BE IT RESOLVED THAT,** upon the next revision of any District of Columbia state education standards, the State Board of Education should adapt standards, when appropriate, that reflect on the political, economic, social, cultural, and scientific contributions and experiences of lesbian, gay, bisexual, and transgender people;

**BE IT FURTHER RESOLVED THAT,** the State Board of Education advises the Office of the State Superintendent of Education (OSSE) to provide guidance to teachers and school-based leaders and staff on creating inclusive lessons in science and English language arts (ELA) classes that align with Next Generation Science Standards (NGSS) and Common Core ELA standards, respectively;

**BE IT FURTHER RESOLVED THAT,** the State Board of Education recommends that the Office of the State Superintendent of Education (OSSE) implement professional development for teachers and school-based leaders and staff to aid them in providing LGBTQ+ inclusive lessons and practices in their classrooms, such that that the professional development includes: workshops for local education agencies (LEAs) and teachers to draft curriculum related to LGBTQ+ topics in their subject areas, lessons on use of inclusive language in the classroom, lessons on ensuring LGBTQ+ students’ safety and confidentiality while maintaining respect for their name and pronouns, and mandatory diversity training related to the LGBTQ+ community; and,

**BE IT FINALLY RESOLVED THAT,** the State Board of Education recommends that the Office of the State Superintendent of Education (OSSE) survey students within two (2) years of adoption of this resolution to establish baseline date and to gain an understanding of the current experiences of LGBTQ+ students across the district and what all students know and understand about the contributions and experiences of LGBTQ+ people in the relevant subject areas.

Date Adopted: 10/20/21

Signed: 

