

The Oregon School Board Association (OSBA) held their semi annual conference in Bend on July 16th - 17th. Newly elected school board members had their eyes opened at the July 15th pre-conference presentation by the OSBA. At this pre-conference, the OSBA provided a Glossary of Common Terms in Equity Work. Such as:

**Race:** A powerful social idea that gives people different access to opportunities and resources. Race is not biological, but effects everyone - whether we are aware of it or not.

**Microaggressions:** The everyday verbal, nonverbal, and environment slights, snubs or insults, whether intentional or unintentional, which communicate hostile derogatory or negative messages to a target persons based solely upon their marginalized group membership.

**White Fragility:** A state in which even a minimum amount of racial stress becomes intolerable, triggering a range of defensive moves. These moves include the outward display of emotions such as anger, fear, and guilt, and behaviors such as argumentation, silence, and leaving the situation. These behaviors, in turn, function to reinstate white racial equilibrium. Racial stress results from an interruption to what is racially familiar.

Also at this conference, the Title IX - LGBT presentation given by Attorney Kelly D. Noor (spouse of Salem Noor, Assistant Superintendent of Public Instruction), shared that in dealing with **parent disagreement issues**, the "best informal guidance and information on student rights and parent rights when not in agreement [includes that] student maintains the right to be addressed consistently with the transgender status, use of preferred name and gender. Indicate this is a school decision, the school maintains an appropriate educational environment. Disagreement between parents and students can be addressed at home."

Attorney Noor then shared information about school employees providing and/or promoting "

**Outside Resources**". She notes in her presentation outline that "School employees should not engage in providing outside resources or counseling, or referrals to advocacy groups to students or parents regarding their transgender status. Just as you should not or would not counsel a student who was questioning religion, or refer them to a church or hand out pamphlets, this is not an area of expertise or right that schools have. There are many advocacy groups, and a wide spectrum of positions on these issues. In this era, families or students can easily identify resources on their own that meet their needs."

Did you know that [Planned Parenthood](#), [TransActive Gender Center](#) (Part of Basic Rights Oregon), [Safe School Coalition](#) and GLSEN are just a few of the outside advocacy resources that are utilized and have a presence in Oregon public schools? If the policy of providing outside "resources or counseling" is not within the "expertise or right" of the school, as stated by Attorney Noor, why have these organizations been given access to our children in our public schools?