

LGBTQ2SIA+ Student Success
Advisory Group Meeting Minutes
 February 6, 2024



Time	Topic	Presenter(s)
2:32	<p>Welcome</p> <p>Angie welcomed everyone to the meeting and gave a brief overview of the agenda. They invited the group to feel free to put thoughts or questions in the chat.</p>	Angie Foster-Lawson
2:35	<p>Announcements & Updates</p> <p>Angie welcomed our new co-chairs. They posted the January minutes and called for approval. Minutes were approved. Content has been added to the Advisory Group webpage. Our meetings are not required to be public so we do not record them. However, we do post agendas and minutes to the webpage.</p>	Angie Foster-Lawson
2:40	<p>Introductions & Member Check-In</p> <p>LGBTQ2SIA+ Advisory Special Guests were introduced and all members introduced themselves and answered a check-in question in the chat.</p>	Bailey Anderson Britt Bieberich
2:45	<p>LGBTQ2SIA+ RFI Discussion</p> <p>ODE LGBTQ2SIA+ Summit RFI & Smartsheet Survey Discussion and connections to ODE Youth Engagement.</p> <p>An RFI went out on January 18. This came out of a casual conversation that happened during the COSA equity summit in the fall of 2022. The equity summit includes many identities; we want to explore a summit specific to the LGBTQ2SIA+ community. A few folk met within a couple of months and started to deepen the conversation. Initially, the thought was to go back to COSA to host, but that would require a cost for registration. ODE has no funds to support a summit. The RFI is asking for ideas, financial support, sponsorships, etc. We are currently in the place of dreaming about what this could look like. ODE will be the face of the summit, but we are hoping that the RFI allows for some focused information gathering. It was also sent out as a Smartsheet form to allow for</p>	Britt Bieberich, Bailey Anderson

immediate, more user friendly outreach. There is technically a single point of contact in procurement, but we are giving space now to add ideas directly into the Smartsheet. School district and LGBTQ2SIA+ CBO guests joined to share experiences hosting summits and hosting LGBTQ2SIA+ youth events and spaces.

Members were invited to engage with the Smartsheet form and also participated in a group discussion.

1) How are you currently serving LGBTQ2SIA+ students?

- GSAs in secondary schools
- LGBTQ2SIA+ centered and developed curriculum
- Board is advising administration
- Student advisors
- Affirming spaces and training to schools
- Peer support and drop-in support
- Summits
- Naming considerations, renamed GSA summit to Youth Advocacy Summit (YAS)
 - Expanded from separate days for Middle and High school to 3rd-12th grade programming for students, as well as sessions for families and staff
 - Will expand again this year to a 4-district summit collaboration.
- Queer educator affinity group
- Listserv with resources
- GSA/Pride club Community of Practice (CoP)
- 3-district consortium which puts on an annual equity summit
- Queer educator job fair suggested
- Is there a state-wide network of listservs? Are we recreating the wheel? Are we siloed in terms of the information that is being shared?
 - There are informal lists of people who have engaged with events in the past
 - ODE listservs are opt-in only, we cannot add folks unless they ask us to
 - Civil Rights coordinator required in every district now so that might be a good point person to have linked in
 - Most communication tends to be shared within the community/by word of mouth

- Are there recommendations for how to create such a list with safeguards in place? (Educator Advancement Council?)
- Many district staff engaging with affinity spaces will only use personal email addresses to not risk their livelihood

2.) What safety considerations should we prioritize during our planning, so LGBTQ2SIA+ students, staff, and community partners are supported to participate during the event and receive outreach ahead of the event?

- Small communities struggle with identification/outing of advisors and members
 - What can be done with an overtly unsupportive administration?
- If we hosted a convening during school day/time, we could be excluding educators who could not request release time or are worried about retaliation
- Ideas to help, from CBO who has hosted GSA summit
 - Always on a Saturday, which allows for supportive admin/GSAs to reserve a bus or get support to come, but it allows students and staff who cannot request this safely to come on their own time
 - Prioritize transportation supports to/from the event
 - Are there grants or fundraising efforts to help get more remote groups across Oregon to the event?
- Consulted across the country to ask how folks advertised, what did they call it, do you put rainbows on it or more subtly queer-code it (e.g., lavender, rainbow colors but not in order), weekday field trip vs. Saturday convening
- Hosting on a Saturday allows students to not require permission slips which would be a barrier to any student who is not out to family and could not secure that permission
- All exterior doors were locked, when hosted in a controlled school building, with folks at the door
- Had to use a district email to register (for middle and high school)
- 3-5 graders were required to be with an adult who had registered their student with their student ID number to

ensure that they were legitimately part of the district community

- Police were not invited to be on site unless there was an imminent threat or weapon usage or another reason to call them in
- Decorations were largely in the building, not a lot on the outside that could encourage hostility
- Didn't release the location until right before, only registrants got the location a few days before in order to reduce counter protesting/coordinating efforts and increase safety
- Almost 50% Latino, so tried to center Spanish speaking presenters and mental health supports while they were there
- Having it at schools where there is control of every person who attends was really important
- Restrictions around posting on social media to protect other participants - No taking photos of young people unless they've gotten consent from everyone in the photo
 - Potential of outing students is too great
 - Specifically restricted photos from being taken or stories being written up so they cannot create safety issues
 - Can use high visibility wristband for anyone who does not give consent to take photos, and photos with any wristband will be removed
 - Turning off comments on photos that are posted
- Keeping location private is also important to maintain safety since it's one barrier to prevent harm from happening, but it also can be a barrier (one instagram publicly that does not have location information, one that is youth-facing and private, which does have more location details)
- A member expressed that they were both grateful for and deeply saddened by this conversation.

3.) What strategies can we take in order to prioritize intersectionality and representation of racially system-impacted communities such as Black and African American, American Indian and Alaska Native, Latine/x/a/o & Indigenous, or Native Hawaiian and Pacific Islander communities?

- Community partner partnership and participation

- Partner with students and families
- Center presentations and performances that don't happen in English
- Re: Photos: We had event photos of students who were undocumented that were posted, which lead to their deportation and caused harm and reduced safety as a result
- All presenters were part of QTBIPOC communities
- Presenters also closer in age to participants/students
 - Undergrad and masters students so their information was more relevant to the students
- Include presenters with disabilities/disabled presenters to increase visibility as well
- Youth leadership - Including youth in the planning, seat at the table and equal voice the whole time, including in decision-making to ensure relevance and representation
- Students themselves can be speakers as well (leadership skill development)
- Where are the students who are not represented in GSAs or culturally-specific student unions (e.g. BSUs) for multiple reasons and how can we connect with them?
- In addition to close in age, diversity in age can be important for representation of older supportive adults / elders - want students/youth to see older adults who are supportive and representative of careers where queer folx can find acceptance
- Can invite elders to join in conversation and share out what their life experiences have been, historic contexts, to see how things have changed or stayed the same
- Organizations need to believe they can participate and be represented in order to have greater buy-in (even something as simple as buying a cake for each affinity group, per a student's suggestion, gateway to support)
 - Leads to deeper programming
- Specific naming/targeting can be problematic because it is a legal concern to call out certain populations and be "exclusive" of others
- Pre-registration space to prioritize BIPOC registrations before general registrations open

4.) What session topics should we prioritize in order to support

LGBTQ2SIA+ affirming school communities for students, school staff, administrators, and community partners with both challenges and joy in mind? (e.g., ODE laws and guidance, advocacy or organizing, student panel, GSA or QSA planning session, filing or receiving civil rights complaints, affirming and inclusive curriculum, gender-affirming athletics or facilities, etc.)

- 30% Gen Z identify as LGBTQ+ ([data](#) did not include transgender/gender expansive separately)
- Young people are struggling more with mental health matters so how can we take care of them in those spaces?
- Recognition of personal trauma and healing through the writing process and other creative forms of expression, to help shed light on and start healing process
- Examples of sessions range from sex ed game show, safe use and fitting of affirming undergarments, D&D related session, art specific sessions, etc.
- Separate adult and youth tracks for the artistic events which are often the most well-attended
 - puppet-making
 - drag persona creation
- Leadership skills-sharing hosted by GSA leaders to share that experience with other youth who may want to step into those roles but may suffer from imposter syndrome
- Queer History and futures
- Open/facilitated conversation space
- What is Adulthood? (hosted by youth, for adults) - Sharing what it means to support them, how they experience Adulthood
- Creating a cascading space for older kids to support younger kids, to ask questions, share fears, hear experiences (e.g., undergrad student panel for h.s. participants, high school panelists for a m.s. participant group, middle school panel for e.s. group)
- Panel of LGBTQ2SIA+ adults about being out in the workplace
- Bring in connections to careers (through queer lens)
 - Start at 3rd grade with career connections, about ALL careers, not just queer contexts but providing queer-friendly spaces for your customers/clients

	<p>4) How does this fit into our priorities as the Advisory Group?</p> <ul style="list-style-type: none"> ● This kind of project feels like an IDEAL use of our time on this board! LOVE. ● The Summit gives an actual tangible outcome that is measurable to allow folks to see the work of ODE and the Advisory committee. ● Deep appreciation for all of your generosity in sharing experiences and insights to support the development of this summit. This conversation is really inspiring. <p>Dr. Misael Flores Gutiérrez was not able to join, but we can invite him to a future meeting to connect around the Director’s Office initiatives on youth engagement.</p>	
3:50	Break (10 min)	All
4:00	<p>LGBTQ2SIA+ Grantee Presentation</p> <p>Columbia Gorge Consortium presented on their program.</p> <p>Thanked the AG for the time to present and for everything you do to support students in the state. The Columbia Gorge Consortium is made up of 10 school districts, the Columbia REN, and multiple CBOs.</p> <p>Two big buckets of work: building teacher capacity to support students and direct support of LGBTQ2SIA+ students</p> <ul style="list-style-type: none"> ● There is a large need for professional learning to support better ways of engaging with and providing support for students ● Youth Leadership Council <ul style="list-style-type: none"> ○ 66% of young LGBTQ2SIA+ folx in the area don’t plan to stay there for more than the next 5 years, citing lack of queer community ○ Youth really lead the monthly meetings and the events that come out of the council <ul style="list-style-type: none"> ■ Queer prom ■ Multi-generational forum ■ community needs assessment 	Gabrielle DeLeone, Kit Clasen, Naomi Hill, and Jocelyn Paris

- Currently editing an LGBTQ2SIA+ community training
 - Also have an adult affinity space
 - For school staff in the Gorge
 - To increase community connection and individual supports
 - 8 people current from all Gorge counties
 - Plans to continue to meet even after funding period ends
 - Activities range from White Elephant gift exchange to serious discussions about identity
- Family Forum
 - Families don't know their rights in school and education settings
 - What language do they use to access legal support
 - What are some local resources that are closer than Portland
 - Dalles and Hood River are best hubs
 - Struggle to know how to support their queer youth
 - Connecting them with resources, local businesses, and community partners

Some families had a hard time trusting this space/process so they have worked hard to navigate that fear.

Professional Learning

- 100% available because of this grant
 - More than a Rainbow
 - Spread out kinds of access
 - Virtual
 - 3-part series (Cultivating Belonging)
 - Building community, instructional practices, curriculum
 - After work
 - During workday
 - 3 hour session (1:1, tangible tools)
 - Summit
 - Train the Trainer

	<ul style="list-style-type: none"> ● Team of facilitators who can lead the 3 hour sessions ● Trying to develop a CoP around this body of work ○ Over 200 educators reached, 35 trainers trained, 13 events held, 4 more planned <ul style="list-style-type: none"> ■ Hard to be the (perceived) expert in the room ○ Looking ahead <ul style="list-style-type: none"> ■ Continuing CoP ■ GSA Advisor CoP ■ Somewhat compromised by not being able to pay educators for their time moving forward <p>How can we connect grantees so they can share what has worked well in their region?</p> <p>How do we increase capacity and space/time? Most of the learning is outside of the workday because districts aren't prioritizing this in "regular" training. The people who DO attend are the seeds.</p> <p>Happy to share this far and wide to spread more seeds. Training materials and this model shared with other grantees and districts would also be incredibly valuable.</p> <p>Empowered families can often get farther with an administration/district than educators can. So educating them on their rights is so vital.</p> <p>New Avenues partner suggested an LGBTQ trainer consortium or collaboration space to expand access to training across regions.</p>	
4:32	Adjourn	Angie Foster-Lawson

Next meeting will be held on **Tuesday, March 5, 2024** from 2:30-4:30pm PST