

**LGBTQ2SIA+ Student Success**  
**Advisory Group Meeting Minutes**  
 May 7, 2024



Time	Topic	Presenter(s)
2:30	<b>Welcome</b>	Angie Foster-Lawson
2:32	<b>ODE Announcements &amp; Updates</b> <ul style="list-style-type: none"> <li>● ODE Addressing Concerns about Trans Student Athletes with a Focus on Inclusion and Understanding Message to Superintendents, Administrators and POIs</li> <li>● ODE 25-27 Integrated Guidance Release, including LGBTQ2SIA+ and SSP updates (Apdx B pg. 94, Apdx G pg. 122)</li> </ul>	Angie Foster-Lawson
2:35	<b>Introductions &amp; Member Check-In</b>  Shared a warm up activity where AG members shared their information and what they are most proud of.  Intro to a robust conversation around recruitment and presenters.	Britt Bieberich
2:43	<b>Educational Equity Advisory Committee (EEAC)</b>  Overview of Educational Equity Advisory Committees (EEAC), including review of OAR 581-022-2307.  In 2021, Oregon passed <a href="#">Senate bill 732</a> requiring each Oregon school district to establish an <i>Educational Equity Advisory Committee</i> by 2025. These committees are a meaningful way for <b>historically excluded or underserved students</b> to share their experiences with district leaders. In addition, these committees help school leaders understand what does not help or helps students to be successful in their preK-12 educational experience. These <a href="#">Educational Equity Advisory Committees</a> are a powerful way for LGBTQ2SIA+ students, families, and community voices to be elevated. Through LGBTQ2SIA+ representation, students can advance equity and priorities for Oregon LGBTQ2SIA+ communities.  Notes:	Alesia Valdez

	<ul style="list-style-type: none"> <li>● Addressed the What and Why of the legislature and its goals and how being a part of this group supports initiatives such as: equity and serving underrepresented groups.</li> <li>● Discussed the annual report and that this report goes to Oregon Dept and State Board of Education and that this is an area where issues that have not been addressed can be expressed. Also expressed was that the annual report has the power to pause funding and is a place where voices can be heard and make an impact.</li> <li>● NOTE: Sept 15th, 2022: Large Oregon school districts needed to establish committees and by Sept 2025 all districts need to establish the committee. <ul style="list-style-type: none"> <li>○ As some are adverse to using the word equity, we allowed them to choose the names.</li> <li>○ Also called division 22 standard.</li> <li>○ This is a committee that must be established in districts.</li> <li>○ <a href="#">ORS 329.711</a></li> <li>○ <a href="#">OAR 581-022-2307</a></li> <li>○ <a href="#">Senate Bill 732 Guidance</a></li> </ul> </li> <li>● Q&amp;A - AG Members invited to follow-up with any questions, or invited members to share with the Jamboard.</li> <li>● Action Item: <ul style="list-style-type: none"> <li>○ Please share the guidance/informational links with communities. Any role that helps/acts as a conduit for students and families would be appreciated so we can continue to raise awareness about these EEACs.</li> </ul> </li> </ul>	
2:50	<p><b>Advisory Group Recruitment Update</b></p> <p>Notes:</p> <ul style="list-style-type: none"> <li>● AF: Forthcoming is AG recruitment. We are wanting to add to our group and ensure we have representation from all demographics in Oregon. We are doing a big recruitment and have 20 + seats to fill.</li> <li>● Overview and explanation of the AG recruitment application form. <ul style="list-style-type: none"> <li>○ Discussed using a proxy in the event that AG members are unable to attend a meeting. The proxy</li> </ul> </li> </ul>	<p>Angie Foster-Lawson Bailey Anderson Britt Bieberich</p>

	<p>would attend and share the details/key points of the meeting.</p> <ul style="list-style-type: none"> <li>○ Shared on the confidentiality section of the application and that this is a public facing group and although the public is not welcome to attend the AG meetings, some of the information from the meeting is available to the public.</li> <li>○ Shared an overview of the self-identification section of the application. All of the identity questions are optional but the questions are helpful in order for us to know how to best support the diverse communities represented.</li> <li>○ Outlined how the final section of the application ends with open and scored questions.</li> <li>○ Mentions the potential for an in-person retreat and that the hope is to attend this with the new AG members.</li> <li>○ Explained that there are also alternate ways to apply that are outlined in the application.</li> <li>○ Q: Are we looking to reserve spaces for other groups from other parts of the state to ensure representation? <ul style="list-style-type: none"> <li>■ A: There's a possibility to extend the date of the application process for a longer period of time in order to address this.</li> </ul> </li> <li>○ Q: Are we thinking to share less with the Portland area or asking people in this area to share with groups that are less represented in this space? <ul style="list-style-type: none"> <li>■ A: Yes, this is what I am saying. Hoping that we can increase the diversity of the group.</li> <li>■ Members are helping send out info to groups outside of the areas where there are more representation: southern Oregon ESDS in order to recruit members from Southern Oregon.</li> </ul> </li> <li>○ Q: Do our other grantees have this info? <ul style="list-style-type: none"> <li>■ A: Yes it will be sent to all LGBTQ2SIA+ SSP grantees.</li> </ul> </li> <li>○ Q: Are we still cycling to 1,2,3 year appointments? <ul style="list-style-type: none"> <li>■ A: Yes, we are working on staggering length</li> </ul> </li> </ul>	
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terms.

- An Application Review Process and Estimated Timeline was shared.
  - Group members shared that they have potential recruits/people they can share with in less represented areas.
  - Central and Eastern Oregon have no representation at the moment I believe.
  - We are open to diverse applicants which includes educational leaders (by statute). We are looking for anyone to apply
  - We would like some of our current AG members to serve as reviewers.
  - Application review kick-off meeting would be where this review is done.
  - We are aiming at 25 people appointed total. We are hoping that the proxies will help us to maintain these numbers and a stable and sustainable attendance.
  - Alternates is also a potential.
  - Several members volunteered to serve on the application review committee.
  - Explained that there is a rubric to score and that there will be guidance on being a part of the application review.
- Q: Has there been more discussion around the idea of proxies and what kind of guidelines should be in place to designate the appropriate person?
  - Thinking aloud: Could we have the proxy attend meetings with us at least for the first few meetings of the year so the proxy gets to know how the group works and how to fully participate? We should select a proxy who would do no harm and has the best intent.
  - As someone who has been absent, I would have loved to be able to send a proxy!
  - I think a proxy could help the committee “build a runway” for succession planning and helping to identify member prospects.
  - From experience, expectations about how to prepare a proxy: what a proxy has the ability to do, what they

cannot do (e.g., they can help reach “quorum”, they can vote on some things, but what specifically, what norms do they follow, how are they introduced to those norms, how do they share what they did/learn with the person they are filling in for?

- What about the idea of including a proxy in retreats, etc...
- I think we would need to take this into consideration for further discussion.
- An overview of how the proxy system has worked in other organizations and how this system works in general.
- Discussion: How can we make the application process more accessible to students?
  - Q: How many students do we want in our group?
    - A: Appointing students is a priority and is statutorily required, but there isn't a minimum or maximum number.
    - Comment: My hope is that we can get at least double last year's number to apply (which would be 8 total).
  - Q: Any other folks have any feelings about the number of students? A: As many as we can get.
    - Do we have thoughts about making this process accessible to younger students who would want to be a part of this group?
    - My thought is that I am concerned with keeping students and their identities safe.
    - I think we are on the same page, I wouldn't encourage younger than high school students to apply to participate in this space.
    - Do we have ODE policies in this case?
    - We are on the cutting edge of community engagement in EDI. I firmly agree that we do not have the capacity, systems and processes to ensure safety of minors in groups such as these, largely in regard to public records requests.
      - We are hoping to appoint individuals that have access to other spaces who

	<p>can bring the voices and representation of these students into this space. Something that I am hoping that we consider as we recruit our candidates is who has access to and can be a representative of diverse perspectives, including students across grade levels.</p> <ul style="list-style-type: none"> <li>● To this end, I would like to create an LGBTQ AG group outside of ODE where students can share amongst each other to maintain safety and to share about the work being done in this group.</li> <li>● Comment: I also think it is very valid to hold concern for student safety, and the truth is that queer kids aren't safe right now in general and this is an incredible opportunity for a young person to engage at this level.</li> </ul> <ul style="list-style-type: none"> <li>■ ORS 329.847  <a href="https://oregon.public.law/statutes/ors_329.847">https://oregon.public.law/statutes/ors_329.847</a></li> </ul>	
3:40	<b>Break (5 min)</b>	All
3:50	<p><b>LGBTQ2SIA+ Grantee Presentations</b></p> <p><b>Citizens for Safe Schools (15 minutes)</b></p> <ul style="list-style-type: none"> <li>● Shared a slide deck and the mission and purpose of Citizens for Safe Schools. We have a big emphasis on training adults to lead and be an example for our work. Shared on Pride Circle and its mentoring program. We started this program during the pandemic. Shared the why for the launching of Pride Circle.</li> <li>● Guided members through a slide highlighting suicide prevention and statistics around LGBTQ youth and this crisis. Pride Circle is a suicide prevention program.</li> </ul>	<p>Robyn Sparkes, Stephanie Sullivan</p> <p>Reina Pike, DeeJay Juarez, Kristen Yohn</p>

- Shared a 2020 Report which shared some key findings in regard to hostile educational conditions for LGBTQ youth.
- Shared on the local landscape of Klamath County:
  - The highlights to note are that this has been an area which is particularly hostile to queer youth and identity. We do not have a single GSA in the entire county. There are no other school-based or youth-specific programs in the county but our program. We provide safe and affirming programming for queer youth and we are one of the only publicly affirming safe spaces.
  - Share that mentoring is prevention. Research backs the powerful and positive impact mentoring has on the reduction of suicide risk.
  - Shared objectives such as: empowerment, culturally relevant learning, connection to community and so forth. As we serve the community and kids in all the schools, we are connecting areas of the community. We partner with other organizations in the community as well.
- Highlighted the protective factors that the organization incorporates such as youth-led peer and intergenerational mentoring. Weekly circles connect mentors and youth. Community partnerships include: mental health facilities, intervention work facilities, public health and advocacy centers. Connection to community and opportunity includes field trips and events which help encourage a sense of safety and security with their group. Youth voice and leadership highlight youth voice and self determination and empowers youth with skills and capacities to realize their potential. We do local, regional and national events. Citizens Institute for Character provides youth with an explicitly and visibly affirming environment that is not available in their region. Youth have access to a plethora of resources in this group.
- Shared some of the qualitative and quantitative outcomes from the group.
- Shared a video entitled “Place Matters”.

**Douglas ESD Consortium (15 minutes)**

- Explain the “why” behind their work.
- Shared a short introduction of the Douglas ESD Consortium: a goal to create safe and inclusive spaces for LGBTQ2SIA + youth and adults in rural Oregon regions. Shared a visual of accomplishments of the group.
- Share that the role of an equity coach with this program is to support students, educators and families. Shared various activities and ways in which support is offered such as classes, book clubs, safety training, etc... These groups are open to LGBTQ2SIA+ students and non- LGBTQ2SIA+ students which leads to acceptance for all. Scheduling regular listening sessions with this population helps me to help them where they are and to support them.
- Education based programs include providing books, work books, and resources. Social Emotional Learning Programs designed to create a sense of community and to explore identities and mutual understanding. Having LGBTQ2SIA + students and non- LGBTQ2SIA + students together has helped to foster an atmosphere of mutual understanding and acceptance. Unity Circle is a curriculum that I make good use of as well as the No Place for Hate curriculum. For educators, we help them support their LGBTQ2SIA + students and help them to better understand their students. We have professional development that we use and shared some examples of these PDs that are provided to educators.
- Shared books appropriate for all ages that are shared with librarians and educators. Books where students can see themselves represented. I have also done some book studies with educators, which speak to how to make schools more inclusive. Our Educator Affinity group is geared toward educators and creates a space for LGBTQ2SIA + staff to feel safe, supported, and to find community. We meet off campus. For Families, we connect with them to help them learn ways on how to support our LGBTQ2SIA + students and to be there for them to answer questions. We offer training on topics such as: being a good advocate, pronouns and why they matter, and so forth. We also provide families with materials to assist in this process.
- What Can Douglas ESD provide? Meeting funding, purchase of supplies and food and more. It was also highlighted in the



	<p>slide deck on what school districts can provide. Street Feed: Supporting our local houseless community is a part of our outreach as well. We also have peer groups available that are open to all students outside of the school. The various types of groups were shared. Queer Exchange is a place where people can bring things and get things. This is a free and no cost exchange program. Other events that are offered were highlighted such as game night, karaoke night, etc... Community outreach was highlighted and examples of community outreach were shared. What's next? A trajectory of the next academic year's events was shared.</p>	
4:12	<b>Adjourn</b>	Angie Foster-Lawson

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