

LGBTQ2SIA+ Student Success
Advisory Group Meeting Minutes
 January 14, 2025



Time	Topic	Presenter(s)
1:00	<p>Member Community Building</p> <p><i>Community building activities not open to the public.</i></p>	Britt Bieberich
1:23	<p>ODE LGBTQ2SIA+ Student Success Updates</p> <p><i>Call in line opens for the public meeting.</i></p> <p>ODE Updates:</p> <ul style="list-style-type: none"> ● ODE LGBTQ2SIA+ SSP will begin sending out a newsletter <ul style="list-style-type: none"> ○ What does our community need from ODE? Items members would like to see included? Fill out suggestion form <p>Co-Chair Updates:</p> <ul style="list-style-type: none"> ● AG Members were able to nominate themselves and we had three volunteers ● AG Members voted to officially admit the volunteers as co-chairs 	Angie Foster-Lawson
1:30	<p>Student Success Plan Revision Work Session</p> <ul style="list-style-type: none"> ● Student Success Plan Revision Survey: <ul style="list-style-type: none"> ○ Open through February 16th, 2025 ○ Revision Survey Listserv Message (Bilingual English/Spanish) ○ Please share it out with the community as possible so we can ensure a well rounded response across the state. ● Current Ideas from ODE/AG/Grantees: <ul style="list-style-type: none"> ○ Integrate or strengthen intersectional youth needs: <ul style="list-style-type: none"> ■ Housing instability (Foster care & unhoused) ■ Youth with disabilities ■ Neuroqueer youth ■ SSP Focal groups (AI/AN, AAB, Latine, NHPI, I/R) 	Britt Bieberich & Angie Foster-Lawson

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	<ul style="list-style-type: none"> ○ More connections with suicide & bullying prevention and response ○ Alignment with Every Student Belongs ○ Connection to the Supporting Gender Expansive Students Guidance (and resources) for legal foundation/implementation ○ Clarifying audiences/metrics for SSP strategies (e.g., district admin, CBOs, educators, families, etc.) <ul style="list-style-type: none"> ■ Clearly define who is responsible for which parts of the program based on ability to meet student needs. ■ Clarifying language across all SSPs to provide further uniformity to increase understanding ■ Q: Will any of these updates or edits affect the upstanding I/R SSP? <ul style="list-style-type: none"> ● A: They had to create an interim SSP to get their grant funding out. It is likely they will revise as necessary in order to align with various areas of intersectionality with the other existing programs. Our Advisory Group members can provide feedback and guidance as they are working to create their program. Please feel free to provide feedback as you feel it would assist them. <p>Group Discussion/Feedback:</p> <ul style="list-style-type: none"> ● What else does our group want from this revision process? <ul style="list-style-type: none"> ○ Q: One concern from the retreat was that it feels like predictable bureaucracy that these groups were created, but all of our unique needs are now being put back into a uniform box of uniformity. Were you able to bring that concern or concept forward? Was there a response? <ul style="list-style-type: none"> ■ A: That exact conversation hasn't happened yet. In terms of revising the plan there's not a 	

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	<p>lot of flexibility, it's the areas that support the plan that allows us creativity. Once that conversation is had we will be sharing that answer back out. The statutory objectives are required by the legislature, but the way we interpret them for our community is up to us. We can move with specificity to our community in order to tailor it to the needs of our students.</p> <ul style="list-style-type: none"> ○ Q: Can we include an acknowledgement that in order to conform to these structures we are forfeiting what makes us uniquely fabulous? <ul style="list-style-type: none"> ■ A: We will do as much as we can to ensure that all feedback is incorporated with as little filter or systematic blockage as possible. ■ A: We invite you to draft that language in our work sessions and feedback documents, so we can be sure it is as authentic as possible. ○ Member Comment: HECC just went through the budget process, and even though the budget was agreed to there was a letter of concern included. There have been times when the commissioner has approved documents but attached letters to back areas of potential concern. ○ Member Comment: We could all individually review the documents, and then whoever is heading the review compiled the comments into a single working document for a second round of review. That might be a helpful structure to follow here as well. ○ Member Comment: We should lean towards doing the work during our monthly meeting, ensuring all of the comments are compiled by our February meeting. Depending on the amount of work to be done we can follow up regarding asynchronous work outside of our monthly meetings. ○ Member suggestion: Create a review rubric to keep the process uniform. 	

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	<ul style="list-style-type: none"> ■ As of right now there is no rubric, but we will look to create something that would assist everyone in this way. ■ NHPI SSP has had a lot of townhall engagement sessions, although we don't have a set scoring rubric across the programs. ○ Youth listening sessions could be a great way for us to gather input in more specific listening sessions. <ul style="list-style-type: none"> ■ When NHPI held their listening sessions all comments and input were carried over so attendees could see community responses from previous meetings. 	
2:00	Break	
2:11	<p>Student Success Plan Revision Work Session</p> <p>Breakout Groups Work Time:</p> <p>Review Current Student Success Plan</p> <ul style="list-style-type: none"> ● Where areas in the plan are landing? What's working well and what needs to be refined? ● Member feedback: <ul style="list-style-type: none"> ■ To honor indigenous 2 Spirit identities, putting it as the first in the acronym would be well received. ■ How can we intentionally integrate queer historical figures, especially BIPOC within this doc? Would like to highlight intersectionality within this group. ■ Possibly aligning key figures' life work to the intention of each section would give it an easier read as well as visual creativity. ○ Would like to include in the Director's Message how ODE plans to center this SSP in light of potential federal government changes. 	Britt Bieberich & Angie Foster-Lawson

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	<ul style="list-style-type: none"> ■ Also important to acknowledge what we aren't doing, e.g. not brainwashing children. ■ Acknowledging how serious this work is and how life threatening spaces can be for many students who find themselves in affirming homes/schools/communities. <ul style="list-style-type: none"> ● A comment from the ODE Director to this effect would be very valuable. ● Also leadership should address current disparities with queer youth in the school system, highlighting intersectional identities integrating statistics and relational 'proof'. <ul style="list-style-type: none"> ○ Acknowledgement that queer students exist across all SSPs. ○ Would like to see an opt-in option for any advisory group member who wishes to be credited within this work, or option to remain unlisted if that feels safer. <ul style="list-style-type: none"> ■ Use verbiage to the extent of "all those who engage but are not listed here" ○ Do we want to keep and define terminology within the document? Should we keep these terms in an ODE webpage that can be updated more frequently, or are we okay with the terms staying within the plan and not updated again for another 5 years? <ul style="list-style-type: none"> ■ Members reflected they want to keep and define terminology within the document that appendix A from the gender expansive student guidance is a good starting point. Otherwise, having the terms identified on the webpage so they can be updated more frequently is a good option. <ul style="list-style-type: none"> ● Link to the doc with updated terms. ● Add MVPFAFF+ to the glossary. Or remove the glossary in favor of something that links to an external glossary. 	

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	<ul style="list-style-type: none"> <ul style="list-style-type: none"> ■ Is it possible to integrate the intersectionality of students across plans and SOGI? ■ Members feel any definition work should be a source of joy in personal sharing, but more often they are used as tools against us to prove our existence. ○ If we did youth engagement again, how should we design that process? Start from scratch, or ask them to respond to the current youth insights and see if there are any that are missing (or some that are no longer relevant)?: <ul style="list-style-type: none"> ■ Some would like to use a check-in process as it would be less labor intensive. <ul style="list-style-type: none"> ● One agreed sadly not enough has changed to start over. ■ Others feel leveraging CBOs, especially culturally specific queer orgs/programs that engage with youth would be helpful as not all queer youth have the opportunity to be in school. ■ Is there an option to create a 'kit' of sorts for reporting back youth feedback? ■ How can we capture the voice of youth who are not in school, especially if they are out of school because of their SOGI? ■ Changing verbiage from 'needed' to 'imperative' or 'vital importance' would stress the importance of mental health supports. ○ Feedback on Youth insights #1-4: <ul style="list-style-type: none"> ■ In my listening sessions tour I'm hearing students talk about these 4 at almost every single school. Definitely keep these. ○ Research Review section <ul style="list-style-type: none"> ■ Data sources should be checked for updated info if available. What insights are other SSP plans using? What data sources are other states using? Would it be possible to use data 	

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	<p>from DELC listening sessions?</p> <ul style="list-style-type: none"> ● Also revise the resources webpage based on community feedback we've received. ■ ODE has just released the Building Oregon's Reimagined Accountability Framework (https://www.oregon.gov/ode/accountability/Documents/Accountability%20Framework.pdf). This recommends alignment with SSPs but also it cites all the various ODE data collections we could include (for those that have LGBTQ data) and we should also add to this the very new EVE Educator survey which has SOGIE demographic questions. <p>Review blank plan outline for new brainstorming</p> <ul style="list-style-type: none"> ● What areas would you like to see added/removed? ● Member Feedback: <ul style="list-style-type: none"> ○ As there's no agreed upon acronym in the community, we should try to include as many identities as possible, such as non-binary. ○ Director's Message sections feedback: <ul style="list-style-type: none"> ■ Add a section 'Universal Design for Learning (UDL)' ■ Summarize with bullet points at the end of the sections to convey main takeaways ■ A letter from the Advisory Committee ■ Accessibility statement ■ Can we meet with the tribes around the pros and cons of a land acknowledgement? ○ LGBTQ2SIA+ Youth Experience section feedback: <ul style="list-style-type: none"> ■ Pride images in schools, call outs for model programs and schools ■ Highlight who has had success ■ Link to video or voice clips for visual/audio storytelling ■ Family experience and preparedness to help 	

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	<p>with advocacy and support for their students. Success starts at home.</p> <ul style="list-style-type: none"> ■ What do parents and guardians need to know about school experience? Focus on P-5 to set expectations for school. <ul style="list-style-type: none"> ○ Research Review section feedback: <ul style="list-style-type: none"> ■ Link the Family Acceptance Project ■ Representation in staff, faculty, curriculum and positive outcomes. ■ Highlighting increased risk of suicidality in youth who are not supported. ○ State Policy Challenges section feedback: <ul style="list-style-type: none"> ■ Formalize supports for disabled students as there's a huge overlap of populations. ■ Create actual enforceable regulations regarding the SSAs. ○ Overall, drive inclusion investment by districts through making outcome measures be through student and staff infinity spaces (however take into account that some people don't join in for various reasons). <p>Group Discussion/Feedback:</p> <ul style="list-style-type: none"> ● Can we gather student voice data from utilizing social media? <ul style="list-style-type: none"> ○ ODE generally does not gather data via social media, but we can allow our external partners to gather these pieces of information in order to gain real time student voice. ○ Member Comment: As a community partner, if I receive information, flyers, etc. that are already completed and ready to post I'm much more likely to post it. <ul style="list-style-type: none"> ■ ODE could create the survey questions, flyers, etc. and send it out to CBOs. ■ ODE has brought together toolkits for partners that has been successful in the past. ● Member comment: To add on to the youth feedback 	

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	<p>discussion, I would also like to recommend we add in a few creative ways of reflecting younger student experiences, whether it is through their voice or through their families, or just noticing feedback with that in mind for this revision.</p> <ul style="list-style-type: none"> ● What do we need to highlight when students leave HS? And what do families need for younger students? <ul style="list-style-type: none"> ○ It's good to keep in mind that there is such a wide range of ages that we need to address in order for this plan to do the work it needs. 	
3:00	Adjourn	Angie Foster-Lawson
<p>Attendance</p> <ul style="list-style-type: none"> ● Present: Mark Angle-Hobson, Rebecca Arce, Anne Bee, Britt Bieberich, Kirsten Brodbeck-Kenney, Lake Castagna, Megan Donecker, Forest Evergreen, Eloise Gonzales, Alison Holley, Kāme'o Kahawai, molo molony, Jarrod Shaw, Danielle Stolk, Linse Sullivan, Rebecca Swindle, Milo Venson ● Absent: Anne Bee, Tanna Haley, Dharmakrishna Mirza, Tylan Perez, Isaac Tenorio <p>Vote results to appoint Britt Bieberich, Lake Castagna, and Kāme'o Kahawai as co-chairs of the LGBTQ2SIA+ Advisory Group for the 2024-25 school year</p> <ul style="list-style-type: none"> ● Yes vote: Kirsten Brodbeck-Kenney, Rebecca Swindle, Forest Evergreen, Britt Bieberich, Lake Castagna, Megan Donecker, molo molony, Linse Sullivan, Milo Venson, Jarrod Shaw, Mark Angle-Hobson, Eloise Gonzales, Dharma Mirza, Alison Holley, Danielle Stolk, Kāme'o Kahawai, Rebecca Arce ● Abstain: Anne Bee, Tanna Haley, Tylan Perez, Isaac Tenorio 		

Next meeting will be Tuesday February 11, 2025 4-6pm PST, on Zoom