Ensuring Focal Student Group Safety and Privacy

Community engagement is a core requirement of Aligning for Student Success: Integrated Guidance for Six ODE Initiatives, which brings the Student Investment Account (SIA), High School Success (HSS), Continuous Improvement Planning (CIP), Career and Technical Education - Perkins V (CTE), Every Day Matters (EDM), and Early Indicator Intervention Systems (EIIS) together under an aligned and integrated framework to improve outcomes and learning conditions for students and educators. Community engagement is at the heart of supporting focal student groups and centering their voices, families, and communities in the design, implementation and use of resources.

It is vital to create a safe, inclusive, and welcoming environment for their participation since many focal groups and communities have been harmed by, ignored or experienced barriers in the engagement process. Since many focal groups have historically and/or are currently experiencing incidents of violence and harm due to their identities, special care must be taken when undertaking engagement efforts with these groups.

This resource is intended to offer safety and privacy recommendations and resources for applicants engaging in their communities. Anyone in your school, district, or area supporting engagement would benefit from reading this resource, including superintendents, building leaders, teachers, and staff conducting engagement. The Oregon State Board of Education recently revised technical rules[1] to the focal student groups and families that are now required to be engaged by applicants, including:

- LGBTQ2SIA+ students,
- Asian students,
- Recently arrived and refugee students,
- Migrant students, and
- Students with experience of incarceration or detention

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[1] OAR 581-014-0001, Definitions for Student Investment Account (SIA), and adopted OAR 581-014-0019, Community Engagement

Engagement with these groups is required in addition to the existing focal groups[2]:

- Students of color,
- Students with disabilities,
- Emerging bilingual students, and
- Students navigating poverty, homelessness, and foster care.

Supporting student safety and privacy is essential to building trust and relationships. Below, we offer several recommendations and resources to consider as you plan and implement engagement efforts with focal student groups. This supplemental resource should be used alongside ODE's guidance on Community Engagement, which describes deeper frameworks, strategies, and recommendations for robust community engagement. Staff who are part of your community engagement process should be aware of the various focal student groups that make up the rich diversity of your students and their families and they should be creating conditions, space, and practices of safety for all identities, lived experiences, and voices.

Why This Resource Was Created

This resource was developed to support the safety needs of students, families, and communities that are being engaged as a requirement of Aligning for Student Success: Integrated Guidance for Six ODE Initiative.

Trust is a critical component of authentic community engagement, and taking steps to ensure the safety of participants as well as creating plans to address harm if it occurs will be invaluable in helping establish trust within your community as you engage now and in the future.

When planning for engagement with the students and families in your community, it is important to understand which communities may be particularly at risk of experiencing harm as a result of participating in your community engagement efforts. While harm should not be *expected* – since that can reinforce a belief that certain focal groups are not resilient/strength-driven and will always be negatively impacted – being prepared to be able to respond to harm *if* it arises is vital.

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[2] For more detail and depth on each focal group, see the Targeted Universalism document.

Examples of harm that may occur as a result of participating in engagement can include things like being subjected to microaggressions[3], disclosure of a student or family's immigration status, disclosure of a student's sexual orientation or gender identity, or discriminatory remarks made by others involved in the engagement process. Harm can also occur as a result of unintentional or intentional words or actions. For instance:

- For LGBTQ2SIA+ students, it is important to not inadvertently out a student's sexual orientation or gender identity when they may otherwise not be out to their family, peers, and/or some school staff.
- Migrant students and emergent bilingual students and their families should not have their or their families immigration status, refugee status, or other information become public. This is particularly important in communities that have experienced events against undocumented immigrants.

This resource aims to help you plan community engagement activities that reduce the potential for students, families and community members to experience harm, danger, or breaches of trust, and also provides recommendations for how to address harm when it occurs within your community to repair harm, tend to impact, and restore trust. A list of additional resources is included. These are not

> **A reviewer of this resource illustrated this point by sharing the following:**
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> For youth who have been impacted by systems like juvenile justice, incarceration, detention, child welfare, and/or foster care, this is especially important. It can feel as though they have no say or control over what information is shared about their life and experiences. This can leave young people with the impression that they have to share this private information on demand when asked by adults or those seen as holding positions of authority. This is especially important as many adults have already crossed these lines or not helped youth know they can say no or define what information can or cannot be shared.

exhaustive, but represent a good starting point to ensuring student safety, privacy, and well-being throughout the engagement process.

Help Improve this Resource

The information and ideas in this resource are likely insufficient to cover the range of needs, hopes, tensions, and opportunities to both engage students well and care for their safety and

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[3] A microaggression is a statement, action, or incident regarded as an instance of indirect, subtle, or unintentional discrimination against members of a marginalized group. See this article, "What exactly is a microaggression?" (Vox) for more info.

privacy. If you see ways this resource could be improved, please email and share your input at ODE.EII@ode.oregon.gov

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Small and Rural District Contexts

The recommendations and considerations in this resource are applicable across all district contexts, with the recognition that context matters. Oregon's small and rural districts/schools feature unique strengths, challenges, and opportunities. For example, smaller districts often feature tight knit communities and relationships (including family relationships) that can lend to deeper trust in the engagement process. Conversely, a challenge may be different levels of access to certain kinds of resources, community-based organizations, and partners that can support engagement efforts that protect student privacy.

ODE encourages small and rural districts to take advantage of their unique context, relationships and community while also providing this resource as an important guide to consult and take into consideration when engaging with the community. Specific considerations in a small or rural context could include:

- Given lower enrollments in small, rural areas, focal students may feel isolated and alone as there may be limited peers of the same group. Focal students may worry about being separated out during engagement sessions and can feel alone and disconnected.
- Extra steps may need to be taken to offer support, including:
  - Offering multiple ways to engage, such as an anonymous survey instead of an in-person meeting
  - Reiterating the confidentiality measures that will be taken
  - Work with a trusted community partner or intermediary to take in student feedback and share back patterns and input.

Small and rural schools/districts who would like additional support or thought partnership are encouraged to connect with their Education Service District (ESD) liaison or their regional contact in the ODE Office of Education Innovation and Improvement. If you have questions about who that is, please email ODE.EII@ode.oregon.gov.

Before You Engage Focal Student Groups

- **Collaborate with allies and trusted partners.** In many cases students and families in focal group populations are already part of trusted communities within your broader community. Utilize partners like ESDs, community-based organizations, advocacy groups (such as GLSEN or PFLAG), and local resources. These partners can:
  - Help build trust and relationships with focal group communities
  - Offer existing or established spaces that can be used for engagement sessions
  - Help design a safe district process for engagement and/or review your engagement materials/plan
  - Host their own process that informs the applicant/district
- **Use intentional advertising.** Be clear about what your engagement effort is for, center inclusive and culturally responsive language, and offer any details about security or privacy that are needed to create a safe and welcome space. Consider:
  - Sharing contact information to learn more about the opportunity
  - Utilizing a RSVP system to track attendance rather than broadly sharing the date, time, and location of the event, to ensure you know who is coming to the event
  - Naming the exact reason this engagement is taking place, how information will be utilized, and what confidentiality measures will be in place
  - Alternative options to engage if the student and/or family wishes not to attend a live gathering (e.g., surveys)
  - Utilizing a Zoom waiting room so you can monitor who is trying to join the meeting
- **Families and students' voices are needed.** Many families, for example, do not know that they are able to:
  - Weigh in on school board policies, regulations and committees
  - Provide input on the school district's budget and how funds are spent
  - Receive information in a preferred language, including American Sign Language (ASL)
  - File a complaint to their district or an appeal to ODE when engagement or other efforts to be included aren't working
- **Reduce barriers to engagement.** Consider how you can make it even easier and more welcoming for students/communities to engage with you, such as:
  - Going directly to communities (e.g. community centers, home visits, meeting off-campus, etc.) instead of making them come to you
  - Reducing barriers to access and engagement by taking into account or supporting transportation and childcare needs

- **Take ownership to learn more.** Educate yourself about the issues that exist in your community. There are many resources already available to you to learn more. Actively reflect on what you might know or need to know. For example, do not depend on LGBTQ2SIA+ youth to do the work for you; it is a lot to ask of a youth to self-advocate all of the time and to have all the answers about how to best support them. Seek out books, reports, and videos online, support groups for families of LGBTQ2SIA+ youth, and community-based organizations serving LGBTQ2SIA+ people.
- **Consider potential impacts from Post-Traumatic Stress Disorder (PTSD)**. PTSD can emerge in multiple forms and can be triggered in multiple ways. For example, depictions of violence and/or being in a space where there is conflict may trigger refugee or recently arrived students. When planning engagement consider ways to lessen potential impacts for students and families that may be experiencing PTSD.
- **Planning for physical and digital security.** Plan for digital and physical security, including threats such as: exposure of records; violence, threats, intimidations, or harassment; uninvited entry; and digital threats such as doxxing[4], hacking, or online bullying/harassment.
- **Ensure confidentiality from the beginning.** District policies to protect confidential information should be disclosed up front in the engagement process. In addition, everyone in your community engagement process should understand the expectations for handling sensitive and confidential information.
- **Analyze internal bias ahead of time.** Examine what assumptions you hold that might impact your ability to engage a community well and how the forum and materials you prepare can affect participants' ability to access your engagement process (e.g., choosing a location accessible to people with disabilities, selecting a space in the community where LGBTQ2SIA+ students will feel comfortable, and having translated materials prepared).
- **Consult ODE's Integrated Model of Mental Health and related resources.** ODE and partners have created or curated a number of useful resources intended to support the creation of safe and inclusive environments that are strengths-based, trauma- and SEL-informed, and equity centered. Available tools include:
  - Mental Health Toolkit - downloadable resource in English and Spanish to support school community mental health and well-being in alignment with ODE's Integrated Model of Mental Health.
  - Oregon Classroom WISE - free, online, self-guided modules for adults and youth interested in strengthening mental health and well-being. It includes a host of print and video resources, guided tutorials and role plays, and interviews with

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[4] For more info, see "What is Doxxing?" (U.S. News)

youth and school personnel. The content covers many important topics such as how to build safe, healthy relationships, best practices for supporting children and adolescents experiencing life challenges and distress, and skills for handling challenging behaviors.

- ○ [Mental Health Guidance and Resources](#) - addresses numerous topics related to creating safe, inclusive, welcoming environments and addressing health and mental health related challenges.

- **Vetting and aligning surveys.** There are several practices that can be utilized to ensure that survey data is maintained securely:
  - ○ Survey questions should be reviewed for language that could contain microaggressions or other terminology that could be harmful to students and/or families. This is where community partners and elders can be helpful to you in your community engagement efforts. Allow them to assist you in the development of surveys or other tools that you plan to use in your community engagement.
  - ○ Raw survey data should initially be restricted to as few people as possible. These individuals should review all survey responses and ensure that any information that could potentially identify individual students or families and reveal information such as sexual orientation, gender identity, or immigration status is removed or deidentified prior to the results being shared more broadly. The exception to this is any response that indicates a student is a danger to themselves or others, or is in danger themselves in which case the necessary individuals should be involved to address that specific issue.
    - ■ Example: In a survey question, a student discloses their sexual orientation and provides additional information, such as a specific class they attend, or their role within the school (e.g., student council member, club member, etc.), that makes that student's identity easily determinable. Prior to sharing that survey response the review team should remove any information not essential to the narrative so that the individual student cannot be identified.
    - ■ Example: A student discloses that their family is undocumented. Recently, an anti-immigration rally took place in your community and several of those at the rally have also been involved in your community engagement sessions. At your next meeting you plan on sharing some of your survey results. You should make sure that information regarding the student and their family, including immigration status is not identifiable in any of the responses or materials you release.

While You Are Engaging Focal Student Groups

- **Collaborate with allies and trusted partners.** It's worth repeating, students and families in focal group populations are already part of trusted communities within your broader community. Utilize partners like ESDs, community-based organizations, advocacy groups, and local resources. These partners can:
    - Help build trust and relationships with focal group communities
    - Offer existing or established spaces that can be used for engagement sessions
    - Help design a safe district process for engagement and/or co-facilitate engagement
    - Host their own process that informs the applicant/district
    - Be present with you as you conduct your engagement efforts
- **Do not make assumptions.** There is no one way to look or act within a given identity. Instead of assuming a student's sexual orientation, gender identity, or what pronoun a youth uses, create a space where they feel confident and safe disclosing that to you. Furthermore, do not *assume* they feel safe, but consider asking them whether they need anything else to feel comfortable.
- **Establish space and community engagement agreements.** Establish community agreements among your engagement participants and have facilitators who can spot issues and address them in real time in support of focal group students and families, especially those who may be more vulnerable through their participation in the engagement process.
    - It is important to clearly articulate that participation is voluntary and individuals can leave at any time.
- **Maintain a student's confidentiality.** Many students have experienced violations of their confidentiality. You can build trust with a student and decrease their vulnerability to experiencing risk factors by maintaining confidentiality. Be up front and clear about your dedication to confidentiality (including concrete steps taken), as they may not assume it to be the case. One exception to the maintaining of confidentiality is when information is provided that discloses the potential for immediate harm to the student or family member providing the information or the potential for immediate harm to others. For example, if a student responding to a survey disclosed self harm or the intent to harm themselves. This information should immediately be used to provide necessary support to ensure the health and safety of those involved.
    - For LGBTQ2SIA+ students, it is important to not inadvertently out a student's sexual orientation or gender identity when they may otherwise not be out to their family, peers, and/or some school staff.

- Migrant students and emergent bilingual students and their families should not have their or their families immigration status, refugee status, or other information become public. This is particularly important in communities that have experienced events against undocumented immigrants
- Similar to other focal groups status and identities, the familial and housing status of any young person is sensitive information that should be handled with care and not shared without their permission. For youth and young adults, there can be stigma and shame from peers that they may not yet have the skills to educate on the spot and repeatedly share what their circumstance means (i.e. systemic discrimination, poverty, circumstances out of their control etc), nor should they have to.
- **Use language that is inclusive.** For example, instead of saying "boyfriend/girlfriend" or "husband/wife," try using the word "partner" or "significant other." Replace using the phrase "you guys" with "you all" or "everyone." Instead of assuming someone uses a particular gendered language based on their appearance, do the work to find out what language that person uses for themself[5].
  - Remember that when talking about students' families, families can look many different ways: multi-generational family; single-parent to multiple parents; chosen/adopted family, and more.[6]
- **Be discerning in what you are available to offer and know where additional resources can be helpful.** If possible, when referring to other services, do "warm hand-offs," meaning call first to confirm the referral source serves the particular focal group you are supporting. If you are struggling to find a service provider, contact a local organization that supports this focal group for a referral or your ESD partner. In addition, it is important to:
  - Know local resources in advance and ensure they are willing and have capacity to support
  - Understand the organization's mission and how they have previously supported students and communities
- **Be knowledgeable of key crisis lines and referral resources,** such as (note, this is not an exhaustive list and other resources may exist within your community):
  - [988 Suicide and Crisis Lifeline](#) dial 988
  - [Oregon Youth Line](#) or 877.968.8491

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[5] See: [Jessica King, "The Violence of Heteronormative Language Towards the Queer Community"](#)

[6] See ["What 'Chosen Family' Means"](#) (Healthline)

- SafeOregon Tip Line or 844.472.3367
- Oregon Crisis Resources by County
- Crisis Text Line Text OREGON to 741741
- Oregon Department of Justice Hate and Bias Hotline or 1(800)924-BIAS
- SafeOregon Reporting System call or text (844)472-3367
- Empower Work Text Support Line text (510)674-1414
- CAHOOTS - Crisis Assistance Helping Out On The Streets (Greater Eugene/Springfield, OR)
- Portland Street Response (Portland, OR) services available by dialing 911
- Mutual Aid Hubs (Map)
- The Trevor Project LGBTQ Hotline 1-866-488-7386
- Crisis Line for Racial Equity Support (503)575-3764
- Asian Health and Service Center main line (503)772-5893
- Trans Lifeline or (877) 565-8860
- Ally Parents or (248) 907-4853

- **Ensure that data collection[7] and intake are inclusive and culturally responsive.** For example, ensure that:
  - There are explicit options to input their current gender identity if it differs from the sex they were assigned at birth
  - There are options to note pronouns
  - There are options to input their sexual orientation if they choose to volunteer that information
  - There are options for recording same-sex parents and other diverse families
- **Assess what data is actually needed.** In many cases, the data that is needed to make assessments about plan creation and implementation does not need to include identifiers like name, place, grade level, etc. Patterns from the data collection can still be analyzed without these identifiers, and sense-making, analysis, and choices can still be made from looking at the data. Involving students and families in data interpretation can ensure that their experiences align with results.

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[7] ODE recognizes that the data collected by USDE is limited and that the categories of race/ethnicity do not allow for all students to be wholly seen in data all the time. We recommend looking at this resource on data justice to learn more about "capturing forms of knowledge and lived experiences that are community-centered and community-driven to counter the systemic erasure and harm perpetrated on BIPOC communities via oppressive data practices" (Coalition for Communities of Color).

- *Note:* In many cases, proper nouns (such as a name or specific place) do not need to be and should not be recorded. Patterns from the data collection can still be analyzed without these identifiers.

A Mindful Note on Records Requests

It is possible that engagement done with students could be called upon for a public records request but due to student privacy rights, the information shared would be limited. Districts would need to make their own formal interpretation as to what to release. As far as engagement with staff and families, districts will need to consult with their legal counsel regarding how they would respond if they got a public records request for detailed notes or information (including names) from community engagement they've completed.

Recovering from Missteps and Negative Impact

Even when you have considered as many precautions and conditions as possible, missteps can happen and negative impacts can occur. Here are some considerations to align with the well-being of your focal student groups and to stay accountable to any impacts that might have occurred.

- **Immediate Actions to Prioritize Safety and Well-being.** Both physical and psychological health and safety should be accounted for, including ways that these are interrelated.
  - If a security breach has occurred or you have concerns about someone seeking to harm someone else you may need to:
    - Activate physical safety and exit planning
    - Contact 911 or local law enforcement immediately
    - Utilize trusted resources or mutual aid and access crisis response services
    - Reach out to community assets, mediators, or religious leaders
    - Contact the Oregon Department of Justice non-emergency bias response hotline at (1)844-924-BIAS or online here. Trauma-informed operators are standing by with culturally specific resources from 9am to 5pm Pacific time, Monday – Friday.
    - Report to the SafeOregon tip line 24/7/365, if your school district subscribes to the service.
    - Utilize de-escalation resources.
  - If a student has shared any intent to self-harm, it is recommended that you take immediate action, and follow the district suicide prevention policy and plan.

Behavioral Safety Assessment Teams are established at some ESDs and are a resource for districts as well.

- 988 Suicide and Crisis Lifeline - offers a direct connection to trained crisis counselors who will offer compassionate, accessible care and support for anyone experiencing mental health-related distress including thoughts of suicide or self-harm, a substance use crisis or any other kind of behavioral health crisis. People can dial 988 if they have concerns for another person experiencing a crisis who needs support.
- SafeOregon Tip Line- a tip line for students, families, schools, and communities to report threats or potential acts of violence.
- Regional Crisis Lines - county crisis lines and resources across Oregon.
- Youthline- a Peer to Peer youth crisis support network.
- Lines for Life- Nonprofit agency committed to suicide prevention programs for schools and districts provides immediate crisis support and mental health service referrals
- Adi's Act Toolkit- A student suicide prevention policy development and implementation resources for school districts (developed by the High Desert Education Service District).
- If psychological health or safety are a concern but there is not an immediate threat to physical safety, immediately contact your local school or community-based mental health professionals for a consultation. If no resources are immediately available, contact Safe + Strong Helpline at 800-923-4357 (800-923-HELP). The line offers free, 24-7 emotional support and resource referral to anyone who needs it -- not only those experiencing a mental health crisis. Callers are routed to a counselor who can provide emotional support, mental health triage, drug and alcohol counseling, crisis counseling or just connection. When in doubt about the urgency of a situation, immediately call 988.
- **Assume good intent but attend to impact**. In some cases, there has not been an intent to harm or impact someone else, but due to power, privilege, implicit bias, or lack of sensitivity, negative impact or harm have occurred. It is important to prioritize the feelings and well-being of the person being harmed, rather than focusing on the "good intent" behind the action.
- **Real-time adaptation.** When a negative impact has occurred, it is often tempting to want to problem solve and placate the impact immediately. This urge to problem solve can sometimes have a secondary impactful effect on the student, educators, or facilitators. Try to discern in real-time whether you need to:

- Pause the engagement session or invite folks to step out as needed (this can also help where impacts create heightened physiological and psychological stress in response to a perceived threat).
- Ask for what change/response is desired to tend to the impact (however, listen for whether this is continuing to put the onus of responsibility on the victim, and/or if they do not have capacity to share in this moment)
- Alter the agenda to make space for conversation about the issue/impact
- Call for help to join now or at a later date (e.g., a counselor, community liaison, trained facilitator, or equity-related staff member)
- Acknowledge the impact and name that you will follow-through on it after the session
- **Microaggressions:** The term microaggressions is intended to name the kinds of everyday harm that adds up and accrues and has long-term adverse impacts. No matter how they are described by your community or those who are impacted, they are essential to address both in the moment and afterwards. [Harvard Business Review's article on "When and How to Respond to Microaggressions"](#) is one of several resources that can help school leaders plan ahead of time and be ready to respond if you or someone else needs to intervene.
- **Apology and accountability.** Making a mistake never feels good. Making an apology is a natural reaction and instinct. However, apologies are only useful insofar as they are effective, meaningful, and authentic, so consider:
  - Why are you apologizing? Is it to make you feel better or because the apology will support the person impacted?
  - When is the most appropriate time to apologize? What kind of reflection time do you or the person impacted need before the apology will be most meaningful?
  - What other follow-up steps, besides the apology, are needed? An apology that says "I will do better next time" might sound hollow unless it corresponds with other action steps, such as learning you will do or follow-up steps to ameliorate the harm that was done.
  - Whether the apology needs to be made one-on-one, or in the context of the whole group where the incident occurred.
  - Avoid over-apologizing, which runs the additional risk of centering you over the person who has been impacted. If you misgender someone, it can be worth saying "She liked… I'm sorry, they liked the new team!" While you don't want to gloss over a mistake, you also don't want to make this mistake bigger and thus more embarrassing or harmful.
  - See: ["Effective Elements of an Apology](#)."

After Engaging Focal Student Groups

- **Follow through.** Think about how you can continue building the relationship by following through on action items and information:
  - Report back on what you heard through the engagement, how that will be used in the process going forward, and what will be reported back about the effort they are engaging in (including how their comments impacted the outcome of the effort)
  - Share other opportunities or next steps to continue engaging in the process, including secondary ways to offer input if any participant did not feel able to fully share their thoughts in the forum provided by the engagement.
  - Follow-up on any commitments or promises that you made, such as resources or connections you were going to make.
- **Maintain confidentiality.** Ensure that your data security practices are maintained and not breached. Honor any agreements you made in the engagement space, for example not sharing any stories or anecdotes that were expressed.
- **Identify new strategies, projects, and other work.** Some of what was expressed during the engagement session may not be tied to developing plans for the Integrated Guidance, but rather other strategies, projects and work that you, your team, or the district should consider to support students more deeply. For example, perhaps a key community-based organization was named as a valuable resource for a student – this could be good homework for you to build a connection with that organization.
- **Data substantiation, follow-up, and member checks.** Member checking[8] (sometimes known as data substantiation or participant/respondent validation) is a research practice designed to ensure that the interpretation/analysis of data aligns with participants' sense of the data. It involves sharing the interpreted data/analysis and asking for feedback with the original participants. This can be a key way to build ongoing trust and relationship with participants while ensuring your interpretation of data is correct.

Additional Resources

The resources below are intended to be a starting point only. There may be rich organizations, leaders/experts, and additional resources in your area, and we encourage you to make connections to these.

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[8] See "Member Checking: A Tool to Enhance Trustworthiness or Merely a Nod to Validation?" (NIH)

Before You Engage Focal Student & Family Groups

- Every Student Belongs (Oregon Department of Education)
- Webinar: Safe and Sound Schools in partnership with Door Security & Safety Foundation (Safe and Sound Schools)
- Online Harassment Documentation Tool (Pen America)
- Online Harassment Resources & Information (Online SOS)
- Community Engagement Toolkit (Oregon Department of Education)
- Equity Lens and Tools (Oregon Department of Education)
- Equity Decision Tools for School Leaders (Oregon Department of Education)
- Community Engagement Survey Guide and Survey Bank Items (ODE EII)
- 4B Staying Safe: How Do We Stay Safe (Creative Interventions)
- Tribal Consultation Toolkit Guide 1.0 (Oregon Department of Education)
- Methods and Emerging Strategies to Engage People with Lived Experience (Office of the Assistant Secretary for Planning and Evaluation - ASPE and US Department of Health and Human Services)
- So You Want to Include a Lived Experience Expert (National Association of Counsel for Children)
- Menu for Youth Engagement Guide (Child Welfare Capacity Building Collaborative)
- The Secret Sauce: A Recipe for Authentic, Honest, and Trusting Relationships with Youth (Child Welfare Capacity Building Collaborative)

While You Are Engaging Focal Student Groups

- Staying Safe Guide (Creative Interventions)
- How to Share Space: Creating Community in Classrooms and Beyond (Project NIA)
- School Safety and Security Resources (Department of Homeland Security)

Recovering from Missteps

- How "Good Intent" Undermines Diversity and Inclusion (The Bias)
- Learn How to Apologize (Anti-Racism Daily)
- The High Impact of an Equitable Apology (Elon University)

Supporting LGBTQ2SIA+ Students

- LGBTQ2SIA+ Student Success Plan (Oregon Department of Education)

- [Creating Safer Spaces for LGBTQ Youth: A Toolkit for Education, Healthcare, and Community-based Organizations](#) (Advocates for Youth)
- [16 Ways to Create Safe Spaces for LGBTQ Identified Foster Youth](#) (SMYRC)

Supporting Migrant, Immigrant and Refugee Students

- [Engage Families to Support Immigrant Students](#) (The Immigrant Learning Center)
- [The Immigrant and Refugee Community Organization (IRCO)](#)
- [Salem for Refugees](#)
- [Immigrant Rights](#) (ACLU Oregon)
- [The Leadership Conference on Civil and Human Rights](#)
  - [Know your rights: The educational rights of immigrant children](#)
  - [Conozca sus derechos: Los derechos educativos de los niños inmigrantes](#)
- [SOAR Immigration Legal Services](#) (Portland,OR)
- [Latino Network](#) (Portland,OR)
- [PCUN](#) (Woodburn,OR)
- [Mano a Mano](#) (Salem,OR)
- [My Undocumented Life](#) (Up-to-date Information & Resources for Undocumented Students)
- [Oregon Human Development Corporation](#)