

LGBTQ2SIA+ Student Success
Advisory Group Meeting Minutes
 May 2, 2023



Time	Topic
3:00 Angie Foster-Lawson, Deb Lange, Oaklyn Hill	<p>Welcome & Member Check In</p> <p>Assistant Superintendent Deb Lange welcomed group members and shared gratitude for everyone’s time. Gave context for many anti-LGBTQ2SIA+ efforts in Oregon. Assistant Superintendent Lange cannot express how important and impactful advisory group member voice is in these times especially. There is a law and statute that provides space for members to advise ODE. Please reach out to ODE with community level concerns so we can offer support as needed.</p> <p>Member roll call and check in question. April meeting minutes - Approved.</p>
3:36 Angie Foster-Lawson	<p>ODE Announcements and Updates</p> <p>Native American Youth and Family Center (NAYA) is hosting queer prom for all high school-aged youth in Portland metro area. May 26 from 6-10 pm.</p> <p>Collaboration between Basic Rights Oregon, Unicorn Solutions, DHS. Fostering Pride Recruitment Event (statewide) on June 20, 6-7:30. Okay to share widely.</p> <p>Addressing Challenged Materials in K-12 Education: Guidance to School Districts, partnership with the Oregon State Library and ODE</p> <p>Title XI feedback period on proposed regulations on athletics for transgender athletes is open until May 15. General overview of proposed regulations: districts cannot outright ban trans students from participating, but there are allowances to develop policies that may result in exclusionary outcomes, according to some LGBTQ2SIA+ affirming organizations. Historically, Oregon’s interpretation of Title XI has been broad, but additions of these sorts might change the interpretation allowances.</p> <p>New Release! Trevor Project’s 2023 U.S. National Survey on the Mental Health of LGBTQ Young People</p>
3:47	<p>Break - 10 minutes</p>
3:59 Angie Foster-Lawson, All	<p>ODE Feedback Requests: Work Session</p> <p>Request for feedback on the following high priority initiatives that impact LGBTQ2SIA+ students:</p> <ul style="list-style-type: none"> Option 1: Early Literacy Framework Preliminary Draft

- One of Governor Kotek's top three initiatives
- Is this meeting the needs of LGBTQ2SIA+ students?
 - If not, how can it be modified to meet the literacy needs (affirming and inclusive materials, curriculum, library offerings) of our LGBTQ2SIA+ students?
- Not a google doc, so commenting needs to be done through comments rather than suggestions
- Option 2: SEL Framework & Standards [Final Draft](#) (NEW 5/2)
 - Actual draft of education standards for Social Emotional Learning

Breakout Discussion Notes:

Early Literacy Framework Breakout Group Notes:

Students should see themselves reflected in the reading. Is this too high-level a draft to include specifics on which books? Will examples be given? Are we connecting to resources (created by ODE) to provide recommendations? Among different students listed, LGBTQ2SIA+, indigenous, other student groups are not specifically listed. How does this get translated into action? Doesn't make the specific link to student success plans.

SEL Standards Breakout Group Notes:

- Feels like adults grading/assessing students without the adults being good at it themselves
- It doesn't mention specific identities, it needs to be through multiple lenses
- Gender but not gender identity
- Addressing social interactions without defining or guiding on how those interactions are led by Identity
- Standard 1: intersectional identities aren't explained clearly, language barrier
- No clear & concise definition of social-emotional learning
- Auditing metrics? Checks & balances?
- Protections for special ed, queer, POC, etc. students
- Vague – how is this implementation supposed to look in a classroom?

Feedback about both documents, in Whole Group Debrief Discussion:

We have an opportunity to explicitly name protected classes. And neither text does that. When not specifically stated, these groups are written off and ignored - and districts feel emboldened to do so. No safeguards or checks and balances for protected students not meeting benchmarks (especially when

	<p>patterns start to emerge). Who does that responsibility fall back on? Risk of continuing to tax groups that are already maxed out.</p>
<p>4:40</p> <p>LGBTQ2SIA+ Student Success Grantee: PPS</p>	<p>LGBTQ2SIA+ Student Success Grantee Presentations</p> <p>Cohort 1 grantee(s) will present and share project overviews, goals, and outcomes.</p> <p>Portland Public Schools (45,000 students; 9,000 employees). Housed in Student Success and Health Department on the LGBTQ+ Supports team.</p> <p>Direct student supports through:</p> <ul style="list-style-type: none"> ● District-wide summit (youth advisory summit) <ul style="list-style-type: none"> ○ Entire day supporting 3-12 grade students, staff, community members ○ Lots of affinity spaces ● Creating a centralized bibliotherapy library <ul style="list-style-type: none"> ○ collect titles from schools that can be used with student groups ○ students in small groups read through book with school counselor ● Providing literature for Student Service Providers (SSPs) to use <ul style="list-style-type: none"> ○ People want to help and don't always know where to start ● Professional Development for SSPs and/or whole school buildings ● Also money for GSAs and pronoun pins <p>Why is it important?</p> <ul style="list-style-type: none"> ● We have seen an increase of suicide screening two years in a row for PPS students who openly identify as Nonbinary. Our YRBS data has also shown a disproportionate number of LGBTQ HS students experiencing emotional dating violence, sexual violence, and bullying at school. <p>How will you measure its impact?</p> <ul style="list-style-type: none"> ● All of our activities came directly from student engagement regarding their highest needs and concerns around LGBTQ+ identities in our school communities. ● Broadly we are looking to see positive movement in the Successful Schools and Youth Risk Behavior surveys. We want PPS staff to receive comprehensive and adequate training around LGBTQ+ supports, particularly Oregon/PPS guidance
<p>5:00</p>	<p>Adjourn</p>

Last meeting of 22-23 School Year will be held on **Tuesday, June 6, 2023** from 3:00-5:00pm PST