

**LGBTQ2SIA+ Student Success
Advisory Group Meeting Minutes
November 18, 2025 (Virtual)**



Time	Topic	Presenter(s)
1:00	<p>Member Community Building & Welcome</p> <p><i>Community building activities not open to the public.</i></p>	Britt Bieberich
1:10	<p>ODE LGBTQ2SIA+ Student Success Updates & SSP Revision Mapping Activity Next Steps</p> <ul style="list-style-type: none"> ● LGBTQ2SIA+ Resource Share <ul style="list-style-type: none"> ○ Digital Safety Guides <ul style="list-style-type: none"> ■ Managing Your Online Footprint and Protecting from Doxing, PEN America ■ Anti-Doxing Guide for Activists, Equality labs ■ Doxcare Prevention and Aftercare, CrimethInc. ○ Western States Center (WSC) Tools and Resources <ul style="list-style-type: none"> ■ Protecting Pride Guide ■ Confronting White Nationalism in Schools ■ Reach out to WSC for free trainings for school staff info@wscpx.org ○ Free 9-12 Curriculum It Did Happen Here Portland-based activism ○ Two Spirit Support Boat website, The Raven Collective ○ NEW My Future-My Choice 8th grade lessons from ODHS ○ FYI: Immigration Rapid Response Resources <ul style="list-style-type: none"> ■ ODE Sanctuary Guidance, Updated May 2025 ■ Family Emergency Preparedness Packet, Plaza de Nuestra Comunidad, partners of Eugene 4J school district ■ Safety Patrol Resource and action checklist and public Sanctuary Toolkit from Chicago Public Schools Teacher’s Union 	<p>Angie Foster-Lawson & Co-chairs</p> <p><i>Call in line open for the public meeting.</i></p>

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	<ul style="list-style-type: none"> ● SSP Revision Mapping Activity Data Recap <ul style="list-style-type: none"> ○ Key themes/Gaps to Address <ul style="list-style-type: none"> ■ Safety ■ Intersectional representation ■ Student voice ■ Rural needs ■ Mental health ■ Early learning ■ Higher education/workforce ■ Transitional & re-engagement ■ Community connections ■ Queer joy ○ Next Steps: Jan - June <ul style="list-style-type: none"> ■ Public survey closes ■ Workgroup meetings ■ Outline created ■ Community engagement on drafts ■ Final draft of revised SSP completed for summer town halls 	
1:35	<p>Feedback Request: LGBTQ2SIA+ SSP Legislative Report Draft Review</p> <p>ODE staff share a draft of the legislative report for advisory group feedback.</p> <ul style="list-style-type: none"> ● This is a requirement of the plan, it's an opportunity to show how the money is being used. In the past it hasn't been a focus but we are hoping to promote it more, as we try to better help the public and legislators understand what a difference the funding makes in students' lives. ● The Executive Summary goes to all legislators - needs to show the work that has been done, and the impact. As a result, it includes some difficult information on how awful things have been for students. ● Includes plan timeline, grantee summaries, advisory group information and project summaries in addition to possibility models - concepts for replicating services throughout the state. ● Feedback <ul style="list-style-type: none"> ○ Good to acknowledge the horrors and the good work, would prefer to see the amazing work first. 	Angie Foster-Lawson

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	<ul style="list-style-type: none"> ○ Hard to know how folks will receive it - will they only care if they hear the scary stuff first? ○ Part of our job is to flip the story and get them to focus on what's going well and the strength and joy in the work. ○ We always try to do an optimism sandwich in research reports - start and end with the good. ○ Report is visually beautiful as well as having great content. Our community is not complete unless these exact people are here. We're an integral part of the community and so are these children. Thank you for this hard work. 	
2:00	Break	
2:10	<p>Program Update: Civil Rights Support Specialists Dawn McClendon from the newly formed ODE Civil Rights Support Specialists program, within the Civil Rights Unit (CRU), shared a brief program overview.</p> <ul style="list-style-type: none"> ● Listening sessions in 2022 led to a need for 3 positions in the Civil Rights Unit for supporting families going through the complaint and appeals process. The positions were hired in March 2025. ● The Civil Right Support Specialists provide resources, education, direct support, public awareness, discrimination deterrence, collaboration, program development and evaluation. ● The audience is students, families, and community members. They've primarily been working with students and families who have been dealing with an issue of discrimination that hasn't been addressed. ● Civil Rights Support Specialists work with families and students, either one-one-one or by providing trainings in communities, and collaborate with colleagues and community partners. ● Civil Rights Specialists work with schools and districts, providing them with trainings and technical assistance or subject matter expertise for complaints and appeals, legislative work, etc. ● Guiding Principles: <ul style="list-style-type: none"> ○ Client centered ○ Responsive 	Dawn McClendon, ODE CRU

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	<ul style="list-style-type: none"> ○ Lowest-level resolution ○ Proactive engagement ○ Collaboration ○ Accountability ● Complaint Process <ul style="list-style-type: none"> ○ File local complaint (with school/district) - connect with district Civil Rights Coordinator for assistance. Follow through the entire process, include local appeal at the district level. ○ Appeal it, if the result is unsatisfactory, with ODE. ○ If the discrimination is based on age, color, disability, national origin, race, or sex can be reported to the federal Office of Civil Rights at any point in the process. ● Questions: <ul style="list-style-type: none"> ○ Is there a point in engaging with the federal government right now? Is there a risk of being on record by filing something? <ul style="list-style-type: none"> ● It's a slow process and may not result in the outcome you want, redirecting to the Oregon process is often going to produce a more satisfying result. ○ What is the value of having formal reports for documentation, especially for district accountability? <ul style="list-style-type: none"> ■ Be as specific as possible, document yourself. You can technically have a verbal complaint but it's not recommended. Identify the protected class you're filing under because schools often have an obligation to respond within a specific period of time under law, and will claim they didn't get anything so a written complaint is very helpful to show those violations. ○ Can you come in and advise on how to proceed - give advice? <ul style="list-style-type: none"> ■ Yes, we often help it resolve based on the desired outcome. If a complaint is not needed and the district is willing to work with them and make changes, that can 	

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	<p>happen through our technical support. Sometimes a complaint is absolutely needed.</p>	
2:34	<p>Feedback Requested: OHA Student Health Survey (SHS) LGBTQ2SIA+ Report</p> <p>Oregon Health Authority (OHA) staff will share 2024 SHS data specific to LGBTQ2SIA+ youth and solicit feedback about the first ever LGBTQ2SIA+ specific SHS statewide report.</p> <ul style="list-style-type: none"> ● Student Health Survey is 6th, 8th, and 11th graders. Schools are required to offer it from 2024 onward, which is increasing the participation. ● Larger percentage of students identifying in the gender expansive category. Fairly even across grades. ● Majority of students identifying as non-straight are bisexual or pansexual or asexual/aromantic/queer. This increases somewhat as students get older to about 1 in 5 students who identify as LGBTQ2SIA+ across grades. ● Intersectionality: Students who do not identify as LGBTQ2SIA+ w/a disability = 30%, students who do identify as LGBTQ2SIA+ w/a disability = 63%. <ul style="list-style-type: none"> ○ Planning to change the way they ask about disabilities in the upcoming year to focus on IEP/504s ○ Feedback/question: Can you use the original metric and also ask the IEP/504 question for consistency? ● Self-Reported Mental Health by LGBTQ2SIA+ <ul style="list-style-type: none"> ○ Mental health outcomes are inverted for LGBTQ2SIA+ vs. non-LGBTQ2SIA+ and get worse as they get older. ○ Feedback: This is the reason for queer teachers and students leaving schools - this is a clear reality and it's being ignored by administrators in many cases. 70% of students with poor mental health cannot continue being ignored, 62% of students with a disability (including mental health) cannot continue to be ignored <ul style="list-style-type: none"> ■ This is a push from OHA for schools to face the reality of this survey and make changes, and there is a sense of change happening across districts. 	Sharon Coryell, OHA

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	<ul style="list-style-type: none"> ○ There was a district in one region where an administrator said, “We don’t have any of those students”. Very hard to hear. ● SSP Domain 1, Objective #1:Supportive Educators: There is an Adult at School That Cares About Me: less of a difference between LGBTQ2SIA+ and non. A movement towards a better school climate over time. ● If there are things that you are missing in your data, please let OHA/Sharon know - it takes about a year to work it in but they are happy to make changes. 	
3:04	Adjourn & Next Meeting Reminder	Angie Foster-Lawson

The regular December meeting will be replaced with a Student Success Revision workgroup session on December 10th, 2025, in Portland. Progress will be shared at the next regular meeting on **January 13, 2025 from 4-6pm**, virtually.