



Time	Topic	Presenter(s)
2:00 pm	<b>Welcome</b>	Susy Mekarski, Program Coordinator / Chair/ Vice-Chair
2:05 pm	<b>Agenda</b>	Susy Mekarski, Program Coordinator
2:10 pm	<b>Ice Breaker</b>	Vice-Chair
2:35 pm	<b>Opening of Public Meeting</b>	
2:37 pm	<b>Approval of the March Minutes</b>	Susy Mekarski, Program Coordinator
2:40 pm	<b>Grantee Visit: LISTO</b> <ul style="list-style-type: none"><li>● Listo Family Literacy Program, Est. 1994<ul style="list-style-type: none"><li>○ LISTO is a literacy program for the entire family under one roof, supporting all family members with their educational needs and goals.</li><li>○ A program of the Southern Oregon Child and Family Council</li></ul></li><li>● Shared LISTO program video</li><li>● 2024-25 Numbers:<ul style="list-style-type: none"><li>○ 105 Spanish speaking families<ul style="list-style-type: none"><li>■ Total students: 303</li><li>■ Adults: 127 adults</li><li>■ Children: 176<ul style="list-style-type: none"><li>● School Age Kids grades 1-8: 66</li><li>● Early learners - birth through kinder: 110</li></ul></li></ul></li></ul></li><li>● 2020 was especially challenging for Listo. All of us endured COVID-19, but Southern Oregon experienced a catastrophic wildfire.</li><li>● True to their history - Listo stayed in touch with our families to see what they would need to continue with Listo if we couldn't meet in person.</li><li>● They continue with this model as parents have said that this is more convenient for them to participate due to transportation challenges, time, and current risks for many families. Additionally there is no space large enough to host us on a regular basis!</li><li>● Today LISTO's focus is early learning</li><li>● Staff reflect and care for the families they serve:<ul style="list-style-type: none"><li>○ Over 60% of staff identify as Latinx</li><li>○ Culturally competent</li></ul></li></ul>	LISTO Team

- Lived experience
- Focus on family strengths
- a great mix of inspiring role models and caring allies
- Engaging parents as partners:
  - Parents are coached and guided by staff
  - 45 additional hours of parenting education available by Zoom
    - Behavioural health
    - Child Development
    - Navigating school and community
- Assessment tool to measure growth in learning:
  - Modified tool adapted from Creative Curriculum
  - Created especially for LISTO program and for parent use
  - Parents are introduced to this pre/post assessment upon orientation and learn to administer to children
  - Baseline data informs Early Learning team about the needs of the children and guides lesson planning
  - Early Learning team revisits this with parents toward the end of the program year
  - Parents administer to children and turn in to their teacher
  - Teachers and parents confer on results
  - The team aggregates data to assess overall growth
- Learning kits:
  - simple lesson plans in Spanish to guide parents
  - Developmentally appropriate exercise for each week of the program
  - Clear learning objectives and instructions
  - ALL materials included to complete and exercises to be ready for school
  - Includes adaptations for kids with special needs
- Video sessions for parents and kids:
  - Families connect on their loaner iPads
  - Zoom parent meetings to introduce the lessons
  - Twice weekly video sessions for Preschool-K kids and their parents
  - Promotes digital literacy among families
  - Tech support in Spanish is just a text message away!
  - Suits the needs of busy families.
- Participation matters
  - Parents submit pictures or videos of children engaging in activity.
  - 82% of families have met excellent attendance standards in online classes; partner organizations supply incentives.

	<ul style="list-style-type: none"> <li>○ Emphasizes the importance of regular attendance for children and accountability for parents.</li> <li>○ Hopefully this parent engagement and commitment will endure through K-12 years.</li> <li>● Chances to connect in real life too: <ul style="list-style-type: none"> <li>○ Opportunities to come together in person: <ul style="list-style-type: none"> <li>■ Orientations</li> <li>■ Distribution events</li> <li>■ Story hours</li> <li>■ Special events and celebrations</li> </ul> </li> </ul> </li> </ul>	
2:48 pm	<p><b>Conversation Time with LISTO</b></p> <ul style="list-style-type: none"> <li>● Questions: <ul style="list-style-type: none"> <li>○ What are some of your top challenges in your region during this time? <ul style="list-style-type: none"> <li>■ LISTO is focusing on doing their best every day. Families depend on us for many things, and we are expected to have lots of answers which we don't always have. They work to reassure families that they are here to help them and do everything we can to make things better for them.</li> <li>■ Funding is also a challenge, there is funding from ODE but that only covers a portion of this work.</li> <li>■ Food insecurity is an issue, so they blend private funding in order to create a space to prioritize education.</li> <li>■ Communities are under attack right now, last week Southern Oregon Head Start got its funding frozen and made plans to cut ~60% of their workforce. Things are changing very rapidly for LISTO as well as other programs.</li> </ul> </li> <li>○ What districts does LISTO serve? <ul style="list-style-type: none"> <li>■ LISTO works primarily in Jackson county, largely due to funds and the ability to manage resources. Medford school district, Ashland a little bit, Eagle Point, and occasionally someone from outside Jackson County. Learning kits require family pick up or delivery so capacity to serve large areas is difficult.</li> </ul> </li> <li>○ How are you involved with strategic planning for the school districts that you serve? <ul style="list-style-type: none"> <li>■ Essentially this program provides a 'bootcamp' for families to have the ability to advocate for their</li> </ul> </li> </ul> </li> </ul>	LISTO Team

	families and students through mental health support and parenting resources. These types of resources are not available in schools, especially for such young age groups of preschool students.	
3:14 pm	<b>Break</b>	
3:20 pm	<p><b>Protecting Student Privacy Survey: Public Feedback on Proposed Rule Changes</b></p> <ul style="list-style-type: none"> <li>● Background: Requirements for enrollment and a Chilling Effect</li> <li>● Districts reaching out with questions wanting to know how to best support families they serve <ul style="list-style-type: none"> <li>○ Reporting that immigrant students are choosing not to enroll in school or have stopped attending</li> <li>○ One concern districts have voiced is confusion about belief that data needs to be collected for enrollment and admissions</li> </ul> </li> <li>● OAR misalignment with Oregon Sanctuary Promise Laws</li> </ul> <p>Federal Changes</p> <ol style="list-style-type: none"> <li>1. Executive order and DHS memo rescinding school protections from ICE</li> <li>2. Plyler v Doe - guidance documents not posted</li> </ol> <p>Three main changes:</p> <ul style="list-style-type: none"> <li>● Which student information schools may publicly disclose/share</li> <li>● What information schools may collect from students</li> <li>● What information schools may disclose in response to a subpoena from a federal immigration agency</li> </ul> <p>In the context of the Oregon Sanctuary Promise Act</p> <ul style="list-style-type: none"> <li>● It is against Oregon law for schools and districts to participate directly or indirectly in immigration enforcement without a judicial warrant.</li> <li>● It also spells out what information a government entity should not collect or disclose.</li> <li>●</li> </ul> <p>Two types of Information that currently do not align with Oregon Sanctuary Promise- OAR 581-021-0220</p> <ul style="list-style-type: none"> <li>● Directory Information <ul style="list-style-type: none"> <li>○ Is information that should not be considered harmful to be shared</li> <li>○ Can be shared with 3rd parties upon request without notifying the student or family</li> </ul> </li> <li>● Permanent Record</li> </ul>	Karin Moscon, Civil Rights Education Specialist

- Documents information about individual student and their education
- This information requires permission to share while a student is in attendance, and is stored for a designated length of time.

Student Records and Conditions for Disclosure: Publicly Disclose

Directory Information

- Information that can be shared with any party, for any purpose, unless a parent opts out at the beginning of the year
- Original rules allowed districts to share student place of birth, home address, phone number, and email address
- Does not align with Oregon Sanctuary Promise Act

Removed from “Directory Information”:

- student’s address
- telephone listing
- electronic mail address
- date and place of birth
- the most recent previous educational agency or institution attended

Student Records and Conditions for Disclosure: Collect Permanent Record

- Document a core set of information about an individual student and their educational career
- Original rules allowed districts to collect place of birth (and often citizenship status or birth certificate), social security number, as well as anything else schools may choose to add, even though there is no legal requirement to do so.

Removed from “Permanent Record”:

- student’s place of birth
- social security number
- option for districts to add other items to permanent record

Schools Cannot Disclose to Non-judicial Subpoena Original Rules

- Allowed schools to disclose
  - student contact information
  - immigration/citizenship status
- in response to a subpoena from any federal agency
  - which may include federal immigration authorities, including the Department of Homeland Security and ICE

Does not align with Oregon Sanctuary Promise Act

	<p>Fiscal Impact</p> <ul style="list-style-type: none"> <li>• These rules will limit information school districts can request from students/families and will require modification of some districts' enrollment forms and Student Information Systems (SIS)</li> <li>• We foresee some costs for schools and ODE <ul style="list-style-type: none"> <li>• Changing Student Information Systems</li> <li>• Enrollment documents</li> <li>• Technical Assistance from ODE</li> </ul> </li> <li>• We foresee no cost for other state agencies, local governments</li> </ul> <p>Equity Impact</p> <ul style="list-style-type: none"> <li>• These rules are critical to ensure alignment with Oregon Sanctuary Promise laws that protect the privacy of students and families, particularly our immigrant students</li> <li>• Inaction on this item could continue confusion about what student information districts may collect and share <ul style="list-style-type: none"> <li>• Continue the chilling effect on many immigrant student families enrolling/attending school</li> <li>• Leave Oregon's students vulnerable to having sensitive information disclosed to third parties and to federal immigration authorities</li> </ul> </li> </ul> <p>Group discussion:</p> <ul style="list-style-type: none"> <li>• OAR 581-021-0220: <ul style="list-style-type: none"> <li>○ Is this intended to be mostly definitions? <ul style="list-style-type: none"> <li>■ Yes, but these are also important as it will reflect the necessary updates to terminology.</li> </ul> </li> <li>○ Regarding D1 references to socio-economic status may not be in their student file, would it still be available to staff providing treatment? <ul style="list-style-type: none"> <li>■ Yes, it would only be available to specific individuals for specific reasons.</li> </ul> </li> <li>○ Does parent information also fall under these changes? Is it necessary to hold a student record? <ul style="list-style-type: none"> <li>■ Yes, even if there was parent information pertaining to the students family then it would not be open to sharing per privacy.</li> </ul> </li> </ul> </li> <li>• OAR 581-021-0371: <ul style="list-style-type: none"> <li>○ Regarding giving 'reasonable notice' to family regarding subpoena, is there a way to make that more solid and clearly defined? Can a time period be put into that terminology in order to provide parents time to respond? For example, 24-48 hours or something along those lines? Also, what types of due</li> </ul> </li> </ul>	
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	<p>diligence practices are being used for various forms of communication? Suggestion 3-4 forms of communication, performed one at a time with 24-48 hrs of response time each.</p> <ul style="list-style-type: none"> <li>● Is there an accountability element of this for districts who don't comply? <ul style="list-style-type: none"> <li>○ These are corrective action items, meaning they are required in order to maintain funding. If there are districts who are not complying in time please let us know and we can take the appropriate steps to ensure they are complying.</li> </ul> </li> <li>● What sort of technical support is available to ensure that this information is available to districts, students and families? <ul style="list-style-type: none"> <li>○ There will be webinars as well as technical training made available.</li> <li>○ We have partner programs that will be helping us to spread the word as well.</li> </ul> </li> </ul>	
4:00 pm	<p><b>Updates</b></p> <ul style="list-style-type: none"> <li>● More info to come regarding: <ul style="list-style-type: none"> <li>○ 2025 SSP Grantee Resource Development Retreat Recap</li> <li>○ Latinx Town Halls to be held across the state</li> <li>○ New Advisory Group recruitment - hopefully available within the next few weeks</li> <li>○ Columbia Gorge ESD will be sharing at upcoming meetings, focus on high school students</li> </ul> </li> </ul>	Susy Mekarski, Program Coordinator
4:07 pm	<b>Closing &amp; Meeting Adjourned</b>	Vice Chair
<p><b>Members attended:</b> Silvana Balladares, Javier Calderon, Cynthia Carmina Gomez, Mirna Loreli Cibrian, Rutila Galvan, Osvaldo Garcia-contreras, Karina Guzman Ortiz, Kelsey Nava-Constales, Claudia Nunez, Guadalupe Quinn, Arcema Tovar</p> <p><b>Members absent:</b> Rebecca Arce, Isabella Baldisseri, Amanda Boman-Mejia, Frida Nicole Cruz Ochoa, Elena Espinoza, Abdi Lopez, Abraham Magana, Norma Ramirez Gonzales, Karina Smith</p>		