

**EVERY STUDENT BELONGS**

**GSD BOARD**

**PRESENTATION**

DATE: April 1st, 2022



# EVERY STUDENT BELONGS



## **PUBLIC SCHOOLS**

Free from discrimination or harassment based on perceived race, color, religion, gender identity, sexual orientation, disability or national origin.

**OREGON ADMINISTRATIVE RULE  
581-022-2321**

## **EDUCATIONAL COMPONENTS**

- Address the history and impact of hate;
- Advance the safety and healing of those impacted by bias and hate;
- Promote accountability and transformation for people who cause harm as well as transformation of the conditions that perpetuated the harm.

# OUR PROCESS



## STUDENT INPUT

Weekly meetings, lunch  
and after school



## STAFF INPUT

Staff meetings,  
School Culture Team



## DISTRICT INPUT

Cabinet  
Meetings

# OUR GOALS

## GOAL 1

To ensure that Corbett High School is implementing with fidelity school board policies that support the “Every Student Belongs” Oregon law.

## GOAL 2

To ensure that Corbett High School staff and students feel confident in interrupting discrimination and harassment.



# REPORT ON THE REPORTING PROCESS

- 27 reports since December; 13 by students, 14 reported to adult.
- 8 resulted in suspension.
- 19 did not either meet the threshold of discrimination. (no confirmation, not actually discriminatory)
- Conversation with students has felt positive and educational, both for perpetrators and reporters.
- “Feels like admin cares”

Offense	Consequences
Allegation that doesn't meet threshold of harassment	Parent Notification, Student Conference
First offense	<ul style="list-style-type: none"> <li>● Parent Notification</li> <li>● <b>1.5 day suspension</b></li> <li>● Re-entry meeting</li> <li>● Counseling</li> <li>● Restoration</li> </ul>
Second offense  Severe first offense	<ul style="list-style-type: none"> <li>● Parent Notification</li> <li>● <b>4 day suspension</b></li> <li>● Re-entry meeting</li> <li>● Counseling</li> <li>● Restoration</li> </ul> <p>*Future Development - Option to go through peer mediation to reduce suspension.</p>
Third offense	<ul style="list-style-type: none"> <li>● Parent Notification</li> <li>● <b>Two week suspension</b></li> <li>● Re-entry meeting</li> <li>● Counseling</li> <li>● Restoration</li> </ul> <p>*Future Development - Option to go through peer mediation to reduce suspension.</p>
Fourth offense	<ul style="list-style-type: none"> <li>● Parent Notification</li> <li>● <b>Online school</b></li> </ul>

# CONSEQUENCES

- Progressive Discipline
- Peer Mediation Plan - still TBD

A black and white photograph of a desk in a room. On the desk is a lamp with a white shade, a pen holder with pens, and some papers. A modern-style chair is in front of the desk. On the wall behind the desk are two framed pieces of art. To the right, there are dark wooden cabinets or lockers.

## School Culture Team

- Dr. Shelia Morgan-Osborne - Curriculum Director
- Becca Hart - Culture TOSA
- Erica Boykins - HS Social Worker
- Sara Pekny - HS Counselor

## Homeroom Lessons Implemented

- State Standards-based lessons
- Identity, Intent vs. Impact, Implicit and Explicit Bias, Microaggressions
- “Feels like Corbett is trying to make a difference”

# **NEXT STEPS**

- Scope and Sequence for 24-25 Homeroom Curriculum
- Peer Mediation program identified, developed, and implemented.
- Student survey - post interviews with reporters and the reported.

**THANK YOU FOR YOUR SUPPORT**