



Civil Rights Coordinator Webinar Series: Preventing Discrimination

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Marinda Peters, PhD (she/ella)

Civil Rights and Section 504 Specialist
Oregon Department of Education
marinda.peters@ode.oregon.gov

Kate Hildebrandt (she/her)

Civil Rights and Title IX Specialist
Oregon Department of Education
katherine.hildebrandt@ode.oregon.gov

Taylor Lewis (she/her)

Civil Rights and Title VI Specialist
Oregon Department of Education
taylor.lewis@ode.oregon.gov

This training is not intended as legal advice and should not be taken as such; we advise you to consult with your legal counsel before making policy or process changes.

ODE is available to support with individual technical assistance following this training.

CRC Spring 2024 Webinar Schedule

~~Jan 18: Overview of State and Federal Discrimination Law~~

~~Feb 8: Title IX Deeper Dive (OPTIONAL)*~~

~~Feb 15: Responding to Discrimination~~

~~Feb 22: Section 504 Deeper Dive (OPTIONAL)*~~

~~Mar 21: Title VI Deeper Dive~~

Apr 11: Preventing Discrimination

 **YOU ARE HERE**

May 2: Avoiding Conflicts of Interest and Bias

*if you already hold an affiliated Coordinator role and have received training, you may wish to skip these sessions

Session Outcomes

Through learning experiences, breakout discussions, and self-reflection participants will:

- Learn what prevention of discrimination looks like in the K-12 school setting
- Identify current and ongoing prevention efforts in their school/district
- Examine examples of prevention efforts

Norms and Expectations

Participants will:

- Use the chat function to ask general questions
- Reach out to presenters for technical assistance for specific or unique questions
- Stay muted, unless invited to unmute
- Share video to their own comfort level

Presenters will:

- Provide brief answers to general questions verbally or in the chat
- Provide longer answers at the end, if time allows
- Provide individualized technical assistance upon request
- Share the slide deck with participants
- Record this content and share it when it becomes available

Content Note:

This webinar discusses protected class discrimination. Explicit and discriminatory language is occasionally used. All examples are solely for educational purposes and are designed to contain elements of situations you may respond to in your school/district.



Discrimination and Protected Class Review

Federal Civil Rights Laws in Education

Title VI of the Civil Rights Act of 1964

Race, Color, National Origin

Title IX of the Education Amendments of 1972

Sex, Gender Identity, Sexual Orientation

Section 504 of the Rehabilitation Act of 1973

Persons living with a disability

Title II of the Americans with Disabilities Act (1990)/ADAAA (2008)

Oregon's 10 Protected Classes

Age

Color

Disability

Gender
Identity

Marital
Status

National
Origin

Race

Religion

Sex

Sexual
Orientation

Discrimination in Oregon

“Discrimination” means any act that **unreasonably differentiates treatment, intended or unintended**, or any act that is **fair in form but discriminatory in operation**, either of which is based on age, disability, national origin, race, color, marital status, religion, sex, sexual orientation, or gender identity.

OAR 581-021-0045

Educational recipients of state funds cannot...

- (a) Treat one person differently from another in determining whether such person satisfies any requirement of condition for the provision of such aid, benefit, or service;
- (b) Provide different aid, benefits, or services; or provide aids, benefits, or services in a different manner;
- (c) Deny any person such aid, benefit, or service;
- (d) Subject any person to separate or different rules of behavior, sanctions, or other treatment;
- (e) Aid or perpetuate discrimination by joining or remaining a member of any agency or organization which discriminates in providing any aid, benefit, or service to students or employees;
- (f) Otherwise limit any person in the enjoyment of any right, privilege, advantage, or opportunity.

Meadowlark Middle School



Oregon Department of Education

Teachers at Meadowlark Middle School have been hearing rumors that the incoming 6th grade class is quite “the handful”. Staff members at the feeder elementary schools have reported that the students have gotten in trouble for discriminatory harassment. Teachers have found swastikas carved into desks. Several students have been disciplined for writing sexual messages to peers in their shared Google docs during class projects. One student has even left the district because he was a target of bullying because of his tic disorder. The 5th grade teachers suggest that unlimited access to technology and passive parenting are to blame. Additionally, teachers report that since the district has become “more diverse” over the years, there are more students with varying needs that cannot be adequately addressed in the school setting.

In order to get ahead of the situation before the 2024-25 school year begins, Dr. Hart, the middle school principal, has decided to put together a school Climate and Culture Committee. She assigns lead teachers from each department (language arts, math, science, and social studies) as well as a school counselor, behavior specialist, and a TOSA to the committee. She tasks them with both establishing some preventative strategies to get ahead of the student-on-student harassment, and asks them to vet some curriculum that can be taught during the advisory block to instruct students on how to treat each other with respect.

Meadowlark Middle School



The Climate and Culture Committee will meet bi-weekly until June, at which point they plan to have a proposal to provide Dr. Hart. Additionally, Dr. Hart has reserved 10 hours during pre-service week to devote to training teachers on implementing the plan before students arrive in September.

Some teachers are concerned that this is just one more thing to add to their overburdened workload. They wonder how they can even make a difference when the larger community doesn't support diversity, equity and inclusion. Some have even reached out to the assistant superintendent to find out if more stringent discipline policies can be adopted so that students who are caught bullying or harassing must be suspended or placed at an alternative location until they can prove that they can be safe and respectful. The district is now reviewing its discipline policies.

Meadowlark Middle School



Oregon Department of Education

Pick One and Jot Down

- Something that stands out me in this scenario is...
- I think this committee is...
- The school could begin this work by...
- The newly designated Civil Right Coordinator could be involved or support the work by...

01:00



Prevention of Discrimination

The Upstream Model

Upstream = PREVENTION

Midstream = RISK REDUCTION

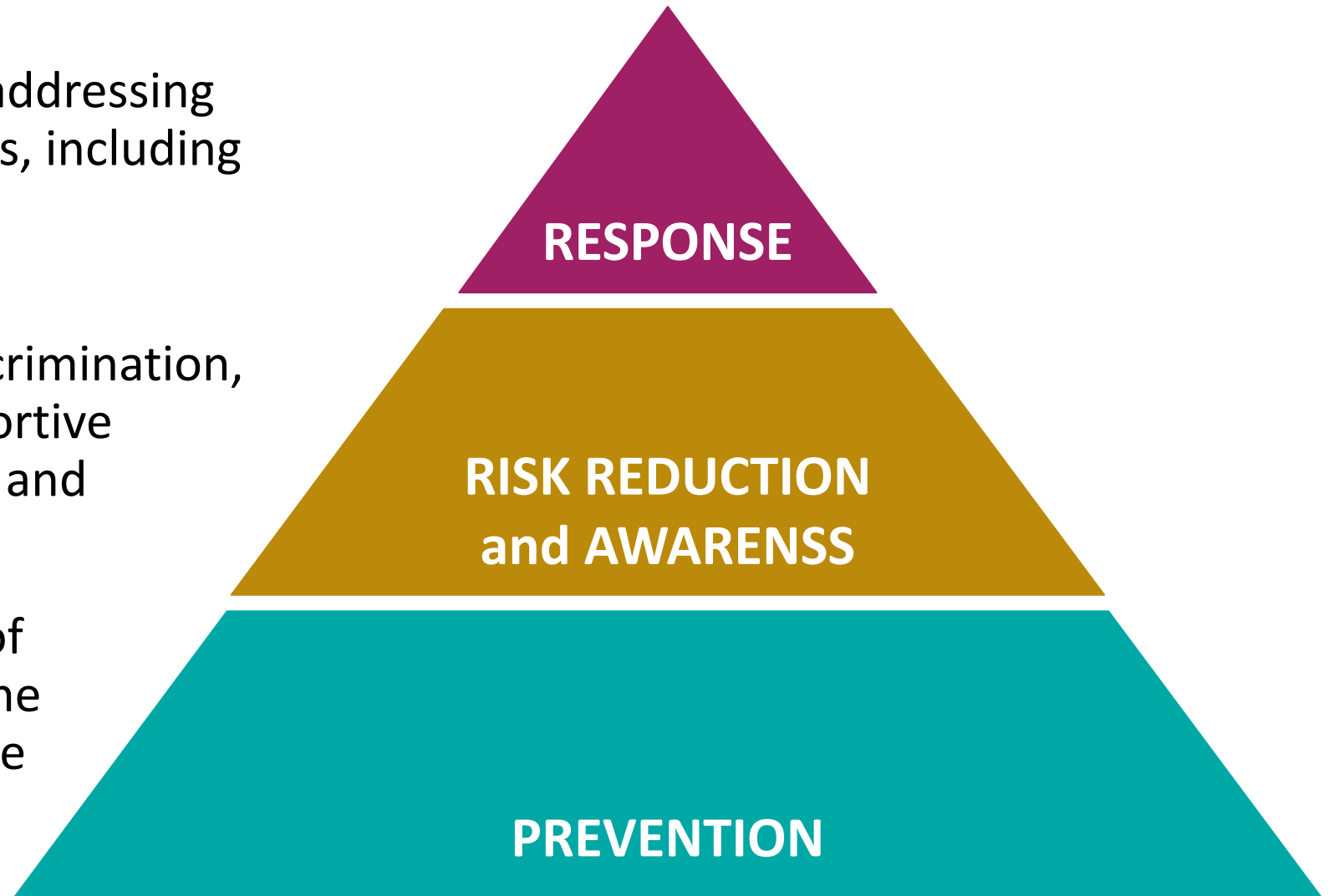
Downstream = RESPONSE



Processes and practices for addressing discrimination when it occurs, including complaint processes.

Increasing knowledge of discrimination, reporting options, and supportive options. Includes awareness and risk-reduction strategies.

Addressing the root causes of discrimination to decrease the likelihood that it occurs in the first place and create safe, healthy communities.



Root Causes: Norms, Beliefs, and Systems

Why are some bridges in better shape than others?

Why do some people push others into the river?

- Beliefs that others are superior or inferior because of their identities
 - Isms, both current and historical - racism, sexism, xenophobia, transphobia, colorism, anti-Semitism, etc.
- Social inequality (unequal distributions of resources and power)
- Acceptance/endorsement of violence, abuses of power, and harm
 - Individual beliefs and societal/cultural beliefs
 - Cycles of violence
- Models and experiences of violence, abuse of power, etc. (media, families)
- Lack of skills - empathy, non-violent problem solving

Oregon SATF, [Primary Prevention of Sexual Violence](https://doi.org/10.1016/j.jadohealth.2020.07.036); Goldfarb E, Lieberman, L., Three Decades of Research: The Case for Comprehensive Sex Education, 2020 <https://doi.org/10.1016/j.jadohealth.2020.07.036>; Howarth C., Andreouli E., 'Changing the context': Tackling discrimination at school and in society, International Journal of Educational Development, Volume 41, 2015, Pages 184-191, <https://doi.org/10.1016/j.ijedudev.2014.06.004>

Suspension

Responsive Assembly

Informational Community Engagement Events

Eliciting Community Feedback

Bullying Prevention

Students Taught what Discrimination Is

Nondiscrimination Policy

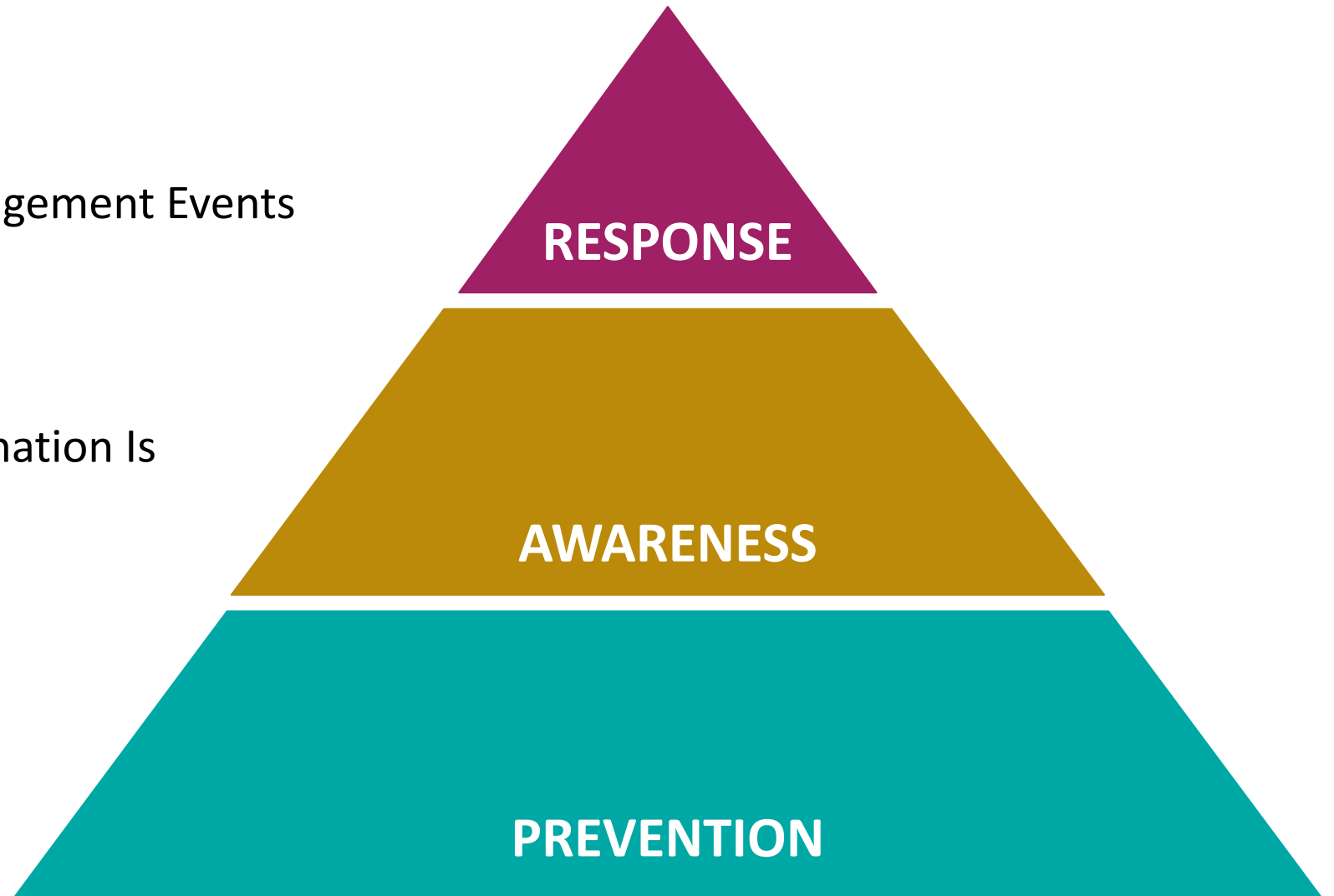
GSAs

Displays & Representation

Ethnic Studies

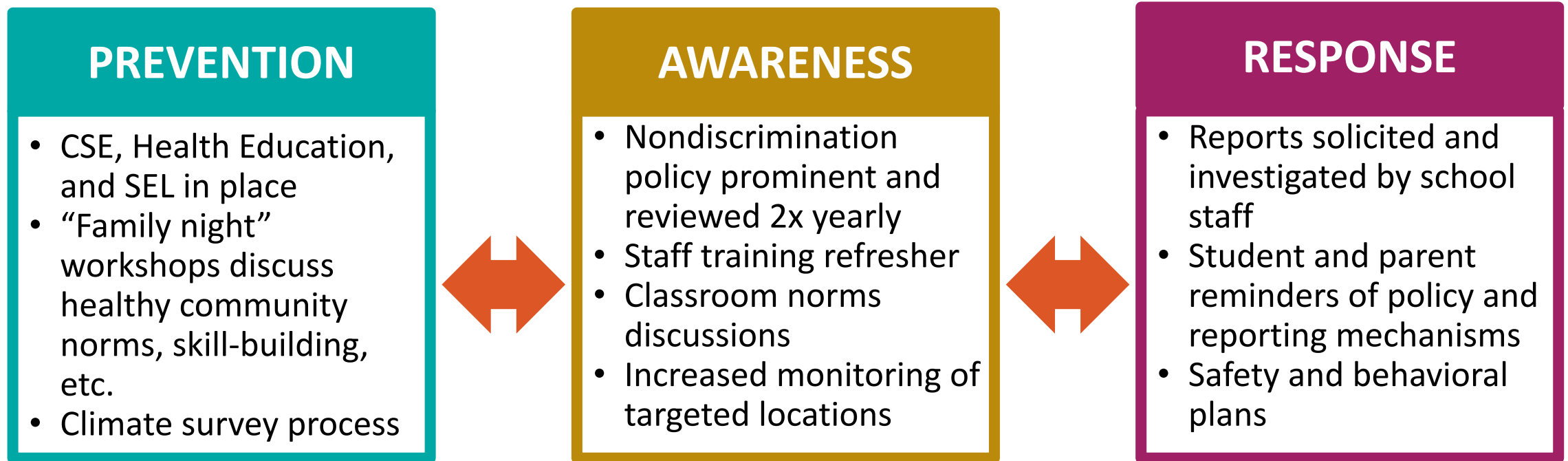
Comprehensive Sexuality Ed

Student Success Plans



Example: Nonconsensual Sexting

Three anonymous numbers began texting photos of male genitals to ninth grade students throughout the school day. This occurred for 2 weeks before the first student reported it.



Awareness Strategies

Students:

- Climate surveys
- Hot spot surveys
- Student education and training
- Student advisory groups
- Resource: [ED School Climate Surveys](#)

District & Staff:

- Staff climate surveys
- Staff professional development
- Review of quantitative and qualitative data

Families & Community:

- Parent engagement and surveys
- Parent advisory committees
- Meaningful opportunities for participation
- Community newsletters
- Resource: [Community & Family Engagement](#)

Resource: [NCSSLE School Climate Improvement Resource Package](#)

Prevention, Awareness, or Response?

Students are caught yelling racial slurs toward refs at a school-sponsored basketball game. In alignment with district policy, the students are **suspended** for 5 days.

The school district posts its **nondiscrimination policy** prominently on its website and posters at every school building. Discrimination complaint forms are easy for parents to find. Students are **taught what discrimination is** and how they can report it to school officials.

The school district utilizes the State's [Student Success Plans](#) to inform the their Continual Improvement Process and Planning. The high school begins offering an **ethnic studies** elective. The terminal projects for the class are **displayed in the glass awards case** in the main foyer of the school.

A noose is found on the school grounds of a local high school. The district hosts a **community engagement night** to inform parents of the incident to and **elicit feedback** on how they would like to see the district respond.

The local middle school offers "**Rainbow Lunch**" as a safe space for LGBTQ2SIA+ students and allies to gather once/week. The students create and put up **posters** advertising the event and reminders are provided through **daily announcements**.

Throughout their educational experience, students learn knowledge and skills to decrease the likelihood that they will engage in or condone discriminatory behavior. Students and staff collectively build a positive and safe school culture.

School and district leadership track and recognize patterns of discrimination, and use that to inform prevention and awareness efforts.

District leadership and student leaders proactively educate the school community on what discrimination is and how to report it.

Trained school staff follow clear and accessible school policies and procedures to investigate discrimination. Supportive measures, discipline, and remedies focus on restoring the educational environment and preventing discrimination from recurring.

Students, educators, and all school community members know what discrimination is and know how to report it. Students have trusted adults in the school they can report to; staff recognize discrimination and respond to it promptly.



Current Practices

Everyone Plays a Role in Comprehensive Prevention

Civil Rights Coordinators have a specific role:

- Leadership level
- Seeing the “bigger picture”
- Response and compliance

How do other members of your larger school community have similar or different roles?

How can you all work together to support each other?



Prevention Starts With... A Team Approach

Prevention is a team (community) sport!

- Who in your district is already engaged in prevention work?
- Who can you connect with to help create a positive feedback loop of prevention, awareness, and response?

Possible prevention allies:

- School counselors
- DEI leaders
- Student orgs - staff and ***student leaders***
- Passionate parents
- Community partners

Prevention Starts With... Staff Culture

Consider how staff are expected to treat each other.

- Is disrespect or harassment between staff members tolerated?
- Is there a staff hierarchy?
 - Based on tenure?
 - Based on role, training, or educational attainment?
 - Based on protected class?
 - **THINK:** Who has the loudest voice among the staff? How are decisions made?

Consider how staff and the community are expected to treat each other.

- Is disrespect or harassment between staff or community members tolerated?
- How do staff members talk about parents and the community?
 - **THINK:** What do staff believe about parents and students and how is that communicated outwardly?

Resource: [NCSSLE's Addressing Educator Burnout](#)

Meadowlark Middle School



Breakout Discussion (pick 1 or 2 questions):

1. What did you first notice in this scenario? *(Feel free to reference your notes)*
2. With your knowledge of prevention, awareness, and response what stands out to you?
3. What is the narrative about staff, parents, and/or students in the Meadowlark attendance area?
4. Whose voices are being heard?

Prevention and YOU

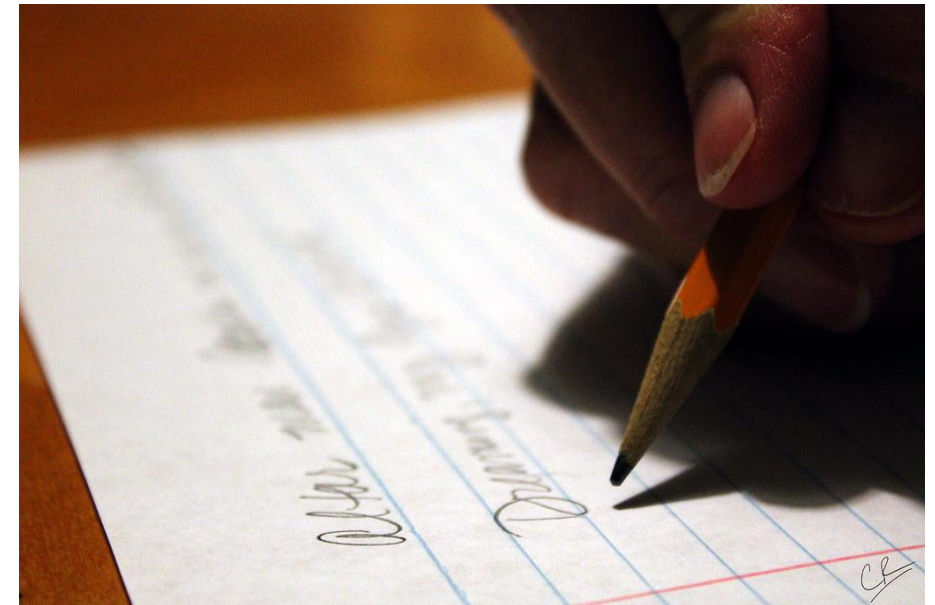
90 Second Self-Reflection: Independently complete one or more sentence frames.
(Don't worry we will not be sharing out)

I believe my role as the Civil Rights Coordinator is...

I feel like this new Coordinator role is/will be...

To me, preventing discrimination means...

I need to _____ to do my job well.



Infusing Prevention into Response

Apply consistent supportive and preventative messaging when working with students in the response/investigation process (complainants and respondents), such as:

- No one deserves to experience harassment, bullying, or violence.
- We are part of a community that should keep each other safe.

Take into account intersecting identities and harms that individuals experience in your supportive measures and safety plans.

Consider whole-community interventions in your resolution plans; consider systemic and community causes and impacts.

Connect with colleagues working on prevention and awareness; use aggregate reports/complaints to inform those efforts.

Audit of Current Prevention Practices



Scan to Make a Copy

Preventing Discrimination Audit: 2024

Current Practices

School/District PREVENTION Strategies

Staff	•
Students	•
Community	•

How do these prevention strategies inform response?

Current Gaps In Prevention

Where are areas for improvement?

Staff	•
Students	•
Community	•

Goals for 2024-25

What are 1-3 achievable goals for implementing prevention strategies for the next school year? (Think SMART goals)

- 1.
- 2.
- 3.



Examples of Prevention Efforts

Real Life Example: 3rd Grade Class Community

At Fernridge Elementary, Mr. Burnett's 3rd grade dual-language class is a model of what a learning community can be. Mr. Burnett dedicates the first weeks of school to establishing a culture of caring. By the end of September, all students know each other by name. They engage in morning meetings without disruption. Each student has worked with each other in some capacity. Students have a role they take in the class where they are able to demonstrate leadership and responsibility. Students who experience disability are included and class activities that are meant to build community are held when no student is receiving pull out services for ELD, special education SDI, or other small group intervention. In fact, Mr. Burnett has asked, when possible, services be provided through a push-in model so that all students get to benefit from learning with each other. In morning meetings, whomever was absent the day before is welcomed back to class and told what they missed. Their table partner expresses how happy they are to have them back in class and they show appreciation for their peer through a special handshake or nonverbal cue they have devised. Mr. Burnett's class has the highest attendance rate in the school. Additionally, Mr. Burnett welcomes parent volunteers and has meaningful tasks for them to do to contribute to the functioning of the class.

There are still times when students say unkind words or exclude others at recess. Mr. Burnett assesses these situations and works with the students involved. When appropriate, he utilizes the community circle to address the concerns. Other times he conferences with the students individually to come up with a way to restore the harm. Mr. Burnett does not put students into situations where they feel uncomfortable to share and he includes parents and administration when harms may have been significant enough to constitute harassment or bullying.

Real Life Example: LGBTQ2SIA+ Integrated Support

At Juniper High School several years ago, a group of LGBTQ2SIA+ students approached the Principal and APs and asked them to do more to support LGBTQ2SIA+ students. Juniper's Principal scheduled a meeting for the students to meet with district leadership; following the meeting, the district convened a committee of staff, students, and parents to focus on LGBTQ2SIA+ support, with student leaders centered in committee decision-making. When the committee asked the district to supply data and current practices on LGBTQ2SIA+ students, the district realized their climate survey didn't ask questions about sexual orientation or gender identity or related discrimination; they switched climate survey providers in order to collect that data the following year. Over the next year, the committee put together recommendations for the district, which the district implemented:

- All staff members receive in-person training every year on how to create inclusive educational experiences for LGBTQ2SIA+ students. Training is specific to the age of the students and emphasises teaching respect and community care from K through graduation.
- A “student support plan” is available to any gender expansive student; staff and students are trained on the availability of the plan, and trained school staff help students work through the plan. The school then implements any identified student support options.
- As part of a bond request to renovate the high school, the district will be building additional all-user restrooms and inclusive locker rooms.

Reflecting on these examples..

- What do you notice as prevention efforts?
- What impact would those prevention efforts have?
- What are the barriers to implementing practices like this in your district?



Preventing Discrimination Takeaways: Now What?

Everyone plays a role in preventing discrimination and harassment.

Prevention is a team sport; identify who is on your team because you cannot do this work alone.

Prevention, awareness, and response are all important parts of your process and should inform each other.

Even if your primary role is not prevention, you have a part to play; consider how you can infuse prevention strategies into your response duties.

Prevention Resources

[OCR - Back to School: Supporting Educational Environments Free from Discrimination](#)

[ODE - Every Student Belongs](#)

[ODE - Comprehensive Sexuality Education](#)

[ODE - Student Success Plans](#)

[CDC - Connecting the Dots](#)

[National Center on Safe and Supportive Learning Environments](#)

[NCSSLE School Climate Survey Compendium](#)

[Oregon SATF - Communities of Prevention Toolkit](#)

Scan and Join!

Need to fulfill your Coordinator training requirements?

Seeking more information?

We have the listservs for you!



Title IX Listserv



504 Listserv



Title VI Listserv



CONTACT US

ODE.CivilRights@ODE.oregon.gov

Taylor Lewis

Civil Rights and Title VI Specialist, ODE
(race, color, national origin, religion, age)
503-400-5653

Kate Hildebrandt

Civil Rights and Title IX Specialist, ODE
(sex, sexual orientation, gender identity, pregnancy)
503-551-5713

Marinda Peters, PhD

Civil Rights and Section 504 Specialist, ODE
(disability)
971-208-0460