# Report: Best Practices to Prevent and Respond to Discrimination in Schools

Submitted to:
**House and Senate Education Committees of the Colorado General Assembly**

By:
**Equity At Work**

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# Background

In the 2023 Regular Session, Senators Janice Marchman, Faith Winter, Jennifer Bacon, and Leslie Herod introduced SB 23-296: "Prevent Harassment And Discrimination In Schools."

This act requires all public schools serving children in grades kindergarten through 12 to accept formal reports of harassment; adopt procedures to investigate reports of harassment and/or discrimination; adopt a written policy that protects students and parents/legal guardians who are experiencing harassment and/or discrimination; make the policy available annually to students, parents/guardians, and employees; and provide training to school staff about harassment and discrimination.

This bill was introduced on April 21, 2023 and was enacted on June 6, 2023.

Some school and district stakeholders expressed concern around how to coherently implement all the various legal duties related to discrimination and harassment. These duties arise from a number of laws including:

- **State law harassment and discrimination processes for schools from SB 23-296** that are codified at §§ 22-1-143 and -145, C.R.S. This includes protections for the following protected classes: disability, race, creed, color, sex, sexual orientation, gender identity, gender expression, family composition, religion, age, national origin, or ancestry.
- State law harassment and discrimination protections in the **Colorado Anti-Discrimination Act (CADA)**, which covers schools as places as public accommodations. § 24-34-601, C.R.S. This includes protections for the following protected classes: disability, race, creed, color, sex, sexual orientation, gender identity, gender expression, marital status, national origin, or ancestry.
- Federal law under **Title IX of the Education Amendments of 1972**, 20 U.S.C. §§ 1681–1688 ("Title IX"), which prohibits discrimination and harassment "on the basis of sex."
- The federal **Title VI of the Civil Rights Act of 1964** prohibits discrimination based on race, color, or national origin in programs or activities that receive federal financial assistance; prohibits retaliation; and ensures that students have an equal access to education.
- Under the federal **Section 504** and **Title II**, schools must address bullying and harassment that are based on a student's disability and that interfere with or limit a student's ability to participate in or benefit from the services, activities, or opportunities offered by a school. Additionally, if bullying or harassing behavior interferes with the ability of a student with a

disability to access educational services, the situation, if uncorrected, may constitute a FAPE violation.

These obligations can create challenges for schools because different laws have different standards and definitions for harassment and discrimination. For example, an incident might not rise to the level of sex-based harassment under federal law because it was not severe or pervasive; however, it might still meet the definition of discrimination under the definition in state law because there is a lower standard for what qualifies as discrimination and harassment. Different laws also have different required procedures associated with them, which can create confusion around which procedures to implement based on the concern raised. Districts and schools needed support implementing these systems in ways that students and employees can understand.

In response to concerns from schools and districts around complexity and resource limitations, Senators Janice Marchman, Faith Winter, Jennifer Bacon, and Leslie Herod introduced SB 24-162: "Best Practices to Prevent Discrimination in Schools." This bill provides funding to identify best practices for preventing discrimination and harassment, draft a report based on those best practices, and develop a training program based on those best practices.

The Bill Summary states:

> The act requires the department of education (department) to enter into an agreement with an organization (selected organization) to develop best practices for local education providers to effectively respond to reports of harassment or discrimination...
>
> The selected organization shall submit a report to the department, the office of school safety, and the general assembly's education committees that includes an explanation of the best practices developed by the selected organization...
>
> The act requires the selected organization to develop a harassment or discrimination training program for use by schools that is consistent with the best practices developed by the selected organization and that complies with the requirements for public schools' harassment and discrimination training. The department shall make the training program materials available to public schools at no cost.

The bill was introduced on February 20, 2024 and enacted on June 6, 2024.

Equity At Work was contracted by the Colorado Department of Education to serve as the selected organization, and work began on October 7, 2024.

Jamey Applegate, Senior Director, DEI, served as the project lead for this report, and Michelle Bogan, Founder and CEO, provided project support.

## Executive Summary

Discrimination, harassment, and bullying of students is undeniably present in our public schools. Developing effective systems of prevention and response are critical to ensure that our students are safe, welcome, and supported at school. Schools cannot be a place of learning and growth unless these important needs are met.

Overlapping and, at times, misaligned legal obligations can make this work harder. However, an effective system of prevention and response does not require that every employee have the knowledge of a practicing attorney. For the adults that work with students every day, the most important skills are these:

(1) to listen actively and with empathy, in a trauma-informed manner, when students are reporting a harm they are experiencing;
(2) to spot potential issues and identify at a high level when a student might be experiencing some type of bullying, discrimination, or harassment;
(3) to get the information to the right designees who have deeper training in implementing the correct nuanced procedures that are required by policy and law (the "policy implementers"); and
(4) to be able to provide any immediate supportive measures or accommodations to the students who are reporting concerns.

None of this works, however, unless students and families know about and trust in the systems that are designed to support and protect them. Communication with students and families in clear and accessible language about discrimination, harassment, and bullying should be a top priority. We can't expect students and families to understand their rights if we communicate only through an enrollment packet and a published online policy. Best practice is to create a culture where schools and districts offer multiple avenues for learning about this critical topic. This includes avenues that allow information to be accessible by families that have limited English proficiency.

In the appendices, we have captured the work that we conducted to compile this report on best practices, including a survey of state and national policies and a survey of schools and districts related to discrimination, harassment, and bullying.

## Author Note: Best Practices Report Scope

This best practices report and the associated training are intended to address incidents of harassment, discrimination, bullying (including cyberbullying), child sexual abuse, and grooming experienced by students. These incidents could occur on school property, on school-provided transportation, and/or at any school-sponsored or school-sanctioned event. Even incidents that occur off campus may need to be addressed at times when there is a nexus to school (e.g. where the conduct is causing a disruption to the school environment). This report covers actions and/or speech by a student or students that impact another student or students (generally referred to as **"student-student"** incidents). It also covers actions and/or speech by an adult or multiple adults (ex. teachers, staff, administrators, coaches, and/or volunteers) that impact a student or students (generally referred to as **"employee-student"** incidents). All best practices included in this report and the associated training should be considered within that context.

This report and the associated training are not intended to address incidents of harassment or discrimination experienced by employees. These are separate and should be addressed consistent with state and federal laws and through employment policies and procedures, as well as any relevant workplace agreements or collective bargaining agreements. They are outside of the scope of work designated by the legislature.

## Prevalence of Bullying, Harassment, and Discrimination in Schools

### Healthy Kids Colorado Survey

The Healthy Kids Colorado Survey is administered every other year to public middle and high school students in Colorado. It contains student-reported data on bullying, including bullying on the basis of a protected class. Per the welcome note on the survey's interactive data dashboard website, the "results consistently illuminate disparities in health outcomes for some youth of color and LGBTQ+ youth." Additionally, the survey highlights that when students "have access to protective factors - like trusted adults who can help with problems, clear family rules, and feeling safe and connected at school - they can thrive."

Over 100,000 students generally take the survey and CDPHE publicly reports out anonymous aggregated results for high school students. The survey cannot tell us the exact degrees to which students are experiencing discrimination and harassment. The survey asks about bullying and not all bullying will be based on the individual's protected class. However, the responses show that many students across the state report bullying because of their disability, ethnic background, gender identity, race, ethnicity, religion, and/or sexual orientation. In 2023, the most recent administration of the survey, 12.2% of high school students reported being bullied on school property during the last 12 months. Additionally, 9.5% of high school students said they had been bullied electronically during the last 12 months. Of those high school students that reported being bullied in the last 12 months in any environment:

- 63.6% reported having been bullied because of physical appearance,
- 30.3% reported having been bullied because of race or ethnicity,
- 26.3% reported having been bullied because of race,
- 12.4% reported having been bullied because of ethnic background,
- 24.9% reported having been bullied because of sexual orientation,
- 18.0% reported having been bullied because of gender identity,
- 16.3% reported having been bullied because of disability, and
- 14.5% reported having been bullied because of religion.

Other pertinent survey results include:

- 4.2% of high school participants reported having had a revealing or sexual photo or video of themselves texted, e-mailed, or posted electronically without their permission in the past 12 months, including
- Multiple data points that could indicate sexual harassment including 2.9% of high school students that said they had touched, grabbed, or pinched someone in a sexual way when unwanted.
- 5.0% of high school participants reported having been treated badly or unfairly in school because of their race or ethnicity in the past 12 months, including:
  - 21.7% of participants who identified as Native Hawaiian/Other Pacific Islander,
  - 13.5% of participants who identified as South Asian,
  - 12.7% of participants who identified as Black/African American,
  - 10.8% of participants who identified as Middle Eastern/North African/Arab,
  - 9.6% of participants who identified as East/Southeast Asian, and
  - 9.4% of participants who identified as Multiracial.

## Colorado and Nationwide Survey Administered by Equity At Work

As part of the development of the Best Practices Report, Equity At Work developed a survey to solicit feedback from a variety of audiences regarding their policies, practices, and procedures related to harassment and discrimination. There were 44 responses from Colorado schools, districts, and BOCES and two responses from schools nationally.

Most incidents were reported as "student-student" incidents of perceived bullying, harassment, or discrimination. There were also reported "employee-student" incidents, which included microaggressions (ex. inappropriate comments) and instances of discrimination (ex. harsher grading and discipline for Hispanic students). Secondary schools were identified as having more incidents and more serious incidents, but elementary schools also identified incidents overall and reported some serious incidents.

The majority of the incidents included name-calling and threats, with some of those incidents escalating to include physical actions, including unwanted touching, verbal and physical violence, and graffiti and destruction of property (ex. racist words and antisemitic symbols on bathroom stalls). A few instances included students excluding other students from participating in activities based on their race or gender.

Incidents of bullying, harassment, and discrimination were reported to have occurred across almost all protected classes. In many of the incidents described by respondents, those who engaged in the harmful behavior were not part of the same protected class as those who were harmed. The majority of incidents included students who were targeted based on their race (most often targeting Black, Latino, and Asian students) and/or their gender/sex (most often targeting female, queer, transgender, and non-binary students). Other respondents reported incidents involving religion (most often targeting Jewish and Muslim students), disabilities (most often targeting students with intellectual disabilities), national origin (including immigration status and language/language ability), and ancestry. Some reported incidents involved characteristics that could constitute bullying but are not protected classes (ex. socioeconomic status)

Respondents identified that bullying, harassment, and discrimination are occurring both online and in-person; many responses identified situations that began online, intensified over time, and then transitioned into in-person interactions. Social media and student interactions on social media were identified as a significant driver of situations that were determined to be bullying and harassment, with multiple respondents identifying social media challenges that encourage

harmful behaviors. One issue raised by multiple respondents was situations in which students threatened to release, and in some situations did release, inappropriate images of other students, including both real images and images that are doctored and/or fake.

A common challenge shared by respondents centered on a lack of clarity around definitions of bullying, harassment, and discrimination and around district- and school-level policies and procedures (example response: "I don't know the protocol when it comes to issues like this."). Respondents also identified a lack of resources as a challenge, specifically student education materials for both cyberbullying and in-person bullying, employee training materials for addressing cyberbullying and intervening in in-person incidents, and staffing (and employee capacity) to undertake investigations thoroughly.

Another common response was a perceived lack of accountability from district and school leadership, including instances of employees expressing fear of retaliation for reporting incidents. And multiple respondents identified the current political climate as a driver of incidents.

Survey contacts and questions are listed in the Appendices.


## Best Practices to Prevent Discrimination and Harassment

Pursuant to SB 24-162, which has been codified at § 22-1-143, C.R.S., this report sets forth best practices on the following:

- Notifications by schools and local education providers to students and parents of harassment or discrimination policies and procedures;
- How employees accept and respond to reports of harassment or discrimination;
- Implementing trauma-informed responses to students; and
- Training for employees about their responsibilities when responding to harassment or discrimination, including distinguishing between bullying and harassment or discrimination, when possible.

These best practices are designed for all local education providers (LEPs). LEP is defined in statute to refer to school districts, charter schools authorized by school districts, charter schools authorized by the Charter School Institute, and boards of cooperative educational services (BOCES) that operate one or more public schools. For shorthand, this report regularly refers to "schools and districts."

Schools and districts must implement a training, starting in December 2025, that is consistent with these best practices. In recognition of the fact that the state has 156 school districts, 23 BOCES, and approximately 2,000 schools, these best practices are intended to be general enough for all, while still being specific enough to provide critically-needed guidance.

## Best Practices: Policy Development

*Best Practice 1: Each local education provider should develop and enact policies related to discrimination, harassment, and bullying that are in compliance with all state and federal laws.*

Although the fundamental purpose of a policy is to protect students from harm, there is an undeniable need to also ensure that schools and districts comply with all state and federal laws. Failure to do so can expose the school or district to complaints with the federal Office of Civil Rights, the state's Colorado Civil Rights Division, and the State Complaint process with the Colorado Department of Education. There is also a risk of lawsuits under Title VI, Title IX, Section 504, and other laws. The details of policies matter and schools and districts should look to model policies by the Colorado Association of School Boards or the Charter School Institute, or seek support from their own legal counsel. However, once these details are in place, the implementation of the policy should not be motivated by compliance. The purpose of the policy is to create safe and welcoming spaces where students can learn and thrive.

*Best Practice 2: To the extent possible, use one process to address concerns about discrimination, harassment, and bullying based on a protected class.*

Schools and districts should do their best to limit the number of different processes that need to be implemented when a concern is raised about discrimination, harassment, or bullying based on a protected class. For example, imagine you have a concern raised about how a student is being treated by another group of students. You don't know all the facts yet, so you don't know how bad it is or how long it has been going on. You suspect, but you aren't sure if the treatment is because the targeted student is a member of a particular protected class. If you have one process to evaluate this situation, you can assess your facts against all of your various definitions of discrimination, harassment, and bullying. No matter where you end up and how you ultimately name the behavior, you've done the work to evaluate and eliminate the harming behavior while getting the student the support they need.

One area where schools and districts may need a separate policy is for concerns that implicate Title IX and sex-based discrimination or harassment. Title IX requires very specific procedures for reviewing concerns about discrimination and harassment. Those procedures have changed multiple times in recent years and are anticipated to change again. A school or district may decide that it is less disruptive to keep a stand-alone policy for Title IX concerns.

**Best Practice 3: Ensure that discrimination and harassment policies for students include some key components.**

- Name a specific compliance officer who can receive complaints and provide multiple avenues to contact that individual.
- Include relevant definitions.
- Explain the complaint process in clear and concise language.
- Describe the options for resolving the concern – either informally or through a more formal investigative process.
- Make it clear that retaliation is prohibited.
- Name the ways in which notice will be provided to students and families about the policy.
- State the training required for employees related to the policy.
- Name the reporting requirements for formal complaints of discrimination and harassment.
- List the outside agencies that can receive complaints about discrimination or harassment and how they can be contacted.

There are many publicly-available examples of such policies from Colorado school districts. For those that follow the Colorado Association of School Boards' model system, these policies will generally be under the AC and JB policies and regulations.

When designing discrimination and harassment policies, it is important to follow Colorado-based models due to the unique requirements of Colorado law that must be included.

## Best Practices: Communicating with Students and Parents/Guardians

**Best Practice 1: More than an annual notice is needed to effectively communicate with students and parents/guardians about discrimination, harassment, and bullying.**

Schools and districts are required to provide an annual notice to students and parents/guardians regarding discrimination and harassment policies. For example, enrollment paperwork generally

includes notices of discrimination policies. However, this is insufficient to ensure that students and families understand their rights and obligations.

It is best practice to create a website landing page that provides a general overview of the different policies about discrimination and harassment, the process for raising a concern or complaint, a complaint form and/or contact person based on the type of concern, and links to the complete policies. The landing page should include the school or district's notices for non-discrimination and Title IX. It should indicate how the information can be accessed in different languages. This landing page should be linked in the header or footer of the district or BOCES' home page, as well as the home page for every school.

It is also best practice to include links to that discrimination and harassment landing page in other communications and resources. Student handbooks and codes of conduct should include links to these policies. In terms of communications, find places to weave it in. For example, a district-wide email regarding that year's Healthy Kids Colorado Survey and what percentage of students reported being bullied based on a protected class could also include reminders about the school or district's policies and expectations. Or, if the school does have an incident of harassment (e.g. racist words and antisemitic symbols on bathroom stalls), send a letter to families to name what happened, what will be done about it, and how students can bring forward concerns about discrimination or harassment.

Information about discrimination and harassment can also be integrated into the scope and sequence of a particular class curriculum. Repetition is critical to create a culture where people trust and use the systems designed to protect students.

### Best Practice 2: Ensure meaningful access for students and parents/guardians with limited English proficiency.

For some districts and schools, this means translating policies into the languages spoken by students and families. For other districts, where there may be almost 200 different languages spoken, this takes more creative and thoughtful work. Translate into commonly-used languages and offer language service supports for less commonly used languages.

When students or families with limited English proficiency are involved in a complaint related to discrimination, harassment, or bullying, ensure that the student and family have access to translation services for interviews or discussions with staff. It isn't appropriate to rely on a student to translate for their family. Always use a professional language service for these situations.

## Best Practices: Responding to Reports of Discrimination, Harassment, and Bullying

### *Best Practice 1: Train employees to be issue spotters, not experts.*

Not every employee needs to understand the exact nuances between state law and federal law discrimination and harassment. However, they do need to be able to listen actively and with empathy to a report from a student so they can decide whether the concern might fall into the bigger buckets of discrimination or harassment. This involves training employees to "spot" issues. This starts with a strong understanding of protected classes and what actions might be directed toward those protected classes. Then, employees must understand the high-level differences between discrimination and harassment. (Note: legally, harassment is a form of discrimination.) A few examples:

- Is this student being treated differently, or excluded from an educational activity, or being denied a benefit because of their protected class? This might be discrimination.
- Is this student being subject to unwelcome words, or pictures, or behaviors that are based on their protected class? This might be harassment depending on the level of severity and/or how long it has been going on.
- Is this student being subject to written or oral expression that is intended to coerce, intimidate, or cause physical, mental, or emotional harm to another? If it is not directed toward the person's protected class, it is bullying. If it is done because of a person's protected class, it could be harassment.

Next, employees should understand the broad-stroke differences between discrimination or harassment on the basis of sex versus other protected classes. This can help employees with best practice #2 in this section – getting information to the right place. Discrimination and harassment based on sex should likely get routed to a Title IX coordinator for further action. Discrimination and harassment based on another protected class may go to another designee at the school or district level.

In short: all-employee training does not need to ensure that employees know every nuance between state and federal requirements and definitions and standards. The most important takeaways are:

1. Be prepared to listen actively with empathy,
2. Spot the issue that this could be discrimination or harassment,
3. Get the information to the right place, and

4. Take next steps to support the student depending on your role.

**Best Practice 2: Train employees to get reports of discrimination, harassment, and bullying to the right people who have a deeper level of training in implementing response systems.**

Once they spot the problem, employees need to know where to take that information. This information should be clearly conveyed to employees through policy and training.

If the discrimination or harassment is based on sex, then the information likely needs to go to a Title IX coordinator. If the conduct implicates the rights of students with disabilities, they may need to connect with a Section 504 coordinator or special education case manager. For other complaints of discrimination or harassment, each school should have a designated person that has a deeper training on discrimination and harassment. This could be a dean or another administrator, depending on the size of the school. It might just be a person who knows how to connect with the right district-level contact. It could be a form that employees can use to report concerns of discrimination or harassment. The important part is that all employees should know who they should talk to if a student reports a concern of discrimination or harassment.

Training for "policy implementers" should be differentiated and much more detailed. These are the individuals that must make sure all procedures are followed and potentially assess the facts to determine whether something constitutes discrimination, harassment, or bullying.

**Best Practice 3: Train employees on the intersections between mandatory reporting of child abuse, grooming, and discrimination and harassment.**

Some reports of harassment will also trigger a mandatory report of child abuse. This means school employees must stop and make a mandatory report to their local law enforcement agency. In rare situations where the student is under the age of 10 and is displaying sexualized behaviors that indicate the child may have been subject to sexual abuse themselves, the school should also make a report to the Colorado Child Abuse and Neglect Hotline.

The most common areas that trigger a mandatory report of child abuse are related to unlawful sexual behavior. This includes either student-student or employee-student allegations of:

- Unlawful sexual contact. This means: for the purpose of sexual arousal, gratification, or abuse, an individual knowingly touched a child's intimate parts without their consent. It can be over the clothes or under the clothes. For example, the student reports that their

butt, breasts, or genitals were grabbed or touched by another student or by an employee, contractor, or volunteer.
- Sexual assault.
- Indecent exposure.
- Some types of sexting, depending on the context.

Although these actions are likely to also constitute harassment, the mandatory report of child abuse to the local law enforcement agency (or in rare situations with very young children, to the Colorado Child Abuse and Neglect Hotline) must come first. After making the report, connect with the designated policy implementers for next steps. Don't forget to put supportive measures in place for students while the situation in under review by the police!

Grooming refers to the actions of an adult that engages a student victim in a gradual process of sexualizing the relationship. Generally, if the adult is not alleged to have engaged in unlawful sexual behavior (see list above) or to have attempted to engage in unlawful sexual behavior with the student, the conduct will not require a mandatory report of child abuse to local law enforcement. However, such behavior should be investigated immediately as potential harassment, staff misconduct, and/or as a violation of expectations related to employee boundaries with students. If the investigation uncovers anything that must be reported as child abuse, the school or district should pause the investigation and immediately make the report to police.

It is also important to remember that a decision by a law enforcement agency does not end the inquiry related to discrimination or harassment. Even if a law enforcement agency decides not to pursue an employee or student's actions as criminal child abuse, the district or school still has an obligation to follow its policies related to discrimination and harassment, which may involve an investigation or review by the school or district.

Due to the overlaps between mandatory reporting of child abuse and harassment, consider blending these two important trainings into the same annual professional development.

**Best Practice 4: Highlight the fundamental importance of supporting students who have shared a concern.**

There is a tendency at times for employees to get bogged down in policies and procedures and forget the most important part of responding to a student concern of discrimination or harassment – have you taken immediate steps to provide supportive measures and/or

accommodations to the impacted student or students? The school shouldn't wait until a "process" is complete to start supporting students who have shared a concern about discrimination, harassment, or bullying. Supportive measures can and should be put in place right away.

Accommodations or supportive measures could include: counseling, extensions of deadlines or other course-related adjustments, extra time for homework or tests, the opportunity to resubmit homework or retake a test, remedying an impacted grade, excused absences, the opportunity for home instruction, modifications to class schedules, and restrictions on contact between the parties to a report of harassment or discrimination. *See* § 22-1-143, C.R.S. Think creatively about other ways that a student may need support when they have reported a concern about discrimination or harassment.

Accommodations or supportive measures should not negatively impact the student experiencing discrimination and harassment. For example, unless requested by the family, it should not be the obligation of the student experiencing harassment to move to another class in order to get away from the student that was harassing them.

Lastly, it does not require a finding of discrimination or harassment to take action in support of students or to help students learn what is acceptable and unacceptable behavior. For example, imagine a situation where a student brings a complaint alleging that they have experienced harm and they believe it was discrimination or harassment. The school looks into the situation and determines that the conduct did not meet the definition of discrimination or harassment in state or federal law, as incorporated in the district policy. However, that does not make the behavior acceptable and it does not mean that no action is needed. In this situation, the district or school can say something along the following lines to the student: "What you named does not rise to the level of meeting the policy definitions of discrimination or harassment. However, the behavior of the other students does not meet our expectations for a welcoming and inclusive environment at school. Here's what we're going to do to address the situation and help the other students learn about the harm they caused." This builds credibility in the system. It addresses the very common and real concern that individuals share complaints about discrimination and harassment and then "nothing happens."

To take action does not mean that a student must be punished or subject to exclusionary discipline. Consider restorative practices or learning opportunities that allow students to grow and learn.

The most important takeaway for all employees is this – take meaningful action to support students and remedy harm. That is true whether the conduct is bullying, harassment, discrimination, or some other conduct that makes students feel unsafe and unwelcome in school. It is also important to take action even when a student or employee didn't *intend* to cause harm or did not understand that their words or actions were microaggressions or were discriminatory or harassing. All students and adults need opportunities to learn from their actions and to do better once they know better.

### Best Practice 5: Integrate trauma-informed learning and practices into existing professional development.

Schools and districts are keenly aware of the fact that there is insufficient time in the year to endlessly add more training. Professional development is often offered as the answer to all problems. Yet, the days and years are already so full with all of the learning that needs to take place for school and district employees. As a result, schools and districts are forced to get smarter around how they use existing professional development to integrate critical learning.

The National Education Association has created a helpful capture of what it means to create trauma-informed schools and trauma-sensitive classrooms. Recognizing the impact of trauma on both students and adults cannot be accomplished through one-and-done training. However, it is a topic that can be effectively incorporated into multiple spaces. Potential areas to incorporate this learning include training on school discipline, culturally-responsive teaching, and classroom management, as well as the annual training on discrimination and harassment and child abuse.

### Best Practice 6: Provide the all-employee training to school/district/BOCES board members.

Board members are often the recipients of concerns and complaints from families. Just like employees, board members should be able to spot potential harassment, discrimination, and bullying and get the family directed to the right place for their concerns to be heard. Board members should understand that it is not their obligation to investigate or "handle" the complaint.

## Conclusion

This work is critically important. The policies, procedures, processes, and practices developed and implemented by districts and schools ensure that every student is able to learn and grow in a safe

and supportive educational environment. To create these safe and welcoming spaces, employees must have the information and training they need to support the students and families they serve.

These policies can be challenging to develop and they can be even more challenging to implement. We are grateful to districts and schools for taking this work so seriously and for working to develop policies and procedures that effectively prevent and respond to discrimination and harassment.

The authors of this report are immensely grateful to the people - both in Colorado and nationwide - who shared their expertise, as those insights formed the foundation of this report and will inform the associated training.

# Appendices

## Appendix A: Survey Contacts

List of nationwide school districts, schools, and school types contacted during the survey:

| State | District | District Type | School Name | School Type |
|-------|----------|---------------|-------------|-------------|
| Alabama | Birmingham School District | Urban | A.H. Parker High School | High |
| Alabama | Birmingham School District | Urban | BCS Virtual Academy of Learning | Virtual |
| Alabama | Birmingham School District | Urban | Central Park Elementary School | Elementary |
| Alabama | Birmingham School District | Urban | John Herbert Phillips Academy | Elementary, Middle |
| Alabama | Birmingham School District | Urban | Ossie Ware Mitchell Middle School | Middle |
| Alabama | Birmingham School District | Urban | West End Academy | Elementary |
| Alabama | Colbert County School District | Rural | Colbert County High School | High |
| Alabama | Colbert County School District | Rural | Leighton Elementary School | Elementary |
| Alabama | Dale County Schools | Rural | Dale County High School | High |
| Alabama | Dale County Schools | Rural | George W. Long Elementary School | Elementary |
| Alabama | Dale County Schools | Rural | South Dale Middle School | Middle |
| Alabama | Hoover City Schools | Suburban | Brock's Gap Intermediate School | Intermediate |
| Alabama | Hoover City Schools | Suburban | Bumpus Middle School | Middle |

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| Alabama | Hoover City Schools | Suburban | Harriette W Gwin Elementary School | Elementary |
| Alabama | Hoover City Schools | Suburban | Hoover High School | High |
| Alabama | Hoover City Schools | Suburban | South Shades Crest School | Elementary |
| Alabama | Saraland City Schools | Suburban | Saraland Elementary School | Elementary |
| Alabama | Saraland City Schools | Suburban | Saraland High School | High |
| Alabama | Saraland City Schools | Suburban | Saraland Middle School | Middle |
| Arizona | Chandler Unified School District | Suburban | Anderson Elementary School | Elementary |
| Arizona | Chandler Unified School District | Suburban | Arizona College Prep Middle School | Middle |
| Arizona | Chandler Unified School District | Suburban | Basha High School | High |
| Arizona | Mesa Unified School District | Suburban | East Valley Academy and Crossroads | High |
| Arizona | Mesa Unified School District | Suburban | Eisenhower Center for Innovation | Elementary |
| Arizona | Mesa Unified School District | Suburban | Franklin Accelerated Academy Brimhall Campus | Elementary |
| Arizona | Mesa Unified School District | Suburban | Longfellow Elementary | Elementary |
| Arizona | Mesa Unified School District | Suburban | Mesa Digital Learning Program | Elementary |
| Arizona | Mesa Unified School District | Suburban | Mountain View High School | High |
| Arizona | Mesa Unified School District | Suburban | Shepherd Junior High School | Middle |
| Arizona | Paradise Valley Unified School District | Suburban | Desert Sands Elementary | Elementary |
| Arizona | Paradise Valley Unified School District | Suburban | Mercury Mine Elementary School | Elementary |
| Arizona | Paradise Valley Unified School District | Suburban | Mountain Trail Middle School | Middle |
| Arizona | Paradise Valley Unified School District | Suburban | North Canyon High School | High |
| Arizona | Paradise Valley Unified School District | Suburban | Sweetwater Community School | High |
| Arizona | Peach Springs Unified School District | Rural | Music Mountain Jr./Sr. High School | Middle, High |
| Arizona | Peach Springs Unified School District | Rural | Peach Springs Elementary School | Elementary |
| Arizona | Phoenix Elementary School District 1 | Urban | Herrera Elementary School | Elementary |
| Arizona | Phoenix Elementary School District 1 | Urban | Magnet Traditional School | Elementary |
| Arizona | Phoenix Elementary School District 1 | Urban | Paul Laurence Dunbar Institute | Elementary |

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| Arizona | Phoenix Union High School District | Urban | Alhambra High School | High |
| Arizona | Phoenix Union High School District | Urban | Camelback Montessori | High |
| Arizona | Phoenix Union High School District | Urban | Phoenix Union Bioscience High School | High |
| Arizona | Show Low Unified School District | Rural | Linden Elementary School | Elementary |
| Arizona | Show Low Unified School District | Rural | Show Low High School | High |
| Arizona | Show Low Unified School District | Rural | Show Low Jr. High School | Middle |
| Kansas | Hays Unified School District 489 | Rural | Hays High School | High |
| Kansas | Hays Unified School District 489 | Rural | Hays Middle School | Middle |
| Kansas | Hays Unified School District 489 | Rural | Hays Virtual School | |
| Kansas | Hays Unified School District 489 | Rural | Lincoln Elementary | Elementary |
| Kansas | McLouth Unified School District 342 | Rural | McLouth Elementary | Elementary |
| Kansas | McLouth Unified School District 342 | Rural | McLouth Secondary | Middle, High |
| Kansas | Olathe Unified School District | Suburban | Black Bob Elementary School | Elementary |
| Kansas | Olathe Unified School District | Suburban | Olathe South High School | High |
| Kansas | Olathe Unified School District | Suburban | Oregon Trail Middle School | Middle |
| Kansas | Olathe Unified School District | Suburban | Prairie Learning Center | Elementary, Middle, High |
| Kansas | Stanton County Unified School District 452 | Rural | Stanton County Elementary School | Elementary |
| Kansas | Stanton County Unified School District 452 | Rural | Stanton County Jr./Sr. High | Middle, High |
| Kansas | Wichita Public School District USD259 | Urban | Chisholm Trail Elementary School | Elementary |
| Kansas | Wichita Public School District USD259 | Urban | Gordon Parks Academy | Elementary, Middle |
| Kansas | Wichita Public School District USD259 | Urban | Pleasant Valley Middle School | Middle |
| Kansas | Wichita Public School District USD259 | Urban | Sowers Alternative High School | High |
| Kansas | Wichita Public School District USD259 | Urban | Wichita Northwest High School | High |
| Maryland | Allegany County Public Schools | Rural | Allegany High School | High |
| Maryland | Allegany County Public Schools | Rural | John Humbird Elementary School | Elementary |
| Maryland | Allegany County Public Schools | Rural | Washington Middle School | Middle |

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|---|---|---|---|---|
| Maryland | Baltimore City Schools | Urban | Barclay Elementary/Middle School | Elementary, Middle |
| Maryland | Baltimore City Schools | Urban | Charles Carroll Barrister Elementary School | Elementary |
| Maryland | Baltimore City Schools | Urban | Forest Park High School | High |
| Maryland | Baltimore City Schools | Urban | Hampden Elementary/Middle School | Elementary, Middle |
| Maryland | Baltimore City Schools | Urban | Harlem Park Elementary/Middle School | Elementary, Middle |
| Maryland | Baltimore City Schools | Urban | Matthew A. Henson Elementary School | Elementary |
| Maryland | Baltimore City Schools | Urban | William S. Baer School | High |
| Maryland | Baltimore County Schools | Suburban | Cockeysville Middle School | Middle |
| Maryland | Baltimore County Schools | Suburban | Dulaney High School | High |
| Maryland | Baltimore County Schools | Suburban | Mays Chapel Elementary School | Elementary |
| Maryland | Baltimore County Schools | Suburban | Nottingham Middle School | Middle |
| Maryland | Baltimore County Schools | Suburban | Perry Hall High School | High |
| Maryland | Baltimore County Schools | Suburban | Randallstown High School | High |
| Maryland | Baltimore County Schools | Suburban | Vincent Farm Elementary School | Elementary |
| Maryland | Baltimore County Schools | Suburban | Windsor Mill Middle School | Middle |
| Maryland | Baltimore County Schools | Suburban | Winfield Elementary School | Elementary |
| Minnesota | Bloomington Public Schools | Suburban | Kennedy High School | High |
| Minnesota | Bloomington Public Schools | Suburban | Oak Grove Middle School | Middle |
| Minnesota | Bloomington Public Schools | Suburban | Ridgeview Elementary School | Elementary |
| Minnesota | Hill City Public School District | Rural | Hill City Elementary School | Elementary |
| Minnesota | Hill City Public School District | Rural | Hill City High School | High |
| Minnesota | Hill City Public School District | Rural | Hill City Middle School | Middle |
| Minnesota | Minneapolis Public School District | Urban | Edison High School | High |
| Minnesota | Minneapolis Public School District | Urban | Ella Baker Elementary School | Elementary |
| Minnesota | Minneapolis Public School District | Urban | Jenny Lind Elementary School | Elementary |
| Minnesota | Minneapolis Public School District | Urban | Justice Page Middle School | Middle |
| Minnesota | Minneapolis Public School District | Urban | MPS Online School | Elementary, Middle, High |
| Minnesota | Minneapolis Public School District | Urban | Pillsbury Elementary School | Elementary |

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|---|---|---|---|---|
| Minnesota | Minneapolis Public School District | Urban | Washburn High School | High |
| Minnesota | Minneota Independent School District | Rural | Minneota Elementary School | Elementary |
| Minnesota | Minneota Independent School District | Rural | Minneota High School | High |
| Minnesota | St. Paul Public Schools | Urban | Battle Creek Middle School | Middle |
| Minnesota | St. Paul Public Schools | Urban | Cherokee Heights Elementary School | Elementary |
| Minnesota | St. Paul Public Schools | Urban | Creative Arts Secondary School | High |
| Minnesota | St. Paul Public Schools | Urban | Hamline Elementary School | Elementary |
| Minnesota | St. Paul Public Schools | Urban | Murray Middle School | Middle |
| Minnesota | St. Paul Public Schools | Urban | Washington Technology High School | High |
| Missouri | Independence School District | Suburban | Bingham Middle School | Middle |
| Missouri | Independence School District | Suburban | Bryant Elementary School | Elementary |
| Missouri | Independence School District | Suburban | Fairmount Elementary School | Elementary |
| Missouri | Independence School District | Suburban | Van Horn High School | High |
| Missouri | Kansas City Public Schools | Urban | James Elementary | Elementary |
| Missouri | Kansas City Public Schools | Urban | John T. Hartman Elementary | Elementary |
| Missouri | Kansas City Public Schools | Urban | Northeast High School | High |
| Missouri | Kansas City Public Schools | Urban | Northeast Middle School | Middle |
| Missouri | Ladue School District | Suburban | Ladue Horton Watkins High School | High |
| Missouri | Ladue School District | Suburban | Ladue Middle School | Middle |
| Missouri | Ladue School District | Suburban | Old Bonhomme Elementary School | Elementary |
| Missouri | Ladue School District | Suburban | Reed Elementary School | Elementary |
| Missouri | Maplewood-Richmond Heights School District | Suburban | MRH Elementary School | Elementary |
| Missouri | Maplewood-Richmond Heights School District | Suburban | MRH High School | High |
| Missouri | Maplewood-Richmond Heights School District | Suburban | MRH Middle School | Middle |
| Missouri | School of The Osage School District | Rural | Heritage Elementary School | Elementary |
| Missouri | School of The Osage School District | Rural | Osage High School | High |
| Missouri | School of The Osage School District | Rural | Osage Middle School | Middle |

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|---|---|---|---|---|
| Missouri | School of The Osage School District | Rural | Osage Upper Elementary School | Elementary |
| Missouri | St. Louis Public Schools | Urban | Long International Middle School | Middle |
| Missouri | St. Louis Public Schools | Urban | Mason Elementary School | Elementary |
| Missouri | St. Louis Public Schools | Urban | Roosevelt High School | High |
| Missouri | Sweet Springs R-VII School District | Rural | Sweet Springs Elementary School | Elementary |
| Missouri | Sweet Springs R-VII School District | Rural | Sweet Springs High School | High |
| Nebraska | Elkhorn Public Schools | Suburban | Elkhorn High School | High |
| Nebraska | Elkhorn Public Schools | Suburban | Elkhorn North Ridge Middle | Middle |
| Nebraska | Elkhorn Public Schools | Suburban | Sagewood Elementary School | Elementary |
| Nebraska | Elkhorn Public Schools | Suburban | West Dodge Station Elementary | |
| Nebraska | Grand Island Public Schools | Rural | Barr Middle School | Middle |
| Nebraska | Grand Island Public Schools | Rural | Engleman Elementary | Elementary |
| Nebraska | Grand Island Public Schools | Rural | Grand Island Senior High | High |
| Nebraska | Grand Island Public Schools | Rural | Success Academy | Middle, High |
| Nebraska | Kenesaw Public Schools | Rural | Kenesaw Elementary School | Elementary |
| Nebraska | Kenesaw Public Schools | Rural | Kenesaw Junior and Senior High | Middle, High |
| Nebraska | Leyton Public Schools | Rural | Leyton Elementary/Junior High and High School | Elementary, Middle, High |
| Nebraska | Lincoln Public Schools | Urban | Bryan College of Health Sciences Focus Program | High |
| Nebraska | Lincoln Public Schools | Urban | Humann Elementary School | Elementary |
| Nebraska | Lincoln Public Schools | Urban | Lux Middle School | Middle |
| Nebraska | Lincoln Public Schools | Urban | Standing Bear High School | High |
| Nebraska | Lincoln Public Schools | Urban | Wysong Elementary School | Elementary |
| Nebraska | Millard Public Schools | Suburban | Black Elk Elementary School | Elementary |
| Nebraska | Millard Public Schools | Suburban | Kiewit Middle School | Middle |
| Nebraska | Millard Public Schools | Suburban | Millard North High School | High |
| Nebraska | Millard Public Schools | Suburban | Rohwer Elementary School | Elementary |
| Nebraska | Omaha Public Schools | Urban | Central High School | High |
| Nebraska | Omaha Public Schools | Urban | Fullerton Elementary School | Elementary |

| Nebraska | Omaha Public Schools | Urban | King Science & Technology Middle | Middle |
|---|---|---|---|---|
| Nebraska | Omaha Public Schools | Urban | Spring Lake Elementary School | Elementary |
| Nebraska | Papillion-La Vista Community Schools | Suburban | Ideal School | High |
| Nebraska | Papillion-La Vista Community Schools | Suburban | La Vista West Elementary School | Elementary |
| Nebraska | Papillion-La Vista Community Schools | Suburban | Papillion La Vista High School | High |
| Nebraska | Papillion-La Vista Community Schools | Suburban | Papillion Middle School | Middle |
| Nebraska | Papillion-La Vista Community Schools | Suburban | Rumsey Station Elementary School | Elementary |
| New Mexico | Albuquerque Public Schools | Urban | Alamosa Elementary School | Elementary |
| New Mexico | Albuquerque Public Schools | Urban | Eisenhower Middle School | Middle |
| New Mexico | Albuquerque Public Schools | Urban | La Cueva High School | High |
| New Mexico | Albuquerque Public Schools | Urban | Public Academy for Performing Arts | Middle, High |
| New Mexico | Albuquerque Public Schools | Urban | Tres Volcanes Community Collaborative School | Elementary, Middle |
| New Mexico | Gadsden Independent Schools | Rural | Rio Colorado Elementary School | Elementary |
| New Mexico | Gadsden Independent Schools | Rural | San Luis Middle School | Middle |
| New Mexico | Gallup-McKinley County Schools | Suburban | Chief Manuelito Middle School | Middle |
| New Mexico | Gallup-McKinley County Schools | Suburban | Navajo Pine High School | High |
| New Mexico | Gallup-McKinley County Schools | Suburban | Tobe Turpen Elementary School | Elementary |
| New Mexico | Las Cruces Public Schools | Urban | Doña Ana Elementary School | Elementary |
| New Mexico | Las Cruces Public Schools | Urban | Mesilla Park Elementary School | Elementary |
| New Mexico | Las Cruces Public Schools | Urban | Organ Mountain High School | High |
| New Mexico | Las Cruces Public Schools | Urban | Sierra Middle School | Middle |
| New Mexico | Rio Rancho Public Schools | Suburban | Independence High School | High |

| State | District | Locale | School | Level |
|---|---|---|---|---|
| New Mexico | Rio Rancho Public Schools | Suburban | Lincoln Middle School | Middle |
| New Mexico | Rio Rancho Public Schools | Suburban | Maggie Cordova Elementary School | Elementary |
| New Mexico | Rio Rancho Public Schools | Suburban | Rio Rancho Cyber Academy | Middle, High |
| South Carolina | Charleston County School District | Urban | C.E. Williams Middle School - North Campus | Middle |
| South Carolina | Charleston County School District | Urban | Jane Edwards Elementary School | Elementary |
| South Carolina | Charleston County School District | Urban | Liberty Hill Academy | Elementary, Middle |
| South Carolina | Charleston County School District | Urban | Lucy G. Beckham High School | High |
| South Carolina | Marion County School District | Rural | Academy of Early Learning | Elementary |
| South Carolina | Marion County School District | Rural | Creek Bridge STEM Academy | Elementary, Middle |
| South Carolina | Marion County School District | Rural | Marion Intermediate School | Middle |
| South Carolina | Marion County School District | Rural | Mullins High School | High |
| South Carolina | Richland School District 1 | Urban | Caughman Road Elementary School | Elementary |
| South Carolina | Richland School District 1 | Urban | Dreher High School | High |
| South Carolina | Richland School District 1 | Urban | Olympia Learning Center | High |
| South Carolina | Richland School District 1 | Urban | Richland One Middle School | Middle |
| South Carolina | Richland School District 1 | Urban | South Kilbourne Elementary | Elementary |
| South Carolina | Richland School District 1 | Urban | WG Sanders Middle School | Middle |
| South Carolina | Richland School District 2 | Suburban | Catawba Trail Elementary School | Elementary |
| South Carolina | Richland School District 2 | Suburban | E.L. Wright Middle School | Middle |
| South Carolina | Richland School District 2 | Suburban | Forest Lake NASA Explorer Elementary School | Elementary |
| South Carolina | Richland School District 2 | Suburban | Spring Valley High School | High |

| Utah | Alpine School District | Suburban | Alpine Online School | Elementary, Middle |
|---|---|---|---|---|
| Utah | Alpine School District | Suburban | Cascade Elementary | Elementary |
| Utah | Alpine School District | Suburban | Loan Peak High School | High |
| Utah | Alpine School District | Suburban | Mountain Trails Elementary School | Elementary |
| Utah | Alpine School District | Suburban | Oak Canyon Junior High | Middle |
| Utah | Alpine School District | Suburban | Orem Junior High | Middle |
| Utah | Alpine School District | Suburban | Traverse Mountain Elementary School | Elementary |
| Utah | Beaver County School District | Rural | Beaver High School | High |
| Utah | Beaver County School District | Rural | Belknap Elementary School | Elementary |
| Utah | Beaver County School District | Rural | Minersville School | Elementary, Middle |
| Utah | Davis School District | Suburban | Columbia Elementary School | Elementary |
| Utah | Davis School District | Suburban | Davis Connect 7-12 | Middle, High |
| Utah | Davis School District | Suburban | Legacy Junior High | Middle |
| Utah | Davis School District | Suburban | Renaissance Academy | High |
| Utah | Davis School District | Suburban | Sunburst Elementary | Elementary |
| Utah | Davis School District | Suburban | Syracuse High School | High |
| Utah | Grand County School District | Rural | Grand County High School | High |
| Utah | Grand County School District | Rural | Helen M. Knight Elementary School | Elementary |
| Utah | Grand County School District | Rural | Margaret L. Hopkins Middle School | Middle |
| Utah | Granite School District | Suburban | Granite Park Junior High | Middle |
| Utah | Granite School District | Suburban | Hartvigsen School | Elementary, Middle, High |
| Utah | Granite School District | Suburban | Howard R. Driggs Elementary School | Elementary |
| Utah | Granite School District | Suburban | Olympus High School | High |
| Utah | Granite School District | Suburban | Robert Frost Elementary School | Elementary |
| Utah | Granite School District | Suburban | West Lake STEM | Middle |
| Utah | Salt Lake City Public Schools | Urban | Dilworth Elementary School | Elementary |
| Utah | Salt Lake City Public Schools | Urban | Highland High School | High |
| Utah | Salt Lake City Public Schools | Urban | Horizonte Instruction and Training Center | High |

| State | District | Locale | School | Level |
|---|---|---|---|---|
| Utah | Salt Lake City Public Schools | Urban | Liberty Elementary School | Elementary |
| Utah | Salt Lake City Public Schools | Urban | Salt Lake Center For Science Education - Bryant | Middle |
| Wisconsin | Beaver Dam Unified School District | Rural | Beaver Dam High School | High |
| Wisconsin | Beaver Dam Unified School District | Rural | Beaver Dam Middle School | Middle |
| Wisconsin | Beaver Dam Unified School District | Rural | Prairie View Elementary School | Elementary |
| Wisconsin | Milwaukee Public Schools | Urban | Bay View High School | High |
| Wisconsin | Milwaukee Public Schools | Urban | Burdick School | Elementary, Middle |
| Wisconsin | Milwaukee Public Schools | Urban | Clemens School | Elementary |
| Wisconsin | Milwaukee Public Schools | Urban | Cooper School | Elementary, Middle |
| Wisconsin | Milwaukee Public Schools | Urban | Doerfler School | Elementary, Middle |
| Wisconsin | Milwaukee Public Schools | Urban | Franklin School | Elementary, Middle |
| Wisconsin | Milwaukee Public Schools | Urban | Grandview High School | High |
| Wisconsin | School District of Waukesha | Suburban | Hillcrest Elementary School | Elementary |
| Wisconsin | School District of Waukesha | Suburban | Horning Middle School | Middle |
| Wisconsin | School District of Waukesha | Suburban | Rose Glen Elementary School | Elementary |
| Wisconsin | School District of Waukesha | Suburban | South High School | High |
| Wyoming | Fremont County School District (Arapahoe Schools) | Rural | Arapaho Charter High School | High |
| Wyoming | Fremont County School District (Arapahoe Schools) | Rural | Arapaho Elementary School | Elementary |
| Wyoming | Fremont County School District (Arapahoe Schools) | Rural | Arapaho Middle School | Middle |
| Wyoming | Laramie County School District 1 | Urban | Arp Elementary School | Elementary |
| Wyoming | Laramie County School District 1 | Urban | Carey Junior High School | Middle |
| Wyoming | Laramie County School District 1 | Urban | Central High School | High |
| Wyoming | Laramie County School District 1 | Urban | Triumph High School | High |
| Wyoming | Natrona County School District 1 | Urban | Centennial Middle School | Middle |
| Wyoming | Natrona County School District 1 | Urban | Fort Caspar Academy | Elementary |
| Wyoming | Natrona County School District 1 | Urban | Midwest Schools K-12 | Elementary, Middle, High |
| Wyoming | Natrona County School District 1 | Urban | Natrona County High School | High |

| Wyoming | Natrona County School District 1 | Urban | Poison Spider School K-8th | Elementary, Middle |
|---------|----------------------------------|-------|----------------------------|--------------------|
| Wyoming | Park County School District 1 | Rural | Park #1 Virtual Academy | Elementary, Middle, High |
| Wyoming | Park County School District 1 | Rural | Parkside Elementary School | Elementary |
| Wyoming | Park County School District 1 | Rural | Powell High School | High |
| Wyoming | Park County School District 1 | Rural | Powell Middle School | Middle |
| Wyoming | Park County School District 1 | Rural | Shoshone Learning Center | High |
| Wyoming | Sheridan County School District | Rural | Arvada-Clearmont Junior/Senior High School | Middle, High |
| Wyoming | Sheridan County School District | Rural | Clearmont Elementary | Elementary |
| Wyoming | Uinta County School District 6 | Rural | Lyman High School | High |
| Wyoming | Uinta County School District 6 | Rural | Lyman Intermediate School | Middle |
| Wyoming | Uinta County School District 6 | Rural | Urie Elementary School | Elementary |

## List of Colorado BOCES and school districts contacted during the survey:

| BOCES/District | BOCES/District Name |
|----------------|---------------------|
| District | Academy 20 |
| District | Adams 12 Five Star Schools |
| BOCES | Adams County 14 |
| District | Adams County 14 |
| District | Adams-Arapahoe 28J |
| District | Aguilar Reorganized 6 |
| District | Akron R-1 |
| District | Alamosa RE-11J |
| District | Archuleta County 50 Jt |
| District | Aspen 1 |
| BOCES | Ault-Highland RE-9 |
| District | Ault-Highland RE-9 |
| District | Bayfield 10 Jt-R |
| District | Bennett 29J |

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| District | | Big Sandy 100J |
| District | | Boulder Valley Re 2 |
| District | | Branson Reorganized 82 |
| District | | Buena Vista R-31 |
| District | | Buffalo RE-4J |
| BOCES | | Byers 32J |
| District | | Byers 32J |
| BOCES | | Calhan RJ-1 |
| District | | Calhan RJ-1 |
| District | | Campo RE-6 |
| District | | Canon City RE-1 |
| BOCES | | Centennial BOCES |
| District | | Centennial BOCES |
| District | | Centennial R-1 |
| District | | Center 26 JT |
| District | | Charter School Institute |
| District | | Cheraw 31 |
| District | | Cherry Creek 5 |
| District | | Cheyenne Mountain 12 |
| District | | Clear Creek RE-1 |
| District | | Colorado School for the Deaf and Blind |
| District | | Colorado Springs 11 |
| District | | Cotopaxi RE-3 |
| District | | Creede School District |
| District | | Cripple Creek-Victor RE-1 |
| District | | Crowley County RE-1-J |
| District | | Custer County School District C-1 |
| District | | De Beque 49JT |

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| District | | Delta County 50(J) |
| BOCES | | Denver County 1 |
| District | | Denver County 1 |
| District | | District 49 |
| District | | Division of Youth Services |
| District | | Dolores County RE No.2 |
| District | | Dolores RE-4A |
| District | | Douglas County Re 1 |
| District | | Durango 9-R |
| District | | Eads RE-1 |
| District | | Eagle County RE 50 |
| District | | East Central BOCES |
| BOCES | | East Central BOCES |
| District | | East Grand 2 |
| District | | East Otero R-1 |
| District | | Eaton RE-2 |
| BOCES | | Edison 54 JT |
| District | | Edison 54 JT |
| District | | Elbert 200 |
| District | | Elizabeth School District |
| District | | Ellicott 22 |
| District | | Englewood 1 |
| District | | Estes Park R-3 |
| District | | Fort Morgan Re-3 |
| District | | Fountain 8 |
| District | | Fowler R-4J |
| District | | Fremont RE-2 |
| BOCES | | Frenchman RE-3 |

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|---|---|---|---|
| District | | Frenchman RE-3 | |
| District | | Garfield 16 | |
| District | | Garfield Re-2 | |
| District | | Gilpin County RE-1 | |
| District | | Granada RE-1 | |
| District | | Greeley 6 | |
| District | | Gunnison Watershed RE1J | |
| District | | Hanover 28 | |
| District | | Harrison 2 | |
| District | | Hayden RE-1 | |
| District | | Hinsdale County RE 1 | |
| District | | Hoehne Reorganized 3 | |
| District | | Holly RE-3 | |
| District | | Holyoke Re-1J | |
| District | | Huerfano Re-1 | |
| District | | Ignacio 11 JT | |
| District | | Jefferson County R-1 | |
| District | | Johnstown-Milliken RE-5J | |
| District | | Kim Reorganized 88 | |
| BOCES | | La Veta Re-2 | |
| District | | La Veta Re-2 | |
| District | | Lake County R-1 | |
| District | | Lamar Re-2 | |
| District | | Las Animas RE-1 | |
| District | | Lewis-Palmer 38 | |
| District | | Littleton 6 | |
| BOCES | | Lone Star 101 | |
| District | | Lone Star 101 | |

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| District | | Mancos Re-6 |
| District | | Manitou Springs 14 |
| District | | Manzanola 3J |
| District | | Mapleton 1 |
| District | | McClave Re-2 |
| District | | Meeker RE-1 |
| District | | Mesa County Valley 51 |
| BOCES | | Miami/Yoder 60 JT |
| District | | Miami/Yoder 60 JT |
| District | | Moffat 2 |
| District | | Moffat County RE: No 1 |
| BOCES | | Moffat County RE: No 1 |
| District | | Monte Vista C-8 |
| District | | Montezuma-Cortez RE-1 |
| District | | Montrose County RE-1J |
| District | | Mountain Valley RE 1 |
| District | | North Conejos RE-1J |
| District | | North Park R-1 |
| BOCES | | Northeast BOCES |
| District | | Northeast BOCES |
| BOCES | | Northwest Colo BOCES |
| District | | Northwest Colo BOCES |
| District | | Norwood R-2J |
| District | | Ouray R-1 |
| District | | Park County RE-2 |
| BOCES | | Peyton 23 Jt |
| District | | Peyton 23 Jt |
| District | | Plainview RE-2 |

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| District | Plateau Valley 50 | |
| District | Platte Canyon 1 | |
| District | Poudre R-1 | |
| District | Primero Reorganized 2 | |
| District | Pritchett RE-3 | |
| District | Pueblo City 60 | |
| District | Pueblo County 70 | |
| District | Rangely RE-4 | |
| District | Ridgway R-2 | |
| District | Roaring Fork RE-1 | |
| District | Rocky Ford R-2 | |
| BOCES | Salida R-32 | |
| District | Salida R-32 | |
| BOCES | San Luis Valley BOCES | |
| District | San Luis Valley BOCES | |
| BOCES | Sanford 6J | |
| District | Sanford 6J | |
| District | Sangre De Cristo Re-22J | |
| District | Sargent RE-33J | |
| District | School District 27J | |
| District | Sheridan 2 | |
| District | Sierra Grande R-30 | |
| District | Silverton 1 | |
| District | South Conejos RE-10 | |
| District | South Routt RE 3 | |
| BOCES | Southeastern BOCES | |
| District | Southeastern BOCES | |
| BOCES | Springfield RE-4 | |

| District | | Springfield RE-4 |
|---|---|---|
| District | | St Vrain Valley RE1J |
| District | | Steamboat Springs RE-2 |
| District | | Summit RE-1 |
| District | | Swink 33 |
| District | | Telluride R-1 |
| District | | Thompson R2-J |
| District | | Trinidad 1 |
| BOCES | | Upper Rio Grande School District C-7 |
| District | | Upper Rio Grande School District C-7 |
| District | | Vilas RE-5 |
| District | | Walsh RE-1 |
| District | | Weld County RE-1 |
| District | | Weld County School District RE-3J |
| District | | Weld RE-4 |
| District | | Weld Re-8 Schools |
| District | | West End RE-2 |
| District | | West Grand 1-JT |
| BOCES | | Westminster Public Schools |
| District | | Westminster Public Schools |
| District | | Widefield 3 |
| District | | Wiley RE-13 Jt |
| District | | Woodland Park Re-2 |
| District | | Wray RD-2 |
| District | | Yuma 1 |

List of Colorado Department of Education and Office of School Safety departments:
- Colorado Multi-Tiered Systems of Support
- Office of American Indian Education
- Office of Culturally and Linguistically Diverse Education were contacted.

- Office of School Safety
- School Bullying Prevention and Education Grant Program

## Appendix B: Survey Questions

*Colorado Schools Survey*
- Section 1
    - Your name
    - Your title
    - Your email address
    - Your phone number
    - Which setting do you work in?
        - In-School (K-12)
        - Local School District
        - BOCES
        - Colorado Department of Education
        - Office of School Safety
- Section 2 - In-School (K-12)
    - School Name
    - School District, BOCES, or Authorizer Name
    - School Type
        - Public Elementary School
        - Public Middle School
        - Public High School
        - Charter School
        - Innovation School
        - Online/Virtual School
        - Other
    - Which grades does your school teach?
        - PK through 12
    - Is your school urban, suburban, or rural?
    - How many students attend your school?
    - Please describe instances and trends of harassment that have occurred in your school community within the last few years, including how you determined it was harassment

- ○ Please describe instances and trends of discrimination that have occurred in your school community within the last few years, including how you determined it was discrimination
- ○ Please describe instances and trends of bullying that have occurred in your school community within the last few years, including how you determined it was bullying
- ○ Please share challenges you and your school community currently face as it relates to harassment, discrimination, and bullying
- ○ Please share how you and your school notify students and parents/guardians of harassment, discrimination and bullying policies and procedures
- ○ Please share policies, practices, and procedures you and your school have in place for how employees should accept and respond to reports of harassment and discrimination
- ○ Please share policies, practices, and procedures you and your school have in place for implementing trauma-informed responses to students
- ○ Please share policies, practices, and procedures you and your school have in place for recognizing harassment, discrimination, indicators of grooming, and child sexual abuse
- ○ Please share policies, practices, and procedures you and your school have in place for distinguishing between bullying and harassment or discrimination
- ● Section 3 - School District or BOCES
  - ○ School District, BOCES, or Authorizer Name
  - ○ Please provide a brief description of your role and responsibilities
  - ○ Is your school district or BOCES urban, suburban, or rural?
  - ○ How many students attend your school district or BOCES?
  - ○ Please describe instances and trends of harassment that have occurred in your school district or BOCES community within the last few years, including how you determined it was harassment
  - ○ Please describe instances and trends of discrimination that have occurred in your school district or BOCES community within the last few years, including how you determined it was discrimination
  - ○ Please describe instances and trends of bullying that have occurred in your school district or BOCES community within the last few years, including how you determined it was bullying
  - ○ Please share challenges you and your school district or BOCES community currently face as it relates to harassment, discrimination, and bullying

- ○ Please share how you and your school district or BOCES notify students and parents/guardians of harassment, discrimination and bullying policies and procedures
- ○ Please share policies, practices, and procedures you and your school district or BOCES have in place for how employees should accept and respond to reports of harassment and discrimination
- ○ Please share policies, practices, and procedures you and your school district or BOCES have in place for implementing trauma-informed responses to students
- ○ Please share policies, practices, and procedures you and your school district or BOCES have in place for recognizing harassment, discrimination, indicators of grooming, and child sexual abuse
- ○ Please share policies, practices, and procedures you and your school district or BOCES have in place for distinguishing between bullying and harassment or discrimination
- Section 4 - Colorado Department of Education and Office of School Safety Professionals
  - ○ Your department and/or team
  - ○ Please provide a brief description of your role responsibilities
  - ○ Please describe your experience with instances of harassment within the school context in the last few years
  - ○ Please describe your experience with instances of discrimination within the school context in the last few years
  - ○ Please describe your experience with instances of bullying within the school context in the last few years
  - ○ Please share challenges you see school communities currently facing as it relates to harassment, discrimination, and bullying
  - ○ Please share how you and your department/team notify students and parents/guardians of harassment, discrimination and bullying policies and procedures
  - ○ Please share policies, practices, and procedures you and your department/team have in place for how employees should accept and respond to reports of harassment and discrimination
  - ○ Please share policies, practices, and procedures you and your department/team have in place for implementing trauma-informed responses to students
  - ○ Please share policies, practices, and procedures you and your department/team have in place for recognizing harassment, discrimination, indicators of grooming, and child sexual abuse

- ○ Please share policies, practices, and procedures you and your department/team have in place for distinguishing between bullying and harassment or discrimination
- Section 5
  - ○ [OPTIONAL] Please share any other information that you think might be helpful to this project
  - ○ Would you be willing to participate in a Harassment and Discrimination Program Training pilot/test session?

*Nationwide School Survey*
- Section 1
  - ○ Your name
  - ○ Your title
  - ○ Your email address
  - ○ Your phone number
  - ○ Which setting do you work in?
    - In-School (K-12)
    - Local School District
- Section 2 - In-School (K-12)
  - ○ School Name
  - ○ School District or Authorizer Name
  - ○ School Type
    - Public Elementary School
    - Public Middle School
    - Public High School
    - Charter School
    - Innovation School
    - Online/Virtual School
    - Other
  - ○ Which grades does your school teach?
    - PK through 12
  - ○ Which grades does your school teach?
  - ○ Is your school urban, suburban, or rural?
  - ○ How many students attend your school?
  - ○ Please describe instances and trends of harassment that have occurred in your school community within the last few years, including how you determined it was harassment

- Please describe instances and trends of discrimination that have occurred in your school community within the last few years, including how you determined it was discrimination
- Please describe instances and trends of bullying that have occurred in your school community within the last few years, including how you determined it was bullying
- Please share challenges you and your school community currently face as it relates to harassment, discrimination, and bullying
- Please share how you and your school notify students and parents/guardians of harassment, discrimination and bullying policies and procedures
- Please share policies, practices, and procedures you and your school have in place for how employees should accept and respond to reports of harassment and discrimination
- Please share policies, practices, and procedures you and your school have in place for implementing trauma-informed responses to students
- Please share policies, practices, and procedures you and your school have in place for recognizing harassment, discrimination, indicators of grooming, and child sexual abuse
- Please share policies, practices, and procedures you and your school have in place for distinguishing between bullying and harassment or discrimination
- Section 3 - Local School District
  - School District or Authorizer Name
  - Please provide a brief description of your role and responsibilities
  - Is your school district urban, suburban, or rural?
  - How many students attend your school district?
  - Please describe instances and trends of harassment that have occurred in your school district community within the last few years, including how you determined it was harassment
  - Please describe instances and trends of discrimination that have occurred in your school district community within the last few years, including how you determined it was discrimination
  - Please describe instances and trends of bullying that have occurred in your school district community within the last few years, including how you determined it was bullying
  - Please share challenges you and your school district community currently face as it relates to harassment, discrimination, and bullying
  - Please share how you and your school district notify students and parents/guardians of harassment, discrimination and bullying policies and procedures

- - - Please share policies, practices, and procedures you and your school district have in place for how employees should accept and respond to reports of harassment and discrimination
    - Please share policies, practices, and procedures you and your school district have in place for implementing trauma-informed responses to students
    - Please share policies, practices, and procedures you and your school district have in place for recognizing harassment, discrimination, indicators of grooming, and child sexual abuse
    - Please share policies, practices, and procedures you and your school district have in place for distinguishing between bullying and harassment or discrimination
- Section 4
  - [OPTIONAL] Please share any other information that you think might be helpful to this project

## Appendix C: Survey Responses

*Survey Responses*
- Nationwide Schools Survey - 2 responses
  - Setting
    - In-School (K-12) - 2 responses
      - 1 Public Elementary School
      - 1 Public Middle School
  - Urban/Suburban/Rural
    - Rural - 2 responses
- Colorado Schools Survey - 44 responses
  - Setting
    - In-School (K-12) - 21 responses
      - 3 Public Elementary Schools (Two K-5, One PK-6)
      - 2 Public Elementary/Middle School (One 2-8, One PK-8)
      - 5 Public Elementary/Middle/High Schools (Three PK-12, One K-12)
      - 1 Public Elementary/Middle/High/Online/Virtual School (PK-12)
      - 1 Public Middle School (5-8)
      - 2 Public Middle/High Schools (One 6-12, One 7-12)
      - 1 Public Charter High/Online/Virtual School (9-12)
      - 2 Charter Elementary/Middle School (One K-8, One K-9)
      - 1 Charter Elementary/Middle/High School (PK-12)
      - 1 Online/Virtual School (4-12)

- 1 Day Treatment School (Grades K-12)
- 1 AEC (Grades 9-12)
  - Local School District - 21 responses
  - Office of School Safety - 2 responses
- Urban/Suburban/Rural
  - Urban - 9 responses
  - Suburban - 12 responses
  - Rural - 21 responses
  - n/a - 2 responses (Office of School Safety)
- Participating Entities
  - Academy District 20
  - Adams County School District 50 (Westminster Public Schools)
  - Aspen School District RE-1
  - Center Consolidated School District 26JT
  - Charter School Institute (Stone Creek Charter School and The Academy of Charter Schools)
  - Cherry Creek School District
  - Colorado Office of School Safety
  - Colorado Springs School District 11
  - Englewood Schools
  - Edison School District 54JT
  - Fremont County School District #38 (Wyoming)
  - Grand County School District (Utah)
  - Greeley-Evans School District 6
  - Gunnison Watershed School District RE-1J
  - Holyoke School District
  - Huerfano Re-1 SD
  - Ignacio School District 11JT
  - Jefferson County School District R-1
  - Monte Vista School District
  - Lamar School District RE-2
  - Manitou Springs School District
  - Meeker School District
  - Moffat County School District
  - Montezuma-Cortez RE-1
  - Northeast BOCES (Julesburg)
  - Pikes Peak BOCES (Hanover)

- Poudre School District
- Pueblo School District 60
- School District 27J
- St. Vrain Valley Schools
- Strasburg School District 31J
- Tennyson Center for Children
- Thompson School District
- Weld County School District RE-1
- Weld RE-9 School District
- Wiggins School District RE-50J

## Appendix D: Resources and Example Policies, Procedures, and Practices

*United States Government Resources and Legal Considerations*
- United States Department of Education - [Civil Rights Coordinator Data](#) - this website identifies and provides contact information for Title IX, Title VI, and Section 504/ADA/Disability Rights Coordinators and provides contact info for public school districts throughout the United States
- United States Department of Education - [Laws and Policy](#)
  - [Title VI of the Civil Rights Act of 1964](#)
  - [Section 504](#)
- United States Department of Education Office for Civil Rights - [Fact Sheet: Harassment based on Race, Color, or National Origin on School Campuses](#)
- United States Department of Education Office of Civil Rights - [Data on Equal Access to Education](#)
- United States Department of Education Office of Indian Education - [Resources](#)
  - [Every Student Succeeds Act, Title VI](#)
- United States Department of Justice Civil Rights Division - [Types Of Educational Opportunities Discrimination](#)
  - [Title IX of the Education Amendments of 1972](#), 20 U.S.C. §§ 1681–1688
  - [Title II](#)

*Colorado Government Resources and Legal Considerations*
- Colorado General Assembly - [H.B. 21-1108](#)
- Colorado General Assembly - [SB 21-088](#)
- Colorado General Assembly - [SB 23-296](#)
- Colorado General Assembly - [SB 24-162](#)

- Colorado General Assembly - Colorado Revised Statutes 2023 - Title 18 (Criminal Code)
- Colorado General Assembly - Colorado Revised Statutes 2023 - Title 22 (Education)
  - Alt. LexisNexis > Colorado Legal Resources (Colorado Revised Statutes) - C.R.S. 22-1-143
- Colorado Department of Education
  - American Indian Education
  - Title IX Resources
  - Gender/Sexual Orientation
  - Office of Culturally and Linguistically Diverse Education
  - Terminology for Genocides
- Colorado Attorney General - Contact Us (Complaints)
- Colorado Department of Human Services - Colorado Child Abuse and Neglect Hotline Reporting System
- Colorado Department of Public Safety Office of School Safety - Mandatory Reporting Teacher Toolkit
- Colorado Department of Regulatory Agencies - Regulatory Information
- Colorado Department of Regulatory Agencies - Common Civil Rights Questions
- Colorado Department of Regulatory Agencies - Types of Discrimination Complaints That We Handle
- Colorado Department of Labor and Employment - Colorado Office of New Americans
- Colorado Department of Public Health & Environment - Healthy Kids Colorado Survey Dashboard

*Scholarly Research*
- European Journal of Pediatrics - Physical symptoms in very young children assessed for sexual abuse: a mixed method analysis from the ASAC study
- Journal of Child Sexual Abuse - Frequency of False Allegations of Child Sexual Abuse: A Critical Review
- Journal of Child Sexual Abuse - Keeping Students Out of Harm's Way: Reducing Risks of Educator Sexual Misconduct

*Nondiscrimination and Harassment Policies*
- United States Department of Education - Resource for Drafting Nondiscrimination Policies, Notices of Nondiscrimination, and Grievance Procedures under 2024 Amendments to the U.S. Department of Education's Title IX Regulations
- Association of Title IX Administrators - ATIXA's Policy & Procedure Builder
- Colorado Association of School Boards - Policy Services

- - AC and JB policies and regulations
- University of Colorado - Office of Institutional Equity and Compliance
  - Protected Class Nondiscrimination
- Indiana University - IU prohibits discrimination and harassment - this includes a link to report an incident and organizational definitions of discrimination, harassment, and sexual harassment
- Ithaca College - Guidelines for Resolving Discrimination Complaints
- Wisconsin Department of Public Instruction - Pupil Nondiscrimination Program
- Minnesota Department of Education - Discrimination
- South Carolina Department of Education - Model Policy Prohibiting Harassment, Intimidation or Bullying
- Alabama State Department of Education - Code of Alabama, 1975: Chapter 28B Student Harassment Prevention Act
- Utah State Board of Education - Policy #04-19: Sexual Harassment, Including Sexual Assault, Dating Violence, Domestic Violence, Stalking, and Retaliation (Title IX)
- New Mexico Public Education Department - Non-Discrimination Policy
- Nebraska Department of Education - Nondiscrimination and Equal Educational Opportunity in Schools (Alternative Version)
  - Methods of Administration (Civil Rights) Compliance Manual
- Wyoming Department of Education - Non-discrimination Policy
- Weld RE-9 School District - GBAA (Sexual Harassment) and GBAA-R (Sexual Harassment (Grievance Procedure))
- Kansas City (Missouri) Public Schools - Nondiscrimination and Harassment Policies
- Ladue (Missouri) School District - Prohibition Against Illegal Discrimination, Harassment and Retaliation
- Independence (Missouri) School District - District Policies (Centralized)
- Baltimore City (Maryland) Schools - Addressing Bullying, Harassment, and Sex-based Discrimination
- School District of Waukesha (Wisconsin) - Nondiscrimination on the Basis of Sex in Education Programs or Activities
- Minneapolis (Minnesota) Public Schools - Equality & Civil Rights
- Bloomington (Minnesota) Public Schools - Policies & Regulations
  - Harassment and Violence (Employee-Facing)
  - Title IX Sex Nondiscrimination Policy, Grievance Procedure and Process (Student-Facing)
- Minneota (Minnesota) Public Schools - Non-Discrimination Policy and Statement

- Birmingham (Alabama) City Schools - [Code of Student Conduct Appendix VII: Student Anti-Harassment / Anti-Violence Policy](#)
- Dale County (Alabama) School District - [Policy Manual](#)
  - [VI. Students](#)
- Salt Lake City (Utah) School District - [Board Policies](#) (General, Personnel, and Student Policies)
- Alpine (Utah) School District - [Policy No. 7150: Sexual Harassment](#)
- Phoenix (Arizona) Union High School District - [Non-Discrimination Policy](#)
- Phoenix (Arizona) Elementary School District 1 - [Preventing Bullying, Harassment Or Intimidation](#)
- Mesa (Arizona) Public Schools - [Policy 5-409 Prohibition on Harassment, Intimidation, and Bullying](#)
- Show Low (Arizona) Unified School District - [Public Notice of Non-Discrimination and Title IX](#)
  - [Title IX Forms for Districts: Nondiscrimination Policy and Notice of Nondiscrimination](#)
- Albuquerque (New Mexico) Public Schools - [Office of Equal Opportunity Services (EOS)](#)
  - [Report a Concern/Complaint](#)
  - [Protected Classes](#)
  - [Students](#)
  - [Parents & Guardians](#)
  - [Staff & Employees](#)
  - [School Administration](#)
  - [Prevention](#)
- Las Cruces (New Mexico) Public Schools - [LCPS Policies, Regulations, Forms](#)
  - [Non-Discrimination](#), [Sexual Harassment](#), and [Bullying, Cyberbullying, Racialized Aggression and Harassment](#)
  - Table Format: Code - Title - Policy - Regulation - Forms
- Rio Rancho (New Mexico) Public Schools - School Board Policies
  - Series 700 - Personnel: 701, 710, 714, 715, 719
  - Series 1000 - Students: 1004, 1010, 1012, 1017
- Gadsden (New Mexico) Independent School District - [Public Concerns/Complaints About Personnel](#) (Regulation)
  - [Form](#)
- Wichita (Kansas) Public School - [Bullying and Harassment](#)
  - [P1116 Sexual Harassment of Students](#)
- McLouth (Kansas) Unified School District - [Nondiscrimination Policy](#)
  - [Students - Complaints About Discrimination](#)

- - Students - Sexual Harassment
  - Students - Racial and Disability Harassment
  - General Public Relations - Complaints
- Omaha (Nebraska) Public Schools - Civil Rights and Discrimination
- Lincoln (Nebraska) Public School - Policies and Regulations
  - 4000 - Human Resources
    - 4772 - Prohibition on Aiding and Abetting Sexual Abuse
    - 4790 - Child Abuse Complaints
    - 4880 - Anti-Discrimination and Harassment
  - 5000 - Students
    - 5482 - Anti-Bullying Policy
    - 5504 - Child Abuse - Neglect
  - 6000 - Instructional Program
    - 6742 - Initiations, Hazing, Secret Clubs and Outside Organizations
- Millard (Nebraska) Public Schools - Notice of Non-Discrimination
- Elkhorn (Nebraska) Public Schools - Harassment
- Grand Island (Nebraska) Public Schools - Bullying and Harassment (Students)
- Kenesaw (Nebraska) Public Schools - Anti-Discrimination, Anti-Harassment, and Anti-Retaliation
- Papillion La Vista (Nebraska) Community Schools - Notice of Nondiscrimination
- Leyton (Nebraska) Public Schools - Teachers' Rights, Responsibilities and Duties and Professional Boundaries and Appropriate Relationships Between Employees and Students
- Laramie County (Wyoming) School District #1 - Harassment/Discrimination
- Natrona County (Wyoming) Schools - Non-Discrimination Policy
  - Nondiscrimination on the Basis of Race, Color, Ancestry, Ethnicity, National Origin, Disability, Religion or Sexual Orientation
  - Student Harassment, Intimidation, or Bullying
- Sheridan County (Wyoming) School District - Harassment, Intimidation, and Bullying
- Fremont County (Wyoming) School District #38 - Harassment, Intimidation, and Bullying
  - Equal Educational Opportunities
- Park County (Wyoming) School District #1 - Nondiscrimination
  - Harassment, Intimidation and Bullying
  - Equal Opportunity, Title IX, Immigration Act and Section 504 of the Rehabilitation Act
    - Section 504 of the Rehabilitation Act

*Nondiscrimination and Harassment Notices and Statements*

- United States Department of Education - [Resource for Drafting Nondiscrimination Policies, Notices of Nondiscrimination, and Grievance Procedures under 2024 Amendments to the U.S. Department of Education's Title IX Regulations](#)
- South Carolina Department of Education - [Title IX Compliance and Non-Discrimination](#)
- Alabama State Department of Education - [Non-Discrimination Statement](#)
  - [Sample Notice of Non-Discrimination](#)
- New Mexico Public Education Department - [Non-Discrimination Policy](#)
- Kansas State Department of Education - [Non-Discrimination Notice](#)
  - [Section 504 Complaint Form](#)
- Maplewood Richmond Heights (Missouri) School District - [Non-Discrimination Notice](#)
- School of the Osage (Missouri) - [Non-Discrimination & Title IX](#)
- Baltimore City (Maryland) Public Schools - [Student Fair Practices](#)
- Baltimore County (Maryland) Public Schools - [Bullying, Harassment, or Intimidation (BHI)](#)
- School District of Waukesha (Wisconsin) - [Annual Notices](#)
- Beaver Dam (Wisconsin) Unified School District - [Title IX Notification](#)
- Hill City (Minnesota) Independent School District #2 - [Non-Discrimination Statement](#)
- Minneota (Minnesota) Public Schools - [Non-Discrimination Policy and Statement](#)
- Richland (South Carolina) School District 2 - [Notice of Non-Discrimination](#)
- Salt Lake City (Utah) School District - [Non-Discrimination Statement](#)
- Alpine (Utah) School District - [Notification of Non-Discrimination Policy](#)
- Granite (Utah) School District - [Prohibition of Discrimination, Harassment, and Retaliation](#)
- Paradise Valley (Arizona) Unified School District - [Administrative Guidelines Addressing the Rights of Students Regarding Gender Identity and Expression](#)
- Perry High School, Chandler (Arizona) Unified School District - [Title IX Policies and Procedures](#) (Student Concerns, Complaints, and Grievances)
- Show Low (Arizona) Unified School District - [Public Notice of Non-Discrimination and Title IX](#)
  - [Title IX Forms for Districts: Nondiscrimination Policy and Notice of Nondiscrimination](#)
- Albuquerque (New Mexico) Public Schools - [APS Non-Discrimination Statement](#)
- Rio Rancho (New Mexico) Public Schools - [Public and Legal District Notices](#)
  - [Rio Rancho Public Schools Non-Discrimination Statement (Title IX)](#)
- Gallup-McKinley County (New Mexico) Schools - [Notice of Nondiscrimination](#)
- Gadsden (New Mexico) Independent School District - [Notice of Nondiscrimination on the Basis of Sex](#) (English and Spanish)
  - [GISD Incident Reporting Form](#)
- Wichita (Kansas) Public Schools - [P0400 Non-Discrimination Statement](#)
- Olathe (Kansas) Public Schools - [Notification Statement of Non-discrimination](#)

- Hays (Kansas) Unified School District - [Non-Discrimination Statement](#)
- McLouth (Kansas) Unified School District - [Non-Discrimination, Harassment & Bullying Notice](#)
- Lincoln (Nebraska) Public Schools - [Title IX: LPS Statement of Nondiscrimination](#)
- Millard (Nebraska) Public Schools - [Notice of Non-Discrimination](#)
- Papillion La Vista (Nebraska) Community Schools - [Nondiscrimination Policy](#)
- Grand Island (Nebraska) Public Schools - [Notice of Nondiscrimination](#)
- Laramie County (Wyoming) School District #1 - [Notice of Nondiscrimination](#)
  - [Privacy, Harassment Statement](#)
- Park County (Wyoming) School District #1 - [Notice of Non-Discrimination and Title IX Information](#)

*Nondiscrimination and Harassment Practices, Processes, and Procedures*
- Association of Title IX Administrators - [ATIXA's Policy & Procedure Builder](#)
- Indiana University - [Martha McCarthy Education Law and Policy Institute](#)
- South Carolina Department of Education - [Civil Rights On-Site Reviews - Frequently Asked Questions](#)
- New Mexico Public Education Department - [Title IX Complaint Procedure](#)
- Kansas State Department of Education - [Section 504 - Grievance Procedure](#)
  - [Complaint Form](#)
- Weld RE-9 School District - [GBAA-R](#) (Sexual Harassment (Grievance Procedure)), [GBEB](#) (Staff Conduct), [JICDD](#) (Violent and Aggressive Behavior), [JICDE](#) (Bullying Prevention and Education)
- Poudre School District - [Regulation AC-R-1](#) (Harassment and Discrimination Investigation Procedures for Students)Ladue (Missouri) School District - [Complaint Escalation Process](#)
- Minneapolis (Minnesota) Public Schools - [HELPme App](#)
- Birmingham (Alabama) City Schools - [Summary of Title IX Complaint Process and Procedure](#)
- Beaver County (Utah) School District - [How to Submit a Student Complaint](#)
- Phoenix (Arizona) Elementary School District 1 - [Preventing Bullying, Harassment Or Intimidation](#)
- Phoenix (Arizona) Elementary School District 1 - [Preventing Bullying, Harassment Or Intimidation](#)
  - [Bullying Reporting Process](#)
- Mesa (Arizona) Public Schools - [Legal & Policy Services](#)
  - [Policy Manual](#)
  - [Child and Vulnerable Adult Abuse Reporting Protocol](#)

- Chandler (Arizona) Unified School District - Title IX Sexual Harassment (Notice of Nondiscrimination/Aviso de no discriminación, Sexual Harassment and Title IX Policies, Title IX Training Documents)
- Albuquerque (New Mexico) Public Schools - Staff & Employees - Reporting and Complaint Procedure Manuals
- McLouth (Kansas) Unified School District - Students - Complaints About Discrimination, General Public Relations - Complaints, and Student and Staff Harassment Procedures
- Fremont County (Wyoming) School District #38 - Discrimination - Student Complaint Procedure and Equal Educational Opportunities Grievance Procedure Form
- Park County (Wyoming) School District #1 - Discrimination/Harassment Complaint Procedure, Student Complaint Procedure, Sexual Harassment Investigation, Complaints About School Personnel, and Complaints and Grievances

*Discrimination, Harassment, and Bullying Reporting Forms*
- Missouri Department of Public Safety - Courage to Report Hotline
- Maryland Center for School Safety - Safe Schools Maryland Tipline
- Wisconsin Department of Justice - Speak Up Speak Out
- Indiana University - IU prohibits discrimination and harassment - this includes a link to report an incident and organizational definitions of discrimination, harassment, and sexual harassment
  - Bias Incident Reporting
- Cornell University - Bias Reporting
- Ohio State University - Report an Incident
- Alabama State Department of Education - Student Bullying Action Form
- Nebraska Department of Education - Complaint Form
- Wyoming Department of Education - Threat Assessment & Reporting
  - Safe2Tell Wyoming - Confidential Tip Line
- Moffat County (Colorado) School District - Title IX Intake Form
- School District 27J (Colorado) - Harassment, Discrimination, Title IX, and Bullying Triage Form
- Maplewood Richmond Heights (Missouri) School District - Confidential Reporting Forms
- Allegany County (Maryland) Public Schools - Report Bullying, Harassment, or Intimidation
- Richland (South Carolina) School District 1 - Bullying Report
- Montgomery (Alabama) Public Schools - Bullying/Harassment Complaint Form
- Hoover (Alabama) City Schools - Student Sexual Harassment Complaint Form
- Hoover (Alabama) City Schools - Form for Reporting a Complaint of Bullying, Intimidation, Violence, and Threats of Violence

- Dale County (Alabama) School District - [Student Bullying/Harassment Complaint Form](#)
- Salt Lake City (Utah) School District - [G-19, G-20, and Title IX Form: Complaint and/or Request for Investigation](#)
- Alpine (Utah) School District - [Harassment/Discrimination Report](#)
- Davis (Utah) School District - [File a Formal Title IX Complaint](#)
- Granite (Utah) School District - [Report a Concern, Ask a Question, Report Financial Fraud](#)
- Beaver County (Utah) School District - [Complaint Form](#)
- Grand County (Utah) School District - [Complaint Form](#)
- Phoenix (Arizona) Elementary School District 1 - [Bullying Reporting Form](#)
- Mesa (Arizona) Public Schools - [Report Bullying / Report Harassment](#)
- Perry High School, Chandler (Arizona) Unified School District - [Title IX Policies and Procedures](#) (Student Concerns, Complaints, and Grievances)
- Show Low (Arizona) Unified School District - [Form 5-409 Prohibition on Harassment, Intimidation, and Bullying - Harassment, Intimidation, Bullying Complaint Form](#)
- Peach Spring (Arizona) Unified School District #8 - [Bullying Report Form](#)
- Albuquerque (New Mexico) Public Schools - [Report a Concern/Complaint](#) and [Report a Concern](#)
  - APS and Other Human Rights Agencies
  - Available in multiple languages
- Las Cruces (New Mexico) Public Schools - Report of Staff Harassment, Intimidation or Bullying ([English](#) and [Spanish](#))
- Gadsden (New Mexico) Independent School District - [Public Concerns/Complaints About Personnel](#) (Form)
  - [Regulation](#)
- Gadsden (New Mexico) Independent School District - [GISD Incident Reporting Form](#)
- Olathe (Kansas) Public Schools - [Olathe Northwest High School - Ravens Anonymous Bullying Report](#)
- Hays (Kansas) Unified School District - [Incident Report Form](#)
- McLouth (Kansas) Unified School District - [Sexual, Racial, Religious, Disability Harassment and Violence Report Form](#)
  - [Bullying Policy](#)
- Omaha (Nebraska) Public Schools - [Reporting](#) and [Discrimination Complaint Form](#)
- Lincoln (Nebraska) Public School - [Policies and Regulations](#)
  - [4000 - Human Resources](#)
    - 4790 - Child Abuse Complaints
- Kenesaw (Nebraska) Public Schools - [Complaint Form - Discrimination, Harassment or Retaliation](#)

- Leyton (Nebraska) Public School - [Title IX Formal Complaint Form](#)
- Laramie County (Wyoming) School District #1
  - [Title IX Complaint - Sexual Harassment](#)
    - [Title IX Complaint](#)
  - [Suspected Child Neglect/Abuse Summary](#)
  - [Complaint of Alleged Bullying or Illegal Harassment](#)
- Uinta County (Wyoming) School District #6 - [Sexual Harassment](#)
- Park County (Wyoming) School District #1 - [Title IX Complaint: Sexual Harassment](#), [Sexual Harassment Complaint Form](#), [Witness Disclosure Form](#), and [Equal Educational Opportunities Grievance Procedure Form](#)

*Related Policies*
- United States Department of Education - [Policy Guidance](#)
- Colorado Department of Public Safety Office of School Safety - [Mandatory Reporting](#)
- Ohio Department of Education & Workforce - [Child Sexual Abuse, Dating Violence and Sexual Violence Prevention](#)
- Minnesota Department of Education - [Student Maltreatment](#)
- Alabama State Department of Education - [Student Bullying Model Policy](#)
- Nebraska Department of Education - [Anti-Bullying](#)
  - [Bullying Policy Development](#)
- Weld RE-9 School District - [GBEB](#) (Staff Conduct), [JICDD](#) (Violent and Aggressive Behavior), [JICDE](#) (Bullying Prevention and Education)
- Gunnison Watershed School District - [Policy JICDE](#) (Bullying)
- Ladue (Missouri) School District - [Staff/Student Relations](#)
- Saint Paul (Minnesota) Public Schools - [R-Model for Violence Prevention](#)
- Bloomington (Minnesota) Public Schools - [Policies & Regulations](#)
  - [Mandated Reporting of Suspected Child Neglect or Physical or Sexual Abuse](#) (Employee-Facing)
  - [Bullying Prohibition](#) (Student-Facing)
- Montgomery (Alabama) Public Schools - [Student Anti-Bullying Policy](#)
- Salt Lake City (Utah) School District - [Board Policy G-20: Bullying, Cyber-bullying, Hazing, Abusive Conduct, and Retaliation Prohibited](#)
- Alpine (Utah) School District - [Policy No. 4078: Bullying/Harassment/Hazing](#)
- Phoenix (Arizona) Elementary School District 1 - [Policies Regarding Bullying](#)
- Gallup-McKinley County (New Mexico) Schools - [Section 504](#)
- Papillion La Vista (Nebraska) Community Schools - [Bullying and Harassment](#)
- Elkhorn Public Schools - [Anti-Bullying Policy](#)

- ○ Initiations, Hazing, and Outside Organizations
  - ○ Internet Safety and Acceptable Use Policy
- Grand Island (Nebraska) Public Schools - Bullying and Harassment (Students)
  - ○ Hazing
  - ○ Internet Safety and Acceptable Use Policy
- Grand Island (Nebraska) Public Schools - Child Abuse/Neglect and Abuse of Students by Staff
- Kenesaw (Nebraska) Public Schools - Child Abuse and Neglect and Anti-Bullying Policy
- Leyton (Nebraska) Public Schools
  - ○ Teachers' Rights, Responsibilities and Duties
  - ○ Professional Boundaries and Appropriate Relationships Between Employees and Students
  - ○ Reporting Child Abuse and Neglect
  - ○ Student Bullying
    - ■ Initiations and Hazing
    - ■ Student Internet and Computer Access
- Natrona County (Wyoming) Schools - Child Protection
- Sheridan County (Wyoming) School District - Child Abuse
  - ○ Guidelines for Referring Potential Child Abuse Cases
- Park County (Wyoming) School District #1 - Harassment, Intimidation and Bullying, Child Abuse, Complaints About School Personnel, Complaints and Grievances

*Title IX-Specific Resources*
- United States Department of Education - Title IX and Sex Discrimination
  - ○ Proposed Title IX Regulation Fact Sheet
  - ○ Factsheet: Supporting Transgender Youth in School
- United States Centers for Disease Control and Prevention - Program: Preventing Child Sexual Abuse in Youth-Serving Organizations
- Colorado Department of Regulatory Agencies Civil Rights Commission - Rule 3 CCR 708-1
- Colorado Intergovernmental Risk Sharing Agency (CIRSA) - Colorado's New Legislation Addressing Claims of Sexual Misconduct Against Minors
- Thompson & Horton LLP - Title IX Tips
- Child Abuse & Neglect (Journal) - Jeglic, Winters, & Johnson - Identification of red flag child sexual grooming behaviors
- National Association of Independent Schools - Addressing Educator Sexual Misconduct: A Longtime Head Recommends Four Actions to Ensure Independent Schools Are Living Up to Their Missions

- Rape, Abuse & Incest National Network - [Child Sexual Abuse](), [Grooming: Know the Warning Signs](), and [Warning Signs for Young Children]()
- Johns Hopkins University Bloomberg American Health Initiative - [Youth Serving Organization Can Prevent Child Sexual Abuse]()
- Maryland State Department of Education - [Title IX: Applicable Guidance and Compliance]()
- Wisconsin Department of Public Instruction - [Summary of the Provisions of Title IX]()
- Utah State Board of Education - [Title IX Overview, Coordinator Directories, and Resources]()
  - [Policy #04-19: Sexual Harassment, Including Sexual Assault, Dating Violence, Domestic Violence, Stalking, and Retaliation (Title IX)]()
  - [Title IX Regulations Training]() (video)
- New Mexico Public Education Department - [NMPED Title IX Reporting]()
  - [Title IX Trainings]()
  - [School District Title IX Coordinators]()
  - [Title IX Complaint Procedure]()
- Utah Attorney General - [Title IX Training Materials]()
- Arizona School Boards Association - [Title IX Sexual Harassment]()
- Kansas State Department of Education - [Sexual Harassment (Title IX)]()
- Nebraska Department of Education - [Sexual Misconduct Guidance]()
- Baltimore County (Maryland) Public School - [Title IX]()
- Weld RE-9 School District - [GBAA]() (Sexual Harassment) and [GBAA-R]() (Sexual Harassment (Grievance Procedure))
- Beaver Dam (Wisconsin) Unified School District - [Title IX Notification]()
- Marion County (South Carolina) School District - [Title IX]()
- Birmingham (Alabama) City Schools - [Title IX]()
  - [Summary of Title IX Complaint Process and Procedure]()
- Salt Lake City (Utah) School District - [Title IX]()
- Alpine (Utah) School District - [Title IX]()
- Davis (Utah) School District - [Title IX Resources]()
  - [District Title IX Policy]()
  - [File a Formal Title IX Complaint]()
  - [Title IX Coordinator Training]()
  - [Title IX Investigator Training]()
- Granite (Utah) School District - [Title IX Coordinator Training]()
- Beaver County (Utah) School District - [Federal Programs Title IX]()
- Grand County (Utah) School District - [Title IX]() (includes Complaint Form)
- Phoenix (Arizona) Union High School District - [Title IX]()
- Phoenix (Arizona) Elementary School District 1 - [Title IX Compliance]()

- Chandler (Arizona) Unified School District - Title IX Policies and Procedures
- Show Low (Arizona) Unified School District - Public Notice of Non-Discrimination and Title IX
  - Title IX Forms for Districts: Nondiscrimination Policy and Notice of Nondiscrimination
- Rio Rancho (New Mexico) Public Schools - Rio Rancho Public Schools Non-Discrimination Statement (Title IX)
- Gadsden (New Mexico) Independent School District - Title IX Reporting Page (English and Spanish)
- Olathe (Kansas) Public Schools - Sexual Harassment/Title IX
- Lincoln (Nebraska) Public Schools - Title IX: LPS Statement of Nondiscrimination
- Papillion La Vista (Nebraska) Community Schools - Title IX
- Elkhorn (Nebraska) Public Schools - Title IX
- Grand Island (Nebraska) Public Schools - Title IX Sexual Harassment and Title IX Statement
- Kenesaw (Nebraska) Public Schools - Title IX
- Leyton (Nebraska) Public School - Title IX Policy
  - Formal Complaint Form
- Laramie County (Wyoming) School District #1 - Title IX Administrative Regulation for Personnel
  - Title IX Complaint - Sexual Harassment
- Natrona County (Wyoming) Schools - Sexual Harassment
- Sheridan County (Wyoming) School District - Title IX and 1710 Sexual Harassment
- Fremont County (Wyoming) School District #38 - Title IX Coordinator
- Park County (Wyoming) School District #1 - Sexual Harassment
  - Title IX Complaint: Sexual Harassment
  - Sexual Harassment Complaint Form

*Anti-Bullying Resources*
- United States Department of Health and Human Services
  - StopBullying.gov
  - What Is Cyberbullying?
  - Prevent Cyberbullying
  - Warning Signs for Bullying
- Cyberbullying Research Center
  - Social Media, Cyberbullying, and Online Safety Glossary
  - Cyberbullying: Identification, Prevention, and Response
  - Cyberbullying Warning Signs
  - Cyberbullying Legislation and Case Law
  - Teen Sexting
  - Bullying, Cyberbullying, and LGBTQ Students

- ○ Responding to Cyberbullying: Top Ten Tips for Educators
  - ○ Standing up to Cyberbullying: Top Ten Tips for Teens
- Pacer Center - All In! Year-Long Toolkit
- National Council for Missing & Exploited Children - Take It Down
- Colorado Department of Education - School Bullying Prevention and Education Grant Program (BPEG)
  - ○ BPEG Resources
- New York State Department of Education - Definitions of Bullying
- South Carolina Department of Education - Bullying
- Wisconsin Department of Public Instruction - School Bullying
- Alabama State Department of Education - Bullying Prevention Resource
  - ○ Student Bullying Action Form
  - ○ Student Bullying Model Policy
- Utah State Board of Education - Bullying Prevention
- New Mexico Public Education Department - Bullying Prevention: Providing Safe Schools For All Students
- Kansas State Department of Education - Bullying Awareness and Prevention
  - ○ Anti-Bullying Awareness Resources
- Nebraska Department of Education - Bullying & Cyberbullying
  - ○ Anti-Bullying
  - ○ Bullying Policy Development
  - ○ Computer Equipment/Internet Access and Electronic Mail Acceptable Use
  - ○ Anti-Hazing
  - ○ Bullying Resources for Teachers
  - ○ Bullying Resources for Parents
  - ○ Bullying Resources for Schools
  - ○ Safe2Help - Anonymous Reporting System
- Elizabethtown College - The Effects of Cyberbullying in Elementary School on Students With and Without Disabilities
- Weld RE-9 School District - JICDE (Bullying Prevention and Education)
- Gunnison Watershed School District - Policy JICDE (Bullying)
- Maplewood Richmond Heights (Missouri) School District - Anti-bullying Resources
- Baltimore City (Maryland) Public Schools - Addressing Bullying, Harassment, and Sex-based Discrimination
- Baltimore County (Maryland) Public Schools - Bullying, Harassment, or Intimidation (BHI)
- Milwaukee (Wisconsin) Public Schools - Bullying Prevention
- Beaver Dam (Wisconsin) Middle School - Bullying/Harassment Reporting Form

- Saint Paul (Minnesota) Public Schools - [Bullying Prevention](#)
- Bloomington (Minnesota) Public Schools - [Bullying Prohibition](#) (Student-Facing)
- Richland (South Carolina) School District 1 - [Bullying Report](#)
- Richland (South Carolina) School District 2 - [Bullying](#)
- Birmingham (Alabama) City Schools - [Bullying Awareness](#)
- Montgomery (Alabama) Public Schools - [Student Anti-Bullying Policy](#)
- Montgomery (Alabama) Public Schools - [Bullying/Harassment Complaint Form](#)
- Hoover (Alabama) City Schools - [Form for Reporting a Complaint of Bullying, Intimidation, Violence, and Threats of Violence](#)
- Dale County (Alabama) School District - [Student Bullying/Harassment Complaint Form](#)
- Salt Lake City (Utah) School District - [Board Policy G-20: Bullying, Cyber-bullying, Hazing, Abusive Conduct, and Retaliation Prohibited](#)
- Alpine (Utah) School District - [Policy No. 4078: Bullying/Harassment/Hazing](#)
- Granite (Utah) School District - [Bullying Prevention](#)
  - [Report a Concern, Ask a Question, Report Financial Fraud](#)
- Beaver County (Utah) School District - [How to Submit a Student Complaint](#)
  - [Complaint Form](#)
- Grand County (Utah) School District - [Bully Free GCSD](#)
- Phoenix (Arizona) Elementary School District 1 - [Preventing Bullying, Harassment Or Intimidation](#)
  - [Bullying Prevention](#)
  - [Bullying Reporting Form](#)
  - [Bullying Reporting Process](#)
  - [Policies Regarding Bullying](#)
- Mesa (Arizona) Public Schools - [Bullying & Harassment](#)
- Show Low (Arizona) Unified School District - [Form 5-409  Prohibition on Harassment, Intimidation, and Bullying - Harassment, Intimidation, Bullying Complaint Form](#)
- Peach Spring (Arizona) Unified School District #8 - [Bullying Report Form](#)
- Gadsden (New Mexico) Independent School District - [Anti-Bullying Prevention](#)
- Wichita (Kansas) Public Schools - [Bullying and Harassment](#) (Elementary Resources and Grades 6-12 Resources)
  - Available in multiple languages
- Olathe (Kansas) Public Schools - [Bullying Prevention](#)
  - Olathe Northwest High School - [Ravens Anonymous Bullying Report](#)
- McLouth (Kansas) Unified School District - [Bullying (Personnel)](#) and [Bullying (Students)](#)
- McLouth (Kansas) Unified School District - [Bullying Policy](#)
  - [Internet Safety Policy](#)

- Lincoln (Nebraska) Public School - [Policies and Regulations](#)
  - [5000 - Students](#)
    - 5482 - Anti-Bullying Policy
  - [6000 - Instructional Program](#)
    - 6742 - Initiations, Hazing, Secret Clubs and Outside Organizations
- Papillion La Vista (Nebraska) Community Schools - [Bullying and Harassment](#)
- Elkhorn Public Schools - [Anti-Bullying Policy](#)
  - [Initiations, Hazing, and Outside Organizations](#)
  - [Internet Safety and Acceptable Use Policy](#)
- Grand Island (Nebraska) Public Schools - [Bullying and Harassment (Students)](#)
  - [Hazing](#)
  - [Internet Safety and Acceptable Use Policy](#)
- Kenesaw (Nebraska) Public Schools - [Anti-Bullying Policy](#)
- Leyton (Nebraska) Public Schools - [Student Bullying](#)
  - [Initiations and Hazing](#)
  - [Student Internet and Computer Access](#)
  - [Student Harassment, Intimidation, or Bullying](#) (Policy)
- Sheridan County (Wyoming) School District - [Harassment, Intimidation, and Bullying](#)
- Fremont County (Wyoming) School District #38 - [Harassment, Intimidation, and Bullying](#)
- Park County (Wyoming) School District #1 - [Harassment, Intimidation and Bullying](#)

*Trauma-Informed Schools Resources*
- The National Education Association - [Trauma-Informed Schools](#) and [Trauma-Informed Practices](#)
- The National Child Traumatic Stress Network - [What is Child Trauma?](#)
  - [Trauma Types](#)
  - [Populations at Risk](#)
  - [Culture and Trauma](#)
  - [Creating Trauma-Informed Systems](#)
  - [Trauma-Informed Schools for Children in K-12: A System Framework](#)
- National Indian Education Association - [Education Sovereignty Through Prevention](#)
- Hanover Research - [Best Practices for Trauma-Informed Instruction](#)
- American Psychiatric Association - [How Historical Trauma Impacts Native Americans Today](#)
- RISE - [Trauma-informed Care Facilitator Training](#)
- Committee for Children - [Second Step](#)
- YouthLight - [Roadmap to Responsibility](#)
- Zones of Regulation, Inc. - [Zones of Regulation](#)

- Crisis Prevention Institute - Trauma-Informed Care
- Safe Supportive Learning Environments - Safe Place to Learn
- Colorado Office of School Safety - Child Sexual Abuse Prevention Training and Sexting: What You Need to Know
- National Library of Medicine - Validation of the Sexual Grooming Model of Child Sexual Abusers
- Indiana University School of Public Health - Professional Development Certificate in Trauma-Informed Care
- Northwestern University Center for Child Trauma Assessment, Services and Interventions - Parents & Caregivers
- Missouri Department of Elementary & Secondary Education - Trauma-Informed Schools Initiative
- Milwaukee (Wisconsin) Public Schools - Trauma-Sensitive Schools

*Employee Handbooks*
- Kansas City Public Schools - Employee Handbook
- Sweet Springs R-VII (Missouri) School District - Employee Manual
- School of the Osage (Missouri) - Employee Manual & Procedure Guide
- Baltimore City (Maryland) Public Schools - Employee Handbook
- School District of Waukesha (Wisconsin) - Employment Handbook for Professional Employees and Employment Handbook for Support Staff Members
- Saint Paul (Minnesota) Public Schools - Rights & Responsibilities Handbook 2024-2025 For Students, Parents, Guardians and Staff
- Richland (South Carolina) School District 1 - Employee Handbook
- Richland (South Carolina) School District 2 - Employee Handbook
- Montgomery (Alabama) Public Schools - Employee Handbook
- Alpine (Utah) School District - Code of Conduct for Employees and Volunteers
- Davis (Utah) School District - Code of Conduct for District Employees
  - Ethical Conduct of District Employees
- Granite (Utah) School District - Employee Code of Conduct
  - Educator and Student Communications through Social Media
- Grand County (Utah) School District - Employee Handbook
- Gallup-McKinley County (New Mexico) Schools - Personnel Handbook
- Gadsden (New Mexico) Independent School District - Employee Handbook
- Stanton County (Kansas) Unified School District - Classified Staff Handbook
- Hays (Kansas) Unified School District - Administrator Handbook and Classified Staff Handbook

- McLouth (Kansas) Unified School District - Faculty Handbook
- Kenesaw (Nebraska) Public Schools - Personnel - Certificated Employees (Standards of Ethical and Professional Performance, Professional Performance and Code of Ethics)
  - Prohibition on Aiding and Abetting Sexual Abuse
- Leyton (Nebraska) Public Schools - Teachers' Rights, Responsibilities and Duties
- Natrona County (Wyoming) Schools - Certified Professional Employment Document and Classified Professional Work Agreement
  - The Compact: The Agreement of Trust Between NCSD's Board of Trustees and Employees
- Fremont County (Wyoming) School District #38 - 2024-2025 Staff Handbook
  - Staff and Rights and Responsibilities
  - Staff Ethics/Conflict of Interest
  - Staff Ethics
  - Staff Conduct
- Park County (Wyoming) School District #1 - Expectations - Professional Staff
  - Ethics

*Employee Trainings and Resources*
- Association of Title IX Administrators - Certification Course Training Materials and Additional Training Materials
- Council on Child Abuse - Our School-Based Personal Safety
- National Center for Missing & Exploited Children training: Someone Disclosed to Me - Now What?
- National Center on Safe Supportive Learning Environments - Safe Place to Learn
- National Indian Education Association - Culturally-Based Curriculum
  - Education Sovereignty Through Prevention
  - Professional Learning and Development
    - Culturally-Based Curriculum
    - Prevention
    - Tribal Communities in Schools
- Education Northwest - Creating a More Welcoming and Culturally Responsive School Community to Engage American Indian and Alaska Native Families
  - Networks of Care: A Conversation About Conducting Trauma-Informed Work in Native Communities
- WestEd Western Education Equity Assistance Center - From Policy to Practice: Preventing and Addressing Bullying and Discriminatory Harassment

- American Psychological Association - [Black Boys Viewed as Older, Less Innocent Than Whites, Research Finds](#)
- Wonder Media - [Fight Child Abuse](#)
- RISE - [Trauma-informed Care Facilitator Training](#)
- Committee for Children - [Second Step](#)
- YouthLight - [Roadmap to Responsibility](#)
- Zones of Regulation, Inc. - [Zones of Regulation](#)
- Green String Network - [Well-Being Support Services](#)
- Crisis Prevention Institute - [Trauma-Informed Care](#)
- Center on PBIS - [Center on Positive Behavioral Interventions & Supports](#)
- Brigham Young University - [Racial Inequality in Public School Discipline for Black Students in the United States](#)
- University of Colorado Denver University of Colorado Anschutz Medical Campus - [No Longer on Stand-By: Ethical Bystander Training](#)
- Indiana University - [Child Abuse Recognition, Reporting and Prevention of Child Abuse Training](#)
- Indiana University - [Professional Development Certificate in Trauma-Informed Care, 2nd Ed.](#)
- The University of Texas at El Paso - [Direct, Distract, and Delegate Model](#)
- University of California, Berkeley - [Othering & Belonging Institute](#)
- Colorado Department of Public Safety Office of School Safety - [Mandatory Reporting Teacher Toolkit](#) and [Child Sexual Abuse Prevention Training](#)
- South Carolina Department of Education - [Reducing the Risk of School Violence](#) (video)
- Washington Office of Superintendent of Public Instruction - [Responding to Discriminatory Harassment and Bias at School](#)
- Utah State Board of Education - [Title IX Regulations Training](#) (video)
- Utah Attorney General - [Title IX Training Materials](#)
- New Mexico Public Education Department - [Title IX Trainings](#)
- Nebraska Department of Education - [Bullying Resources for Teachers](#)
- Weld RE-9 School District - [GBEB](#) (Staff Conduct) and [JICDD](#) (Violent and Aggressive Behavior)
- Independence (Missouri) School District - [Title IX Requirements and Training](#)
- Charleston County (South Carolina) School District - [Title IX Training Resources](#)
- Richland (South Carolina) School District 2 - [Title IX Training](#)
- Marion County (South Carolina) School District - [Staff Training Information](#)
- Hoover (Alabama) City Schools - [New Employee Orientation](#)
- Davis (Utah) School District - [Title IX Coordinator Training](#) and [Title IX Investigator Training](#)

- Granite (Utah) School District - Title IX Coordinator Training
- Beaver County (Utah) School District - 2024-25 BCSD Best Practices Handbook
- Grand County (Utah) School District - Vector Trainings
- Phoenix (Arizona) Union High School District - Title IX Training Video and Training Materials
- Chandler (Arizona) Unified School District - Title IX Sexual Harassment (Title IX Training Documents)
- Albuquerque (New Mexico) Public Schools - Staff & Employees - Reporting and Complaint Procedure Manuals
  - Prevention
- Gadsden (New Mexico) Independent School District - Anti-Bullying Prevention
- Olathe (Kansas) Public Schools - Title IX Staff Training
- McLouth (Kansas) Unified School District - Student and Staff Harassment Procedures
- Grand Island (Nebraska) Public Schools - Abuse of Students by Staff
- Leyton (Nebraska) Public Schools - Title IX Training Materials, Teachers' Rights, Responsibilities and Duties, Professional Boundaries and Appropriate Relationships Between Employees and Students, Reporting Child Abuse and Neglect

*Student and Parent/Guardian Handbooks*
Comprehensive Handbooks
- St. Louis (Missouri) Public Schools - Student Code of Conduct
- Sweet Springs R-VII (Missouri) School District - Student/Parent Handbook
- Baltimore County (Maryland) Public Schools - Student Handbook
- Milwaukee (Wisconsin) Public Schools - Student Handbook and Parent/Student Handbook on Rights, Responsibilities, and Discipline
- Saint Paul (Minnesota) Public Schools - Rights & Responsibilities Handbook 2024-2025 For Students, Parents, Guardians and Staff
- Richland (South Carolina) School District 1 - Student Code of Conduct
- Charleston County (South Carolina) School District - Parent Resource Manual and Student Code of Conduct
- Richland (South Carolina) School District 2 - Student Handbook
- Montgomery (Alabama) Public Schools - 2024-2025 Student Conduct Manual
- Hoover (Alabama) City Schools - 2024-2025 Code of Student Conduct
- Colbert County (Alabama) Schools - 2022-2023 Student Code of Conduct
- Davis (Utah) School District - Student Code of Conduct
- Granite (Utah) School District - Student Code of Conduct and Discipline of Students
- Mesa (Arizona) Public Schools - Student Handbook
- Paradise Valley (Arizona) Unified School District - Family/Student Handbook

- Gallup-McKinley County (New Mexico) Schools - Student Behavior Handbook
- Gadsden (New Mexico) Independent School District - Student Handbook
- Olathe (Kansas) Public Schools - Code of Student Conduct
- Kenesaw (Nebraska) Public Schools - Student-Parent Handbook
- Leyton (Nebraska) Public Schools - Student Handbook
- Natrona County (Wyoming) Schools - 2024-2025 Student/Parent Handbook
- Sheridan County (Wyoming) School District - Student Handbook

Elementary School Handbooks
- Minneota (Minnesota) Elementary - 2024-2025 School Student/Family Handbook
- Salt Lake City (Utah ) School District - Elementary School Handbook (English and Spanish)
- Chandler (Arizona) Unified School District - Elementary Student Handbook (English and Spanish)
- Stanton County (Kansas) Unified School District - Elementary Parent and Student Handbook
- Hays (Kansas) Unified School District - Elementary School Handbook
- Laramie County (Wyoming) School District #1 - 2024-2025 Elementary Districtwide Handbook
- Fremont County (Wyoming) School District #38 - Arapahoe Elementary School Student & Parent Handbook

Secondary School Handbooks
- School District of Waukesha (Wisconsin) - High School Student Handbook
- Minneota (Minnesota) High School - Student Handbook 2024-2025
- Salt Lake City (Utah ) School District - Middle School Handbook (English and Spanish)
- Salt Lake City (Utah ) School District - High School Handbook (English and Spanish)
- Phoenix (Arizona) Union High School District - Handbook for Students and Families (English and Spanish)
- Chandler (Arizona) Unified School District - High School Handbooks (English and Spanish)
- Stanton County (Kansas) Unified School District - Jr/Sr High Student/Parent Handbook
- Hays (Kansas) Unified School District - Hays Middle School Handbook, Hays High School Handbook, West Side Alternative School Handbook, and Hays Virtual School Student Handbook
- Laramie County (Wyoming) School District #1 - 2024-2025 Junior High Districtwide Handbook and 2024-2025 High School Districtwide Handbook
- Fremont County (Wyoming) School District #38 - Arapahoe Middle School Handbook
- Fremont County (Wyoming) School District #38 - Arapahoe Charter High School Student/Parent Handbook

*Parent/Guardian Resources*
- United States Department of Health and Human Services
  - StopBullying.gov
    - What Is Cyberbullying?
    - Prevent Cyberbullying
    - Digital Awareness for Parents
    - Warning Signs for Bullying
- Cyberbullying Research Center
  - Social Media, Cyberbullying, and Online Safety Glossary
  - Cyberbullying: Identification, Prevention, and Response
  - Cyberbullying Warning Signs
  - What To Do When Your Child is Cyberbullied: Top Ten Tips for Parents
  - Standing up to Cyberbullying: Top Ten Tips for Teens
  - Teen Sexting
  - Bullying, Cyberbullying, and LGBTQ Students
- ThriveWay - Grades K-6 Resources and Grades 7-12 Resources
- National Council for Missing & Exploited Children - Take It Down
- Northwestern University Center for Child Trauma Assessment, Services and Interventions - Parents & Caregivers
- South Carolina Department of Education - Bullying: Resources for Parents
- Nebraska Department of Education - Bullying Resources for Parents
  - Safe2Help - Anonymous Reporting System
- Independence (Missouri) School District - Counseling & Guidance
- Charleston County (South Carolina) School District - Parent Resource Manual and Student Code of Conduct
- Richland (South Carolina) School District 2 - Bullying: What can parents do?
- Granite (Utah) School District - Helping a Child Who is Being Bullied and Could Your Child be the Bully?
- Beaver County (Utah) School District - How to Submit a Public/Parent Complaint
  - Complaint Form
- Mesa (Arizona) Public Schools - Family Resources
  - Bullying & Harassment
- Albuquerque (New Mexico) Public Schools - Office of Equal Opportunity Services (EOS)
  - Students
  - Parents & Guardians
- Kenesaw (Nebraska) Public Schools - Personal/Social/Mental Health Resources