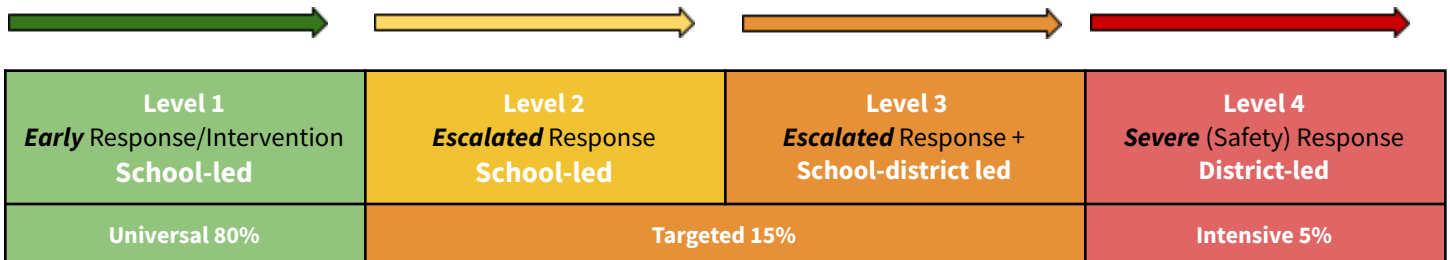




## Anti-Bias (Title IX/Title VI) Leveled Responses & School Supports for School-Based Coordinators (SBCs)

A leveled system of response that provides progressive interventions to challenging student behaviors with a menu of options to support school climate and offer transformative opportunities for social-emotional learning and growth.

[2023-24 list of SBCs](#); [Title IX Family website](#); [Title IX staff resources](#); [2024-25 Discipline Handbook](#)



Click any of the following to advance directly to the associated toolkit

Level 1: Early Response Practices.....	2
Level 2: Escalated Response Practices.....	3
Level 3: Escalated Response+ with Investigation.....	4
Level 4: Severe Response (Disciplinary & Safety Action).....	5

### Foundational documents/forms for all bias-based responses

[Response tracker for School-Based Coordinators](#) (enter new report, log response, begin progress monitoring at school)

[Incident Timeline \(Framework for investigation notes\)](#)

- [In-person report form](#) (print/leave in the front office) **Grades 6-12**
- [In-person report form](#) (print/leave in the front office) **Grades K-5**
- [Student statement form](#) (to gather initial information during intake)
- [Overview of leveled intervention framework](#)
- [Considerations for determining “type” or “level”](#) (to clarify a response)
- [2024-5 Civil rights collateral folder \(all levels\)](#)

### How to use the leveled framework and toolkits to intervene when bias-based behaviors disrupt school climate

- In most cases, start at *Level One*; document interventions applied following an incident to monitor progress and learning

- For one severe act (such as a sexual assault or hate symbol at school), proceed directly to *Level Four* (severe/safety) and contact Liane O'Banion (TIX) or Eddie Reyes (TVI) for investigation support/consultation.

## **Level 1: Early Response Practices**

*Preventing and interrupting early to set behavior expectations, prevent recurrence, and support students.*

- **Low safety risk**
- In most cases, start at Level 1. If unsure, review [How to determine level of response](#)
- School-based and led by the designated School Based Coordinator (SBC)

Title IX (gender-based)	Title VI (hate-based)
<p>School-Based Coordinator (SBC) Toolkit (TIX)  <a href="#">TIX Level 1 Toolkit Descriptions</a>            (how to use the following tools)</p>	<p>School-Based Coordinator (SBC) Toolkit (TVI)            TVI Level 1 Toolkit Descriptions            (how to use the following tools)</p>
<ul style="list-style-type: none"> <li>• <a href="#">Educational support meeting</a> (student who was harmed- always start here)               <ul style="list-style-type: none"> <li>◦ <a href="#">K-2+ modified with picture book</a></li> <li>◦ <a href="#">Student reflection sheet 6-12</a></li> </ul> </li> <li>• <a href="#">Educational interruption meeting</a> (student who caused harm- always start here)               <ul style="list-style-type: none"> <li>◦ <a href="#">K-2+ modified with picture book</a></li> <li>◦ <a href="#">Social stories</a></li> <li>◦ <a href="#">Student think sheet K-5</a></li> </ul> </li> <li>• <a href="#">Warning letter</a> (can be used at Level 1-2)</li> <li>• Harmful sexual behavior (HSB) tools for K-5               <ul style="list-style-type: none"> <li>◦ SIRC Level 0-1; <a href="#">SIRC FAQ</a></li> <li>◦ <a href="#">Brooks Traffic Light tool</a>; <a href="#">instructions</a></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Student think sheet K-5</a></li> <li>• <a href="#">Student reflection sheet 6-12</a></li> <li>• <a href="#">Educational support meeting</a> (student who was harmed- always start here)</li> <li>• <a href="#">Educational interruption meeting</a> (student who caused harm- always start here)</li> <li>• <a href="#">Warning letter</a> (can be used at Level 1-2)</li> <li>• <a href="#">Hate Speech Community Circle Plan</a> (can be used proactively, or after a level 1 incident)</li> <li>• <a href="#">Hate Speech Restorative Conference Plan</a></li> <li>• Microaggressions Lesson <a href="#">K-1</a>, <a href="#">2-5</a></li> <li>• <a href="#">Exploring Identity Markers</a> (6-12)</li> </ul>
Tier 1 Lessons & Trainings Responding to Bias, Discrimination & Sexual Harassment	Tier 1 Lessons & Trainings Responding to Bias, Hate & Racial Harassment
<p><a href="#">Consent and body autonomy</a></p> <ul style="list-style-type: none"> <li>• <a href="#">K-2+ modified with picture book</a></li> <li>• <a href="#">K-5 consent book list</a></li> <li>• <a href="#">Social stories to respond to sexual behavior</a></li> <li>• <a href="#">Consent education</a> (tools/resources)</li> <li>• <a href="#">A Culture of Consent</a> (slides-high school)</li> </ul> <p><b>Student education</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Title IX Overview</a></li> <li>• Sexual harassment: <a href="#">K-5</a>; <a href="#">6-8</a>; <a href="#">9-12</a></li> <li>• <a href="#">LGBTQ2SIA+ student support website</a></li> <li>• <a href="#">Overview of Civil Rights</a> (9-12)</li> <li>• <a href="#">Title IX collateral folder (all levels)</a></li> </ul> <p><b>Parent/family education</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Toolkits &amp; guides for caregivers of trans/gender expansive youth</a>; <a href="#">PPS caregiver support guide</a></li> </ul>	<p><a href="#">Speak Up! Against Bias</a> (a bystander intervention curriculum for improving school climate)</p> <ul style="list-style-type: none"> <li>• <a href="#">Facilitate Speak Up! or manual</a></li> <li>• <a href="#">Slides</a></li> <li>• <a href="#">No Place for Hate</a></li> <li>• <a href="#">ODE Toolkit: Communicating about Racial Equity in a Charged Environment</a></li> <li>• <a href="#">Overview of Civil Rights</a> (9-12)</li> <li>• Microaggressions Lesson <a href="#">K-1</a>, <a href="#">2-5</a></li> <li>• <a href="#">Exploring Identity Markers</a> (6-12)</li> <li>• <a href="#">Crown Act</a></li> <li>• <a href="#">Every Student Belongs</a></li> </ul>

<ul style="list-style-type: none"> <li>• <a href="#">Sextortion/child exploitation</a></li> <li>• <a href="#">How to delete explicit images; Take it Down</a></li> <li>• <a href="#">Tweens, teens, nudes and sexting</a></li> <li>• <a href="#">TIX (parents); social media (parents)</a></li> <li>• <a href="#">Raising respectful teen boys</a> (reading list)</li> </ul> <p><b>LGBTQ2SIA+ Youth</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Gender identity &amp; pronouns</a></li> <li>• <a href="#">Gender identity support guide</a> (PPS)</li> <li>• <a href="#">Coming Out: A Handbook for LGBTQ Young People</a> (Trevor Project)</li> <li>• <a href="#">LGBTQ+ youth &amp; suicide</a></li> </ul> <p><b>Teen Dating Violence (TDV) &amp; Stalking</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Healthy Relationships for Educators</a> (includes activities at every level)</li> <li>• <a href="#">Ask. Respect. Listen</a> (facilitators guide)</li> <li>• <a href="#">Safety considerations - stalking</a></li> <li>• <a href="#">Stalking and Title IX</a></li> </ul> <p><b>Interrupting Bias at School</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Speak Up! Against Bias; Facilitator manual</a></li> <li>• <a href="#">Slides</a></li> </ul>	
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## Level 2: Escalated Response Practices

*Behavior is becoming persistent or pervasive. More is needed to stop it and support students who have been harmed.*  
Targeted behavior intervention.

- **Mid-safety risk**
- In most cases, proceed here when previously implemented Level 1 interventions are not successful in interrupting or extinguishing behavior. If unsure, review [How to determine level of response](#)
- School-based and led by the designated School Based Coordinator (SBC)

Title IX (gender-based)	Title VI (hate-based)
<p>School-Based Coordinator (SBC) Toolkit (TIX)</p> <p><a href="#">TIX Level 2 Toolkit Descriptions</a></p> <p>(how to use the following tools)</p>	<p>School-Based Coordinator (SBC) Toolkit (TVI)</p> <p>TVI Level 2 Toolkit Descriptions</p> <p>(how to use the following tools)</p>
<ul style="list-style-type: none"> <li>• <a href="#">Warning letter</a></li> <li>• <a href="#">School-based discipline</a></li> <li>• <a href="#">Student support plan</a> (student who was harmed)</li> <li>• <a href="#">Behavior intervention plan</a> (student who caused harm)</li> </ul> <p>Stay Away Agreements (use at Levels 1-2)</p> <ul style="list-style-type: none"> <li>• <a href="#">Stay away agreement K-2</a></li> <li>• <a href="#">Stay away agreement 3-5</a></li> <li>• <a href="#">Stay away agreement 6-12</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Warning letter</a></li> <li>• <a href="#">Stay away agreement K-2</a></li> <li>• <a href="#">Stay away agreement 3-5</a></li> <li>• <a href="#">Stay away agreement 6-12</a></li> <li>• <a href="#">Incident inquiry form</a> (alternative to “statements”)</li> <li>• <a href="#">School-based discipline</a></li> <li>• <a href="#">Student support plan</a> (student who was harmed)</li> <li>• <a href="#">Behavior intervention plan</a> (student who caused harm)</li> <li>• <a href="#">Plan to Protect</a> (for student harmed)</li> <li>• <a href="#">Safety Plan</a> (for student who caused harm)</li> </ul>

<p>Safety/support plans</p> <ul style="list-style-type: none"> <li>• <a href="#">Support/Safety Plan template</a> for gender expansive students (ODE)</li> <li>• <a href="#">Plan to Protect</a> (for student harmed)</li> <li>• <a href="#">TIX/SIRC Safety Plan</a> (general)</li> <li>• <a href="#">BSTAT Plan to Protect</a></li> <li>• <a href="#">Safety considerations - stalking</a></li> </ul> <p>Harmful sexual behavior (HSB) tools for K-5</p> <ul style="list-style-type: none"> <li>• SIRC Level 0-1; <a href="#">SIRC FAQ</a></li> <li>• <a href="#">Brooks Traffic Light tool</a>; <a href="#">instructions</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Hate Speech Community Circle Plan</a></li> <li>• <a href="#">Hate Speech Restorative Conference Plan</a></li> </ul>
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### \*PAUSE\*

#### \*Consult with the Student Conduct Coordinator and the Office of Civil Rights

*Most level 3 + 4 interventions are managed by the district office and co-led with school-based coordinator; frequent consultation with the Student Conduct Coordinator(s) is required at this level.*



### Level 3: Escalated Response+ with Investigation

*Behavior is persistent and/or pervasive (see Level 4 for **severe**). Access to education is interrupted, learning is disrupted, school climate is harmed, and we are increasingly concerned about safety. Targeted behavior intervention.*

- **Mid-high safety risk**
- Move directly here as needed when low-level behaviors become *persistent*
- School - District partnership (**NOTIFY DISTRICT OFFICE as early as possible**)

Title IX (gender-based)	Title VI (hate-based)
<p>School-Based Coordinator (SBC) Toolkit (TIX)  <a href="#">TIX Level 3 Toolkit Descriptions</a>            (how to use the following tools)</p>	<p>School-Based Coordinator (SBC) Toolkit (TVI)            TVI Level 3 Toolkit Descriptions            (how to use the following tools)</p>
<p><a href="#">Safety/support</a> plans (recommended at Level 3)</p> <ul style="list-style-type: none"> <li>• <a href="#">Support/Safety Plan template</a> for gender expansive students (ODE)</li> <li>• <a href="#">Plan to Protect</a> (for student harmed)</li> <li>• <a href="#">TIX/SIRC Safety Plan</a> (general)</li> <li>• <a href="#">BSTAT Plan to Protect</a></li> <li>• <a href="#">No contact order (NCO)</a> - send copy to TIX office</li> </ul> <p>Provide notice when FULL investigation is warranted</p> <ul style="list-style-type: none"> <li>• <a href="#">Complainant</a>; <a href="#">respondent</a></li> <li>• <a href="#">FAQ: Title IX Hearings</a> (for families)</li> <li>• See <a href="#">Level 4 tools</a> for investigation guidance</li> </ul> <p>Escalated educational interruption for persistent sexually</p>	<p>Take immediate action to prioritize the safety of persons impacted</p> <ul style="list-style-type: none"> <li>• Offer <a href="#">immediate safety and supportive measures</a></li> <li>• Contact Civil Rights Department and SDS for support and guidance- department will notify Superintendent and Board.</li> <li>• Develop plan to prevent further harm- student support plan, student behavior plan, NCO</li> <li>• Documented incident in <a href="#">tracker</a></li> <li>• Notify parties of the incident and that an investigation has been initiated</li> <li>• Notices - complainant; respondent</li> <li>• Coordinate with CR Department on <a href="#">investigation strategy</a> (choose investigator, <a href="#">conduct interviews</a>, gather evidence,</li> </ul>

<p>harassing behaviors (grades 6-12)</p> <ul style="list-style-type: none"> <li>• <a href="#">A Five is Against the Law (text)</a>; <a href="#">slides</a></li> </ul>	<p>etc.) and timeline</p> <ul style="list-style-type: none"> <li>• Send out communication denouncing the incident - partner with Comms, SDS, and CR Department</li> <li>• Determine disciplinary sanctions- consider suspension pending</li> <li>• TVI Disciplinary Hearing Second notice once investigation has been completed and presented to neutral hearings officer, including the findings and the final determination based on those findings Outcome letter template - <a href="#">respondent</a> Outcome letter template - <a href="#">complainant</a></li> <li>• Subsequent actions to consider to repair harm: school wide learning curriculum; pD and coaching; parent engagement</li> </ul> <p><a href="#">Responding to an incident of hate</a> - Community circle plan to process an incident of targeted hate or bias <a href="#">Anti-racist workbook</a> - educational approach (6-12)</p> <ul style="list-style-type: none"> <li>• CR committee - investigation review to determine next steps.</li> </ul> <p>Meeting agenda Decision-making matrix Disciplinary hearing Outcome letter - respondent Outcome letter - complainant</p> <p><a href="#">No contact order (NCO)</a> - send copy to TVI office Behavior intervention and support plan</p>
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## **Level 4: Severe Response (Disciplinary & Safety Action)**

*A single incident that rises to the level of **severe** (ex: sexual assault at school)*

*Determine outcome from investigation, establish safety and uphold accountability while continuing to monitor educational access, school climate, and student wellness. Intensive behavior intervention.*

- **Mid-high safety risk**
- Usually follows Level 3 or when one **severe** event disrupts the school community you may proceed directly here.
- School - District partnership
- Sexual assault or a hate symbol likely falls here (particularly if it happened at school)

**Title IX (gender-based)**

**Title VI (hate-based)**

<p>School-Based Coordinator (SBC) Toolkit (TIX)</p> <p><a href="#">TIX Level 4 Toolkit Descriptions</a></p> <p>(how to use the following tools)</p>	<p>School-Based Coordinator (SBC) Toolkit (TVI)</p> <p><a href="#">TVI Level 4 Toolkit Descriptions</a></p> <p>(how to use the following tools)</p>
<p>Offer and implement immediate <a href="#">safety and supportive measures</a></p> <ul style="list-style-type: none"> <li>• <a href="#">No contact order (NCO)</a> - send copy to TIX office (in most cases and NCO is required at this level)</li> <li>• No trespass order (from Security Services)</li> <li>• Emergency safety removal (rare); requires approval from Legal &amp; TIX office</li> </ul> <p>Safety/support plans (required at Level 4)</p> <ul style="list-style-type: none"> <li>• <a href="#">Support/Safety Plan template</a> for gender expansive students (ODE)</li> <li>• <a href="#">Plan to Protect</a> (for student harmed)</li> <li>• <a href="#">TIX/SIRC Safety Plan</a> (general)</li> <li>• <a href="#">BSTAT Plan to Protect</a></li> </ul> <p>Provide notice when FULL investigation is warranted</p> <ul style="list-style-type: none"> <li>• <a href="#">Complainant; respondent</a></li> <li>• <a href="#">FAQ: Title IX Hearings</a> (for families)</li> </ul> <p><a href="#">NOTICE OF COMPLAINANT RIGHTS - STUDENT 09.20.24</a></p> <p>TIX Investigation (TIX Office co-leads - required<sup>1</sup>)</p> <ul style="list-style-type: none"> <li>• Separate students and gather <a href="#">preliminary statements</a>; use caution when gathering written statements; you may instead wish to wait for the TIX Manager to conduct interviews).</li> <li>• <a href="#">2024-25 Investigator handbook</a></li> <li>• <a href="#">Investigation step-by-step infographic</a></li> <li>• <a href="#">Investigator report</a> (submitted to decision-maker 24 hours prior to hearing)</li> </ul> <p>After the investigation</p> <ul style="list-style-type: none"> <li>• <a href="#">Outcome letter template - respondent</a></li> <li>• <a href="#">Outcome letter template - complainant</a></li> <li>• <a href="#">Student Success Copy of TIX Outcome Letter - RESPONDENT (2023-24) Center referral</a></li> <li>• <a href="#">Alternative plan</a> (created by school following expulsion hearing)</li> </ul> <p>Community email notification template(s) - contact Communications team for examples</p>	<p>Implement <a href="#">immediate safety and supportive measures</a></p> <ul style="list-style-type: none"> <li>• Contact Civil Rights Department and SDS for support and guidance- department will notify Superintendent and Board</li> <li>• Develop plan to prevent further harm- student support plan, student behavior plan, NCO</li> <li>• Documented incident in <a href="#">tracker</a></li> <li>• Notify parties of the incident and that an investigation has been initiated</li> <li>• Parent/guardian communication FAQ</li> <li>• Notices - complainant; respondent</li> <li>• Coordinate with CR Department on <a href="#">investigation strategy</a> (choose investigator, <a href="#">conduct interviews</a>, gather evidence, etc.) and timeline</li> <li>• Send out communication denouncing the incident - partner with Comms, SDS, and CR Department</li> <li>• Determine disciplinary sanctions- consider suspension pending <ul style="list-style-type: none"> <li>• TVI Disciplinary Hearing<sup>2</sup></li> </ul> </li> </ul> <p>Second notice once investigation has been completed and presented to neutral hearings officer, including the findings and the final determination based on those findings</p> <ul style="list-style-type: none"> <li>• Outcome letter template - <a href="#">respondent</a></li> <li>• Outcome letter template - <a href="#">complainant</a></li> <li>• Subsequent actions to consider to repair harm: school wide learning curriculum; pD and coaching; parent engagement <a href="#">No contact order (NCO)</a> - send copy to TVI office</li> </ul> <p><a href="#">Hate-Based incident Response list of school-wide Supports</a> -list of supports offered by the Hate-Based Incident Response Team</p> <p><a href="#">Responding to an incident of hate</a> - Community circle plan to process an incident of targeted hate or bias</p>

<sup>1</sup> TIX Coordinators are **required** to co-lead TIX Investigations with a trained TIX investigator from the District Office. For more information about TIX inquiries vs TIX Investigations, and the process for TIX Coordinators to build and demonstrate competency to independently lead TIX Investigations at their schools, see this FAQ.

Alternative plan (to expulsion)

- Student Success Center referral
- Post-hearing student support meeting
- Student support plan
- Student-school safety plan (SIRC led)
- No trespass order (through Security Services)
- Emergency safety removal (rare); requires approval from Legal