

Hamilton-Wenham Regional School District
5 School Street, Wenham, MA 01984

Civil Rights Booklet

November 2017

Hamilton-Wenham Regional School District

Dear Staff, Parents and Students,

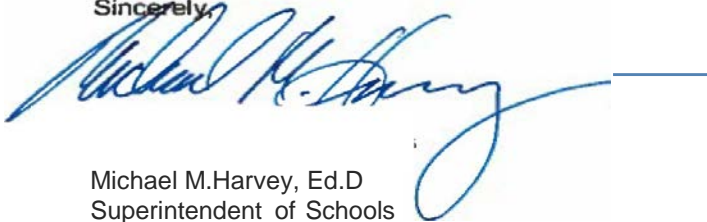
As an educational institution, the Hamilton-Wenham Regional School District is committed to creating and maintaining a school system that prevents discrimination of all types while ensuring the health and safety of all who work and learn here. This booklet has been created to increase awareness and understanding and to ensure the safety of all members of our community. Provided below is a summary of federal and state law which protects individuals from discrimination.

- Title I and Title V of the Americans with Disabilities Act of 1990, as amended (ADA): Prohibit discrimination against qualified individuals with disabilities in all aspects of employment. (Coordinator, Stacy Bucyk, Director of Student Services, 978-468-5303).
- Title II of the Americans with Disabilities Act of 1990: Protects qualified individuals with disabilities from discrimination on the basis of disability in all services, programs, or activities. (Coordinator, Stacy Bucyk, Director of Student Services, 978-468-5303)
- Title IX of the Education Amendments of 1972: Prohibits discrimination, exclusion from participation, and denial of benefits in educational program on the basis of gender or gender identity (Coordinator, Stacy Bucyk, Director of Student Services, 978-468-5303).
- Title VI of the Civil Rights Act of 1964: Prohibits discrimination, exclusion from participation, and denial of benefits based on race, color, or national origin. (Coordinator, Stacy Bucyk, Director of Student Services, 978-468-5303).
- Title VII of the Civil Rights Act of 1964: Prohibits discrimination in employment on the basis of race, color, religion, sex or national origin. (Coordinator, Stacy Bucyk, Director of Student Services, 978-468-5303).
- Section 504 of the Rehabilitation Act of 1973: Prohibits discrimination against qualified individuals with disabilities in employment, programs and activities. (Coordinator, Stacy Bucyk, Director of Student Services, 978-468-5303).
- M.G.L. Ch. 76, Section 5: Prohibits exclusion or discrimination in admission to a public school of any town, or in obtaining the advantages, privileges and courses of study of such public school on account of race, color, sex, religion, national origin, gender identity or sexual orientation.
- M.G.L. Ch. 151B, Section 4: Prohibits discrimination in employment because of race, color, religious creed, national origin, sex, gender identity, sexual orientation, age, genetic information or ancestry.

(SEE ENCLOSED LIST OF BUILDING BASED COORDINATORS)

As a school district, we are committed to creating and maintaining schools that prevent discrimination of all types and ensuring the health and safety of all who work and learn here. Please take time to review this material in depth.

Sincerely,

A handwritten signature in blue ink, appearing to read "Michael M. Harvey", followed by a horizontal line.

Michael M. Harvey, Ed.D
Superintendent of Schools

HAMILTON-WENHAM REGIONAL SCHOOL DISTRICT
Section 504 Coordinators

THE SECTION 504 DISTRICT COORDINATOR IS:

Name: Stacy Bucyk
Address: 5 School Street
Wenham, MA 01984
Telephone: (978) 468-5303

**THE SECTION 504 BUILDING COORDINATORS / CASE MANAGERS
ARE:**

HAMILTON-WENHAM REGIONAL HIGH SCHOOL

Name: Bryan Menegoni, Coordinator
Address: 775 Bay Road
South Hamilton, MA 09182
Telephone: (978) 468-0400

MILES RIVER MIDDLE SCHOOL

Name: Elizabeth Lovell, Coordinator
Address: 787 Bay Road
South Hamilton, MA 01982
Telephone: (978) 468-0362

BUKER ELEMENTARY SCHOOL

Name: Brian O'Donoghue, Coordinator
Address: 1 School Street
Wenham, MA 01984
Telephone: (978) 468-5324

CUTLER ELEMENTARY SCHOOL

Name: Jennifer Clifford, Coordinator
Address: 237 Asbury Street
South Hamilton, MA 09182
Telephone: 978-468-5330

WINTHROP ELEMENTARY SCHOOL

Name: Christopher Heath, Coordinator
Address: 325 Bay Road
South Hamilton, MA 01982
Telephone: 978-468-5340

NON-DISCRIMINATION, CIVIL RIGHTS, AND SAFETY INFORMATION FOR PERSONNEL, PARENTS AND STUDENTS

STATEMENT

The role of the Hamilton-Wenham Regional School District is to provide a safe, secure and supportive environment for all students and staff. No person shall be excluded from or discriminated against in obtaining the advantages, privileges and courses of study on account of race, color, sex, religion, national origin, disability, gender, age or sexual orientation. Discrimination, sexual and bias-motivated harassment, and violations of civil rights disrupt the educational process and will not be tolerated.

It shall be a violation for any pupil, teacher, administrator or other school personnel to engage in sexual or bias-related harassment (referred to as wrongful harassment) or violate the civil rights of any pupil, teacher, administrator, or other school personnel. Conduct, such as a hate crime, is a particularly serious infraction that will result in referral to law enforcement agencies.

The District will investigate all complaints of sexual or bias-related harassment or violations of civil rights, either formal or informal, verbal or written, and take appropriate action against any pupil, teacher, administrator, or other school personnel who is found in violation of the District's policy on non-discrimination.

COMMITMENT TO PREVENTION

The Hamilton-Wenham Regional School District is committed to prevention, remediation, and accurate reporting of bias incidents and civil rights violations to ensure that all persons can participate in a safe and tolerant learning environment in which individual differences are respected. The District promotes activities and training for all school personnel to foster respect for diversity, civil rights, and non-violence in the school setting.

ZERO TOLERANCE FOR KNOWN CIVIL RIGHTS VIOLATIONS: REQUIRED REPORTING AND INTERVENTION TO STOP HARASSMENT

- School employees must intervene in civil rights violations and episodes of wrongful harassment whenever witnessed or reported to the extent intervention can be done safely. School employees must report a civil rights violation or episode of wrongful harassment to the school civil rights administrator. Designated administrators must intervene in matters of civil rights violations and episodes of wrongful harassment, summoning assistance as necessary.
- The primary objective of school intervention in a civil rights matter is to put a swift end to, and prevent any recurrence of, any wrongful conduct, so as to ensure the safety of all persons and provide a school environment free of wrongful harassment and civil rights violations. Intervention should be provided immediately, as needed on a short-term basis, and more comprehensively once a civil rights violation has been found to have occurred. The school will take all necessary steps within its authority to stop the civil rights violation and wrongful harassment, and restore and preserve an environment free of such conduct.
- When necessary, appropriate measures will be taken by school officials to stop harassment and violence and/or defuse a hostile situation. School officials will follow administrative procedures wherever possible and if immediate action is required, school personnel will separate the victim or complainant and the offender, order the offender to stay away from victim, and/or assign additional security. School disciplinary hearings should begin and proceed on an expedited basis where there is a threat of ongoing civil rights violation. Disciplinary action appropriate to the offender's conduct will be taken when a violation has occurred. Potential criminal conduct will be reported to law enforcement agencies, and legal remedies will be pursued as necessary to protect a person's civil rights.

DESIGNATION OF CIVIL RIGHTS ADMINISTRATORS

The Principal of each school in the Hamilton-Wenham Regional School District, or his/her designee, will respond to matters of civil rights violations that arise in the school setting. The Principal or his/her designee shall be given a title and prominently identified as available to receive reports and complaints of civil rights violations from students, faculty, or staff. The principal will receive specialized civil rights training and take responsibility for upholding school civil rights and safety policies. The designee will also serve as a liaison with law enforcement agencies and assist the Superintendent in making referrals of possible criminal matters to law enforcement agencies.

IDENTIFICATION AND DEFINITIONS OF PROHIBITED CONDUCT

- **BIAS INCIDENT** means any conduct or communication motivated by hatred or prejudice that demeans, degrades, or harasses an individual or group based upon membership in a protected category as recognized by law including race, color, religion, religious creed, gender, sexual orientation, national origin, ancestry, veteran, or disability status.¹ A bias incident may or may not be a criminal act.
- **BIAS INDICATORS** are objective facts and circumstances that suggest that an action was motivated in whole or in part by a particular type of bias.

Common Bias Indicators:

- bias-related oral comments or epithets
 - bias-related markings, drawings, or graffiti
 - use of bias-related symbols
 - no clear economic motive for an assault and battery
 - crime involving disproportionate cruelty or brutality
 - offender history of crimes with similar behaviors and victims of the same group
- **CIVIL RIGHTS VIOLATIONS** include violence, threats, intimidation or harassment based on race, color, religion, national origin, ethnicity, gender, gender identity, sexual orientation, or disability.. Rights protected against interference include non-discrimination in access to advantages and privileges of a public school education. The term civil rights violation also covers bias-related and sexual harassment and bias crimes, so the term is applied generically to any civil or criminal law infractions.
 - **DISCRIMINATION** means unfair treatment or denial of normal privileges to persons because of their race, religion, national origin, disability, sexual orientation, color, age or gender.
 - **HARASSMENT** in school occurs when a student or adult's behavior or inappropriate language creates hostile, offensive or intimidating school environment.
 - **BIASED-RELATED HARASSMENT** includes behaviors such as the following: degrading, demeaning, insulting or abusive verbal statements or writing of a sexual or racial nature or related to a student's race, color, religion, national origin, ethnic background, gender, sexual orientation, age or disability; graffiti, slogans or other visual displays which contain racial, ethnic, religious slurs or insults based on the student's gender, sexual orientation or disability.
 - **SEXUAL HARASSMENT** is described fully in the District policy and handbooks which are given to all personnel at time of employment.

¹ Northeastern University's Bias Incident Response Protocol.

- **HATE CRIMES** The Massachusetts Civil Rights Act ("MCRA"), commonly referred to as the "hate crimes statute," was established to protect the rights of all citizens and visitors to Massachusetts against threats and interference with their civil rights. A hate crime occurs when a person is targeted for physical assault, threat of bodily harm or intimidation, at least in part because of his or her race, color, religion, ethnicity, national origin, gender, gender identity, sexual orientation or because he or she has a disability.

Certain types of language or conduct may indicate that a hate crime may have occurred. Some indicators that a crime was hate-motivated include:

- Use of racial, ethnic, religious, sexual or anti-gay slurs;
- Use of symbols of hate, such as a swastika or a burning cross;
- Similar behavior by the wrongdoer towards other individuals from the same racial, ethnic or religious group, or against students of the same sexual orientation, gender identity or gender; and
- Where the incident occurs while the victim was participating in an activity supporting a particular racial, religious, ethnic/national origin, disability, gender, gender identity, or sexual orientation.

Hate crimes most frequently occur in the following ways:

- A physical attack or a threat of bodily harm, on the basis of a student's race, color, religion, national origin, ethnic background, gender, and sexual orientation or disability;
 - Intimidating or threatening language based on a student's race, color, religion, national origin, ethnic background, gender, sexual orientation or disability; or
 - Damage to a student's personal property or belongings because of the student's race, color, religion, national origin, ethnic background, gender, sexual orientation or disability.
- **HOSTILE ENVIRONMENT:** exists when unwelcome, discriminatory conduct causes the school environment to be permeated with threats, intimidation, ridicule, coercion or insult by an individual (or individuals) that is sufficiently severe, pervasive or persistent that a reasonable person would consider that the behavior adversely alters the conditions of a student's education and/or alters the conditions of an individual's employment. In determining whether the alleged conduct creates a hostile environment, the surrounding circumstances, the nature of the behavior, the relationships between the parties involved and the context in which the alleged incident(s) occurred will be considered. Whether a particular action or incident constitutes a hostile environment requires a determination based on all of the facts and surrounding circumstances. If sufficiently severe, a single or isolated incident can create a hostile environment.
 - **STALKING**, a felony, occurs when a person (1) willfully and maliciously engages in a knowing pattern of conduct or series of acts over a period of time directed at a specific person which seriously alarms or annoys that person and would cause a reasonable person to suffer substantial emotional distress, and (2) makes a threat with the intent to place the person in imminent fear of death or bodily injury.

- **BULLYING**, as defined in M.G.L. Ch. 71, Section 37O, is the repeated use by one or more students of a written, verbal, or electronic expression or a physical act or gesture or any combination thereof, directed at a target that:
 - i. causes physical or emotional harm to the target or damage to the target's property;
 - ii. places the target in reasonable fear of harm to himself or herself, or of damage to his or her property;
 - iii. creates a hostile environment at school for the target;
 - iv. infringes on the rights of the target at school; or
 - v. materially and substantially disrupts the education process or the orderly operation of a school.

SECTION 504 OF THE REHABILITATION ACT

The Hamilton-Wenham Regional School District recognizes its responsibilities under the federal statutes of Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 to prohibit discrimination against handicapped individuals on the basis of their handicap. The policies of the Regional District are nondiscriminatory in their employment practices for staff and reasonable accommodations are made to provide access to school meetings and functions for handicapped parents. No discrimination against any person with a handicap is knowingly permitted in any of the programs and practices of the school system.

Further, Hamilton-Wenham fully recognizes its obligation to provide a free and appropriate public education to all of its students. As with the adults of the school community, no qualified, handicapped student will be excluded from participation in, or be denied the benefits of, the educational programs or activities of the Regional District on the basis of his/her handicap. The Hamilton-Wenham Regional School District is committed to identifying, evaluating and providing appropriate accommodations to the handicapped students of the school system regardless of the nature or severity of the handicap. A handicap is considered to be a mental or physical impairment that substantially limits one or more of major life activities. A major life activity for students is participation in the activities and the learning opportunities at school.

A complete section 504 policy statement is available upon request from each principal and/or special education coordinator.

If a parent or guardian disagrees with the determination made by the professional staff of the school district, regarding his/her child's disability and/or recommended accommodations, he/she has the right to a hearing with an impartial officer.

The Family Educational Rights and Privacy Act (FERPA) specifies rights related to educational records, This Act gives parents or guardians the right to: (1) inspect and review his/her child/s educational records; (2) receive a copy of those records; (3) receive a list of the individuals having access to those records; (4) ask for an explanation of any item in the records (5) ask for an amendment to any report on the grounds it is inaccurate, misleading, or violates the child's rights; and (6) request a hearing on the issue if the school refuses to make the amendment.

DEFINITIONS

Handicapped person/student:

- any individual who has a mental or physical impairment which substantially limits one or more of major life activities: has a record of such an impairment; or is regarded as having such an impairment.

Mental or physical impairment:

- any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems: neurological; musculoskeletal; special sense organs, including

speech organs; respiratory; cardiovascular; reproduction; digestive; genitourinary; hemic and lymphatic; skin and endocrine, or

- any mental or psychological disorder such as mental retardation (developmental delay), organic brain syndrome, emotional or mental illness, and specific learning disabilities.

Major life activity:

- examples include caring for one's self, performing manual tasks, walking, seeing, hearing, breathing, speaking, working, and learning.

Record of Impairment:

- has a documented history of, or has been classified as having, a mental or physical impairment that substantially limits one or more major life activities.

Regarded as having an impairment:

- has a physical or mental impairment that does not substantially limit major life activities but is recognized by the school district as constituting a limitation.
- has a physical or mental impairment that substantially limits major life activities only as a result of the attitudes of others toward such impairment.
- has none of the impairments as defined above but is treated as having such an impairment.

Additional Information:

The Hamilton-Wenham Regional School District is committed to compliance with the Americans with Disabilities Act (ADA). The district intends to ensure that individuals with disabilities whether they are employed, apply for a position, or visit facilities within the schools are treated fairly and given an equal opportunity to access facilities, programs, activities, and employment.

It is unlawful for the district to discriminate on the basis of disability against a qualified individual with a disability in regard to:

- a. recruitment, advertising, job application, and employment procedures;
- b. hiring, upgrading, promotion, award of tenure, demotion, transfer, layoff, termination, right of return from layoff, and rehiring;
- c. rates of pay or any other form of compensation and changes in compensation;
- d. job assignments, job classifications, organizational structures, position descriptions, lines of progression, and seniority lists;
- e. leaves of absence, sick leave, or any other leave;
- f. fringe benefits available by virtue of employment, whether or not administered by the covered entity;
- g. selection and financial support for training including apprenticeships, professional meetings, conferences, and other related activities and selection of leaves for absence to pursue training;
- h. activities sponsored by a covered entity including social and recreational programs; and
- i. any other term, condition, or privilege of employment.

The ADA requires that the District focus on the ability not the disability of the individual. The Hamilton-Wenham Regional School District will consider reasonable accommodations providing the individual can perform essential functions of the position. It is not required, however, to give preferential treatment to individuals with disabilities or lower the expected standards of performance.

HAMILTON-WENHAM REGIONAL SCHOOL DISTRICT

Civil Rights Violation Grievance Procedure for School Personnel, Students and Their Families

The Hamilton-Wenham Regional School District does not discriminate on the basis of race, color, gender, gender identity, religion, national origin, age, sexual orientation or disability in admission, access to services, treatment or employment in its programs and activities. Any complaints of discrimination or violation of federal law should be addressed through the following grievance procedure which consists of four steps: *Step 1 – Informal Complaints*; *Step 2 – Formal Complaints*; *Step 3 – Superintendent’s Recommendations*; *Step 4 – Appeal*. Each step has its own procedures, as set forth below.

Time Limits: Complainants are strongly encouraged to follow the time limits set forth below.

Step 1 – Informal Complaints

The grievance must be filed at Step 1 within 5 (five) school days of the event(s) that led to the grievance. If all the parties involved within the complaint process agree to extend the informal process, the 5-day process requirement may be waived.

Step 2 – Formal Complaints

The grievance must be filed at Step 2 within 10 (ten) school days after receiving the written response to the informal complaint unless there is good cause for delay, which shall be documented.

Step 3 – The grievance must be filed with the Superintendent at Step 3 within 15 (fifteen) school days of receipt of the written response if the complainant is dissatisfied with the response at Step 2.

Step 4 – The complainant and/or the respondent may appeal the Superintendent’s findings and/or recommendations within 10 (ten) school days.

Step 1: Informal Complaint

Complainants are encouraged to try to resolve problems promptly through informal dispute resolution with the person immediately involved. If such action is not possible, or the result is unsatisfactory, the complainant shall meet informally with the Principal, Assistant Principal or their Immediate Supervisor for the building. (For a complaint regarding a Principal, the complainant should contact the Assistant Superintendent for Learning.) This administrator/supervisor will investigate, documenting all steps (including dates and nature of meetings, disposition and dates of disposition) and will reply in writing within five business days of the initial meeting.

Step 2: Formal Complaint

If the complaint is not satisfactorily resolved through Step 1, the complainant may file a written grievance with the Principal within ten business days of disposition at Step 1. The written complaint must include:

- A clear statement of the alleged violation
- The remedy sought by the complainant
- The complainant's signature and the date
- The name, address and school (or name, address and telephone number, if not a student or employee) of the grievant.
- The name (and address and telephone number, if not a student or employee) of the grievant's representative, if any.
- The name of the person(s) alleged to have caused the discrimination and/or harassment (respondent) and the date the action occurred.
- The name of all persons who have knowledge about the alleged discrimination and/or harassment (witnesses), as can be reasonably determined.

The Principal will conduct a full investigation of the grievance and will prepare a written report of the investigation that will include:

- A clear statement of the allegations of the grievant and remedy sought.
- A statement of the facts as contended by each party.
- A statement of the facts as found by the Principal and evidence to support each fact.
- A list of witnesses interviewed and documents reviewed during the investigation.
- A narrative describing attempts to resolve the grievance if valid.

The Principal will submit said report to the Title IX Coordinator for review. If the Principal and the Title IX Coordinator believe the grievance is valid, they will recommend appropriate action to the Superintendent.

The report will be filed with the Superintendent within fifteen (15) days of receipt of the written grievance. A copy of the report will be provided to the complainant.

Step 3: Superintendent's Recommendations

The Superintendent will make necessary findings based upon the investigation and report of the Principal and the Title IX Coordinator. If the grievance is valid, the Superintendent may accept the Principal's and Title IX Coordinator's recommendations at his/her discretion. A copy of the Superintendent's findings and/or recommendations will be provided to the complainant and/or the respondent no later than 30 (thirty) days after the grievance was filed. Any and all recommendations of the Superintendent shall immediately be implemented by the District, subject to the Student Handbook, the collective bargaining agreement and state law, unless the complainant and/or the respondent is not satisfied with the Superintendent's recommendations at Step 3 and files an appeal.

Step 4: Appeal

A complainant and/or the respondent who is not satisfied with the Superintendent's findings and/or recommendations at Step 3 can request reconsideration within 10 (ten) school days by filing a written request for a hearing with the Superintendent concerning the grievance. The Superintendent will provide the complainant and/or the respondent with a written decision within 10 (ten) school days after the hearing.

Right to Alternative Complaint Procedure

The grievance procedure does not deny the right of any individual to pursue other avenues of recourse which may include filing a formal complaint with the:

Office for Civil Rights/Boston
U.S. Department of Education
5 Post Office Square, 8th Floor
Boston, MA 02109-3921
617 289-0111

Students with disabilities and/or their families also have the option of filing a complaint with the:

Commonwealth of Massachusetts Department of Education
Bureau of Special Education Appeals
One Congress Street, 11th Floor
Boston, MA 02114
617-626-7250

*** Special grievance procedures are also referenced in the District Section 504 and Sexual Harassment Policies*

Confidentiality

Every reasonable effort will be made to protect the privacy and confidentiality of all parties during the investigation, consistent with and subject to the District's need to investigate the complaint and implement decisions made in order to resolve the complaint. It must be understood that in order to permit the District to carry out its obligation to investigate all complaints fairly, and to ensure that discrimination is prohibited in the school community, no representative of the District is authorized to promise complete confidentiality to any person who possesses information relevant to the investigation of a complaint, including the complainant.

Consequences for Civil Rights Violations and Failures to Act as Required

a. Non-disciplinary corrective actions:

Potential civil rights violations can be addressed with steps that are not punitive in character, without the necessity of disciplinary proceedings. These steps generally lie within the ordinary discretion of principals and school officials. Examples of the non-disciplinary actions that may be appropriate in some instances include counseling, assignment to participate in a diversity awareness training program, separating offender and victim, parent conferences, and special work assignments for students, such as writing a composition on a civil rights related subject.

b. Disciplinary Proceedings

Violations of the civil rights of a student or school employee which are found to have occurred after a hearing warrant the imposition of sanctions up to and including suspension and expulsion for students, and suspension or termination for employees, consistent with state and federal law, the student handbook and the collective bargaining agreement. Disciplinary action will be administered to eliminate the offending conduct, prevent its reoccurrence, and reestablish a school environment that is safe and supportive for the victim.

c. Failure to Act by Administrators and Teachers

Upon receiving civil rights information, administrators and teachers have a duty to respond, as safely as possible, when they witness sexual or bias harassment or hate crimes, and to report such occurrences to the appropriate civil rights administrators and, if necessary, the police. A clear failure to act, according to the policy set forth herein, shall result in the individual being directed to undergo further training in hate crimes, diversity issues, and the requirements of school policy. The school administration will develop further sanctions and actions to address repeated instances of a failure to act in accordance with this policy.

Commitment to Non-Retaliation

To ensure unimpeded reporting of bias activity the Hamilton-Wenham Regional School District will deal seriously with any and all threats or acts of retaliation when a good faith complaint has been filed. Actual or threatened retaliation against an individual who reports a civil rights matter shall result in disciplinary action. If the conduct amounts to stalking, a mandatory referral to law enforcement will be made. Staff will monitor the situations of victims/complainants carefully to ensure that no threats or acts of reprisal are made. Appropriate and immediate non-disciplinary administrative actions may also be taken to mitigate possible or actual retaliation, to the extent to which administrators have the discretion to act.

APPENDICES TO POLICY

Responsibilities of School Personnel and Students in Relation to Witnessed or Reported Bias Incidents

1 All Personnel and Students

- i. **Report bias incidents and civil rights violations** to school civil rights administrators.
- ii. **Be familiar with basic facts about hate and hate crimes**, so as to be able to identify bias incidents and have an understanding of the dynamics.
- iii. **Challenge biased attitudes and behavior** whenever encountered in school and outside.
- iv. **Report hate crimes to administration**, who will notify the police and summon help in an emergency.
- v. **Uphold school civil rights and safety policies** and remain vigilant and alert for violations.
- vi. **Take responsibility** so as to make a difference in stopping hate, finding and creating individual and group opportunities for action and involvement.

2) Teachers Only

- i. **Set guidelines for classroom behavior** to avoid hurt feelings and promote respect.
- ii. **Respond to and challenge insensitive behaviors** like name calling and exclusion of children who are different.
- iii. **Provide instruction against hate and prejudice**, whenever these topics arise during classroom time or in lessons.
- iv. **Look for and help implement proactive programs and strategies** to promote tolerance and stop hate conduct.

3) School Staff Specifically

- i. **Challenge and try to stop bias incidents** when witnessed or encountered in progress, if a safe opportunity is presented.

4) Civil Rights Designees Specifically

- i. **Be available to receive reports of civil rights violations** from students, faculty, and other administrators.
- ii. **Respond promptly to a report of a civil rights violation by** intervening if possible, ensuring that students are safe and free from harassment, and by starting an investigation and quickly ascertaining the facts.
- iii. **Put a stop to ongoing harassment** immediately and effectively, and refer victims to support services and resources available in the area.
- iv. **Take remedial, corrective, and disciplinary action** as the circumstances established by the investigation, school policies, and the code of conduct warrant.
- v. **Take steps to avert retaliation against students** who report civil rights violations, and act immediately to ensure student safety and freedom from harassment.
- vi. **Communicate and coordinate efforts with** administration and police, if necessary, on a regular, ongoing basis, and develop a working partnership with police officers assigned to schools and civil rights issues.
- vii. **Undergo specialized training** to maintain knowledge of hate crimes and civil rights issues as they affect schools.
- viii. **Coordinate school prevention programming and activities**, drawing on available resources and tools.