FORUM TOPIC REQUEST

Each Board Member may request two forum topics per meeting; use this form for one topic.

TOPIC: Strengthening Student Safety and Belonging Through Effective Prevention and Response to Bullying, Harassment, Discrimination, and Bias-Based Incidents

---

TIME SENSITIVE: ☒ Yes ☐ No

DESIRED DATE/TIME FRAME AND REASON:

Please schedule this Forum Topic discussion at the Board's earliest convenience to ensure timely action to help strengthen Fairfax County Public Schools' (FCPS) prevention of and response to bullying, harassment, discrimination, and other bias-based incidents.

BOARD MEMBER NAME: Frisch (Sponsor) and McDaniel (Second) **SUBMITTED:** 08/27/2026

FORUM TOPIC DETAILS:

Specify Topic's Relation to Student Achievement Goal, Operational Expectation, Policy:

This forum topic directly advances Goal 2: Safe, Supported, Included, and Empowered; Goal 3: Academic Growth and Excellence; and Goal 4: Equitable Access and Opportunity. Bullying, harassment, discrimination, and other bias-based incidents can undermine students' safety, belonging, trust, well-being, and access to educational opportunities. By assessing FCPS' prevention, reporting, investigation, educational response, student support, and accountability systems, this work will help determine whether students receive consistent and equitable protections and supports across schools and educational programs and identify opportunities to strengthen the conditions necessary for every student to learn and thrive.

This work also advances the Strategic Plan's Four Pillars. Bullying, harassment, discrimination, and bias-based conduct directly impede the professional practices that "engage, empower, include, and challenge the whole learner" (Pillar A). Strengthening how FCPS communicates with families and responds to their concerns builds the trusting partnerships that sustain "a safe, inclusive culture for learning and work" through "respect, honesty, and transparency" (Pillar B). Examining how FCPS recruits and retains "staff who reflect the diversity of students and families" and whether employees receive the continuous learning and support they need to prevent and respond effectively to harmful conduct advances a diverse, adaptive, and supported workforce (Pillar C). Using data to identify disparities and patterns, evaluate implementation and

outcomes, and strengthen organizational accountability reflects a culture of equity, excellence, and accountability grounded in “data-driven continuous improvement” (Pillar D).

Finally, this forum topic directly supports the Strategic Plan’s Equity Commitments, particularly the commitment under Goal 2 to amplify student voice, honor students’ identities and experiences, and ensure student safety and well-being in an inclusive school climate and culture, as well as the commitment under Goal 4 to use data on student outcomes and lived experiences to provide responsive resources and supports. Its emphasis on student and stakeholder voice, school climate data, equitable and consistent implementation, transparency, and continuous improvement reflects the Strategic Plan’s broader commitment to ensuring that every student has the opportunity and support required for success.

Objective of the Topic/Conversation:

Every student should feel safe, valued, included, and supported. FCPS has established policies, regulations, reporting procedures, disciplinary expectations, educational supports, and school climate initiatives intended to advance this goal. A comprehensive assessment is needed to determine whether these measures are sufficiently clear, consistently implemented, and adequate to prevent and respond effectively to bullying, harassment, discrimination, and other bias-based incidents across schools and educational programs, particularly as they relate to race, color, national origin, religion, sex, sexual orientation, gender identity/expression, age, disability, and other characteristics protected by law or School Board policy.

The assessment will evaluate how effectively FCPS prevents, identifies, documents, investigates, resolves, and responds to these incidents; whether students and families can readily access and understand reporting and complaint procedures; whether staff receives sufficient training and support; whether patterns, disparities, and repeated incidents are recognized and addressed; and whether accountability systems provide the School Board with adequate information about implementation, outcomes, and opportunities for continuous improvement.

The assessment should identify immediate and long-term opportunities to strengthen prevention, reporting, investigation, complaint resolution, communication, educational responses, student and family support, staff training, data collection, and transparency. It should also provide the School Board with clear recommendations and an implementation framework to ensure that division expectations are carried out with fidelity across all schools and educational programs, consistently, equitably, and transparently.

Ultimately, this work is about fostering school communities grounded in respect and inclusion. Every student, family, and employee should have confidence that concerns will be taken seriously, addressed fairly and consistently, and used as opportunities to strengthen trust, accountability, and the culture of every school.

DESIRED OUTCOME:

☐ Forum Discussion Only ☐ Refer to Committee

☒ Superintendent Action / Report ☒ Refer to Work Session

☐ Other:

This forum topic directs the Division Superintendent to conduct a comprehensive assessment of FCPS' current response to bullying, harassment, discrimination, and other bias-based incidents by June 30, 2027. Nothing in this forum topic or the Board's resulting action is intended to delay or restrict the Superintendent from moving expeditiously to enhance current practices. The assessment should include, but not be limited to, the following topics and guidance:

1. DEFINITIONS, EXPECTATIONS, AND POLICY ALIGNMENT

The assessment should evaluate the Student Rights and Responsibilities (SR&R) booklet (R2601), employee guidance, family-facing materials, training resources, and related policies and regulations to determine whether they provide clear, consistent, and developmentally appropriate definitions and expectations regarding bullying and cyberbullying; harassment, discriminatory behavior, protected-class harassment, and bias-based incidents; racially hostile and anti-Black conduct; disability-related harassment and ableist conduct; and religious, ethnic, national-origin, sex-based, sexual-orientation-based, and gender-identity/expression-based harassment, including conduct based on actual or perceived identity. The review should also address hate speech, slurs, symbols, gestures, imagery, microaggressions, retaliation, and other forms of identity-based hostility, including racism, antisemitism, Islamophobia, anti-LGBTQIA+ bias, and ableism; harassment, threats, or intimidation related to actual or perceived immigration or citizenship status, including the immigration status of family members; and conduct involving employees, students, visitors, volunteers, contractors, or digital platforms.

The assessment should determine whether distinctions among these categories are sufficiently clear to students, families, and employees and whether unclear or inconsistent terminology contributes to underreporting, misclassification, delayed intervention, or unequal responses. The Superintendent should recommend any needed revisions to policy, regulation, executive limitations, the SR&R, employee guidance, training materials, or public-facing resources.

2. PREVENTION AND SCHOOL CLIMATE

The assessment should evaluate whether FCPS' efforts to prevent bullying, harassment, discrimination, and bias-based incidents are evidence-informed, developmentally appropriate, consistently implemented, and responsive to differences in students' identities, backgrounds, experiences, and vulnerability to bullying or discriminatory treatment. The review should address school climate and belonging initiatives; social-emotional learning and relationship-building; digital citizenship and online conduct; culturally responsive and inclusive instructional practices; student and staff awareness of rights, responsibilities, reporting options, and prevention expectations; supports for students at heightened risk of harm; disability accessibility and accommodations; the adequacy of prevention resources across grade levels; and processes for identifying schools or programs requiring additional intervention or support.

3. SCHOOL CLIMATE, EQUITY, AND ACCESSIBILITY DATA

The assessment should evaluate whether existing student, family, and employee surveys and other feedback mechanisms adequately measure safety and belonging; experiences of bullying

and harassment; racial and cultural climate; discrimination or exclusion based on sexual orientation and gender identity/expression; religious discrimination, antisemitism, Islamophobia, and other religion-based harassment; disability-related discrimination and accessibility; awareness of reporting procedures; confidence in adult responses; retaliation concerns; perceptions of fairness and consistency; effectiveness of communication and support; and differences in experiences among student groups and schools, including LGBTQIA+ students, students with disabilities, and students from racial, ethnic, and religious minority communities.

The Superintendent should recommend whether surveys should be revised, expanded, or administered more frequently and whether students, families, employees, relevant subject-matter experts, and civil rights, disability, faith, and immigrant-serving community organizations should have a structured opportunity to review and comment on proposed survey questions and screeners before they are finalized and administered. Recommendations should also address how results can be reported in a useful, sufficiently disaggregated manner that protects privacy, complies with applicable law, and identifies school-level or division-wide patterns that require intervention. Recommendations should identify when that review occurs in the survey development cycle and how the feedback is documented and considered.

4. REPORTING PATHWAYS AND ACCESSIBILITY

The assessment should examine whether students, families, and employees have clear, accessible, well-publicized, and age-appropriate ways to report bullying, harassment, discrimination, disability-related mistreatment, retaliation, and other bias-based incidents, including in-person, written, telephone, online, anonymous, and confidential options where appropriate. The review should address language and disability accessibility; urgent concerns; allegations involving employees or administrators; escalation when a school-level response is disputed or perceived as inadequate; and communication of reporting procedures through school and division channels.

Particular attention should be given to barriers facing immigrant, refugee, undocumented, and mixed-status students and families, including concerns related to immigration status, confidentiality, language access, or interaction with government institutions, as well as students who may be reluctant to disclose aspects of their identity or religious affiliation. The review should also consider whether students and families should receive clear information about what personal information is required, how it will be used, applicable privacy protections, confirmation that reports have been received, and what happens next. The Superintendent should recommend a consistent division-wide communication plan to ensure reporting and complaint procedures are widely understood and regularly reinforced.

5. INTAKE, TRIAGE, AND IMMEDIATE SUPPORT

The assessment should review what occurs immediately after a report is received, including how reports are categorized and routed; whether every report is logged at intake in a division-level system of record that cannot be closed, downgraded, reclassified, or informally resolved solely at the school level; how administrators distinguish among bullying, harassment, discrimination, civil rights and disability-related complaints, and other conduct; whether urgent safety concerns are promptly identified; whether interim protections, accommodations, interpretation or translation, and anti-retaliation measures are provided; and whether students and families receive clear explanations of applicable procedures. The review should also

determine whether incidents involving multiple forms of discrimination or overlapping student needs are addressed comprehensively and whether intake practices protect privacy when disclosure of sensitive personal or family information, including sexual orientation, gender identity/expression, or immigration status, could create additional concerns.

The assessment should consider whether students and families would benefit from a standardized complaint and support guide explaining rights, assistance, procedures, documentation expectations, possible timelines, confidentiality limitations, and avenues for review or appeal, as well as whether they have adequate access to an ombudsman, equity or civil rights specialist, special education staff member, or other neutral division-level resource to help navigate applicable processes.

The Superintendent should recommend criteria under which intake and investigation would be assigned to central-office staff or another neutral party outside the school where the incident occurred, including if a complaint names a school administrator, if a school demonstrates a recurring pattern of similar complaints or findings, if the reporting party alleges a conflict of interest, prior inaction, or discouragement from reporting, or if the complainant requests independent review, together with safeguards against complaint suppression and against discouraging students or families from filing.

6. INVESTIGATION STANDARDS AND QUALITY ASSURANCE

The assessment should evaluate whether investigations are conducted consistently, promptly, impartially, and thoroughly across FCPS, including standards for initiating formal investigations; interviews and evidence collection; documentation and record retention; conflicts of interest, including safeguards against building-level suppression, discouragement of reporting, and undocumented informal resolution of civil rights complaints; timelines and extensions; communication with students and families; privacy and confidentiality; compliance with federal and Virginia civil rights requirements, including the Virginia Human Rights Act; coordination among relevant school and central-office personnel; and procedures for allegations involving employees. The assessment should also examine quality-control review of findings and circumstances warranting division-level, outside-school, or external review.

The Superintendent should recommend a standardized investigation framework that creates a reliable record, promotes consistency across schools, allows meaningful central-office review, and identifies serious, repeated, contested, or potentially conflicted cases that require independent or division-level review. The recommended framework should also consider a defined process for a student or family to request division-level or third-party review of a school-level finding, the standard for granting that request, and the response timeline.

7. TIMELINES, COMMUNICATION, AND WRITTEN OUTCOMES

The assessment should determine whether timelines for acknowledgment, investigation, decision-making, communication, and resolution are sufficiently clear and consistently met. The Superintendent should recommend clear and consistently applied division-wide timelines for confirming receipt of reports, explaining the process, providing updates, completing investigations, communicating delays, issuing written findings or determinations when appropriate, explaining supports and corrective actions, identifying review or appeal options,

and following up to determine whether harmful conduct has stopped and supports remain effective.

For complaints alleging discrimination, harassment, or other civil rights violations, the assessment should consider firm, fixed timelines for confirmation of receipt, initiation of investigation, and written findings, as well as the limited circumstances in which an extension may be granted, the division-level official who would approve it, and whether any extension should be documented and communicated in writing to the affected student and family. The Superintendent should also recommend how the division will track, review, and report compliance with these timelines to the School Board. The assessment should also consider whether communications with students and families are clear, respectful, accessible, and sufficiently detailed to explain the process and outcome while protecting legally required confidentiality.

8. CONSEQUENCES, INTERVENTIONS, AND RESTORATIVE RESPONSES

The assessment should evaluate whether consequences and interventions for substantiated conduct are consistent with the SR&R, Board policy, regulation, and applicable law; equitable across schools and student groups; developmentally appropriate and proportional to the seriousness, frequency, intent, and impact of the conduct; responsive to repeated behavior; protective of affected students; and designed to reduce recurrence. The review should consider the appropriate role of educational and restorative interventions, including whether restorative interventions should remain optional, whether an alternative approach to restoration is possible when one party declines traditional means, and whether employees receive sufficient guidance to promote comparable responses to similar conduct while preserving individualized judgment and due process. For employee incidents, the assessment should evaluate whether disciplinary, corrective, supervisory, training, and accountability procedures are sufficient and consistent.

9. EDUCATIONAL RESPONSES AND HISTORICAL AND SOCIAL CONTEXT

The assessment should evaluate whether FCPS has adequate protocols, resources, and expertise to provide developmentally appropriate educational responses following significant bullying, discriminatory, hateful, or bias-based incidents. The review should consider whether such responses help students understand the impact of their conduct; the historical and social context of relevant slurs, symbols, stereotypes, exclusion, and discrimination, including racism, antisemitism, Islamophobia, anti-LGBTQIA+ bias, ableism, and other forms of prejudice; the experiences and perspectives of affected communities; the distinction between intent and impact; personal responsibility, empathy, and respectful conduct; and the importance of speaking up.

The assessment should identify resources schools can use consistently and when they need central-office or subject-matter expertise. The review should also consider how educational responses can supplement, rather than replace, appropriate investigation, accountability, consequences, corrective action, and student support.

10. STUDENT AND FAMILY SUPPORT

The assessment should evaluate whether students who experience bullying, harassment, discrimination, or bias-based harm receive timely and appropriate academic, counseling, mental

health, safety, and other supports. This should include culturally responsive and identity-affirming assistance; safety planning; necessary schedule, transportation, or location adjustments; disability accommodations; protection against retaliation; support for witnesses and affected peer groups; protection of sensitive personal or family information; family communication; restorative options; and follow-up to address continued or recurring harm. The assessment should also consider how FCPS can reduce the burden on affected students and families of repeatedly documenting, explaining, or re-reporting related incidents.

11. REPEATED INCIDENTS, PATTERNS, AND SYSTEMIC CONCERNS

The assessment should evaluate whether data and case-management systems enable schools and central-office staff to identify repeated conduct by the same student or employee; multiple incidents affecting the same student; related incidents involving common groups, locations, activities, digital platforms, or schools; recurring slurs, symbols, gestures, imagery, or antisemitic, Islamophobic, anti-LGBTQIA+, racist, ableist, or other identity-based hostility; patterns involving disability accommodations or noncompliance; disparities among protected student groups; differences in reporting, substantiation, consequences, or resolution among schools; and conditions indicating a hostile environment or broader school climate concern. For students with disabilities, the review should also determine whether patterns or disparities in exclusionary discipline warrant additional review of manifestation determinations, functional behavioral assessments, behavioral intervention plans, accommodation implementation, or other applicable protections and supports. The Superintendent should recommend protocols for escalating recurring or systemic concerns to division leadership and deploying targeted support, investigation, professional learning, or corrective action.

12. STAFF TRAINING, SUPPORT, AND ACCOUNTABILITY

The assessment should evaluate the quality, frequency, consistency, and effectiveness of employee professional learning on bullying and harassment; federal and Virginia civil rights and nondiscrimination requirements, including the Virginia Human Rights Act; disability-related harassment and ableism; sex-, sexual-orientation-, and gender-identity/expression-based harassment, including conduct based on actual or perceived identity or failure to conform to gender stereotypes; antisemitism, Islamophobia, and other religious, ethnic, or national-origin discrimination; immigration- or citizenship-related harassment and intimidation; microaggressions and repeated identity-based harm; trauma-informed responses; reporting and investigation requirements; documentation; retaliation prevention; family communication; educational and restorative responses; and responsibilities under the SR&R, Board policy, and regulation.

The assessment should determine whether employee groups require differentiated training, whether administrators and investigators should complete advanced or recurring certification, and whether school-based staff have sufficient access to central-office expertise and capacity for consultation, investigation, compliance monitoring, data analysis, and intervention.

13. CENTRALIZED EXPERTISE AND ORGANIZATIONAL CAPACITY

The assessment should evaluate whether FCPS has sufficient centralized staffing, expertise, authority, and operational capacity to ensure consistent implementation across the division. The review should examine the roles and coordination of the Office of Equity, Chief of Schools,

Office of Special Services, Human Resources, Office of Professional Learning, school leadership, legal counsel, safety and security personnel, the ombudsman, and other relevant offices, and determine whether additional centralized capacity in equity, civil rights, accessibility, investigations, compliance, data, or school support is necessary.

14. STUDENT VOICE AND STAKEHOLDER ENGAGEMENT

The assessment should include meaningful engagement with students, families, teachers, administrators, special education stakeholders, civil rights and community organizations, including organizations representing Black, Latino, immigrant, disability, LGBTQIA+, Jewish, Muslim, and other communities disproportionately affected by bias-based harm, and employees responsible for implementation. Student engagement should intentionally reflect varied racial, ethnic, linguistic, disability, religious, sex, sexual orientation, gender identity/expression, socioeconomic, immigrant, and educational backgrounds. Participation should be structured to protect safety and, where appropriate, confidentiality when discussing identity-based harassment or discrimination.

The assessment should evaluate whether FCPS needs a structured, recurring mechanism for obtaining student perspectives on school climate, belonging, discrimination, accessibility, reporting, and adult responses, including representative high school focus groups or advisory structures, appropriate opportunities for middle and elementary student input, and intentional inclusion of students with IEPs and Section 504 plans.

15. DATA SYSTEMS, PUBLIC REPORTING, AND TRANSPARENCY

The assessment should evaluate whether data systems adequately capture the type and basis of reported conduct, including actual or perceived characteristics and recurring antisemitic, Islamophobic, anti-LGBTQIA+, racist, ableist, immigration-related, or other forms of bias; affected student groups, consistent with privacy protections; school, program, grade level, and location; connections to prior incidents; timeliness of response and resolution; findings, supports, consequences, interventions, appeals, and school- and division-level trends.

The Superintendent should recommend improvements that allow FCPS to analyze information across reporting, discipline, civil rights, special education, and school climate systems while complying with FERPA and other privacy requirements. The Superintendent should also recommend an appropriate public reporting framework that provides meaningful, disaggregated information on trends, implementation, disparities, timelines, and corrective action without compromising student or employee confidentiality.

16. WORKFORCE RECRUITMENT, RETENTION, AND REPRESENTATION

Because a diverse, well-supported workforce can strengthen student belonging, cultural understanding, trust, and responsiveness, the assessment should detail how current recruitment and retention efforts support FCPS' ability to prevent and respond effectively to bullying, discrimination, disability-related concerns, and identity-based harm and identify opportunities for improvement. The review should include efforts to recruit and retain a diverse educator workforce and specialized staff, particularly in special education and other high-need areas, including partnerships with colleges and universities (HBCUs, HSIs, etc.), recruitment pipelines, incentives, mentorship, professional support, and other strategies. The review should also

consider partnerships with professional associations, affinity and alumni networks, campus resource and diversity offices at institutions of all types, and community organizations serving Black, Latino, immigrant, disability, LGBTQIA+, Jewish, Muslim, and other communities reflected in the student body. The Superintendent should recommend measurable objectives, responsible offices, and methods for evaluating progress for each such community, and should identify communities for which no established partnership exists and how FCPS will build those relationships.

17. CONTINUOUS IMPROVEMENT AND ACCOUNTABILITY

The assessment should evaluate the effectiveness of FCPS' prevention, reporting, investigation, intervention, and accountability systems. The Superintendent should ultimately recommend a sustainable framework to monitor implementation and assign responsibility for execution; establish timelines, milestones, and measures of effectiveness tied to student safety, belonging, school climate, reporting, investigation quality, student outcomes, and disparities; provide for annual review of incident, complaint, discipline, accessibility, and school climate data; and establish criteria for identifying schools, programs, or operational areas with recurring incidents, significant disparities, or implementation challenges.

The Superintendent should recommend how that framework would address targeted technical assistance, professional learning, coaching, monitoring, corrective action, or additional resources when persistent concerns are identified, including whether corrective action plans should specify required actions, deadlines, the responsible administrator, and the consequences of continued non-compliance for any school, program, or administrator demonstrating a persistent pattern of unaddressed bias, non-compliance with required timelines, or failure to implement required corrective measures; periodic review of training and implementation fidelity; appropriate follow-up with students and families; ongoing stakeholder feedback, including regular meetings between division leadership and civil rights, disability, LGBTQIA+, faith, and immigrant-serving community organizations; appropriate public reporting; and periodic reports to the School Board on implementation, trends, challenges, and outcomes.

The Superintendent should also recommend how FCPS will determine whether improvements result in measurable reductions in bullying, harassment, discrimination, and other bias-based incidents; improved student safety, belonging, and trust; greater consistency across schools; and reduced disparities over time.

SUPERINTENDENT DELIVERABLES

The Superintendent shall swiftly address items requiring immediate action, report to the School Board on any interim milestones and progress, and then submit a final comprehensive assessment report, implementation plan, and work session presentation addressing this forum topic's concerns by June 30, 2027.

RELATED BACKGROUND

Related Executive Limitations

- **EL-10 Learning Environment and Relationships with Students:** EL-10.3 requires the Superintendent to protect against "discrimination, harassment, bullying, or other unsafe conditions that might threaten the academic performance, health, or well-being of students, and provide a clear method to report and resolve such incidents." EL-10.1, 10.6, 10.7, 10.8, and 10.9 further address barriers to inclusion across demographic subgroups, engagement of students and families in developing student discipline regulations, discipline "enforced fairly, consistently, equitably, and proportionally across schools and demographic groups," timely identification and support of students at behavioral risk, and protection of confidential student information.

- **EL-4 Human Resources:** EL-4.2.C requires regulations that "protect against discrimination, harassment, retaliation, or other mistreatment," and EL-4.3.D requires "making progress towards employing a workforce that reflects the diversity of FCPS students and families." EL-4.1.D (timely and effective handling of complaints and appropriate due process), EL-4.4 (fair, consistent, and regular performance evaluation), and EL-4.5 (effective professional learning and training for all staff) relate to the staff training, accountability, and workforce sections of this forum topic.

- **EL-3 Relationships with Families and Community Members:** Requires a welcoming, supportive, and inclusive organizational culture that "fosters an environment free of any form of discrimination" (EL-3.1.A), delivers "the timely flow of accurate and meaningful information in multiple languages and modalities" (EL-3.1.F), and "provides for effective handling of grievances and complaints" (EL-3.1.G). EL-3.3 and EL-3.4 address defined processes for gathering feedback and collaborative partnerships with community leaders and the community at large, and EL-3.6 requires meaningful and timely responses to concerns raised by students, parents, and community members and informing the Board "of any serious or repeated concerns."

- **EL-1 Global Executive Limitations:** Prohibits the Superintendent from causing or allowing any practice, activity, decision, or organizational condition that is "unlawful, unethical, unsafe, disrespectful, imprudent, [or] in violation of School Board policy," and requires a "data-informed system focused on continuous improvement" aligned to the Strategic Plan goals and "the priorities of the Board's Educational Equity Policy."

- **EL-13 Safety and Security:** EL-13.1.G requires "a data-informed process for safe, confidential reporting of security and safety concerns," and EL-13.1.H requires a plan to inform staff, students, and families of FCPS procedures, responsive actions, and potential threats. EL-13.3 requires appropriate training for staff and students on safety and security procedures and on crisis prevention and management, and EL-13.2 extends these obligations to off-site, school-sponsored activities.

- **EL-9 Instructional Program and EL-12 Technology:** EL-9.4 requires consistency in instructional expectations across all schools and programs, EL-9.6 requires "strategic and intentional data collection efforts that ensure thorough demographic information is collected," and EL-9.7 addresses social and emotional learning. EL-12.2 requires managerial technology systems providing "reliable, relevant, and valid data," and EL-12.7 requires that staff and students be trained to use technology "effectively, ethically, and safely" as digital citizens.

Related Policies and Regulations

Student-Facing

- P2601 Rights and Responsibilities of Students: The Board-level policy behind the SR&R.
- R2601 Student Rights and Responsibilities Booklet: The SR&R itself carries the operative student bullying and harassment definitions.
- R2602P Acts for Which Students May Be Disciplined, Disciplinary Procedures, and Interventions: The consequences and interventions framework.
- R2118 Title IX - Sexual Harassment by Students: Governing sexual harassment by students.
- R2603 Gender-Expansive and Transgender Students: The operative protections for transgender and gender-expansive students.
- P2110 Student Safety: The Board's general student safety policy.

Nondiscrimination and Equity

- P1450 Nondiscrimination: The Board's foundational nondiscrimination policy.
- R4953 Prohibition Against Discrimination, Harassment, and Retaliation-Students, Parents, and Others: The central civil rights complaint regulation covering students and families.
- R4952 Discrimination and Harassment Based on a Protected Class: The protected-class definitions and the intake, review, and investigation standards.
- P1440 / R1440 Educational Equity Policy and Regulation: The school division's educational equity commitments.
- P1106 Protection Against Retaliation When Engaged in Protected Activity: The Board-level anti-retaliation anchor.

Employee-Facing Conduct

- P4950 / R4950 Sexual Harassment; Sexual Harassment by Employees: Standards and process for harassment by staff, including against students.
- R4951 Bullying and Abusive Conduct by Employees in the Workplace: Governs workplace bullying by employees.
- R4444 Prevention of Sexual Misconduct and Abuse: Prevention, mandatory reporting, and staff training duties.