



# STANWOOD-CAMANO SCHOOL DISTRICT

## Volunteer Handbook

### The Stanwood-Camano School District Promise

*“Every student in the Stanwood-Camano School District is empowered to learn in an inclusive setting and is prepared for the future of their choice.”*

## Welcome!

Volunteers are important to helping fulfill our promise that every student in the Stanwood-Camano School District is empowered to learn in an inclusive setting and is prepared for the future of their choice.

Volunteers bring to our students and teachers the extra time and personal contact that is vital to student success. You are giving students the powerful message that people care about them. Thank you for recognizing this need and reaching out to help.

The opportunities for involvement are limitless. Depending on your interest and availability, you may work with students of all ages and abilities in the classroom, assist with clerical tasks for staff, help on the playground or accompany students on field trips and activities. Regardless of the area you choose to be involved, you will be enriching the programs of our schools.

This handbook outlines the guidelines and expectations that volunteers must follow to create safe and successful experiences for students, staff and volunteers. All volunteering relationships established through the Stanwood-Camano School District must take place with students on the school campus during school hours or at other authorized school activities only.

If you have any questions about volunteering, please do not hesitate to ask.

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<b>Elger Bay Elementary</b> 1810 Elger Bay Road Camano Island, WA 98282	<b>629-1290</b>	<b>Tim Dickinson, Principal</b>
<b>Stanwood Elementary</b> 10227 273rd Place NW Stanwood, WA 98292	<b>629-1250</b>	<b>Staci Lauinger, Principal</b>
<b>Twin City Elementary</b> 26211 72nd Avenue NW Stanwood, WA 98292	<b>629-1270</b>	<b>Jennifer Allen, Principal</b>
<b>Utsalady Elementary</b> 608 Arrowhead Road Camano Island, WA 98282	<b>629-1260</b>	<b>Michael Hanna, Principal</b>
<b>Port Susan Middle School</b> 7506 267th Street NW Stanwood, WA 98292	<b>629-1360</b>	<b>Cherae Almanza, Principal</b>
<b>Stanwood Middle School</b> 9405 271st Street NW Stanwood, WA 98292	<b>629-1350</b>	<b>Tod Klundt, Principal</b>
<b>Stanwood High School</b> 7400 262nd Street NW Stanwood, WA 98292	<b>629-1300</b>	<b>Michael Washington, Principal</b>
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<b>Saratoga School</b> 7400 262nd Street NW Stanwood, WA 98292	<b>629-1372</b>	<b>Monica McDaniel, Program Lead</b>
<b>Administration &amp; Resource Office</b> 26920 Pioneer Highway Stanwood, WA 98292	<b>629-1200</b>	<b>Dr. Deborah Rumbaugh, Superintendent</b>
<b>Transportation Office</b> 9101 272 <sup>nd</sup> Street NW Stanwood, WA 98292	<b>629-1229</b>	<b>Kim Pedroza, Transportation Director</b>



August 2023							September 2023							October 2023							November 2023							December 2023							January 2024									
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							<b>Sept. 4:</b> Labor Day (no school) <b>Sept. 5:</b> First Day of School <b>Sept. 5-7:</b> Kindergarten Family Connection Meetings <b>Sept. 8:</b> First day of school for preschoolers and kindergarteners							<b>Oct. 20:</b> Teacher in-service day (no school for students)							<b>Nov. 7:</b> 1st quarter ends <b>Nov. 10:</b> Veteran's Day, observed (no school) <b>Nov. 15-17:</b> Fall confer- ences (early release) <b>Nov. 22:</b> Early dismissal (no late start) <b>Nov. 23-24:</b> Thanksgiving Break (no school)								<b>Dec. 20-Jan. 2:</b> Winter break (no school)								<b>Jan. 3:</b> School resumes <b>Jan. 15:</b> Martin Luther King Jr. Day (no school) <b>Jan. 29:</b> 1st semester ends <b>Jan. 30:</b> Teacher in-service day (no school for students)							
February 2024							March 2024							April 2024							May 2024							June 2024							July 2024									
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<b>Feb. 16-19:</b> Mid-winter break (no school)							<b>Mar. 27:</b> Teacher in-service day (early release) <b>Mar. 28-29:</b> Spring conferences (early release)							<b>Apr. 1-5:</b> Spring break (no school) <b>Apr. 11:</b> 3rd quarter ends							<b>May 27:</b> Memorial Day (no school)							<b>June 14:</b> Last day of school (early release) <b>June 17 &amp; 18:</b> Snow make-up days <b>June 19:</b> Juneteenth (no school)							<b>July 4:</b> Independence Day									

<b>First/Last days of school</b>	<b>Non-student day</b>	<b>Regular Schedule</b>	<b>Wednesday Late Start</b>	<b>Early Release</b>
<b>Early release</b>	<b>Holiday; no school</b>	<b>Grades K-5</b> 9 a.m.-3:30 p.m.	10:20 a.m.	12 p.m.
		<b>Grades 6-12</b> 7:40 a.m.-2:10 p.m.	9 a.m.	10:40 a.m.
				District information line: 360-629-1240 District office: 360-629-1200 stanwood.wednet.edu/about/calendar

The Stanwood-Camano School District does not discriminate in employment, programs, or activities on the basis of sex, race, creed, religion, color, national origin, age, veteran or military status, sexual orientation, gender expression or identity, disability, or the use of a trained dog guide or service animal and provides equal access to the Boy Scouts and other designated youth groups. Inquiries regarding compliance and/or grievance procedures may be directed to the American Disabilities Act Coordinator, Robert Hascall (rhascall@stanwood.wednet.edu), Stanwood-Camano School District, 23520 Pioneer Hwy, Stanwood, WA 98292. Telephone: (360) 629-1200.

El Distrito Escolar de Stanwood-Camano School District no discrimina en sus programas o actividades por motivos de sexo, raza, creeds, religión, color, origen nacional, edad, veterano o militar, orientación sexual, expresión de género o identidad, discapacidad o uso de perro guía entrenado o animal de servicio, y ofrece igualdad de acceso a los Boy Scouts y a otros grupos de jóvenes designados. El empleado mencionado a continuación puede ser un agente de cumplimiento de la Ley de Estadounidenses con Discapacidades. Robert Hascall (rhascall@stanwood.wednet.edu), Distrito Escolar Stanwood-Camano, 23520 Pioneer Hwy, Stanwood, WA 98292. Teléfono: (360) 629-1200.

## Volunteer Checklist

- Complete a volunteer application form, including the Volunteer Disclosure Statement (Chapter 43.43 RCW) before service begins. The application materials can be found at our website: [www.stanwood.wednet.edu](http://www.stanwood.wednet.edu) under the Community tab. Paper copies of the materials are also available in the school office. Turn in the completed application, disclosure form, and handbook acknowledgement to the school office or district office.
- Complete Harassment, Intimidation & Bullying (HIB) training online at our website: [www.stanwood.wednet.edu](http://www.stanwood.wednet.edu) under the Community tab. This training must be done each school year.
- Once approved, your volunteer application is valid for two years from the date it is approved. It can be renewed by completing the application process again. All volunteers must also complete yearly HIB training to maintain their volunteer clearance.
- Review this entire handbook. It includes important information that will help ensure that the experiences of students, staff and volunteers are safe and positive.

### Volunteer Opportunities

Volunteers can help with classroom activities, special school events/projects, parties, dances, after school programs, field trips, and sports. Each school also has a PTO/PTA or booster organization that can often use extra volunteers for its programs. Contact your school PTO/PTA directly for more information on these opportunities.

### Volunteer Coaches

Individuals who wish to become volunteer coaches for any school in the Stanwood-Camano School District must complete the following steps:

- Complete the volunteer application and be approved as a volunteer. (This process can take up to two weeks to complete, so volunteers are encouraged to begin the process early.)
- Provide proof of a current First Aid and current CPR card.
- Complete any training required by the school athletic program in which you plan to volunteer.
- Review the Volunteer Handbook and agree to comply with all expectations and district policies and return a signed handbook acknowledgement form.

## You Are Part of a Team

Our district schools depend on volunteers and value their contributions. Your willingness to serve the students and staff of the district is greatly appreciated.

### Volunteer Program Goals:

- Contribute to the fulfillment of the district promise that every student in the Stanwood-Camano School District is empowered to learn in an inclusive setting and is prepared for the future of their choice.
- Enhance all aspects of the educational process and enrich student learning opportunities.
- Expand opportunities for individualized attention to students.
- Establish a school and community partnership for quality education.
- Assist students in developing positive relationships with role models.
- Provide opportunities for volunteers to best use their time and talents in the education of children and find satisfaction and fulfillment in these opportunities.

Sometimes a volunteer placement may not be a fit for the volunteer, the teacher or the school. If your volunteer placement does not work for you, the teacher, or the school for whatever reason, your volunteer assignment may be ended, modified or changed to a new assignment.

**Volunteers are expected to:**

- Be prompt and reliable. Please contact the school if you are coming in late or will be absent.
- Sign in and out at the office and always wear an ID badge while on school grounds.
- Become familiar with school policies and procedures and abide by all school policies, procedures and rules of conduct.
- Dress in attire that is neat, clean, comfortable and appropriate for the school setting. Secure loose hair and/or clothing when operating school equipment.
- Behave in a professional manner, showing respect for all staff and students.
- Follow the direction and suggestions of school staff members. Seek help from the teacher when you need additional information or instruction.
- Understand and accept the background and values of all students.
- Respecting the privacy of teachers and students by not discussing school matters away from the classroom. Use good judgment in talking about volunteer experiences to ensure the confidentiality of what you see and hear at school.
- Refer to the classroom teacher or appropriate school staff member for final solution of any student problem which arises, whether of an instructional, medical or operational nature. Share concerns regarding students with the school staff only.
- Recognize that school staff has final authority in decisions regarding instruction and building management.
- Talk to the teacher or principal if you have a concern or are not finding your experience rewarding. Everyone has a stake in the success of volunteers.
- Refrain from using computer systems, logins or accounts that are assigned to someone else. If authorized to use a district computer, the volunteer will sign and abide by the district technology User Agreement.
- Turn your cell phone off or to vibrate while you are volunteering in the classroom and refrain from making personal calls or texting while on school campus.

**Rules of Conduct**

Volunteers are expected to familiarize themselves with school district policies and procedures. Please see the Important Policies section of this handbook. Inappropriate behaviors include, but are not limited to:

- Willful neglect and/or physical, verbal or written abuse of a student
- Unauthorized use of school equipment and/or supplies
- Neglect, willful abuse or destruction of school property
- Misuse of confidential information or breach of confidentiality
- Disregard of school policies and/or procedures
- Fighting on school property
- Dishonesty
- Chronic absence and/or tardiness
- Working while under the influence of, or suffering from the effects of, alcohol, non-prescribed drugs or other intoxicants
- Falsification of official records, including student grades
- Insubordination

- Practice, or toleration of, discrimination or harassment.

### **Ground Rules for School District Facilities**

- No smoking or tobacco allowed, including on athletic fields and in district vehicles.
- No weapons allowed.
- No drugs or alcohol allowed.
- Do not use school equipment for personal purposes.
- Use building restrooms in school buildings that are designated for adults.

## **Confidentiality**

Federal law prohibits school districts from releasing non-directory student information without parent/guardian permission. Disclosing this information is a violation of the Family Educational Rights and Privacy Act of 1974 (FERPA). It is very important that you keep information about students confidential. It is important that you do not discuss students or their progress with others—even their parents. Do not make references to student’s abilities in front of other students. The only person who should be told about a student’s work is their teacher. If parents ask about their student’s progress, suggest in a friendly way that they contact the teacher.

All information concerning students and teachers is strictly confidential and should not be shared with others. Keep ALL student information confidential, including scholastic and health records, test scores and grades, discipline and classroom behavior, and children’s character traits and other personal information. If asked for information an appropriate response is “School policy does not permit me to give out this information.”

If you are made aware of information that you believe impacts the personal safety of a child, you are obligated to share that information with a school staff member; teacher, counselor or principal. You may then choose to remain anonymous once the information has been shared. **PLEASE NOTE: While school volunteers are not legally mandated reporters of suspected child abuse, the District's expectation is that volunteers speak to an administrator promptly regarding any inappropriate incident, conduct, or behavior.**

### **Student Photos**

Volunteers cannot take photos of students. Student work, like artwork or papers, is also protected by law and cannot be shared publicly without written permission. If a volunteer is taking images for school-related use, appropriate district and school procedures must be followed.

## **Chain of Command**

The Stanwood-Camano School Board is responsible for setting policies for school staff and volunteers. The board is comprised by elected board members and employs the Superintendent, to whom it delegates responsibility for day-to-day school administration. The Superintendent oversees the Principals who manage the teachers, staff and volunteers in their respective schools, using policies approved by the board.

Any questions or difficulties should be presented initially to the staff member or teacher involved. Should further resolution be required, the appropriate chain of command is to talk with the principal, superintendent and school board in that order.



Community members are welcome to attend the Board meetings which are open to the public. Meetings are scheduled for the first and third Tuesdays of each month and convene in the Board Room at the District Administration and Resource Center. Meeting agendas are posted at [www.stanwood.wednet.edu](http://www.stanwood.wednet.edu).

## Working with the Classroom Teacher

Working in the classroom has tremendous rewards. Classroom volunteers should establish a good working relationship with the classroom teacher to maximize the experience. Several topics should be discussed with the teacher prior to beginning a classroom volunteer experience:

- Days and times the volunteer will work.
- Procedures the volunteer will use to keep in touch, such as email or telephone.
- Alternate plans for days when the teacher is absent and a substitute is in the classroom.
- Procedures to follow if the volunteer will be absent.
- How the teacher will communicate assignments or duties to the volunteer, such as a folder, note, email or other means.
- Where materials and supplies are kept and the location of available workplaces.
- Teacher's classroom policies, procedures and rules, such as management style, discipline issues and where the volunteer can leave personal belongings.
- School procedures for volunteers to follow during fire and earthquake drills, as well as lockdown procedures.
- Special needs and strengths of the student(s) and skills that need to be developed.
- Tips for working with the student(s), such as learning styles and reinforcement techniques.
- Alternate plans if student(s) is/are absent.
- What to do if you have questions while the teacher is teaching (it is important not to interrupt instruction).
- Whether volunteers are welcome to use the lounge for breaks. Do not feel insulted or offended if parents or volunteers are not welcomed in the staff lounge. It is often the only place that staff members have to meet informally to discuss confidential issues.

## Working with Students

Developing a positive relationship with students will make your volunteer experience more enjoyable as well as more beneficial to the kids. Here are some tips for working with students:

- Be accepting of children of all ages, abilities, backgrounds and personalities and encourage the best from each student
- Provide help and assistance without doing the work for students
- Show a genuine interest in each student by being friendly and positive
- Be patient and kind when working with students.
- A student's name is very important. Learn the students' names right away, how to pronounce and spell them correctly, and use them often.
- Be sure that all students know your name. Introduce yourself to them.
- Let students take their time warming up to you. Trying too hard to establish a relationship with them may intimidate or alienate kids who don't know how to deal with that kind of "enthusiasm." Instead, make yourself accessible to them and be kind – students gravitate toward these qualities!
- Get to know each other by talking about things students like. Listen carefully to what the student has to say.
- Be fair, consistent, trustworthy and honest in your approach, attitude, and interactions with students.
- Avoid making comparisons between students, between teachers and between schools.

## Field Trips

- Volunteers who wish to drive students should be at least 25 years of age, must have a valid Washington State driver’s license and complete the required driving forms and file them with the school office.
- Chaperones will abide by the direction given to them by the staff members in charge of the field trip.
- School rules are in effect during the entire field trip. Please monitor the behavior of all students assigned to you. If you have difficulty with a student, inform the teacher or staff member in charge immediately.
- Drug, tobacco, vaping, or alcohol use is not permitted.
- Chaperones understand that many of the activities on field trips are outside the control of the Stanwood-Camano School District and are fully aware of any risk inherent in participating in such activities. Chaperones are attesting that they have read and understand the school rules and know that these rules and the chaperone requirements are in force the entire trip.

## Things to Know

### Parking

The parking lane in front of the school is reserved for bus traffic. Please park in the other parking areas or on the street. If you are unsure where to park, contact the school’s office.

### Sign In and Sign Out

Please sign the volunteer log when you arrive. At this same time, pick up your nametag. ***Please wear your name tag while at school.*** Sign-in when you arrive and record the number of hours you have volunteered when you are ready to leave. This sign-in and sign-out procedure will help in several ways:

- To ensure student safety, the staff needs to know who is in the building at all times.
- In case of an emergency that requires building evacuation, these sheets assist in accounting for all people in the building.
- To assist in volunteer introductions, recognition and program evaluations.
- You can claim certain expenses associated with volunteering on your federal income tax and these records can serve as documentation of time spent at school. You may also want to record any time spent at home on volunteer work for this same reason.

### Storage of Personal Belongings

Your personal belongings (coat, purse, etc.) may be safely stored in a closet in the classroom. If you are volunteering somewhere in the school other than a classroom, ask one of the secretaries to store your belongings for you when you arrive.

### Bulletin Boards

Please observe the volunteer bulletin board. Information affecting you will be posted there.

### Preschoolers

While we attempt to make everyone feel welcome, it is sometimes a distraction to have pre-school age children with you while you volunteer, especially if you are working in a classroom. If you have no daycare available, please ask the classroom teacher’s permission before bringing your preschooler, offer to work on tasks that can be completed at home, or to work in areas of the school other than the classroom. Please do not have preschool children with you while working on equipment such as paper cutter, laminator, etc. Keep in mind that our #1 responsibility is to provide a quality learning environment for the children who are enrolled in Stanwood-Camano schools.

### If You Are Injured While Volunteering

Any volunteer who is injured at school should report to the nurse and administrators immediately.

## **Educational Jargon**

As with any profession, there is an entire vocabulary of educational terms. If a staff person provides you with directions, instructions, or explanations that aren't clear because of jargon, be sure to ask for further information. Below is a glossary of some education jargon.

**ADHD, ADD**—Attention Deficit Hyperactivity Disorder means a childhood disturbance of at least six months duration with an onset before age 7, at a rate of frequency which significantly exceeds those of similar age, in at least eight of the following areas: fidgets, easily distracted, difficulty waiting turn, blurts out answers before questions are complete, difficulty following instructions (not due to intellect, comprehension, or oppositional behavior), difficulty playing quietly, often interrupts or intrudes on others, often does not seem to listen, often loses things necessary for completion of tasks, and often engages in physically dangerous activities. (DSM III- r, medical term.) Remember, it has to be at least eight of these areas. Age appropriate: typical of a particular chronological age group.

**BD**—Behavior Disordered is age-inappropriate behavior, well-documented over an extended period of time in different environments (school, home, community), which interferes with educational performance and is not the result of intellect or untreated sensory, cultural or health factors.

**Developmentally Delayed**—Refers to 0-5 age group, with two or more diagnosed potential handicapping conditions that cannot be medically corrected, who test more than 25% below chronological age norms in one or more of the following areas: cognitive development, sensory motor development, fine motor skills, social affective skills, self- help skills, auditory, visual, or haptic sensory processing.

**IDEA**—Individuals with Disabilities Education Act of 1990 funds local education agencies to pay excessive cost of educating children with disabilities. It funds programs for infants with disabilities that put them at risk of delay in development. It also funds the preschool program under the Education for All Handicapped Children Act of 1975 (Public Law 94-142) ensuring all children, age 3 and above, free and appropriate education.

**Certificated**—Staff with State Certification

**Classified**—Staff not requiring State Certification

**Portfolio**—Collection of a student's work selected either by the student or teacher to keep in a master file to demonstrate academic and social growth over time.

**PTA/PTO**—Parent Teacher Association/Organization

**IEP**—Individual Education Plan, curriculum plan for handicapped students developed by teachers, parents and school psychologists and other professionals involved in the student's public education.

**LD**—Learning Disability is a discrepancy between a specific academic achievement and aptitude when presented with appropriate regular instructional environment, which involve receiving, organizing, or expressing academic information not primarily due to vision, hearing, motor impairment, mental retardation, emotional disabilities, environmental, cultural, economic disadvantage, or a history of inconsistent education program.

**LRE**—Least Restrictive Environment for educating handicapped children.

**Mastery**—Ability to use a skill; proficiency; at an identified level.

**Paradigm**—A pattern of perceiving, believing and behaving that defines and limits how we relate to our world. Paradigms govern what we see and cannot see. Paradigms act as a filter.

**Performance-Based Assessment**—Measures results of goals established for 1) individual learners, or 2) institutional units; e.g., school districts, states. The major elements of this concept, regardless of which entities it is applied to, are 1)

establishment of goals or targets, 2) application of processes to reach goals/targets, 3) measurement/ assessment of progress, and 4) reporting results to appropriate individuals and/or organizations.

**ESEA** – Elementary & Secondary Education Act

**NCLB** – No Child Left Behind

**EALRs** – Essential Academic Learning Requirements

## **Important District Policies**

School employees and volunteers help ensure student safety. District policies and procedures are in line with state and federal laws that protect students and adults. The following pages contain several important district policies and procedures. The complete listing of district policies is available on the district website at [www.stanwood.wednet.edu](http://www.stanwood.wednet.edu) under the School Board tab.

### **MAINTAINING PROFESSIONAL STAFF/STUDENT BOUNDARIES - Policy No. 5253**

The purpose of this policy is to provide all staff, students, volunteers, and community members with information about their role in protecting children from inappropriate conduct by adults. This policy applies to all district staff and volunteers. For purposes of this policy and its procedure, the terms “district staff,” “staff member(s),” and “staff” also include volunteers.

#### General Standards

The Stanwood-Camano board of directors expects all staff members to maintain the highest professional standards when they interact with students. Staff members are required to maintain an atmosphere conducive to learning by consistently maintaining professional boundaries.

Professional staff/student boundaries are consistent with the legal and ethical duty of care that district employees have for students.

The interactions and relationships between district staff and students should be based upon mutual respect, trust, and commitment to the professional boundaries between adults and students in and outside of the educational setting, and consistent with the educational mission of the district.

District staff will not intrude on a student’s physical and emotional boundaries unless the intrusion is necessary to serve a demonstrated educational purpose. An educational purpose is one that relates to the staff member’s duties in the district. Inappropriate boundary invasions can take various forms. Any type of sexual conduct with a student is an inappropriate boundary invasion.

Additionally, staff members are expected to be aware of the appearance of impropriety in their own conduct and the conduct of other staff when interacting with students. Staff members will notify and discuss issues with their building administrator or supervisor whenever they suspect or question whether their own or another staff member’s conduct is inappropriate or constitutes a violation of this policy.

The board recognizes that staff may have familial and pre-existing social relationships with parents or guardians and students. Staff members should use appropriate professional judgment when they have a dual relationship to students to avoid violating this policy, the appearance of impropriety, and the appearance of favoritism. Staff members shall pro-actively discuss these circumstances with their building administrator or supervisor.

#### Use of Technology

The Stanwood-Camano board of directors supports the use of technology to communicate for educational purposes. However, when the communication is unrelated to schoolwork or other legitimate school business, district staff are prohibited from communicating with students by phone, e-mail, text, instant messenger, or other forms of electronic or written communication.

District staff members are prohibited from engaging in any conduct on social networking websites that violates the law, district policies or procedures, or generally recognized professional standards. This prohibition includes prohibiting staff from “friending” and/or “following” students on social media.

Employees whose conduct violates this policy may face discipline and/or termination, consistent with the district’s policies, acceptable use agreement and collective bargaining agreements, as applicable. The superintendent or designee will develop staff protocols for reporting and investigating and develop procedures and training to accompany this policy.

#### Legal References:

Title IX of the Education Amendments of 1972  
Chapter 9A.44, RCW – Sex Offenses  
Chapter 9A.88, RCW - Indecent Exposure - Prostitution  
RCW 28A.400.320-320 Crimes against children - Mandatory termination of Classified employees - Appeal - Recovery of salary or compensation by district  
RCW 28A.405.470 Crimes against children - Mandatory termination certificated employees - Appeal - Recovery of salary or compensation by district.  
RCW 28A.405.475 Termination of certificated employee based on guilty plea or conviction of certain felonies - Notice to superintendent of public instruction - Record of notices.  
RCW 28A.410.090 Revocation or suspension of certificate or permit to teach - Criminal basis - Complaints - Investigation - Process  
RCW 28A.410.095 Violation or noncompliance - Investigatory powers of superintendent of public instruction - Requirements for investigation of alleged sexual misconduct towards a child - Court orders - Contempt - Written findings required

RCW 28A.410.100 Revocation of authority to teach - Hearings  
Chapter 28A.640, RCW Sexual Equality  
Chapter 28A.642, RCW Discrimination Prohibition  
Chapter 49.60, RCW - Washington State Law Against Discrimination  
WAC 181-87 Professional Certification - Acts of Unprofessional Conduct  
WAC 181-88 Definitions of Sexual Misconduct, Verbal and Physical Abuse - Mandatory Disclosure - Prohibited Agreements

#### Cross References

3205 - Sexual Harassment of Students Prohibited  
3207 - Prohibition of Harassment, Intimidation and Bullying  
3210 - Nondiscrimination  
3421 - Child Abuse, Neglect, and Exploitation Prevention

#### Management Resources:

March 2019 Policy Issue  
October 2015 Policy Issue

**Adoption Date: 05.04.2010**  
**Stanwood Camano School District**  
**Revised: 06.21.22**

### **MAINTAINING PROFESSIONAL STAFF/STUDENT BOUNDARIES - Policy No. 5253P**

The purpose of this procedure is to provide all staff, students, volunteers and community members with information to increase their awareness of their role in protecting children from inappropriate conduct by adults.

In a professional staff/student relationship, school employees maintain boundaries that are consistent with the legal and ethical duty of care that school personnel have for students. A boundary invasion is an act or omission by a school employee that violates professional staff/student boundaries and has the potential to abuse the staff/student relationship. An inappropriate boundary invasion means an act, omission, or pattern of such behavior by a school employee that does not have an educational purpose and results in abuse of the staff/student professional relationship.

#### **Unacceptable Conduct**

Examples of inappropriate boundary invasions by staff members include, but are not limited to, the following:

- Inappropriate physical contact with a student or any other conduct that might be considered harassment under the Board’s policy on Harassment, Intimidation, and Bullying or Sexual Harassment
- Showing pornography to a student;
- Singling out a particular student or students for personal attention and friendship beyond the professional staff-student relationship;
- Socializing with students where students are consuming alcohol, drugs or tobacco,
- For non-guidance/counseling staff, encouraging students to confide their personal or family problems and/or relationships. If a student initiates such discussions, staff members are required to refer the student to guidance/counseling staff. In either case, staff involvement should be limited to a direct connection to the student’s school performance;
- Sending students on personal errands unrelated to any educational purpose;
- Comments, jokes or innuendos of a sexual nature to, with, or about students;
- Disclosing personal, sexual, family, employment concerns, or other private matters to one or more students;
- Addressing students or permitting students to address staff members with personalized terms of endearment, pet names, or otherwise in an overly familiar manner;
- Maintaining personal contact with a student outside of school by phone, email, Instant Messenger or Internet chat rooms, social media, or letters (beyond homework or other legitimate school business) without including the parent/guardian.
- Exchanging personal gifts, cards or letters with an individual student;
- Socializing or spending time with students (including but not limited to activities such as going out for beverages, meals or movies, shopping, traveling, and recreational activities) outside of school sponsored events, except as participants in organized community activities;
- Giving a student a ride alone in a vehicle in a non-emergency situation; and/or
- Invading a student’s privacy, (e.g. walking in on the student in the bathroom)

### **Appearances of Impropriety**

The following activities are boundary invasions and can create an actual impropriety or the appearance of impropriety. Whenever possible, staff should avoid these situations. If unavoidable, these activities should be pre-approved by the appropriate administrator. If not pre-approved, the staff person must report the occurrence to the appropriate administrator, as soon as possible.

- Being alone with an individual student out of the view of others; • Inviting or allowing individual students to visit the staff member’s home;
- Visiting a student’s home; and/or
- Social networking with students for non-educational purposes.

### **Reporting Violations**

Students and their parents/guardians are strongly encouraged to notify the principal (or other school administrator) if they believe a teacher or other staff member may be engaging in conduct that violates this policy. Staff members are required to promptly notify the principal (or other administrator) or the superintendent if they become aware of a situation that may constitute a violation of this policy.

### **Disciplinary Action**

Staff violations of this policy may result in disciplinary action up to and including dismissal. The violation will also be reported to the state Office of Professional Practices. Violations involving sexual or other abuse will also result in referral to Child Protective Services and/or law enforcement in accordance with the board’s policy on Reporting Child Abuse and Neglect.

### **Training**

All new employees and volunteers will receive training on appropriate staff /student boundaries within three months of employment. Continuing employees will receive training every three years.

**Dissemination of Policy and Reporting Protocols**

This policy and procedure shall be included on the district Web site and in all employee, student and volunteer handbooks.

**Adopted: 05.04.2010 Stanwood-Camano School District**

**PROHIBITION OF HARASSMENT, INTIMIDATION, AND BULLYING - Policy No. 3207**

The board is committed to a safe and civil educational environment for all students, employees, parents/legal guardians, volunteers, and community members that is free from harassment, intimidation, or bullying. " As defined in legislation, "Harassment, intimidation or bullying" means any intentional electronic, written, verbal or physical act including but not limited to, one shown to be motivated by any characteristic in RCW28A.640.010 and 28A 642.010, or other distinguishing characteristics, when the act:

- A. Physically harms a student or damages the student’s property;
- B. Has the effect of substantially interfering with a student’s education;
- C. Is so severe, persistent, or pervasive that it creates an intimidating or threatening educational environment; or
- D. Has the effect of substantially disrupting the orderly operation of the school.

Nothing in this section requires the affected student to actually possess a characteristic that is a basis for the harassment, intimidation or bullying.

"Other distinguishing characteristics" can include but are not limited to physical appearance, clothing or other apparel, socioeconomic status and weight.

"Intentional acts" refers to individual’s choice to engage in the act rather than the ultimate impact of the action(s).

**Behaviors/Expressions**

This policy recognizes that ‘harassment’, ‘intimidation,’ and bullying’ are separate but related behaviors. Each must be addressed appropriately. The accompanying procedure differentiates the three behaviors; however, this differentiation should not be considered part of the legal definition of these behaviors.

Harassment, intimidation, or bullying can take many forms including, but not limited to, slurs, rumors, jokes, innuendoes, demeaning comments, drawings, cartoons, pranks, gestures, physical attacks, threats or other written, oral, physical or electronically transmitted messages or images.

This policy is not intended to prohibit expression of religious, philosophical, or political views, provided that the expression does not substantially disrupt the educational environment. Many behaviors that do not rise to the level of harassment, intimidation, or bullying may still be prohibited by other district policies or building, classroom or program rules.

**Training**

This policy is a component of the district’s responsibility to create and maintain a safe, civil, respectful and inclusive learning community and will be implemented in conjunction with comprehensive training of staff and volunteers. Specific training requirements are included in the accompanying procedures.

## **Prevention**

The district will provide students with strategies aimed at preventing harassment, intimidation, and bullying. In its efforts to educate students, the district will seek partnerships with families, law enforcement, and other community agencies.

## **Interventions**

Interventions will be designed to address the impact of harassment, intimidation, and bullying on the targeted student(s) and others impacted by the violation, to change the behavior of the aggressor, and to restore a positive school climate.

The district will consider the frequency of incidents, developmental age of the student, and severity of the conduct in determining intervention strategies. Interventions will range from counseling, correcting behavior and discipline, to law enforcement referrals.

## **Students with Individual Education Plans or Section 504 Plans**

If allegations are proven that a student with an Individual Education Plan (IEP) or Section 504 Plan has been the aggressor or target of harassment, intimidation or bullying, the school will convene the student's IEP or Section 504 team to determine whether the incident had an impact on the student's ability to receive a free, appropriate public education (FAPE). The meeting should occur regardless of whether the harassment, intimidation, or bullying incident was based on the student's disability. During the meeting, the team will evaluate issues such as the student's academic performance, behavioral issues, attendance, and participation in extracurricular activities. If a determination is made that the student is not receiving FAPE as a result of the harassment, intimidation, or bullying incident, the district will provide additional services and supports as deemed necessary, such as counseling, monitoring and/or reevaluation or revision of the student's IEP or Section 504 plan, to ensure the student receives a FAPE.

## **Retaliation/False Allegations**

Retaliation is prohibited against those who report or participate in an investigation of harassment, intimidation and bullying and will result in appropriate discipline. It is a violation of this policy to threaten or harm someone for reporting harassment, intimidation, or bullying, or participating in an investigation.

Knowingly reporting false allegations of harassment, intimidation and bullying is prohibited. Students or employees will not be disciplined for making a report in good faith. However, persons found to knowingly report or corroborate false allegations will be subject to appropriate discipline.

## **Compliance Officer**

The superintendent will appoint a compliance officer as the primary district contact to receive copies of all harassment, intimidation, and bullying incident report forms and to ensure policy implementation. The name and contact information for the compliance officer will be communicated throughout the district. The district compliance officer will participate in at least one mandatory training opportunity offered by OSPI.

The superintendent is authorized to direct the implementation of procedures addressing the elements of this policy.

### **Cross References:**

Policy 2161 Special Education and Related Services For Eligible Students  
Policy 3200 Rights and Responsibilities  
Procedure 3206P Sexual Harassment of Students Prohibited Procedures Prohibition

Procedure 3207P Prohibition of Harassment, intimidation, and Bullying Procedures  
Policy 3210 Nondiscrimination  
Policy 3211 Transgender Student  
Policy 3241 Student Discipline

### **Legal Reference:**



RCW 28A.300.285 Harassment, Intimidation, and Bullying Prevention Policies- Model policy and procedure-Training Materials-Posting on web site- Rules-Advisory Committee

WAC 392-190-059 Harassment, intimidation and bullying prevention policy and procedure – School districts.

Management Resources:

Office for Civil Rights, Dear Colleague Letter: Responding to Bullying of Students with Disability (OCR 10/21/2014)

2014 December Issue

2010 December Issue

2008 April Issue

2002 April Issue

2019 August Policy Alert

2019 July Policy Issue

**Adoption Date: 05.20.03**

**Stanwood-Camano School District**

**Revised: 03.07.06; 09.02.08; 04.17.11; 07.05.11; 02.18.14; 05.05.15;12/03/19**

## **PROHIBITION OF HARASSMENT, INTIMIDATION, AND BULLYING - Policy No. 3207P**

### **A. Introduction**

The Stanwood Camano School District strives to provide students with optimal conditions for learning by maintaining a school environment where everyone is treated with respect and no one is physically or emotionally harmed.

In order to ensure respect and prevent harm, it is a violation of district policy for a student to be harassed, intimidated, or bullied by others in the school community, at school sponsored events, or when such actions create a substantial disruption to the educational process. The school community includes all students, school employees, school board members, contractors, unpaid volunteers, families, patrons, and other visitors. Students(s) will not be harassed because of their race, color, religion, ancestry, national origin, gender, sexual orientation, gender expression, gender identity mental or physical disability, or other distinguishing characteristics.

Any school staff who observes, overhears, or otherwise witnesses harassment, intimidation, or bullying, or to whom such actions have been reported must take prompt and appropriate action to stop the harassment, intimidation, or bullying, and to prevent its reoccurrence.

### **B. Definitions**

**Aggressor** means a student, staff member, or other member of the school community who engages in the harassment, intimidation, or bullying of a student.

**Harassment, intimidation, or bullying** means an intentional electronic, written, verbal, or physical act that:

1. Physically harms a student or damages the student’s property;
2. Has the effect of substantially interfering with a student’s education;
3. Is so severe, persistent, or pervasive that it creates an intimidating or threatening educational environment; or
4. Has the effect of substantially disrupting the orderly operation of the school.

Conduct that is “substantially interfering with a student’s education” will be determined by considering a targeted student’s grades, attendance, demeanor, interaction with peers, participation in activities, and other indicators.

Conduct that may rise to the level of harassment, intimidation, or bullying may take many forms, including, but not limited to: slurs, rumors, jokes innuendos, demeaning comments, drawings, cartoons, pranks, ostracism, physical attacks or threats, gestures, or acts relating to an individual or group whether electronic, written, oral or physically transmitted

messages or images. There is no requirement that the targeted student actually possess the characteristic that is the basis for the harassment, intimidation, or bullying.

**Retaliation** occurs when an individual is intimidated, threatened, coerced, or discriminated against for reporting harassment, intimidation, or bullying, or participating in an investigation.

**Staff** includes, but is not limited to, educators, administrators, counselors, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to extracurricular activities, classified staff, substitute and temporary teachers, volunteers, or paraprofessionals (both employees and contractors).

**Targeted Student** means a student against whom harassment, intimidation, or bullying has allegedly been perpetrated.

### **C. Behaviors / Expressions**

“Harassment,’ ‘intimidation,’ and’ bullying’ are separate but related behaviors. Each must be addressed appropriately. Although this procedure differentiates the three behaviors, this differentiation should not be considered part of the legal definition of these behaviors, this differentiation should not be considered part of the legal definition of these behaviors, Harassment refers to any malicious act, which causes harm to any person’s physical well-being. It can be discriminatory harassment, malicious harassment, or sexual harassment. Intimidation refers to implied or overt threats of physical violence. Bullying refers to unwanted aggressive behavior(s) by another youth or group of youths that involves an observed or perceived power imbalance and is repeated multiple times or is highly likely to be repeated. Bullying can also occur through technology and is called electronic bullying or cyberstalking.

### **D. Relationships to Other Laws**

This procedure applies only to RCW 28A.300.285-Harassment, Intimidation and Bullying prevention. There are other laws and procedures to address related issues such as sexual harassment or discrimination.

At least four Washington laws may apply to harassment or discrimination:

1. RCW28A.300.285- Harassment, Intimidation and Bullying
2. RCW 28A .640.020- Sexual Equality
3. RCW28A.642- Prohibition of Discrimination in Public Schools
4. RCW 49.60.010- The Law Against Discrimination

The district will ensure its compliance with all state laws regarding harassment, intimidation, or bullying. Nothing in this procedure prevents a student, parent/ guardian, school or district from taking action to remediate harassment or discrimination based on a person’s membership in a legally protected class under local, state or federal law.

### **D. Prevention**

#### **1. Dissemination**

In each school and on the district’s website the district will prominently post information on reporting harassment, intimidation or bullying; the name and contact information for making a report to the school administrator; and the name and contact information for the district compliance officer. The district’s policy and procedure will be available in each school in a language that families can understand.

Annually, the superintendent will ensure that a statement summarizing the policy and procedure is provided in student, staff, volunteer and parent handbooks, is available in school and district offices and/or hallways or is posted on the district’s website.

Additional distribution of the policy and procedure is subject to the requirements of chapter 392-405 WAC

## **2. Education**

Annually students will receive age-appropriate information on the recognition and prevention of harassment, intimidation or bullying at student orientation sessions and on other appropriate occasions. The information will include a copy of the Incident Reporting Form or a link to a web-based form.

## **3. Training**

The district compliance officer will participate in at least one mandatory training opportunity offered by OSPI. Staff will receive annual training on the school district's policy and procedure, including at a minimum, staff roles and responsibilities, how to monitor common areas and the use of the district's Incident Reporting Form.

## **4. Prevention Strategies**

The district will implement a range of strategies including individual, classroom, school, and district-level approaches, to prevent harassment, intimidation and bullying.

Whenever possible, the district will implement evidence-based prevention programs that are designed to increase social competency, improve school climate, and eliminate harassment, intimidation and bullying in schools.

## **E. Compliance Officer**

The district compliance officer will:

1. Serve as the district's primary contact for harassment, intimidation, or bullying. If the allegations in a written report of harassment, intimidation, or bullying indicates a potential violation of Policy 3207, the district staff member who receives the report must promptly notify the district compliance officer.
2. Provide support and assistance to the principal or designee in resolving complaints;
3. Receive copies of all Incident Reporting Forms, Discipline Referral Forms, and letters to parents providing the outcomes of investigations.
4. Communicate with the school district's designated civil rights compliance coordinator. If a written report of harassment, intimidation, or bullying indicates a potential violation of the district's nondiscrimination policy (Policy 3210), or if during an investigation, the district becomes aware of a potential violation of the district's nondiscrimination policy, the compliance officer must promptly notify the district's civil rights compliance coordinator. At that time, the compliance officers must promptly notify the complainant that their complaint will proceed under both this policy / procedure and the nondiscrimination policy / procedure. The investigation and response timeline for the nondiscrimination procedure begin when the school district knows or should have known that a written report or investigation of Harassment, Intimidation, or Bullying involves a potential violation of the district's nondiscrimination policy;
5. Be familiar with the use of the student information system. The compliance officer may use this information to identify patterns of behavior and areas of concern;
6. Ensure implementation of the policy and procedure by overseeing the investigative processes, including ensuring that investigations are prompt, impartial, and thorough;
7. Assess the training needs of staff and students to ensure successful implementation throughout the district, and ensure staff receive annual fall training;
8. Provide the OSPI School Safety Center with notification of policy or procedure updates or changes on an annual basis; and
9. In cases where, despite school efforts, a targeted student experiences harassment, intimidation, or bullying that threatens the student's health and safety, the compliance officer will facilitate a meeting between district staff and the child's parents/guardians to develop a safety plan to protect the student. A sample student safety plan is

available on the OSPI website: <http://www.k12.wa.us/student-success/health-safety/school-safety-center>.

#### **F. Staff Intervention**

All staff members will intervene when witnessing or receiving reports of harassment, intimidation. Minor incidents that staff are able to resolve immediately, or incidents that do not meet the definition of harassment, intimidation or bullying, may require no further action under this procedure, other than tracking, to ensure they are not repeated.

#### **G. Filing an Incident Reporting Form**

Incident Reporting Forms may be used by students, families, or staff to report incidents of harassment, intimidation or bullying. A sample form is provided on the Office of Superintendent of Public Instructions (OSPI) School Safety Center website:

<https://www.k12.wa.us/sites/default/files/public/safetycenter/bullyingharassment/pubdocs/samplehibincidentreporting.pdf>

Any student or students who believe they have been the target of unresolved, severe, or persistent harassment, intimidation, or bullying, or any other person in the school community who observes or receives notice that a student has or may have been the target of unresolved, severe, or persistent harassment, intimidation, or bullying may report incidents verbally or in writing to any staff member.

#### **H. Addressing Harassment, Intimidation, or Bullying- Reports**

##### **Step 1: Filing an Incident Report Form**

In order to protect a targeted student from retaliation, a student need not reveal his or her identity on an Incident Report form. The form may be filed anonymously, confidentially, or the student may choose to disclose his or her identity (non-confidential).

Status of Reporter

- a. **Anonymous** - Individuals may file a report without revealing their identity. No disciplinary action will be taken against an alleged aggressor based solely on an anonymous report. Schools may use complaint boxes or develop other methods for receiving anonymous, unsigned reports. Possible responses to an anonymous report include enhanced monitoring of specific locations at certain times of day or increased monitoring of specific students or staff. (Example: An unsigned Incident Reporting Form dropped on a teacher's desk led to the increased monitoring of the boys' locker room in 5th period.)
- b. **Confidential** - Individuals may file a report asking that their identities be kept secret from the accused and other students. Like anonymous reports, no disciplinary action will be taken against an alleged aggressor based solely on a confidential report. (Example: A student tells a playground supervisor about a classmate being bullied but asks that nobody know who reported the incident. The supervisor says, "I won't be able to punish the bullies unless you or someone else who saw it is willing to let me use their names, but I can start hanging out near the basketball court, if that would help.")
- c. **Non-Confidential** - Individuals may file a report non-confidentially. Complainants agreeing to make their complaint non-confidential will be informed that due process requirements may require that the district release all of the information that it has regarding the complaint to any individuals involved in the incident, but that even then, information will be restricted to those with a need to know, both during and after the investigation. The district will, however, fully implement the anti-retaliation provision of this policy and procedure to protect complainants and witnesses.

##### **Step 2: Receiving an Incident Report Form**

All staff members are responsible for receiving oral and written reports. Whenever possible staff members who initially receive an oral or written report of harassment, intimidation or bullying shall attempt to resolve the incident immediately. If the incident is resolved to the satisfaction of the parties involved, or if the incident does not meet the definition of harassment, intimidation or bullying, no further action may be necessary under this procedure.

All reports of unresolved, severe, or persistent harassment, intimidation and bullying will be recorded on a District Incident Report Form and submitted to the principal or designee, unless the principal or designee is the subject of the complaint.

### **Step 3: Investigations of Unresolved, Severe, or Persistent Harassment, Intimidation and Bullying**

All reports of unresolved, severe, or persistent harassment, intimidation or bullying will be investigated with reasonable promptness. Any student may have a trusted adult with them throughout the reporting and investigative process.

- a. Upon receipt of the Incident Report Form that alleges unresolved, severe, or persistent harassment, intimidation or bullying, the school or district designee will begin an investigation. If there is potential for clear and immediate physical harm to the complainant, the district will immediately contact law enforcement and inform the parent/guardian.
- b. During the investigation, the district will take reasonable measures to ensure that no further incidents of harassment, intimidation or bullying occur between the complainant and the alleged aggressor. If necessary, the district will implement a safety plan (<https://www.k12.wa.us/student-success/health-safety/school-safety-center/safety-planning-toolkit>) for the student(s) involved. The plan may include changing seating arrangements for the complainant and/or the alleged aggressor in the classroom, at lunch, or on the bus; identifying a staff member who will act as a safe person for the complainant; altering the alleged aggressor's schedule and access to the complainant, and other measures.

If, during the course of an investigation, the district employee conducting the investigation becomes aware of a potential violation of the districts nondiscrimination policy (policy 3210), the investigator will promptly notify the district's civil rights compliance officer. Upon receipt of this information, the civil rights compliance officer must notify the complainant that their complaint will proceed under the discrimination complaint procedure in WAC 392-190-065 through WAC 392-190-075 as well as the HIB complaint procedure. The notice must be provided in a language that the complainant can understand. The investigation and response timeline for the discrimination complaint procedure will follow that set forth in WAC 392-190-065 and begins when the district knows or should have known that a written report of harassment, intimidation or bullying involves allegations of a violation of the districts nondiscrimination policy.

- c. Within two (2) school days after receiving the Incident Report Form, the school designee will notify the families of the students involved that a complaint was received and direct the families to the district's policy and procedure on harassment, intimidation and bullying.
- d. In rare cases, where after consultation with the student and appropriate staff (such as a psychologist, counselor, or social worker) the district has evidence that it would threaten the health and safety of the complainant or the alleged aggressor to involve his or her parent/guardian, the district may initially refrain from contacting the parent/guardian in its investigation of harassment, intimidation and bullying. If professional school personnel have reasonable cause to believe that a student is subject to child abuse or neglect, they must follow district policy for reporting such cases to Child Protective Services or the police.
- e. The investigation shall include, at a minimum:

- An interview with the complainant ;
  - An interview with the alleged aggressor ;
  - A review of any previous complaints involving either the complainant or the alleged aggressor ; and
  - Interviews with other students or staff members who may have knowledge of the alleged incident.
- f. The principal or designee may determine that other steps must be taken before the investigation is complete.
- g. The investigation will be completed as soon as practical but generally no later than five (5) school days from the initial complaint. If more time is needed to complete an investigation, the district will provide the parent/guardian and/or the student with weekly updates.
- h. No later than two (2) school days after the investigation has been completed and submitted to the compliance officer, the principal or designee shall respond in writing or in person to the parent/guardian of the complainant and the alleged aggressor stating:
- The results of the investigation;
  - Whether the allegations were found to be factual;
  - Whether there was a violation of policy; and
  - The process for the complainant to file an appeal if the complainant disagrees with results.

Because of the laws regarding the confidentiality of student records, the principal or designee may not be able to report specific information to the targeted student’s parent/guardian about any disciplinary action taken unless it involves a directive that the complainant must be aware of in order to report violations.

If a district chooses to contact the parent/guardian by letter, the letter will be mailed to the parent/guardian of the complainant and alleged aggressor by United States Postal Service with return receipt requested unless it is determined, after consultation with the student and appropriate staff (psychologist, counselor, social worker) that it could endanger the complainant or the alleged aggressor to involve his or her family.

If professional school personnel have reasonable cause to believe that a student is subject to child abuse or neglect, as mandatory reporters they must follow district policy for reporting such cases to Child Protective Services or the police.

If the incident cannot be resolved at the school level, the principal or designee shall request assistance from the district compliance officer.

**Step 4: Corrective Measures for the Aggressor**

- a. After completion of the investigation, the school or district designee will institute any corrective measures necessary.
- b. Corrective measures will be instituted as soon as possible, but in no event more than five (5) school days after contact has been made with the families or guardians regarding the outcome of the investigation.
- c. Corrective measures that involve student discipline will be implemented according to district Policy 3241 – Student Discipline. If the accused aggressor is appealing the imposition of discipline, the district may be prevented by due process considerations or a lawful order from imposing the discipline until the appeal process is concluded.
- d. If in an investigation a principal or principal’s designee finds that a student, knowingly made a false allegation of harassment, intimidation or bullying, that student may be subject to corrective measures, including discipline.

### **Step 5: Targeted Student’s Right to Appeal**

- a. If the complainant or his or her parent/guardian is dissatisfied with the results of the investigation, they may appeal to the superintendent or his or her designee by filing a written notice of appeal with the superintendent within five (5) school days of receiving the written decision. The superintendent or his or her designee will review the investigative report and issue a written decision on the merits of the appeal within five (5) school days of receiving the notice of appeal.
- b. If the targeted student remains dissatisfied after the initial appeal to the superintendent, the student or his or her parent/guardian may appeal by filing a written notice of appeal with the secretary of the school board within five (5) school days of receiving the superintendent’s written decision.
- c. An appeal before the school board or disciplinary appeal council must be heard within ten (10) school days of receipt of the written notice of appeal. The school board or disciplinary appeal council will review the record and render a written decision on the merits of the appeal within five (5) school days following the termination of the hearing and shall provide a copy of the decision to all parties involved. The board decision will be the final district decision.

### **Step 6: Discipline/Corrective Action**

The district will take prompt and equitable corrective measures within its authority on findings of harassment, intimidation or bullying. Depending on the severity of the conduct, corrective measures may include counseling, education, discipline, and/or referral to law enforcement.

Corrective measures for the student who commits an act of harassment, intimidation or bullying will be varied and graded according to the nature of the behavior, the developmental age of the student, or the student’s history of problem behaviors and performance. Corrective measures that involve student discipline will be implemented according to district Policy 3241, Student Discipline.

If the conduct was of a public nature or involved groups of students or bystanders, the school should strongly consider school wide training or other activities to address the incident.

If a staff member has been found to be in violation of this policy and procedure, the district may impose disciplinary action, up to and including termination of employment. If a certificated employee is found to have committed a violation of WAC 181-87, commonly called the Code of Conduct for Professional Educators, OSPI’s Office of Professional Practices may impose disciplinary action on a certificate, up to and including revocation. Contractor violations of this policy may result in the loss of contracts.

### **Step 7: Support for the Targeted Student**

Persons found to have been subjected to harassment, intimidation or bullying will have appropriate district support services made available to them, and the adverse impact of the harassment on the student shall be addressed and remedied as appropriate.

#### **I. Immunity/Retaliation**

A staff member, student, or other member of the school community who promptly reports an incident of harassment, intimidation, or bullying to an appropriate school official, and who makes this report in compliance with the district’s policy and procedure relating to harassment, intimidation and bullying is immune from a cause of action for damages arising from any failure to remedy the reported incident.

No staff member, student, or other member of the school community may engage in reprisal or retaliation against a student, witness, or other person who brings forward information about an alleged

act of harassment, intimidation or bullying. Retaliation is prohibited and will result in appropriate discipline.

**J. Other Resources**

Students and families should use the district’s complaint and appeal procedures as a first response to allegations of harassment, intimidation or bullying.

Nothing in this procedure prevents a student, parent/guardian, school, or district from taking action to remediate discrimination or harassment based on a student's membership in a legally protected class under local, state or federal law. A harassment, intimidation or bullying complaint may also be reported to the following state or federal agencies:

- [https://www.k12.wa.us/policy-funding/equity-Washington State Human Rights Commission](https://www.k12.wa.us/policy-funding/equity-Washington%20State%20Human%20Rights%20Commission) 800.233.3247  
[www.hum.wa.gov/index.html](http://www.hum.wa.gov/index.html)
- Office for Civil Rights, U.S. Department of Education, Region IX 206.607.1600  
Email: [OCR.Seattle@ed.gov](mailto:OCR.Seattle@ed.gov) [www.ed.gov/about/offices/list/ocr/index.html](http://www.ed.gov/about/offices/list/ocr/index.html)
- Department of Justice Community Relations Service 877.292.3804  
[www.justice.gov/crt/](http://www.justice.gov/crt/)
- Office of the Education Ombudsman 866.297-2597  
Email: [oeoinfo@gov.wa.gov](mailto:oeoinfo@gov.wa.gov) [www.governor.wa.gov/oeo/default.asp](http://www.governor.wa.gov/oeo/default.asp) <http://oeo.wa.gov/>
- OSPI Safety Center 360.725.6044  
<http://www.k12.wa.us/student-success/health-safety/school-safety-center>

**K. Other District Policies and Procedures**

Nothing in this procedure is intended to prohibit discipline or remedial action for inappropriate behaviors that do not rise to the level of harassment, intimidation or bullying as defined herein, but which are or may be prohibited by other district or school rules.

Cross Reference: Board Policy 3207 Prohibition of Harassment, Intimidation, and Bullying

**Adopted: 07.05.11**  
**Stanwood-Camano School District**  
**Revised: 03.07.06; 09.02.08; 09.03.14; 05.05.15; 01.02.20**

**SEXUAL HARASSMENT - Policy No. 5011**

The district is committed to providing a positive and productive working environment free from discrimination, including sexual harassment. This commitment extends to all employees and other persons involved in academic, educational, extracurricular, athletic, and other programs or activities of the school, whether that program or activity is in a school facility, on school transportation, or at a class training held elsewhere.

**Definitions**

For purposes of this policy, sexual harassment means unwelcome conduct or communication of a sexual nature. Sexual harassment can occur student to adult, adult to adult or can be carried out by a group of students or adults and will be investigated by the District even if the alleged harasser is not a part of the school staff or student body. The district prohibits sexual harassment of district employees by other students, employees or third parties involved in school district activities.



Under federal and state law, the term “sexual harassment” includes:

- Acts of sexual violence;
- Unwelcome sexual or gender-directed conduct or communication that interferes with an individual’s employment performance or creates an intimidation, hostile, or offensive environment;
- Unwelcome sexual advances;
- Unwelcome requests for sexual favors;
- Sexual demands when submission is stated or implied obtaining work opportunity or other benefit;
- Sexual demands where submission or rejection is a factor in a work or other school-related decision affecting an individual.

A “hostile environment” for an employee is created where the unwanted conduct is sufficiently severe or pervasive to create a work environment that a reasonable person would consider intimidation, hostile, or abusive.

### **Investigation and Response**

If the district knows, or reasonably should know, that sexual harassment has created a hostile environment, the district will promptly investigate to determine what occurred and will take appropriate steps to resolve the situation. If an investigation reveals that sexual harassment has created a hostile environment, the district will take prompt and effective steps reasonably calculated to end sexual harassment, eliminate the hostile environment, prevent its occurrence and, as appropriate, remedy its effects. The district will take prompt, equitable and remedial action within its authority every time a report, complaint and grievance alleging sexual harassment comes to the attention of the district, either formally or informally.

Allegations of criminal misconduct will be reported to law enforcement and suspected child abuse will be reported to law enforcement or Child Protective Services. Regardless of whether the misconduct is reported to law enforcement, school staff will promptly investigate to determine what occurred and take appropriate steps to resolve the situation to the extent that such investigation does not interfere with an on-going criminal investigation. A criminal investigation does not relieve the district of its independent obligation to investigate and resolve sexual harassment.

Engaging in sexual harassment will result in appropriate discipline or other appropriate sanctions against offending staff or third parties involved in school district activities. Anyone else who engages in sexual harassment on school property or at school activities will have their access to school property and activities restricted, as appropriate.

### **Retaliation and False allegations**

Retaliation against any person who makes or is a witness in a sexual harassment complaint is prohibited and will result in appropriate discipline. The district will take appropriate actions to protect involved persons from retaliation.

It is a violation of this policy to knowingly report false allegations of sexual harassment. Persons found to knowingly report or corroborate false allegations will be subject to appropriate discipline.

### **Staff Responsibilities**

The superintendent will develop and implement formal and informal procedures for receiving, investigating, and resolving complaints or reports of sexual harassment. The procedures will include reasonable and prompt time lines and delineate staff responsibilities under this policy.

Any school employee who witnesses sexual harassment or receives report, informal complaint, or written complaint about sexual harassment is responsible for informing the district’s Title IX or Civil Rights Compliance Coordinator. All staff are also responsible for directing complainants to the formal complaint process.

This policy applies to sexual harassment (including sexual violence) targeted at district employees carried out by a student, employee, or third party involved in school district activities. A formal complaint filed by an employee or filed by or on behalf of a student complainant against an employee respondent will be investigated under the definitions, requirements, and procedures of Policy 3206 and Procedure 3206P.

Reports of discrimination and discriminatory harassment will be referred to the district’s Title IX/Civil Rights Compliance Coordinator. Reports of disability discrimination or harassment will be referred to the district’s Section 504 Coordinator.

**Notice and Training**

The superintendent will develop procedures to provide information and education to district staff, parents, and volunteers regarding this policy and the recognition and prevention of sexual harassment. At a minimum, sexual harassment recognition and prevention and the elements of this policy will be included in staff and regular volunteer orientation. The sexual harassment policy and procedure, which includes the complaint process, will be posted in each district building in a place available to staff, parents, volunteers, and visitors. Information about the policy and procedure will be clearly stated and conspicuously posted throughout each school building, provided to each employee and reproduced in each staff, volunteer, and parent handbook. Such notices will identify the district’s Title IX Coordinator and provide contact information, including the coordinator’s email address.

**Policy Review**

The superintendent will make an annual report to the board reviewing the use and efficacy of this policy and related procedures. Recommendations for changes to this policy, if applicable, will be included in the report. The superintendent is encouraged to involve staff, volunteers and parents in the review process.

**Cross References:**

Procedure 5011P Sexual Harassment  
Policy 3206 Sexual Harassment (Students)  
Procedure 3206P Sexual Harassment (Students)  
Policy 5161 Civility in the Workplace  
Policy 3210 Nondiscrimination (Students)

Policy 3421 Child Abuse, Neglect, and Exploitation Prevention  
Policy 5010 Nondiscrimination and Affirmative Action  
Policy 3207 Prohibition of Harassment, Intimidation and Bullying  
Policy 3211 Gender Inclusive Schools

**Legal References:**

RCW 28A.640.020 Regulations, guidelines to eliminate discrimination – Scope—Sexual harassment policies

WAC 392-190-058 Sexual Harassment  
20 U.S.C. § 1681-1688

**Management Resources**

2022 – June Policy Alert  
2015 – July Policy Alert

2014 – December Issue  
2010 – October Issue

**Adoption Date: 04.15.03**

**Stanwood-Camano School District**

**Revised: 12.17.13; 09.06.16; 12.18.18; 05.21.19; 8.17.21; 8.16.22**

**NON-DISCRIMINATION AND AFFIRMATIVE ACTION - Policy No. 5010P**

**Nondiscrimination**

The district shall provide equal employment opportunity for all applicants and employees in recruitment, hiring, retention, assignment, transfer, promotion and training. The district shall also make reasonable accommodation to the known sensory, mental or physical limitations of an otherwise qualified disabled applicant or employee unless an accommodation would impose an undue hardship on the operation of the district program. District employees shall be free from harassment based on legally protected attributes or characteristics.

In cases where employees or applicants believe that they have been discriminated against on the basis of their legally protected status or that their disabilities have not been reasonably accommodated, the employee or applicant may file a complaint using the complaint process set forth in this procedure. (Complaints that an employee or volunteer has been harassed on the basis of their legally protected status should be brought using the complaint procedure in Procedure 5160P.) To ensure fairness and consistency, these procedures are to be used to address complaints covered by state and

federal equal employment laws, including the Americans with Disabilities Act (ADA), the Age Discrimination in Employment Act (ADEA), Titles VII and IX of the Civil Rights Act, the Washington Law Against Discrimination, and/or the district's Affirmative Action Plan. No person shall be adversely affected in any way because of the utilization of these procedures. The Executive Director of Human Resources or designee shall investigate all allegations of noncompliance or discrimination.

### **Affirmative Action**

The board of directors of the Stanwood-Camano School District recognizes that an Affirmative Action Employment Plan is a sound employment practice, as well as a positive approach toward achieving lasting and equitable human resources policies and procedures. In accordance with state and federal requirements, the district shall develop an Affirmative Action Plan. Such a plan shall include a work force analysis, a projection of possible work force vacancies, an analysis of activities designed to take appropriate affirmative action and a grievance procedure.

The superintendent, or designee, shall be responsible for the development, implementation and annual reporting of the Affirmative Action Plan. The overall responsibility for monitoring and auditing this plan shall be assigned to the human resources department.

### **Complaint Process**

#### **LEVEL I: Informal Complaints and Requests for Accommodation**

With regard to ADA matters, a distinction is to be made between a request for accommodation and a complaint. A request for accommodation should be submitted to the Executive Director of Human Resources. The parties should cooperate to resolve any issues of accommodation through an interactive process prior to the filing of a formal complaint outlined in Level IIA complaint is to be filed only in the event there is a complaint of noncompliance after a request for accommodation has been made.

At the employee's option, attempts will be made to resolve complaints of discrimination informally, expeditiously and at the closest point of administrative responsibility to the alleged offense. Informal complaints of discrimination of an employee may be reported to his/her supervisor, the affirmative action officer, or the Executive Director of Human Resources. The supervisor will be responsible for investigation and resolution of informal complaints. The supervisor may seek assistance or guidance from the district's affirmative action officer or Executive Director of Human Resources. The supervisor must notify the complainant of his/her right to file a formal complaint under this policy and procedure. The notice shall be provided in a language the complainant can understand, which may require language assistance for complainants with limited-English proficiency.

#### **LEVEL II: Formal Complaints**

The District's Executive Director of Human Resources or designee shall be responsible for monitoring and coordinating the district's compliance with WAC 392-190 and related procedures and ensuring that all complaints communicated to the District are promptly investigated and resolved.

The Executive Director of Human Resources is:

Christine Del Pozo  
Stanwood-Camano School District  
26920 Pioneer Highway  
Stanwood, WA 98229  
cdelpozo@stanwood.wednet.edu  
360-629-1200

The Executive Director of Human Resources or designees will receive and investigate (or assign an investigator) formal complaints. School or district administrators who receive a formal complaint of discrimination will promptly notify the Executive Director of Human Resources and forward a copy of the complaint.

- A. The allegations of discrimination shall:
1. Be in writing.
  2. Describe the specific acts, conditions or circumstances alleged to violate the district’s policies or obligations in regard to nondiscrimination, accessibility and/or reasonable accommodation.
  3. Be filed with the Executive Director of Human Resources as soon as possible, but no later than one (1) year following the alleged discrimination or harassment, unless the delay is due to specific misrepresentations by the district that it had resolved the problem forming the basis of the complaint or the district withheld information that was required to be provided under WAC 392-190 or related guidelines.
- B. Upon receipt of a complaint, the Executive Director of Human Resources or designee will provide the complainant a copy of Procedure 5010P in a language the complainant can understand, which may re-quire language assistance for complainants with limited-English proficiency. The district will promptly and thoroughly investigate the complaint. Following the completion of the investigation, the Executive Director of Human Resources will provide the superintendent or designee with a full written report of the complaint and the results of the investigation, unless the matter is resolved to the satisfaction of the complainant without an investigation or prior to the submission of a full written report.
- C. The superintendent or designee will respond in writing to the complainant within thirty (30) calendar days after the district received the written complaint, unless otherwise agreed to by the complainant or if exceptional circumstances related to the complaint require an extension of the time limit. If an extension is needed, the district will notify the complainant in writing of the reasons for the extension and the anticipated response date in a language the complainant can understand, which may require language assistance for complainants with limited-English proficiency, the district responds to the complainant. The district will send a copy of the response to the Office of the Superintendent of Public Instruction.
- D. The response by the superintendent or designee will include:
- a. A summary of the results of the investigation;
  - b. Whether the district failed to comply with WAC 329-190 or related guidelines;
  - c. If the district failed to comply with WAC 392-190 or related guidelines, the corrective measures deemed necessary to correct the non-compliance; and
  - d. Notice of the complainant’s right to appeal under WAC 392-190, including where and with whom the appeal must be filed.

The District’s response to the complaint will be provided in a language the complainant can understand, which may require language assistance for complainants with limited-English proficiency.

- E. Corrective measures necessary to correct any non-compliance shall be instituted as expeditiously as possible but no later than thirty (30) calendar days following the superintendent’s or designee’s written response to the complainant, unless otherwise agreed to by the complainant.

**LEVEL III: Appeal to the Board of Directors**

- A. In the event a complainant remains aggrieved following a written response from the superintendent or de-signee, the complainant may appeal to the district’s board of directors by filing a written notice of appeal with the secretary of the school board on or before the tenth (10th) day following; (1) the date upon which the complainant received the superintendent’s or designee’s written response, or (2) the expiration of the thirty (30) day response period in Section II.E., above, whichever occurs first.
- B. Upon receipt of the appeal, the board of directors shall schedule a hearing to commence on or before the twentieth (20th) day following the filing of a written notice of appeal, unless otherwise agreed to by the

complainant and the superintendent or designee, or for good cause.

1. The complainant and the superintendent or designee shall be allowed to present such witnesses and testimonies, as the board of directors deems relevant and material.
2. Unless otherwise agreed to by the complainant and the superintendent or designee, or for good cause, the board of directors shall render a written decision on or before the tenth (10th) day following the termination of the hearing and shall provide a copy to all parties involved. The decision must include notice of the complainant's right to appeal to the superintendent of public instruction and identify where and with whom the appeal must be filed.

#### **LEVEL IV: Appeal to the Superintendent of Public Instruction**

In the event a complainant disagrees with the appeal decision of the Board of Directors or if the district fails to comply with the procedures in WAC 392-190-065 or WAC 392-190-070, the complainant may file a complaint with the Office of the Superintendent of Public Instruction (OSPI) within twenty (20) calendar days after the complainant received the boards written appeal decision.

#### **Mediation of Complaints**

The District may offer mediation, at its expense, to resolve a complaint at any time during the complaint procedure. If the district does so, the mediation process must comply with WAC 392-190-0751.

#### **Preservation of Records**

The files containing copies of all correspondence relative to each complain communicated to the district and the disposition, including any corrective measures instituted by the district, shall be retained in the office of the Title IX/Compliance Officer following the State of Washington's School Districts Records Retention Schedule.

Cross Reference: Board Policy 5010 Nondiscrimination and Affirmative Action

**Adoption Date: 12.89**  
**Stanwood-Camano School District**  
**Revised 12.03, 12.17.13, 3.19**

**VOLUNTEER CONFIDENTIALITY STATEMENT, POLICIES & PROTOCOL AND HANDBOOK ACKNOWLEDGMENT**

I shall respect the privacy concerns of students and staff, and I shall hold in confidence all information learned in the course of my volunteer service, whether that information is obtained through written records or daily interaction. I will not disclose an individual’s confidences to anyone, except: 1) as mandated by law; 2) to prevent a clear and immediate danger to a person or persons.

I shall store or dispose of records in ways that maintain confidentiality.

I shall possess a professional attitude, which upholds confidentiality, and hold confidential any information about sensitive situations within this school.

I understand that violation of this confidentiality statement may be grounds for immediate dismissal.

I have received a copy of the volunteer handbook for this school and have either read it or had it read to me carefully. I understand that the manual is intended to cover the procedures, rules and policies most often applied to day-to-day volunteer activities, and that some of the information will change from time to time as procedures evolve. I understand that I am a volunteer and respect the privilege afforded me to serve in that capacity is at the direction and decision of the staff and administrators.

**I have received and reviewed the following Stanwood-Camano School District policies/protocols:**

- Policy 5253 – Maintaining Professional Staff/Student Boundaries
- Procedure 5253P – Maintaining Professional Staff/Student Boundaries
- Policy 3207 – Prohibition of Harassment, Intimidation, and Bullying
- Procedure 3207P – Prohibition of Harassment, Intimidation, and Bullying
- Policy 5011 – Sexual Harassment
- Procedure 5010P – Nondiscrimination and Affirmative Action

I understand there are two kinds of boundary invasions – those that are appropriate because they have educational or health reasons and those that are inappropriate.

I understand that I am responsible for following District procedures regarding maintaining professional staff/student boundaries, incident reporting, and consequences of engaging in boundary invasions.

I understand that while school volunteers are not legally mandated reporters of suspected child abuse, the District's expectation is that volunteers speak to an administrator promptly regarding any inappropriate incident, conduct, or behavior.

I will adhere to these guidelines and acknowledge my role in protecting children from inappropriate conduct by adults.

\_\_\_\_\_  
*Volunteer’s Name - PLEASE PRINT*

\_\_\_\_\_  
*Location/School*

\_\_\_\_\_  
*Volunteer’s Signature*

\_\_\_\_\_  
*Date*