

Central Kitsap School District

Volunteer Handbook



Guidelines and Expectations for Volunteers in Central Kitsap School District

Welcome!

Thank you for your interest in volunteering in Central Kitsap School District. Our schools depend on volunteers and value your contributions. Your willingness to serve the students and staff of the district is greatly appreciated. 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 Central Kitsap School District must take place with students on the school campus during school hours or at other authorized school activities only.

You Are Part of an Education Team

Volunteers who are committed to helping students be successful are important members of the school team. These individuals are essential to bringing the outside world to the school. Students need contact with individuals who can share experiences and bring other perspectives into the classroom. They need adults who can guide them through the learning process.

Goals

- Enrich the curriculum
- Enrich students' learning opportunities
- Provide help for individual students
- Provide opportunities for meaningful service
- Support staff with non-instructional tasks
- Establish a school and community partnership for quality education
- Enhance all aspects of the educational process

Work closely with the school staff

- Follow the direction of a school staff member
- Accept direction and suggestions from staff
- Respect the privacy of staff and students by not discussing school matters away from the classroom
- Understand that evaluation of a students' learning can only be done by the staff
- Commit to supporting and improving education for all students
- Seek help from school staff when you need additional information or instruction
- Share ideas and constructive comments with the staff
- Acknowledge that staff are responsible for discipline

Enjoy working with students

- Establish a good rapport with students
- Provide assistance without doing the students' work
- Show a genuine interest in each student
- Accept each student and encourage the best from him or her
- Use patience and kindness

Sometimes a volunteer placement may not be a fit for the volunteer, the staff or the school. If your volunteer placement does not work for you, the staff or the school for whatever reason, your volunteer assignment may be ended, modified or changed to a new assignment. You may request a different placement if you wish to continue volunteering.

Volunteer Expectations

Volunteers are expected to

- Sign in and wear an ID badge on school grounds at all times
- Wear appropriate attire
- Show respect for all staff and students
- Share concerns regarding students with the appropriate school staff only
- Help focus their attention on their volunteer services, by leaving their other children in the safe care of someone else

Volunteers are encouraged to

- Contact the school if unable to make scheduled volunteer time
- Turn cell phones off (or silence them) while volunteering
- Refrain from making personal calls while on the school campus

Ground Rules for School District Facilities

- No smoking, vaping, or tobacco products 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

Maintain Student Confidentiality

Volunteers are expected and required to keep all 'student information' that they obtain while working as a volunteer for the district confidential. In fact, Federal Law strictly prohibits school districts and district volunteers from releasing any student information without parent/guardian permission. Student information includes all academic, medical and personal information. Disclosure of student information by a volunteer is a violation of the Family Educational Rights and Privacy Act of 1974 (FERPA) and may subject the volunteer and the district to civil liability. 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 school staff. If parents ask about their student's progress, suggest in a friendly way that they contact the staff.

Harassment at School

The Central Kitsap School District Harassment Policy calls for a commitment to an educational environment that is free from all types of discrimination and harassment, including sexual harassment, bullying and intimidation. Volunteers are expected and required to respect and uphold both the Central Kitsap School District 5015 Civility Policy and the Central Kitsap School District 3207 Prohibition of Harassment, Intimidation and Bullying Policy. The district asks you to review each of these policies in detail prior to volunteering. These policies can be located in *Appendix A*.

Civility Policy Highlights

- Promote a positive environment in which everyone is treated with dignity and respect
- Empower all people to reach their full potential
- Remove barriers of bigotry and prejudice that infringe upon individual freedom, respect and progress
- Eliminate discrimination and bullying in our schools and departments
- Recognize the strength of diversity
- Recruit, support, and retain a culturally diverse workforce

Important Guidelines

Safe Interaction with Students

The school board expects that the entire staff and volunteers shall strive to set the kind of example for students that will serve them well in their own conduct and behavior and contribute toward a school atmosphere that is friendly but has a degree of formality.

General Guidelines for Safe Interaction with Students:

All interactions with students should be professional and focused on teaching and learning.

Do not

- Take a student or students on private outings
- Initiate social activities with students
- Have a prolonged verbal exchange with students if you have an impromptu encounter at a public place
- Provide childcare for students
- Ask a student to baby-sit for your family
- Engage in Social Networking with students via Facebook, Snapchat, Twitter or any other social networking service to initiate or maintain relationship(s) with any student that is not consistent with appropriate professional behavior and/or boundaries

Communication

Do not say or write things to a student that you would be uncomfortable sharing with the student's parents, the school administrator or staff.

Do not

- Make any comments that are based on gender or could be construed as sexist
- Make any comments and/or innuendos that are sexual in nature or could be construed as sexual
- Make jokes that belittle or diminish another person
- Give students compliments that focus on physical attributes
- Initiate conversations or correspondence of a private and/or personal nature with students

Working Alone with Students at School

- Always keep the door open and lights on
- Do not post anything on class windows that would obstruct a clear view into the room

Gifts

In general, we discourage giving gifts to students. If gifts are provided they should be:

- Of nominal value
- Identical for all students in the class

Physical Contact with Students

It is the District's expectation that all physical contact between volunteers and students must be professional and appropriate.

Field Trips and Off-Campus Activities

It is the general policy of Central Kitsap School District that all off-campus field trip and activity chaperones must be at least 21 years of age. Volunteers who wish to drive students must have at least five years driving experience and must have a valid Washington State, or state of residence, driver's license. Volunteer drivers must also complete the required driving forms and permission slips and file them with the school.

Extracurricular and Enrichment Activities

Schools often provide before and after-school programs. All extracurricular and enrichment activities must be organized under the authority of Central Kitsap School District or its PTA/PTSA partners and comply with all applicable rules and regulations.

Report Suspected Abuse or Neglect

As a volunteer, you are in a unique position to observe students. If you suspect that a student may be the victim of abuse or neglect, report it immediately to the principal, learning specialist, school counselor or other school district employee.

Appendix A

3207 - Prohibition of Harassment, Intimidation and Bullying Policy

5015 - Civility Policy

5253 - Maintaining Professional Staff and Student Boundaries

April 2017

3207 – Policy

Prohibition of Harassment, Intimidation and Bullying

STUDENTS

The District is committed to a safe and civil educational environment for all students, staff, volunteers and families free from harassment, intimidation or bullying.

“Harassment, intimidation or bullying” means any intentional written message or image, including those that are electronically transmitted, a verbal, or physical act, including but not limited to one shown to be motivated by any characteristic in RCW 9A.36.080(3), (race, color, religion, ancestry, national origin, gender, including gender expression or identity, sexual orientation or mental or physical disability), or other distinguishing characteristics, when an act:

- Physically harms a student or damages the student’s property; or
- Has the effect of substantially interfering with a student’s education; or
- Is so severe, persistent, or pervasive that it creates an intimidating or
- threatening educational environment; or
- 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, , weight and marital status.

Harassment, intimidation or bullying can take many forms including: slurs, rumors, jokes, innuendos, demeaning comments, drawings, cartoons, pranks, gestures, physical attacks, threats, or other written, oral, physical or electronically transmitted messages or images. “Intentional acts” refers to the individual’s choice to engage in the act rather than the ultimate impact of the actions(s).

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.

This policy is a component of the district’s responsibility to create and maintain a safe, civil, respectful and inclusive learning community and is to be implemented in conjunction with comprehensive training of staff and volunteers, including the education of students in partnership with families and the community. Employees, in particular, are expected to support the dignity and safety of all members of the school community.

Depending upon the frequency and severity of the conduct, intervention, counseling, correction, discipline and/or referral to law enforcement will be used to remediate the impact on the victim and the climate and change the behavior of the perpetrator. This includes appropriate intervention, restoration of a positive climate, and support for victims and others impacted by the violation. False reports or retaliation for harassment, intimidation and bullying also constitute violations of this policy.

The Superintendent or designee will development and implement procedures addressing the elements of this policy, as well as appoint a compliance officer to receive complaints and ensure policy implementation.

Cross Reference:

- cf. 3200 Students' Rights and Responsibilities
- cf. 3210 Nondiscrimination
- cf. 3240 Student Conduct
- cf. 3241 Classroom Management and Student Discipline
- cf. 6590 Sexual Harassment – Personnel, Volunteers and Parents

Legal References:

- RCW 28A.300.285 Harassment, intimidation, and bullying prevention policies
- RCW 28A.600.480 Reporting of harassment, intimidation, or bullying – Retaliation prohibited – Immunity
- RCW 9A.36.080 Malicious Harassment – Definition and criminal penalty
- RCW 28A.642 K-12 Education – Prohibition of discrimination
- RCW 49.60 Discrimination – Human Rights Commission

Adopted: May 25, 2011

Revised: May 23, 2012

3207 – Procedure

Prohibition of Harassment, Intimidation and Bullying

STUDENTS

Central Kitsap 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. Student(s) will not be harassed because of their race, color, religion, ancestry, national origin, gender, sexual orientation, including gender expression or 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 and to prevent its reoccurrence.

Definitions

- A. **AGGRESSOR** – is a student, staff member, or other member of the school community who engages in the harassment, intimidation, or bullying of a student.

- B. HARASSMENT, INTIMIDATION, OR BULLYING – is 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.
 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, and bullying may take many forms, including, but not limited to, slurs, rumors, jokes, innuendoes, 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.

- C. REPORTING FORM – The Incident Reporting Form to be used by students, families, or staff to report incidents of harassment, intimidation, or bullying.
- D. RETALIATION – when an aggressor harasses, intimidates, or bullies a student who has reported incidents of bullying.
- E. 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).
- F. TARGETED STUDENT – is a student against whom harassment, intimidation, or bullying has allegedly been perpetrated.

Relationship 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 as noted in the policy cross references.

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 gender or membership in a legally protected class under local, state, or federal law.

Prevention

A. Dissemination

In each school and on the district's Web site the district will prominently post information on reporting harassment, intimidation, and bullying; the name and contact information for making a report to a 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 web site.

Additional distribution of the policy and procedure is subject to the requirements of Washington Administrative Code 392-400-226.

B. 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.

C. Training

Staff will receive annual training on the school district's policy and procedure, including staff roles and responsibilities, how to monitor common area, and the use of the district's Incident Reporting Form.

D. Prevention Strategies

The district will implement a range of prevention strategies including individual, classroom, school, and district-level approaches.

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.

Compliance Officer

The district compliance officer will:

- A. Serve as the district's primary contact for harassment, intimidation, and bullying.
- B. Provide support and assistance to the principal or designee in resolving complaints.

- C. Receive copies of all Incident Reporting Forms, discipline Referral Forms, and letters to parents providing the outcomes of investigations.
- D. 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.
- E. Ensure implementation of the policy and procedure by overseeing the investigative processes, including ensuring that investigations are prompt, impartial, and thorough.
- F. Assess the training needs of staff and students to ensure successful implementation throughout the district, and ensure staff receives annual fall training.
- G. Provide the OSPI School Safety Center with notification of policy or procedure updates or changes on an annual basis.
- H. 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.

Staff Intervention

All staff members shall intervene when witnessing or receiving reports of harassment, intimidation or bullying. Minor incidents that staff members 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.

Filing an Incident Reporting Form

Any student who believes he or she has 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.

Addressing Bullying – Reports

Step 1. Filing an Incident Reporting Form

In order to protect a targeted student from retaliation, a student need not reveal his identity on an Incident Reporting 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 identify 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 ask 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 agree to 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 still 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 Reporting Form

All staff members are responsible for receiving oral and written reports. Whenever possible staff, who initially receives 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, or bullying will be recorded on a district Incident Reporting Form and submitted to the principal or designee, unless the 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 report and investigation process.

- A. Upon receipt of the Incident Reporting Form that alleges unresolved, severe, or persistent harassment, intimidation or bullying, the school or district designee will begin the 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 course of 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 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.
- C. Within two (2) school days after receiving the Incident Reporting 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 suspect that a student is subject to abuse and neglect, they must follow district policy for reporting suspected cases to Child Protective Services.
- E. The investigation shall include, at a minimum:
 - 1. An interview with the complainant.
 - 2. An interview with the alleged aggressor.
 - 3. A review of any previous complaints involving either the complainant or the alleged aggressor.
 - 4. 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 practicable but generally no later than five (5) school days from the initial complaint or report. 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:
 - 1. The results of the investigation.

2. Whether the allegations were found to be factual.
3. Whether there was a violation of policy.
4. The process for the complainant to file an appeal if the complainant disagrees with results.

Because of the legal requirement 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 targeted student 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 suspect that a student is subject to abuse or neglect, as mandatory reporters they must follow district policy for reporting suspected cases to Child Protective Services.

If the incident is unable to be resolved at the school level, the principal or designee shall request assistance from the district.

Step 4. Corrective Measures for the Aggressor

After completion of the investigation, the school or district designee will institute any corrective measures necessary. Corrective measures will be instituted as quickly as possible, but in no event more than five (5) school days after contact has been made to the families or guardians regarding the outcome of the investigation. Corrective measures that involve student discipline will be implemented according to Policy 3200. 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.

If in an investigation a principal or principal's designee found 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 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 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 may appeal to the school board by filing a written notice of appeal with the secretary of the school board on or before the fifth (5) school day following the date upon which the complainant received the Superintendent's written decision.

- C. An appeal before the school board or disciplinary appeal council must be heard on or before the tenth (10) school day following the filing of the written notice of appeal to the school board. The school board or disciplinary appeal council will review the record and render a written decision on the merits of the appeal on or before the fifth (5) school day following the termination of the hearing, and shall provide a copy to all parties involved. The board or council's 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 a 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 Policy 3200.

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

If staff has been found to be in violation of this policy and procedure, school districts may impose employment disciplinary action, up to and including termination. If a certificated educator 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 propose disciplinary action on a certificate, up to and including revocation. Contractor violations of this policy may include 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.

Immunity/Retaliation

No school employee, student, or volunteer may engage in reprisal or retaliation against a targeted 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.

Other Resources

Students and families should use the district's complaint and appeal procedures as a first response to allegations of harassment, intimidation, and bullying. However, nothing in this procedure prevents a student, parent/guardian, school, or district from taking action to remediate discrimination or harassment based on a person'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:

- A. OSPI Equity and Civil Rights Office, 360-725-6162, Email: equity@k12.wa.us, www.k12.wa.us/Equity/default.aspx
- B. Washington State Human Rights Commission, 800-233-3247, www.hum.wa.gov/index.html
- C. Office for Civil Rights, U.S. Department of Education, Region IX, 206-607-1600, Email: OCR.Seattle@ed.gov, www.ed.gov/about/offices/list/ocr/index.html
- D. Department of Justice Community Relations Service, 877-292-3804, www.justice.gov/crt/
- E. Office of the Education Ombudsman, 866-297-2597, Email: OEInfo@gov.wa.gov, www.governor.wa.gov/oeo/default.asp
- F. OSPI Safety Center, (360) 725-6044, <http://www.k12.wa.us/SafetyCenter/BullyingHarassment/default.aspx>

Other District Policies and Procedures

Nothing in this policy or 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.

Adopted: May 25, 2011

5015 – Policy Civility

The Board recognizes the diversity of students, staff, parents, and community members of our school district and acknowledges the importance of fostering an atmosphere that supports a culturally responsive learning environment and dignified workplace.

The Board expects administrators, staff, students, volunteers, parents, and other community members to be civil and to contribute to a clear expectation of civil (polite) conduct. Implementation of this policy and procedure will provide for problem-solving in a civil manner throughout the District. The District is committed to drawing strength from our differences and building on our similarities to help:

- Promote a positive environment in which everyone is treated with dignity and respect.
- Empower all people to reach their full potential.
- Remove barriers of bigotry and prejudice that infringe upon individual freedom, respect and progress.
- Eliminate discrimination and bullying in our schools and departments.
- Recognize the strength of diversity.
- Recruit, support, and retain a culturally diverse workforce.

The Board will not condone uncivil conduct on school grounds or at school-sponsored activities, whether by administrators, staff, students, parents, volunteers, or other District visitors.

This policy seeks to promote a school culture of respect and civility. Acts of uncivil conduct may violate school or District rules. The District has policies against discrimination, harassment and sexual

harassment, or specific conduct codes. Nothing in this policy is intended to interfere with the ability of school officials to maintain order and discipline in the schools or to enforce school rules and applicable laws or to interfere with the right and obligation of students, staff, and others, to bring violations of District policies to the attention of administrators.

When possible and appropriate, individuals who perceive they have witnessed or been subjected to uncivil behavior should address their concerns through simple, direct or mediated/assisted communication with the person(s) at the source of the concern. When this is not possible or appropriate, they should seek assistance from the school principal, principal designee, work site administrator, and/or Human Resources Administrator. Individuals are encouraged to work out issues of concern promptly—and preferably no later than two (2) days after an incident has occurred. Retaliation will not be tolerated against individuals for working in good faith under this policy and its related procedures to resolve concerns.

Shared Decision-making Teams are encouraged to guide, support, and evaluate building/site efforts to establish and reinforce a culture of civility and respect for all.

Specific procedures appropriate to the needs of staff, students, and parents/community members will be available to all persons who have legitimate business within the District.

The Superintendent will ensure the integration of the purposes and aims of this policy into all aspects of the District.

Cross Reference:

- cf. 3200 Student Rights and Responsibilities
- cf. 3209 Sexual Harassment (students)
- cf. 4200 Safe and Orderly Learning Environment
- cf. 4220 Complaints Concerning Staff or Programs

Legal Reference:

- RCW 28A.300.285 Harassment, intimidation, and bullying prevention
- RCW 28A.635.010 Abusing or insulting teachers, liability for Penalty
- WAC 392-190-056 through 058 Sexual harassment
- WAC 392-190 Equal educational opportunity — sex discrimination prohibited

Adoption Date: March 24, 2010

**5015 – Procedure
Civility**

Civil conduct is defined as “politeness, a civil or polite act” and is expected in all interactions within the District. These procedures are intended to support all participants in the educational process; help to maintain a safe, nurturing work and learning environment; provide models of respectful problem-solving; and reduce the potential for serious or widespread disruptions within the District.

While these procedures provide tools to address uncivil conduct and promote productive interactions, they do not limit the District’s response to any issue. These procedures will be reviewed by staff annually.

- A. **Students** If student(s) believe they have been treated in an uncivil manner by an employee, adult volunteer, or another student within the District, should:

Seek advice from a counselor, teacher, administrator, or other trusted employee as soon as possible of the incident, as well as from a parent. If the student is comfortable doing so, and it is advisable, the student should speak directly and respectfully with the individual perceived to have been uncivil, in an appropriate time, place and manner, seeking to resume communications on a civil basis or,

Ask a staff member to arrange a facilitated conversation between the student and the individual perceived to have been uncivil. Such a facilitated conversation should focus on the expectation of civility and requirements for achieving productive communications in the future. Staff who are aware of uncivil conduct toward a student by any person at school or a school activity shall report the incident to an administrator.

Administrators who are aware of uncivil conduct directed toward students shall take action appropriate to the circumstances which may include advising the people involved; facilitating a conversation; imposing discipline, and/or presenting training or other activities.

- B. **Employees** If employees believe they have been treated in an uncivil manner by a member of the community, another employee, or a student of the District, should:

If possible, within two days of the incident speak directly and respectfully with the individual, in an appropriate time, place and manner, seeking to resume communications on a civil basis, or,

If the employee is uncomfortable making direct, personal contact with the individual, believes that such contact would not be effective, or if such contact does not produce a satisfactory result, should be reported to his or her supervisor.

Supervisor(s) shall determine what further steps are appropriate and should help the employees to establish requirements for further communications (e.g., the presence of a specified third person) in order to promote a civil, safe and nurturing environment. The Executive Director of Human Resources, Director of Human Resources, and/or the district level administrator responsible for the program or department are available as a resource to employees who are struggling with workplace relationships.

The supervisor(s) may also suggest such additional resources such as mediation, mentoring, specific training, and/or written materials that may help to address the employees' needs.

- C. **Parents** If parents or other community members believe they have been treated in an uncivil manner by a District employee, should follow the steps outlined in *4220 Complaints Concerning Staff or Programs*.

Retaliation toward any person making proper use of District policies and procedures is unacceptable and will not be tolerated.

Adoption Date: March 24, 2010

5253 - Policy

Maintaining Professional Staff and Student Boundaries

The purpose of this policy is to provide all staff, students, volunteers and community members with information to increase their awareness of their role in protecting children by maintaining appropriate boundaries.

The Board of Directors expects all staff members to maintain the highest professional, moral and ethical standards in their interaction with students. Staff members are required to maintain an atmosphere conducive to learning, through consistently and fairly applied discipline, as well as established and maintained professional boundaries.

The interactions and relationships between staff members and students will be based upon mutual respect and trust, an understanding of the appropriate boundaries between adults and students in and outside of the educational setting, and consistency with the educational mission of the schools.

Staff members will not intrude on a student's physical and emotional boundaries unless the intrusion is necessary to serve an educational or physical, mental and/or emotional health purpose. An educational purpose is one that relates to the staff member's duties in the district. Additionally, staff members are expected to be sensitive to the appearance of impropriety in their own conduct and the conduct of other staff when interacting with students. Staff members will discuss issues with their building administrator or supervisor whenever they suspect or are concerned whether conduct is inappropriate or constitutes a violation of this policy.

The Board supports the use of technology to communicate for educational purposes. However, district employees are prohibited from inappropriate online socializing or from engaging in any conduct on social networking Web sites that violates the law, district policies or other generally recognized professional standards. 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 allegations and develop procedures and training to accompany this policy.

Cross Reference:

cf. 2022 Electronic Resources

Legal References:

RCW 28A.400	Crimes against children
RCW 28A.405.470	Crimes against children - Mandatory termination of 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
WAC 181-87	Professional Certification - Acts of Unprofessional Conduct
WAC 181-88	Sexual Misconduct, Verbal and Physical Abuse - Mandatory Disclosure - Prohibited Agreements

Adoption Date: August 10, 2011

5253 – Procedure

Maintaining Professional Staff /Student Boundaries

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 by maintaining appropriate boundaries.

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:

- Any type of inappropriate physical contact with a student or any other conduct that might be considered harassment under the Board’s policy on Harassment and Sexual Harassment of Students;
- Showing pornography to a student;
- Singling out a particular student or students for personal attention and friendship beyond the professional staff-student relationship;
- Socializing 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 expected to refer the student to appropriate guidance/counseling staff and/or administrator. 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;
- Banter, allusions, jokes or innuendos of a sexual nature with 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 networking Web sites, 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 or with parent/guardians present

- Giving a student a ride alone in a vehicle in a non-emergency situation; and/or
- Unnecessarily 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 administrator) if they believe a 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.

Adoption Date: August 10, 2011

Non Discrimination Statement

The Central Kitsap School District provides equal educational and employment opportunity without regard to race, creed, religion, color, national origin, age, honorably-discharged veteran or military status, sex, sexual orientation – including gender expression or identity, marital status, the presence of any sensory, mental, or physical disability, the use of a trained dog guide or service animal by a person with a disability, HIV/Hepatitis C status, or other bases protected by applicable law. Equal access to activities, facilities and programs is provided to the Boy Scouts of America and other designated youth groups.

This policy complies with all applicable state and federal laws, including but not limited to: Title VI and Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, the Americans with Disabilities Act of 1990, RCW 49.60, Law Against Discrimination, Section 504 of the Rehabilitation Act of 1973, and RCW 28A.640, sex equality, and covers, but is not limited to, all District programs, courses, activities (including) extracurricular activities, services, access to facilities, etc.

Questions regarding compliance procedures or claim can be directed to the officer of Title IX of the school district / or the officer of the section 504/RCW 28A.640 or to the Department of education of the United States, the Office for civil rights.

El Distrito Central de la escuela de Kitsap proporciona igualdad de oportunidades de educación y empleo sin importar raza, religión, color, origen nacional, edad, veteranos Honorable descargados o estatus militar, sexo, orientación sexual – incluyendo expresión de género o la identidad, estado civil, la presencia de cualquier sensorial, mental ó discapacidad física, el uso de un animal entrenado perro guía o servicio por una persona con una discapacidad , Estado de VIH, Hepatitis C u otras bases protegidas por la legislación aplicable. Igualdad de acceso a programas, servicios y actividades se proporciona para los Boy Scouts de América y otros grupos juveniles designados.

Esta política cumple con todos los estatales y leyes federales, incluyendo pero no limitado a: Título VI y el Título VII de la ley de derechos civiles de 1964, Título IX de las enmiendas de Educación de 1972, el Americans with Disabilities Act de 1990, 49.60 RCW, ley contra la discriminación, la sección 504 de la Rehabilitation Act de 1973 y RCW 28A.640, igualdad de sexo y abarca, pero no se limita a, todos los programas del distrito, cursos, actividades extraescolares actividades (incluido), servicios, acceso a instalaciones, etcetera.

Preguntas sobre procedimientos de cumplimiento o reclamación pueden ser dirigidas al oficial del Título IX del distrito escolar / o el oficial de la sección 504/RCW 28A.640 o al Departamento de Educación de los Estados Unidos, la oficina para derechos civiles.

Affirmative Action/Title IX Officer Jeanne Beckon
 Assistant Superintendent
 PO Box 8 (9210 Silverdale Way NW)
 Silverdale, WA 98383
 (360) 662-1680

Section 504 Coordinator Julie McKean
 Director of Elementary Special Services
 PO Box 8 (9210 Silverdale Way NW)
 Silverdale, WA 98383
 (360) 662-1677