



Volunteer Handbook

Welcome to a very important part of this school district's education team ~ VOLUNTEERS! It takes an exceptional person to give their time and energy to help make our schools stronger. Your caring enables us to work better and more productively, and your involvement brings to our students and teachers the extra time and personal contact that is vital to academic success. You are giving students the powerful message that people care about them.

The opportunities for involvement are limitless. You can spend from one to six hours a day, one to five days a week, working in our schools. You may work with children of all ages and abilities and in a variety of areas from working with students in the classroom, assisting with clerical tasks for staff, or helping on the playground. Regardless of the area you choose to be involved, you will be enriching the programs of Stanwood-Camano Schools.

Giving our children the best education possible is an investment in the strong future of our community and nation. Thank you for recognizing this need and reaching out to help. We would like to provide you with every tool necessary to make your volunteer experience a great one. This Volunteer Handbook is designed to answer many of the questions you may have as a volunteer. However, if you have other questions, or need further clarification, just ask!

As a member of our volunteer team, you will have the opportunity to build relationships with other volunteers and staff at your school. These relationships are invaluable as we work together - we're glad you're here!

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skintner@stanwood.wednet.edu



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Important Information



Cedarhome Elementary 27911 68th Avenue NW Stanwood, WA 98292	629-1280	Jeff Lofgren, Principal
Elger Bay Elementary 1810 Elger Bay Road Camano Island, WA 98282	629-1290	Victor Hanzeli, Principal
Stanwood Elementary 10227 273rd Place NW Stanwood, WA 98292	629-1250	Staci Lauinger, Principal
Twin City Elementary 26211 72nd Avenue NW Stanwood, WA 98292	629-1270	Jennifer Allen, Principal
Utsalady Elementary 608 Arrowhead Road Camano Island, WA 98282	629-1260	Julie Echols, Principal
Port Susan Middle School 7506 267th Street NW Stanwood, WA 98292	629-1360	Cherae Almanza, Principal
Stanwood Middle School 9405 271st Street NW Stanwood, WA 98292	629-1350	Tod Klundt, Principal
Stanwood High School 7400 262nd Street NW Stanwood, WA 98292	629-1300	Christine Del Pozo, Principal
Lincoln Hill High School 7400 262nd Street NW Stanwood, WA 98292	629-1340	Ryan Ovenell, Principal
Saratoga School 9703 271 st Street NW Stanwood, WA 98292	629-1372	Monica McDaniel, Program Lead
Stanwood Administration Office 26920 Pioneer Highway Stanwood, WA 98292	629-1200	Dr. Jean Shumate, Superintendent
Stanwood Transportation Office 9101 272 nd Street NW Stanwood, WA 98292	629-1229	Lisa Orton, Transportation Supervisor

2019-2020 Student Calendar

Calendar Dates:

Sept. 2	Labor Day
Sept. 4	First Day of School
Nov. 5	1st Quarter (6-12) Ends
Nov. 11	Veterans' Day (observed)
Nov. 21, 22	Fall Conferences (no school)
Nov. 27	Early Release (no late start)
Nov. 28-29	Thanksgiving Break
Dec. 23-Jan. 3	Winter Break
Jan. 20	Martin Luther King Jr. Day
Jan. 29	1st Semester (K-12) Ends
Feb. 14-17	Presidents' Day/Mid-Winter Break
Apr. 1, 2, 3	Spring Conferences, Early Release (K-12) (no late start Wednesday)
Apr. 3	3rd Quarter (6-12) Ends
Apr. 6-10	Spring Break
May 25	Memorial Day
June 15	Last Day of School (Early Release) End of 2nd Semester
June 16, 17	Snow/Emergency Make-up Days

Key			
	First/Last Day of School		Important Dates
	No School		Early Release

Times	Regular Schedule	Wednesday Late Start	Early Release
Grades 6-12	7:40 AM - 2:10 PM	9:00 AM	10:40 AM
Grades K-5	9:00 AM - 3:30 PM	10:20 AM	12:00 PM

July 2019

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June 2020

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26920 Pioneer Hwy • Stanwood, WA 98292 • (360) 629-1200 • Information Line: (360) 629-1240 • www.stanwood.wednet.edu

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 District's Title IX/Affirmative Action Officer and Civil Rights Compliance Coordinator, Maureen Stanton, (mstanton@stanwood.wednet.edu), or the Section 504/American Disabilities Act Coordinator, Robert Hascall, (rhascall@stanwood.wednet.edu), Stanwood-Camano School District, 26920 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, credo, religión, color, origen nacional, edad, condición de veterano de guerra o grado 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 especificados. El empleado mencionado a continuación ha sido designado para atender consultas y quejas de supuesta discriminación: Título IX / Oficial de Acción Afirmativa y Coordinador de Cumplimiento de Derechos Civiles, Maureen Stanton, (mstanton@stanwood.wednet.edu), o la Sección 504 / Coordinador de la Ley de Discapacidades Estadounidenses, Robert Hascall, (rhascall@stanwood.wednet.edu), Distrito Escolar Stanwood-Camano, 26920 Pioneer Hwy, Stanwood, WA 98292. Teléfono: (360) 629-1200.

VOLUNTEER PROGRAM GOALS



The Volunteer Program will enhance students' learning opportunities by:

- ❖ Enhancing school curriculum, making available additional experiences and instruction
- ❖ Establishing school-community partnerships through opportunities for families and community members to be active participants in educational programs.
- ❖ Expanding opportunities for individualized attention to students
- ❖ Assisting students in developing positive relationships with role models
- ❖ Providing opportunities for volunteers to best use their time and talents in the education of children and find satisfaction and fulfillment in these opportunities.



ADVANTAGES OF VOLUNTEERING

- *Satisfaction** ~of seeing a student gain skills and self-confidence
~of sharing special talents and resources
~of helping to fulfill a need in the school
~and fulfillment of being needed and useful
- *Opportunities** ~to increase personal skills and gain experience
~to establish professional references
~to try something new and take a "safe" risk
~to establish long-term personal relationships

QUALITY VOLUNTEERS

Successful volunteers of quality are known by their:

INTEREST IN YOUNG PEOPLE

- * Believes in each child's ability to learn and grow
- * Accepts children of all ages, abilities, backgrounds and personalities
- * Recognizes that well-educated children are our greatest natural resource

DESIRE TO TEACH, TO LEARN AND TO HELP

- * Has the time and willingness to serve
- * Has or is willing to acquire the skills and talents that can enrich the educational process
- * Is supportive of the school's efforts to educate each student to his or her potential

COMMITMENT, DEPENDABILITY, FLEXIBILITY

- * Is reliable and prompt, and realizes that the teacher and students count on him or her to be there
- * Is capable of adjusting to the teacher's way of doing things and following his or her directions
- * Is friendly, enthusiastic and positive
- * Understands and appreciates the work of the school, staff and the volunteer program

CONFIDENTIALITY

- * Respects the confidentiality of his or her relationship to the school
- * Is careful to ensure that a child's work and behavior in school are held in confidence

Volunteer Responsibilities



Our student safety is of utmost importance to us. The first line of responsibility as a volunteer is to complete a volunteer clearance prior to attending classroom field trips and/or volunteering in a classroom. The clearance is good for two (2) years and should be renewed as required.

In order for the volunteer program to work effectively, we depend on our volunteers to assume responsibilities and a level of commitment, which allows for more quality education and opportunities for our students. The effectiveness of the program can be seen as the staff are able to better meet the needs of kids and develop closer ties to the parents and community. In addition, an effective volunteer program brings satisfaction to you, personally, as the volunteer. The inexplicable rewards, such as a true smile of delight from a child, are beyond description!

As a school volunteer, you become part of a team working toward the best possible education for our students. The guidelines listed here will help you meet your responsibilities as a volunteer...

* **BE DEPENDABLE**

Your help is needed to provide the best opportunities for children. If you are unable to be at school when expected, be sure to notify the secretary in time for them to make adjustments. People depend on you.

* **USE GOOD JUDGMENT IN TALKING ABOUT VOLUNTEER EXPERIENCES**

Volunteers must have an open mind. Maintain a professional attitude regarding confidential information about children, parents and staff. Use discretion in commenting about a matter that can easily be misinterpreted by others who aren't as familiar with the situation as you are.

* **BE A RESPONSIBLE KEY COMMUNICATOR**

As a volunteer, you not only serve the needs of students directly, but you also provide a vital link between the school and the community. Communicate the need for others to become involved with their schools and help them know how important their participation is.

* **DON'T LET PROBLEMS BUILD**

Everyone has a stake in making this program work and wants to succeed as volunteers. It is the intent of the program to place people together who are compatible and to assign volunteers to rewarding jobs. If you have a concern, or if the program hasn't succeeded in doing this for you, talk to the volunteer coordinator or principal ~ they can help you enjoy your experience as a volunteer *only* if they are aware of your concerns.

* **RECOGNIZE THE RESPONSIBILITIES OF THE PRINCIPAL, TEACHERS AND SUPPORT STAFF**

As a school volunteer, you will be a part of and observe many decisions and judgments made by the principal, teachers and support staff. They will work closely with you because you have become part of a team. It is they, however, as employees of the school district, who are held responsible for the decisions that are made regarding instruction and building management. Because of this responsibility, it is necessary to recognize that the staff has final authority in all matters.

Rules of Conduct



Improper conduct is not acceptable for volunteers at this school. These 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, including student grades
- * 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.

All volunteers shall review the Stanwood-Camano School District Policies and Protocols for Maintaining Professional Staff/Student Boundaries, Policy 5253.

MAINTAINING PROFESSIONAL STAFF/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 from inappropriate conduct by adults.

The Stanwood-Camano 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, including the establishment and maintenance of professional boundaries.

The interactions and relationships between staff members and students should be based upon mutual respect, maintenance of appropriate boundaries between adults and students in and outside of the educational setting, and conduct consistent 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 purpose. An educational purpose is one that is required by the staff member's position 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 unsure whether conduct is inappropriate or constitutes a violation of this policy.

A staff member who has knowledge or reasonable cause to believe that a student has been a victim of physical abuse or sexual misconduct by another staff member is required by law to report such abuse or misconduct to the appropriate school administrator. The school administrator shall cause a report to be made to the proper law enforcement agency if he or she has reasonable cause to believe that the misconduct or abuse has occurred. During the process of making a reasonable cause determination, the school administrator shall contact all parties involved in the complaint.

The Stanwood-Camano board of directors supports the use of technology to communicate for educational purposes. However, district employees are prohibited from online socializing with students or from engaging in any conduct on social media that violates the law, district policies or generally recognized professional standards. Employees whose conduct violates this policy will 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:	RCW 28A.400.320-330	Crimes against children
	RCW 28A.400.317	Physical abuse and sexual misconduct by school employees
	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.
	WAC 181-87	Professional Certification - Acts of Unprofessional Conduct
	WAC 181-88	Sexual Misconduct, Verbal and Physical Abuse - Mandatory Disclosure - Prohibited Agreements

Adoption Date: 05.04.2010
Stanwood Camano School District

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 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

The district is committed to a safe and civil educational environment for all students, that is free from harassment, intimidation, or bullying. Our district's core values include our commitment to value differences among people and treat one another with respect. Harassment, intimidation and bullying of students by other students, staff members, volunteers, parents or guardians are prohibited.

It shall be a violation of this policy and the district's student discipline policy for any student of the district to harass, intimidate or bully another student through electronic, written, verbal, nonverbal, or physical conduct while in or on school property (or in reasonable proximity thereto), school transportation, or at school-sponsored activities off school property.

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 perpetrator, 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 may include counseling, correcting behavior and discipline, to law enforcement referral.

Retaliation

Retaliation is prohibited against those who report or participate in an investigation of harassment, intimidation and bullying and will result in appropriate discipline.

False Allegations

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 superintendent is authorized to direct the development and implementation of procedures to carry out this policy.

Cross References:

Policy 3200
Procedure 3207P

Policy 3210
Policy 3240
Policy 3241
Policy 6590

Rights and Responsibilities
Prohibition of Harassment,
Intimidation, and Bullying
Nondiscrimination
Student Conduct
Corrective Actions or Punishment
Sexual Harassment

Legal Reference:	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
	RCW 26.44	Abuse of Children
	RCW 28A.640	Sexual Equality
	WAC 392-190	Equal educational opportunity – unlawful discrimination prohibited
	WAC 392-400-215	Student rights

Title IX Education Amendments of 1972

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

Prohibition of Harassment, Intimidation, and Bullying

Harassment, intimidation and bullying (HIB) means any intentional electronic, written, verbal or physical act, including but not limited to one shown to be motivated by race, color, religion, ancestry, national origin, gender, sexual orientation, including gender expression or identity, mental, sensory, or physical disability or other distinguishing characteristics, when the intentional electronic, written verbal or physical act:

- Physically harms a student or damages the student's property;
- Has the effect of substantially interfering with a student's education;
- Is so severe, persistent, or pervasive that it creates an intimidating, embarrassing 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 and bullying.

"Other distinguishing characteristics" may include but are not limited to: physical appearance, clothing or other apparel, socio-economic status and weight.

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

Behaviors/Expressions

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

A. Definitions

Perpetrator is a student, staff member, or other member of the school community who engages in the harassment, intimidation or bullying of a student.

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.

Retaliation is when a student, staff member, or other member of the school community takes adverse action or reprisal against a student because the student has reported incidents of harassment, intimidation and bullying or because the student has participated in an investigation of harassment, intimidation and bullying.

School community includes students, staff members, school board members, contractors, volunteers, parents and guardians, patrons, and other visitors.

Staff member 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 is a student against whom harassment, intimidation, and bullying has been perpetrated.

B. Prevention

1. Dissemination

In each school and on the district's website the district will prominently post information on reporting harassment, intimidation and 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.

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

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

Staff will receive annual training on the school district's policy and procedure, including 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.

C. Staff Intervention

Any school staff member 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. 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.

D. Compliance Officer

The district compliance officer will:

1. Serve as the district's primary contact for harassment, intimidation and bullying.
2. Provide support and assistance to the principal or designee in resolving complaints.
3. Receive copies of all HIB Incident Report Forms, discipline Referral Forms relating to HIB, and letters to parents providing the outcomes of investigations.
4. 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.
5. Ensure the implementation of the policy and procedure by overseeing the investigative processes, including ensuring that investigations are prompt, impartial, and thorough.

6. Assess the training needs of staff and students to ensure successful implementation throughout the district, and ensure staff receive annual fall training.
7. Provide the OSPI School Safety Center with notification of policy or procedure updates or changes on an annual basis.
8. 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 or designee will facilitate a meeting between district staff and the child's parents/guardians to develop a safety plan to protect the student.

E. Incident Reporting

Step 1: Filing an Incident Report Form

An individual need not reveal his or her identity on an Incident Report form. The form may be filed anonymously, confidentially, or the individual may choose to disclose his or her identity (non-confidential). Staff members should report incidents of HIB on an Incident Report Form.

Status of Reporter

- a. Anonymous
Individuals may file a report without revealing their identity. No disciplinary action will be taken against an alleged perpetrator 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 perpetrator 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. To aid in the investigation in the case of alleged cyber-bullying, a request may be made to the reporter to allow access to the social media or Internet site(s) on which the cyber-bullying is occurring. 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 targeted student, 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 targeted student and the alleged perpetrator. If necessary, the district will implement a safety plan for the student(s) involved. The plan may include changing seating arrangements for the targeted student and/or the alleged perpetrator in the classroom, at lunch, or on the bus; identifying a staff member who will act as a safe person for the targeted student; altering the alleged perpetrator's schedule and access to the targeted student, and other measures.
- 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 targeted student or the alleged perpetrator 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 targeted student;
 - An interview with the alleged perpetrator;
 - A review of any previous complaints involving either the targeted student or the alleged perpetrator; 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 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 targeted student and the alleged perpetrator 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 targeted student to file an appeal if the targeted student 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 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 targeted student and alleged perpetrator 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 targeted student or the alleged perpetrator 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 Perpetrator

- a. After completion of the investigation, the school or district designee will institute appropriate corrective measures.
- 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 3300 – Corrective Actions or Punishment. If the accused perpetrator is appealing the imposition of discipline, the district may be prevented by law and policy from imposing the discipline until the appeal process is concluded.
- d. If a principal or principal's designee finds that a student, staff member, or other member of the school community knowingly made a false allegation of harassment, intimidation or bullying, that individual may be subject to corrective measures, including discipline.

Step 5: Targeted Student's Right to Appeal

- a. If the targeted student 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 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 superintendent within five (5) school days of receiving the superintendent's written decision.
- c. An appeal to the school board must be heard within ten (10) school days of receipt of the written notice of appeal. The school board reviews the record and renders 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 3300 – Corrective Actions or Punishment.

If the harassment, intimidation and bullying was of a public nature or involved groups of students or bystanders, the school may 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

Students found to have been subjected to harassment, intimidation or bullying will be provided information regarding resources available to them, and the adverse impact of the harassment on the student shall be addressed. In addition, the safety plan, if any, will be reviewed and modified as appropriate.

F. 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.

G. 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.

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 based on a student's legally protected status may also be reported to the following state or federal agencies:

- OSPI Equity and Civil Rights Office
360.725.6162
Email: equity@k12.wa.us
www.k12.wa.us/Equity/default.aspx

- Washington State Human Rights Commission
800.233.3247
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
www.ed.gov/about/offices/list/ocr/index.html
- Department of Justice Community Relations Service
877.292.3804
www.justice.gov/crt/
- Office of the Education Ombudsman
866.297-2597
Email: OEOinfo@gov.wa.gov
www.governor.wa.gov/oeo/default.asp
- OSPI Safety Center
360.725.6044
www.k12.wa.us/SafetyCenter/BullyingHarassment/default.aspx

H. 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; 5.05.15

School Policies & Procedures



Volunteers are asked to give special attention to the following procedures...

- * The principal is responsible for the overall supervision of school workers.
- * Please attend the orientation. At that time you will be shown around the school office and workroom, as well as receive tips on helping out in the classroom. Also, this year each teacher will be training volunteers in his or her classroom—so you will be familiar with special tasks you will be asked to assist with.
- * The safest storage area for personal belongings (coat, purse, umbrella, etc.) may be placed in the wardrobe closet in the classroom in which you are volunteering. Feel free to ask the teacher, or other staff member to store these items for you when you arrive. They can lock the cupboard if you feel the need.

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.

- * The parking lot in front of the school is reserved for bus traffic. Please park in the other parking areas or on the street.
- * Volunteers work in cooperation with an assigned teacher or other staff member. Questions, suggestions and feedback should be directed to the teacher, volunteer coordinator or to the principal.
- * Volunteers must ***sign in and out*** on the registration form provided in the school office. The school staff needs to know who is in the building, and it is helpful in identifying the number of volunteer hours given to our building. ***Please also wear your nametag whenever you volunteer at school.***
- * Tobacco is prohibited on school grounds.
- * Any volunteer who is injured at school should report to the nurse and administrators immediately.
- * Please observe the volunteer bulletin board. Information affecting you will be posted there.
- * Be prompt. Many activities depend on your volunteer assistance for successful completion. If you are unable to come at your appointed time or will be late, please call the office. You are a valuable resource and you are missed when you are unable to come. Your teacher and students will appreciate this courtesy!
- * Know and observe the school and classroom rules and regulations. Your teacher will have this information for you.
- * While we attempt to make everyone feel welcome, it is sometimes a distraction to bring pre-school age children along with you to volunteer, especially if you plan to work in a classroom. If you have no daycare available, please consider one of the following options: ask the classroom teacher's permission before bringing your pre-schooler, trade daycare with another volunteer, 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. It is a dangerous place for little fingers to be.

Keep in mind that our #1 responsibility is to provide a quality learning environment for the children who are enrolled in Stanwood-Camano schools. You might also consider how special it makes your child feel when they receive your undivided attention during your visit.

Volunteer Policies



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 principal, to whom it delegates responsibility for day-to-day school administration. The principal manages teachers, staff and volunteers, 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 interested 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 Stanwood Middle School.

STUDENT CONFIDENTIALITY

As a volunteer, you may observe activities or be exposed to information that is confidential in nature. It is mandatory that you respect the rights of everyone you work with, be it adult or child. Volunteers need to ensure confidentiality and privacy in regard to history, records and discussions about students.

This means that volunteers shall not disclose any information about a student, including his or her grades, behavior and any academic assistance given the individual, to anyone outside the school unless authorized by the principal. A good guide is to leave whatever you see or hear at school. Consider what you would want other volunteers sharing about your child after they have volunteered. This is a critical issue and deserves your most careful attention.

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 person; 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.**

No information requested by someone outside the school will be given over the telephone. An appropriate responding statement is: "School policy does not permit me to give out this information."

Volunteers should not discuss any student's grades, behavior or records with unauthorized individuals, whether at or away from school. All volunteers are required to sign a confidentiality acknowledgment stating their responsibility and commitment in regard to student information and complete the required security information.

SMOKING/TOBACCO



This school district adheres to a tobacco-free policy. No smoking/tobacco is allowed inside the building or on the outside grounds.

DRESS CODE

As representatives of the school, volunteers are expected to dress in an appropriate fashion for school activities. The primary objective as a volunteer in the school should be to enhance the education of our students. Clothing which causes disruption from the learning process, such as advertising alcohol, drugs or tobacco, is prohibited by school policy.

When operating school equipment, care should be given to ensure safety, such as securing loose hair and/or clothing. The school will not be held liable for damage to clothing or accessories while you are on duty.

EDUCATIONAL JARGON

As with any profession, there is an entire vocabulary of educational terms. We, as practitioners, may well use terms or phrases that we assume everyone understands, while, in fact, no one understands what we mean other than ourselves. (And sometimes we don't even understand one another.)

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. (It could be a challenge for us to put it into English!) There is a list of some "jargon" used enclosed with this booklet for your reference.

TELEPHONE CALLS

Local outside calls can be made from any intercom phone in the building simply by dialing "9". You may also use either of the telephones at the front desk by asking the secretary. If calling another building in the district dial only the last four digits.

If, in an emergency, you need to place a long-distance telephone call, please contact one of the secretaries for directions.

RESTROOMS

There are adult bathrooms located in each building.

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.

NAME TAGS

You will be provided with a nametag, and we ask that you wear it whenever volunteering. You can pick the nametag up at the location you volunteer and you should leave it at school each time you finish volunteering.

These nametags serve many purposes. They allow all of us to call one another by name, they serve as identification that you are an adult who has legitimate reason for being on school grounds, and we hope they help make you feel a part of the staff.



Expectations of Teachers

What a teacher may expect from volunteers...

- * Confidentiality and respect for the confidential nature of anything the volunteer hears or sees.
- * Promptness.
- * Business-like attitude and dependability.
- * Advance notice of upcoming absence.
- * Willingness to accept directions and constructive criticism.
- * Acceptance of the fact that the teacher is the professional educator and that the volunteer is there to assist—not replace!
- * Desire to motivate children to work and to help them succeed in school.
- * Neat appearance.
- * Trained volunteers...in most cases. Workshops in most areas are available to school volunteers. We will schedule these during the school year.

Responsibilities of teachers...

1. Provide meaningful tasks.
2. Plan.
3. Get to know the volunteer.
4. Orient the volunteer to the classroom.
5. Give recognition and appreciation of volunteer efforts.

Responsibilities of volunteers...

1. Be dependable.
2. Be professional.
3. Maintain confidentiality.
4. Follow directions and ask questions when necessary.



Tips for 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:

GETTING TO KNOW 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.
- * Get to know each other by first talking about things students like. Listen carefully to what the student has to say. By your words and actions, let the students know you care.
- * 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!
- * Respect students' privacy and don't goad them into telling you something they're uncomfortable with. Most of all, listen to them!

Education Jargon Glossary

What in the world are school staff members talking about? I have, with some help, put together a list of acronyms and educational jargon that may help you understand some of the things happening in education today. Please, if you don't understand vocabulary being used, ask your staff to explain.

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.

HI—Hearing Impaired.

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.

ALIT—Academic Learning Improvement Team, based on specific school site.

SLIG—Student Learning Improvement Grant

CPT—Community Planning Team

MDT—Multi-Disciplinary Team

PTA—Parent Teacher Association

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.

LEA—Local Education Agency, usually the school district.

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

