The mission of University Place School District, in partnership with our community, is to develop competent, contributing citizens.
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Non-Discrimination Statement

The University Place School District complies with all federal and state laws, rules, and regulations and does not discriminate on the basis of race, color, national origin (including language), sex, sexual orientation including gender expression or identity, creed, religion, age, veteran or military status, disability, or the use of a trained dog guide or service animal by a person with a disability in student education programs, co-curricular activities, and employment practices. The district is an equal opportunity/affirmative action employer encouraging application of qualified minorities, women, and disabled persons for employment and other opportunities. The University Place School District is committed to providing access to all District programs and activities and provides equal access to the Boy Scouts and other designated youth groups. For elevator access at school sites, contact the principal’s office. The University Place School District is a drug-free/smoke-free workplace and educational setting. Direct inquiries regarding compliance, grievance, or appeal procedures, or concerns involving students, should be made to the District Affirmative Action Officer/Civil Rights Compliance Coordinator/ Title IX Coordinator/HIB Compliance Officer/Gender-Inclusive Schools Coordinator, Executive Director of Secondary Education, Lainey Mathews, lmathews@upsd83.org; or Section 504/FAPE/ADA concerns should be made to Executive Director of Special Services, Kelly McClure, kmclure@upsd83.org. Both can be contacted at (253) 566-5600, 3717 Grandview Drive West, University Place, WA 98466.
Verification of Receipt of Materials Related
University Place School District Policies and Procedures
2020-2021

The district maintains policies and procedures related to a variety of important topics. As part of our job to keep you informed, you have been provided with information and several documents pertaining to staff conduct. Information and/or documentation includes:

- Staff Protocols for Maintaining Professional Staff / Student Boundaries – and policy and procedure (5253/5253P)
- Prohibition of Harassment, Intimidation, and Bullying policy and procedure (3207/3207P)
- Code of Professional Conduct Chapter 181-87 WAC
- Mandatory Reporting – Duty to Report Suspected Child Abuse or Neglect
- Confidentiality
- Red Flag Complaints, Allegations, and Rumors
- Staff Hiring, Treatment, Evaluation, and Compensation (EL-4)
- Sexual Harassment of District Staff Prohibited – Policy and Procedure (5011/5011P)
- Notification of Threats and Threat Assessments (4314/4313P)
- Non-Discrimination Policy and Complaint Procedures (3210/3210P)
- Employee Network and Internet Use – (2022/2022P)
- Social Media Guidelines
- Nondiscrimination—(5010/5050P)

Please review the statement below, sign to indicate your acknowledgement of receipt of information / documentation, and return the form to your school administrator.

My signature below indicates I have received and agree to review the above documents or information and that I have been given an opportunity to discuss these documents and ask questions. Further, an employee handbook has been made available to me online for additional information and reference. Finally, I acknowledge my responsibility to abide by district policies, procedures, and expectations as an employee of University Place School District, and I understand that failure to do so may result in disciplinary action up to and including termination.

Print Name: ____________________________  Date: ____________________________

Signature: ____________________________
"Red Flag" Complaints, Allegations and Rumors

"Red Flag" reports include allegations or rumors of . . .
- Inappropriate touching (sexual or otherwise)
- Inappropriate relationships or boundary invasions
- Threats of harm or violence toward individuals, groups or "the school"
- Harassment, intimidation or bullying
- Sexual Harassment
- Physical abuse or harm (assault, etc.)
- Physical harm of a student by staff (grabbing, pushing, hitting, slapping, etc.)
- Child abuse or neglect
- Students who may be suicidal or in emotional crisis
- Racist or racially motivated comments or actions (including the use of racial slurs, discriminatory behaviors, graffiti or symbols such as swastikas, KKK, Confederate flag, nooses, etc.)
- Weapon possession on campus
- Allegations of discrimination or discriminatory behavior
- Restraint or isolation of a student

"Red Flag" reports may be student to student, staff to student, student to staff or staff to staff.

Responding to red flag complaints, allegations and rumors:

1. Get the basic information from the person making the report only.
   (Name, phone number, student name (s), basic facts of the report only)
2. Immediately notify a building administrator (by cell phone if needed)

Attendance

All employees must enter their absence requests in EA+ (Employee Access) for approval by their administrator. If a substitute is needed to cover your position, you will need to request a substitute through Substitute Online. Instructions for both of these programs are found on the district website in the payroll department.

http://www.upsd83.org, Staff, Skyward

Check with your supervisor if you have questions regarding absence procedures for your position.

Please note: A University Place School District employee who is absent without authorization for three or more consecutive workdays may be considered to have abandoned his or her position and to have resigned from the district.

Bargaining Agreements

Please visit the University Place Website: http://www.upsd83.org, Staff, Human Resources, Bargaining Agreements and Salary Schedules to view the bargaining agreements for:

UPEA - University Place Education Association
UPCA - University Place Classified Association
UPOP - University Place Office Professional
UPPA - University Place Principals Association
Board Meetings

Staff members are welcome at meetings of the Board of Directors. Meetings are scheduled for 6:30 p.m. on the second Wednesday of each month in most instances. Board meetings are held either in the Board Room at the Educational Service Center or at one of our schools. Check online for the location of each meeting:

https://www.upsd83.org/school_board/meeting_schedule

Duty to Report Suspected Child Abuse or Neglect

As an employee of the district you are a mandated reporter and must report (to an administrator) any suspected child abuse or neglect. This is a new section to Chapter 28A.400 RCW.

A certificated or classified school employee, who has knowledge or reasonable cause to believe that a student has been a victim of physical abuse or sexual misconduct by another school employee, shall 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 as required under RCW 26.44.030. Suspected child abuse must be reported to Child Protective Services or Law Enforcement.

Any staff member reporting suspected child abuse or neglect must also promptly submit document to the Superintendent on the district reporting form.

Certificated and classified school employees shall receive training regarding their reporting obligations under state law.

Mandatory Reporting

Who must report?
- All Child Abuse Reports should be made in cooperation with a building administrator.
- Anyone who has reasonable cause to believe that a child has suffered abuse or neglect can, in good faith, report. If you are identified as a mandated reporter, you are required by law to report your concerns or cause a report to be made to the local Children's Administration (CA) office, Child Abuse Hotline or law enforcement.
- Classified Staff are mandated by the district to report to a building administrator
- State law RCW 26.44.030 requires the following people to report:
  - Professional school personnel (including, but not limited to, teachers, counselors, administrators, child care facility personnel and school nurses)

Why should I report?
- The purpose of mandated reporting is to identify suspected abused and neglected children as soon as possible so they can be protected from further harm. CPS cannot act until a report is made. Mandated reporters play a critical role in preventing any future harm to children. Without detection, reporting, and intervention, a child may die as a result of severe abuse or neglect, or remain a victim for the rest of his/her life.
- Reporting should be regarded as a request for an investigation into a suspected incident of abuse or neglect; a report does not necessarily constitute a proven fact- it is the raising of a question about the condition or state of a child. Making a report can begin a process that can help parents learn to care for and protect their own children.

When should I report?
- If there is reasonable cause to believe that a child has suffered abuse or neglect, the report must be made at the first opportunity, but in no case longer than 48 hours. The report must include the identity of the accused, if known.

How should I report?
- Contact building administrator
  - Daytime: Contact a local CPS office. (253) 983-6100, OR (800) 422-7517
  - Nights & Weekends: Call the Child Abuse and Neglect Hotline at 1-866-ENDHARM (1-866-363-4276).
This number is Washington State's toll-free, 24-hour, 7-day-a-week hotline for reporting suspected child abuse or neglect.

**State Law regarding Duty to Report Suspected Child Abuse or Neglect**

An Act Relating to school employee duty to report suspected child abuse or neglect; and adding a new section to chapter 28A.400 RCW.

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF WASHINGTON:

NEW SECTION: Sec. 1. A new section is added to chapter 28A.400 RCW to read as follows:

(1) A certificated or classified school employee who has knowledge or reasonable cause to believe that a student has been a victim of physical abuse or sexual misconduct by another school employee, shall 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 as required under RCW 26.44.030. During the process of making a reasonable cause determination, the school administrator shall contact all parties involved in the complaint.

(2) Certificated and classified school employees shall receive training regarding their reporting obligations under state law in their orientation training when hired and then every three years thereafter.

**Code of Professional Conduct**

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**OFFICE OF PROFESSIONAL PRACTICES**

The Office of Professional Practices, a division under the auspices of the Superintendent of Public Instruction, is charged with enforcement, including discipline of educational practitioners for violation of the Professional Code of Conduct. The office receives, investigates, and makes legal findings regarding complaints. A nine member professional advisory committee reviews appeals from proposed disciplinary actions. Educators who violate the code may be reprimanded or their license to practice may be suspended or revoked.

The Office of Professional Practices also reviews charges that an applicant for or the holder of professional certification lacks good moral character or personal fitness. These standards are set forth in WAC 181-86-013 and address commission of criminal acts and other behavior which endanger children. Commission of criminal acts may not be directly related to professional conduct but they do reflect upon the trustworthiness of serving as a professional educator.

Requests for additional information may be addressed to:

Office of Professional Practices
OFFICE OF SUPERINTENDENT OF PUBLIC INSTRUCTION
OLD CAPITOL BUILDING, PO BOX 47200
OLYMPIA WA 98504-7200
WAC 181-87-005 PURPOSE
The sole purpose of this chapter is to set forth policies and procedures related to reprimand, suspension, and revocation actions respecting certification of education practitioners in the state of Washington for acts of unprofessional conduct. It is recognized that grounds for the discharge, nonrenewal of contracts, or other adverse change in contract status affecting the employment contracts of education practitioners are broader than stated herein. The grounds set forth as unprofessional conduct in this chapter shall not limit discharge, nonrenewal of contracts, or other employment action by employers of education practitioners.

WAC 181-87-010 PUBLIC POLICY GOALS OF CHAPTER
The public policy goals of this chapter are as follows:
(1) To protect the health, safety, and general welfare of students within the state of Washington.
(2) To assure the citizens of the state of Washington that education practitioners are accountable for acts of unprofessional conduct.
(3) To define and provide notice to education practitioners within the state of Washington of the acts of unprofessional conduct for which they are accountable pursuant to the provisions of chapter 181-86 WAC.

PROFESSIONAL ACCOUNTABILITY

WAC 181-87-015 ACCOUNTABILITY FOR ACTS OF UNPROFESSIONAL CONDUCT
Any educational practitioner who commits an act of unprofessional conduct proscribed within this chapter may be held accountable for such conduct pursuant to the provisions of chapter 181-86 WAC.
ADMINISTRATIVE PROVISIONS

WAC 181-87-020 APPLICABILITY OF CHAPTER TO PRIVATE CONDUCT
As a general rule, the provisions of this chapter shall not be applicable to the private conduct of an education practitioner except where the education practitioner's role as a private person is not clearly distinguishable from the role as an education practitioner and the fulfillment of professional obligations.

WAC 181-87-025 EXCLUSIVITY OF CHAPTER
No act, for the purpose of this chapter, shall be defined as an act of unprofessional conduct unless it is included in this chapter.

WAC 181-87-030 PROSPECTIVE APPLICATION OF CHAPTER AND AMENDMENTS
The provisions of this chapter shall take effect ninety calendar days after adoption and shall apply prospectively to acts of unprofessional conduct committed after such effective date. Unless provided to the contrary, any revision shall take effect six months after adoption and shall apply prospectively from such effective date.

WAC 181-87-035 EDUCATION PRACTITIONER DEFINITION
As used in this chapter, the term "education practitioner" means any certificate holder licensed under rules of the Professional Educator Standards Board to serve as a certified employee.

WAC 181-87-040 STUDENT-DEFINITION
As used in this chapter, the term "student" means the following:
(1) Any student who is under the supervision, direction, or control of the education practitioner.
(2) Any student enrolled in any school or school district served by the education practitioner.
(3) Any student enrolled in any school or school district while attending a school related activity at which the education practitioner is performing professional duties.
(4) Any former student who is under eighteen years of age and who has been under the supervision, direction, or control of the education practitioner. Former student, for the purpose of this
section, includes but it not limited to drop outs, graduates, and students who transfer to other districts or schools.

WAC 181-87-045 COLLEAGUE-DEFINITION
As used in this chapter, the term "colleague" means any person with whom the education practitioner has established a professional relationship and includes fellow workers and employees regardless of their status as education practitioners.

ACTS OF UNPROFESSIONAL CONDUCT

WAC 181-87-050 MISREPRESENTATION OR FALSIFICATION IN THE COURSE OF PROFESSIONAL PRACTICE
Any falsification or deliberate misrepresentation, including omission, of a material fact by an education practitioner concerning any of the following is an act of unprofessional conduct:

(1) Statement of professional qualifications.
(2) Application or recommendation for professional employment, promotion, certification, or an endorsement.
(3) Application or recommendation for college or university admission, scholarship, grant, academic award, or similar benefit.
(4) Representation of completion of in-service or continuing education credit hours.
(5) Evaluations or grading of students and/or personnel.
(6) Financial or program compliance reports submitted to state, federal, or other governmental agencies.
(7) Information submitted in the course of an official inquiry by the superintendent of public instruction related to the following:
   (a) Good moral character or personal fitness.
   (b) Acts of unprofessional conduct.
(8) Information submitted in the course of an investigation by a law enforcement agency or by child protective services regarding school related criminal activity.
(9) Assessments leading to certification.
(10) An education practitioner who aids, encourages, and/or abets another educator in any falsification or deliberate misrepresentation, including omission, of a material fact in
conjunction with the acts listed above commits misrepresentation in the course of professional practice.

WAC 181-87-055 ALCOHOL OR CONTROLLED SUBSTANCE ABUSE

Unprofessional conduct includes:

(1) Being under the influence of alcohol, marijuana or of a controlled substance, as defined in chapter 69.50 RCW, on school premises or at a school-sponsored activity involving students, following:
   (a) Notification to the education practitioner by his or her employer of concern regarding alcohol or substance abuse affecting job performance;
   (b) A recommendation by the employer that the education practitioner seek counseling or other appropriate and available assistance; and
   (c) The education practitioner has had a reasonable opportunity to obtain such assistance.

(2) The possession, use, or consumption on school premises or at a school sponsored activity of a Schedule 1 controlled substance, as defined by the state pharmacy quality assurance commission, or a Schedule 2 controlled substance, as defined by the state pharmacy quality assurance commission, without a prescription authorizing such use.

(3) The consumption of an alcoholic beverage on school premises or at a school sponsored activity involving students if such consumption is contrary to written policy of the school district or school building.

(4) The possession of marijuana or marijuana-infused product on school premises or at a school sponsored activity involving students if such possession violates Washington law or is contrary to written policy of the school district or school building.

(5) The use or consumption of marijuana or marijuana-infused product on school premises or at a school sponsored activity.

WAC 181-87-060 DISREGARD OR ABANDONMENT OF GENERALLY RECOGNIZED PROFESSIONAL STANDARDS

Any performance of professional practice in flagrant disregard or clear abandonment of generally recognized professional standards in the
course of any of the following professional practices is an act of unprofessional conduct:

1. Assessment, treatment, instruction, or supervision of students.
2. Employment or evaluation of personnel.
3. Management of moneys or property.

WAC 181-87-065 ABANDONMENT OF CONTRACT FOR PROFESSIONAL SERVICES
Any permanent abandonment, constituting a substantial violation without good cause, of one of the following written contracts to perform professional services for a private school or a school or an educational service district is an act of unprofessional conduct:

1. An employment contract, excluding any extracurricular or other specific activity within such contract or any supplementary contract.
2. Professional service contract.

WAC 181-87-070 UNAUTHORIZED PROFESSIONAL PRACTICE
Any act performed without good cause that materially contributes to one of the following unauthorized professional practices is an act of unprofessional practice.

1. The intentional employment of a person to serve as an employee in a position for which certification is required by rules of the Professional Educator Standards Board when such person does not possess, at the time of commencement of such responsibility, a valid certificate to hold the position for which such person is employed.
2. The assignment or delegation in a school setting of any responsibility within the scope of the authorized practice of nursing, physical therapy, or occupational therapy to a person not licensed to practice such profession unless such assignment or delegation is otherwise authorized by law, including the rules of the appropriate licensing board.
3. The practice of education by a certificate holder during any period in which such certificate has been suspended.
4. The failure of a certificate holder to abide by the conditions within an agreement, executed pursuant to WAC 181-86-160, to not continue or to accept education employment.
(5) The failure of a certificate holder to comply with any condition, limitation, or other order or decision entered pursuant to chapter 181-86 WAC.

(6) Provided, That for the purpose of this section, good cause includes, but is not limited to, exigent circumstances where immediate action is necessary to protect the health, safety, or general welfare of a student, colleague, or other affected person.

WAC 181-87-080 SEXUAL MISCONDUCT WITH STUDENTS
Unprofessional conduct includes the commission by an education practitioner of any sexually exploitive act with or to a student including, but not limited to, the following:

(1) Any sexual advance, verbal or physical;
(2) Sexual intercourse as defined in RCW 9A.44.010;
(3) Indecent exposure as defined in RCW 9A.88.010;
(4) Sexual contact, i.e., the intentional touching of the sexual or other intimate parts of a student except to the extent necessary and appropriate to attend to the hygienic or health needs of the student;

(5) Provided, That the provisions of this section shall not apply if at the time of the sexual conduct the participants are married to each other.

WAC 181-87-085 FURNISHING ALCOHOL OR CONTROLLED SUBSTANCE TO STUDENTS
Unprofessional conduct includes the illegal furnishing of alcohol or a controlled substance, as defined in chapter 69.50 RCW, to any student by an education practitioner.

WAC 181-87-090 IMPROPER REMUNERATIVE CONDUCT
Any deliberate act in the course of professional practice which requires or pressures students to purchase equipment, supplies, or services from the education practitioner in a private remunerative capacity is an act of unprofessional conduct.

WAC 181-87-093 FAILURE TO ASSURE THE TRANSFER OF STUDENT RECORD INFORMATION OR STUDENT RECORDS
The failure of a principal or other certificated chief administrator of a public school building to make a good faith effort to assure compliance
with RCW 28A.225.330 by establishing, distributing, and monitoring compliance with written procedures that are reasonably designed to implement the statute shall constitute an act of unprofessional conduct.

**WAC 181-87-095 FAILURE TO FILE A COMPLAINT**
The intentional or knowing failure of an educational service district superintendent, a district superintendent, or a chief administrator of a private school to file a complaint pursuant to WAC 181-86-110 regarding the lack of good moral character or personal fitness of an education practitioner or the commission of an act of unprofessional conduct by an education practitioner is an act of unprofessional conduct.

**GOOD MORAL CHARACTER AND PERSONAL FITNESS**

**WAC 181-86-013 GOOD MORAL CHARACTER AND PERSONAL FITNESS-DEFINITION**
As used in this chapter, the terms "good moral character and personal fitness" means character and personal fitness necessary to serve as a certificated employee in schools in the state of Washington, including character and personal fitness to have contact with, to teach, and to perform supervision of children. Good moral character and personal fitness includes, but is not limited to, the following:

1. No conviction of any felony crime involving:
   a. The physical neglect of a child under chapter 9A.42 RCW;
   b. The physical injury or death of a child under chapter 9A.32 or 9A.36 RCW, excepting motor vehicle violations under chapter 46.61 RCW;
   c. The sexual exploitation of a child under chapter 9.68A RCW;
   d. Sexual offenses where a child is the victim under chapter 9A.44 RCW;
   e. The promotion of prostitution of a child under chapter 9A.88 RCW;
   f. The sale or purchase of a child under RCW 9A.64.030;
   g. Provided, That the general classes of felony crimes referenced within this subsection shall include equivalent
federal and crimes in other states committed against a child;
(h) Provided further, That for the purpose of this subsection "child" means a minor as defined by the applicable state or federal law;
(i) Provided further, That for the purpose of this subsection "conviction" shall include a guilty plea.
(2) No conviction of any crime within the last ten years, including motor vehicle violations, which would materially and substantially impair the individual's worthiness and ability to serve as a professional within the public and private schools of the state. In determining whether a particular conviction would materially and substantially impair the individual's worthiness and ability to practice, the following and any other relevant considerations shall be weighed:
(a) Age and maturity at the time the criminal act was committed;
(b) The degree of culpability required for conviction of the crime and any mitigating factors, including motive for commission of the crime;
(c) The classification of the criminal act and the seriousness of the actual and potential harm to persons or property;
(d) Criminal history and the likelihood that criminal conduct will be repeated;
(e) The permissibility of service as a professional educator within the terms of any parole or probation;
(f) Proximity or remoteness in time of the criminal conviction;
(g) Any evidence offered which would support good moral character and personal fitness;
(h) If this subsection is applied to a person certified under the laws of the state of Washington in a suspension or revocation action, the effect on the education profession, including any chilling effect, shall be weighed; and
(i) In order to establish good moral character and personal fitness despite the criminal conviction, the applicant or certificate holder has the duty to provide available evidence relative to the above considerations. The superintendent of public instruction has the right to gather
and present additional evidence which may corroborate or
negate that provided by the applicant or certificate holder.

(3) No behavioral problem which endangers the educational
welfare or personal safety of students, teachers, or other
colleagues within the educational setting.

(4) No practice within the state of Washington within the previous
five school years with an expired, lapsed, suspended,
surrendered, or revoked certificate in a professional position
for which certification is required under the rules of the
professional educator standards board.

WAC 181-86-014 GOOD MORAL CHARACTER AND
PERSONAL FITNESS-CONTINUING REQUIREMENT
The good moral character and personal fitness requirement of
applicants for certification under the laws of the state of Washington is
a continuing requirement for holding a professional educational
certificate under regulations of the professional educator standards
board.

DISCIPLINARY ACTIONS - APPEAL
PROCESS - PUBLIC NOTICE

WAC 181-86 ACTIONS BY THE OFFICE OF
SUPERINTENDENT OF PUBLIC INSTRUCTION FOR ACTS
OF UNPROFESSIONAL CONDUCT AND/OR LACK OF
GOOD MORAL CHARACTER AND PERSONAL FITNESS
Order of Dismissal: The Office of Superintendent of Public Instruction
will take no disciplinary actions; the case is dismissed without
prejudice

Order of Reprimand: Orders the certificate holder not to continue or
repeat the conduct or lack good moral character or personal fitness. The
certificate remains valid unless expires/lapses.

Order of Suspension: Suspends the education practitioner from
practicing for a stated period of time. Such order may contain a
requirement that the certificate holder fulfill certain conditions
precedent to resuming professional practice and certain conditions
subsequent to resuming professional practice.
Order of Revocation: An order revoking the certificate(s) of the education practitioner.

Voluntary Surrender: A holder of a certificate who has not received a final order for revocation may voluntarily surrender their certificate to the Office of Superintendent of Public Instruction if the certificate holder believes they might be ineligible to hold a certificate for any reason which is or might constitute grounds for a revocation of the certificate other than a conviction of a felony crime states within WAC 181-86-013(1).

Denial Order: A conclusion of law that the applicant does not qualify for the certificate, including renewal and reinstatement, or endorsement request.

WAC 181-86-170 BURDEN AND STANDARD OF PROOF
The following burden and standard of proof shall be applicable:
(1) If an application for certification or reinstatement has been denied for lack of good moral character or personal fitness, the evidence submitted by the applicant must prove by clear and convincing evidence that he or she is of good moral character and personal fitness or the application will be denied.
(2) In a suspension or revocation proceeding, the superintendent of public instruction must prove by clear and convincing evidence that the certificate holder is not of good moral character or personal fitness or has committed an act of unprofessional conduct.
(3) In all other proceedings, including reprimand, the standard of proof shall be a preponderance of evidence.

WAC 181-86-145 APPEAL PROCEDURE
Any person may appeal any of the above orders by filing written notice with the superintendent of public instruction within thirty calendar days following the date of receipt of such order.

WAC 181-86-185 PUBLIC NOTICE AND REPORT
The superintendent of public instruction shall notify all other states whenever an applicant has been denied a certificate for failure to
possess good moral character or personal fitness or whenever a certificate has been suspended, surrendered, or revoked and shall provide the full name and certificate number, if applicable, to the agency responsible for certification in each state. The superintendent of public instruction shall notify appropriate public or private school officials within the state the name and certification number of all certificate holders whose certificates have been suspended, surrendered, or revoked.

HOW TO FILE A COMPLAINT

HOW TO FILE A COMPLAINT AGAINST A SCHOOL EMPLOYEE

A written complaint must first be filed with the school district superintendent, educational service district superintendent, or the private school administrator, stating the grounds and factual basis for the complaint.

The Office of Superintendent of Public Instruction has authority to investigate certificated school district employees for acts of unprofessional conduct or lack of good moral character or personal fitness. When an educational service district superintendent, school district superintendent, or the chief administrator of an approved private school possess sufficient reliable information to believe a certificated employee within such educational service district, school district or private school is not of good moral character or personally fit or has committed an act of unprofessional conduct (WAC 181-87), such superintendent or chief administrator, within a reasonable period of time after making such determination, shall file a written complaint with the Office of Superintendent of Public Instruction.

COMPLAINTS ALLEGING PHYSICAL ABUSE OR SEXUAL MISCONDUCT RCW 28A.410.090 (2)

A parent or another person may file a written complaint with the superintendent of public instruction alleging physical abuse or sexual misconduct by a certificated school employee if:

1. The parent or other person has already filed a written complaint with the educational service district superintendent concerning that employee;
(2) The educational service district superintendent has not caused an investigation of the allegations and has not forwarded the complaint to the superintendent of public instruction for investigation; and

(3) The written complaint states the grounds and factual basis upon which the parent or other person believes an investigation should be conducted.

WAC 181-86-110 DUTY OF ESD SUPERINTENDENT, DISTRICT SUPERINTENDENT AND PRIVATE SCHOOL ADMINISTRATOR TO FILE COMPLAINTS
When an educational service district superintendent, a district superintendent, or the chief administrative officer of an approved private school possesses sufficient reliable information to believe that a certificated employee within such district or approved private school is not of good moral character or personally fit or has committed an act of unprofessional conduct, such superintendent or chief administrative officer, within a reasonable period of time of making such determination, shall file a written complaint with the superintendent of public instruction: Provided, That if an educational service district or school district is considering action to discharge an employee of such district, the educational service district or school district superintendent need not file such complaint until ten calendar days after making the final decision to serve or not serve formal notice of discharge.

MANDATORY REPORTING

MANDATORY REPORTING (RCW 26.44.030)
When any professional school personnel has reasonable cause to believe that a child has suffered abuse or neglect, he or she SHALL report such incident or cause a report to be made to the proper law enforcement agency or to the Department of Social and Health Services within 48 hours.

DUTY TO REPORT PHYSICAL ABUSE OR SEXUAL MISCONDUCT BY SCHOOL EMPLOYEES (RCW28A.400.317)
A certificated or classified school employee who has knowledge or reasonable cause to believe that a student has been a victim of physical
abuse or sexual misconduct by another school employee, shall 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 as required under RCW 26.44.030. During the process of making a reasonable cause determination, the school administrator shall contact all parties involved in the complaint.

Office of Professional Practices
OFFICE OF SUPERINTENDENT OF PUBLIC INSTRUCTION
OLD CAPITOL BUILDING, PO BOX 47200
OLYMPIA WA 98504-7200

09-0002 January 2015
Communicable Diseases

School staff knowing of a case or suspected case of a communicable disease should report it to the principal and the school nurse immediately.

Confidentiality

In the course of your work, you may have access to confidential information (oral, written or computer generated not otherwise available to the public at large) about employees or students, their families and/or personal business. The Family Educational Rights and Privacy Act (FERPA) is a federal law that protects the privacy of student educational records.

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level.

In general, schools must have written permission from the parent to release any information from a student's educational record except under these conditions:

- School officials with legitimate educational interest;
- Other schools where the student is transferring;
- Specified officials for audit or evaluation purposes;
- Appropriate parties in connection with financial aid to a student;
- Organizations conducting certain studies for or on behalf of the school;
- Accreditation organizations;
- To comply with a judicial order or lawfully issued subpoena;
- Appropriate officials in cases of health and safety emergencies and state and local with a juvenile justice system pursuant to specific State law.

The following are guidelines for educational personnel to help you adhere to the FERPA requirements:

1. Share only the information that is necessary.
2. Never share information about one student with another student or parent.
3. Do not discuss confidential information in outer offices, the classroom, parking lot, break room, bus garage, doorway, or anywhere where others may overhear.
4. Staff should not get information from a parent or student by promising information will not be shared with other appropriate school staff. Sometimes information must be shared for the sake of the student.
5. In an emergency, information may be given without parental consent.
6. Never use a student's name in casual conversations at work or at home. Never discuss students by name or by disability with family or friends.
7. Never discuss information about a students' family or disability.
8. Do not describe or mimic student's behavior to others.
9. Friends, acquaintances or family members may ask questions about student in general or about a specific student. School personnel might respond with something like, "I'm sorry I can't answer that question, I need to respect the student's right to privacy." Or "I may not talk about students without their or their parent's written permission.
10. A good rule of thumb for school personnel is to never discuss students away from the job and never idly "gossip" about students on the job.

Drug-Free Workplace/Schools

The manufacture, distribution, dispensing, possession or use of a controlled substance is prohibited on University Place School District property. Violation of such prohibition will result in disciplinary action up to, and including, termination of employment. As a condition of employment, you must abide by the terms of this statement and must notify the district office of any criminal drug statute conviction for a violation occurring in the workplace no later than five days after such conviction (RCW 28A.320.040).
Under the Drug-Free Schools and Communities Act, all schools must be totally free of drugs and alcohol. No one is allowed to possess, use or distribute such drugs or alcohol while on district property or while taking part in any school activity.

The passage of I-502 did not change existing University Place School District policies that prohibit the production, distribution, possession, or use of marijuana on school district property or during school-sponsored activities. Violation of these policies may result in disciplinary action up to and including termination of employment.

Under Federal regulations some University Place School District employees (i.e., bus drivers) are subject to drug and alcohol testing because of the type of work they perform. Testing positive for marijuana is a violation of these regulations and will remain grounds for employment sanctions including termination, even if the marijuana use occurred outside of work hours and otherwise in accordance with state law.

We fully support the Drug-Free Schools and Community Act. It is expected that all students and employees will follow the regulations and policy prohibiting possession, use or distribution of drugs and alcohol on school property or as a part of any school activity.

**Employee Changes – Address / Phone**

Any employee, active or inactive, may change address and/or phone numbers online in Employee Access (EA+). Directions to access employee changes can be found by entering:

http://www.upsd83.org, Staff, Payroll, Employee Access Information, EA Handout (pdf).

**University Place School District Employee Laptop Agreement**

District-owned laptop computers (tablet computers are considered laptop computers under this agreement) are the legal property of University Place School District (UPSD) and are provided to employees for use both on and off school grounds in order to enhance, enrich, and facilitate teaching and learning, administrative duties, as well as school communications. Internet/online activities must be consistent with this purpose. All laptops and assigned peripherals must be available for inventory, updating and repair purposes.

This agreement must be completed and signed by every staff member prior to any computer assignment. The agreement will be maintained by the UPSD Technology Services Department.

**Laptop Loss-Damage**

Users of UPSD-provided laptops are expected to respect school district property and be responsible in using the equipment. Users are to follow all instructions regarding maintenance or care of the equipment. Users may be held responsible for any loss or damage caused by intentional or negligent acts in caring for computers while under their control. The school district is responsible for any routine maintenance or standard repairs to school district computers. Users are expected to timely notify Technology Services of any need for service.

For the purpose of this policy, negligence is defined as failing to use reasonable care to prevent the loss or damage of the laptop or its peripherals. The determination of negligence shall be made by the Technology Services with input from the Superintendent or his/her designee on a case-by-case basis.

A report of loss or damage must be filed with the Technology Services, your supervisor, and the appropriate local police or sheriff’s office within 24 hours of the incident.

Technology Services will not provide replacements for computers that are lost or stolen. Funding for replacement computers will come from the building to which the laptop was originally assigned.

**Laptop Care**

Faculty members are responsible for the general care of the laptop they have been issued by the school. Laptops that are broken or fail to work properly must be reported to the Technology Services. Repairs that are not covered by warranty will be performed by the Technology Services. The following guidelines will help ensure your laptop performs effectively and stays in good condition:

- Food or drink should not be stored next to your laptop while it is in use.
- Laptops must remain free of any writing, drawing, stickers, or labels that are not the property of the UPSD.
- Cords, cables, and removable storage devices must be inserted and removed carefully from the laptop.
- Laptops should always be transported within a protective, padded case.
- Do not lean on the top of the laptop when it is closed.
- Do not place anything near the laptop that could put pressure on the screen.
- Do not place anything in the carrying case that will press against the cover.
- Do not poke the screen.
- Do not place anything on the keyboard before closing the lid.
- Clean the screen with a soft, dry cloth or anti-static cloth.

**Laptop Returns**

If a staff member terminates their employment they are expected to turn in their assigned laptop to the Technology Services or building Administrator no later than their last day of service.

**I understand:**

- This equipment is for district-use only.
- I am responsible for the confidentiality and security of identifiable student information or other sensitive data on the laptop.
- The laptop should always be used under my supervision. I will not allow my laptop to be used by an unknown or unauthorized person. I assume the responsibility for the actions of others while using the laptop. I will not allow my network user account and password to be used by anybody other than myself.
- It is my responsibility for the security and care of the laptop.
- Not to leave the laptop unattended, even for a few minutes. Laptops should be stored in locked desks or cabinets when not in use.
- Never to leave the laptop in an unsecured office or classroom.
- Never to leave the laptop inside a vehicle where it is an easy target for theft and where temperature extremes can permanently damage the unit and/or its components.
- Never to use any option that “remembers” my password. The easiest way to breach security is to allow someone else to use your login account. Anyone who has access to your account, even for a few minutes, has access to your email, your local data, your server account, and any website to which you saved your password.
- Never to store sensitive information (personnel records, student records, medical information, etc.) on the hard drive. Only store this information on a secured network approved by my supervisor.
- To back up key data onto the server, flash drives or CDs. Store my back-ups separately from the laptop. Back up as often as necessary.
- To make hard copies of important files and documents.
- To keep the amount of data stored on my laptop to a minimum.
- To keep the laptop in good working order and to notify the Technology Services of any defect or malfunction during my use.
- If the laptop is lost, stolen, or damaged while on or off school property, the incident MUST be reported within 24 hours to Technology Services, building Administrator, and/or local police.
- If the lost, stolen or damaged laptop and/or accessories is determined to be caused by negligence or intentional misuse, I will assume the full financial responsibility for repair costs or fair market value of the assessed equipment.

**Electronic Resources and Internet Safety – Policy 2022**

The University Place Board of Directors recognizes that an effective public education system develops students who are globally aware, civically engaged, and capable of managing their lives and careers. The board also believes that staff and students need to be proficient and safe users of information, media, and technology to succeed in a digital world.

**Electronic Resources**

The district will develop and use electronic resources as a means for students to learn core subjects and applied skills in relevant and rigorous ways and for staff to educate them in such areas of need. It is the district’s goal to
provide students with rich and ample opportunities to use technology for important purposes in schools just as individuals in workplaces and other real-life settings use these tools. The district’s technology will enable educators and students to communicate, learn, share, collaborate and create; to manage their work; and to take ownership of their work.

The superintendent or designee will: 1) create strong electronic resources and develop related educational systems that support teaching and learning; 2) provide appropriate staff development opportunities regarding this policy; and 3) develop procedures to support this policy. The superintendent or designee is authorized to develop procedures and acceptable use guidelines for staff and students as to the use of district electronic resources, including those that access Internet and social media, and to regulate use of personal electronic resources on district property and related to district activities.

Internet Safety
To help ensure student safety and citizenship with electronic resources, all students will be educated about Internet safety. This will include appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms, and cyberbullying awareness and response.

To promote Internet safety and appropriate online behavior of students and staff as they use electronic resources and access material from the Internet, the superintendent or designee is authorized to develop or adopt Internet safety procedures, acceptable use guidelines, and related instructional materials. The superintendent or designee in evaluating such procedures and instructional materials should take into account District electronic resources, community norms, privacy rights, responsible use, and issues of concern with student or staff use of electronic resources.

As a component of district Internet safety measures, all district-owned electronic resources, including computer networks and Wi-Fi, in all district facilities capable of accessing the Internet must use filtering software to prevent access to obscene, racist, hateful or violent material. However, given the ever-changing nature of the Internet, the district cannot guarantee that a student will never be able to access objectionable material.

Further, when students use the Internet from school facilities for educational purposes, district staff will make a reasonable effort to supervise student access and use of the internet. If material is accessed that violates district policies, procedures or student guidelines for electronic resources or acceptable use, district staff may instruct the person to cease using that material and/or implement sanctions consistent with district policies, procedures, guidelines, or student codes of conduct.

Cross References: 4400 - Election Activities 4040 - Public Access to District Records 3241 - Classroom Management, Discipline and Corrective Action 3231 - Student Records 3207 - Prohibition of Harassment, Intimidation and Bullying 2020 - Course Design, Selection and Adoption of Instructional Materials


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Electronic Resources and Internet Safety– Policy 2022P

K-20 Network Acceptable Use Guidelines/Internet Safety Requirements

These procedures are written to support the Electronic Resources Policy of the board of directors and to promote positive and effective digital citizenship among students and staff. Digital citizenship includes the norms of appropriate, responsible, and healthy behavior related to current technology use. Successful, technologically-fluent digital citizens recognize and value the rights, responsibilities, and opportunities of living, learning, and working in an interconnected digital world. They cultivate and manage their digital identity and reputation, and are aware of the permanence of their actions in the digital world. Expectations for student and staff behavior online are no different from face-to-face interactions.

Use of Personal Electronic

Devices In accordance with all district policies and procedures, students attending Curtis High School and staff may use personal electronic devices (e.g. laptops, mobile devices and e-readers) to further their education and the educational and research mission of the district. School staff will retain the final authority in deciding when and how students may use personal electronic devices on school grounds and during the school day. Absent a specific and articulated need (e.g. assistive technology), students do not have an absolute right to possess or use personal electronic devices at school.

Network

The district network includes wired and wireless devices and peripheral equipment, files and storage, e-mail and Internet content (blogs, websites, collaboration software, social networking sites, wikis, etc.). The district reserves the right to prioritize the use of, and access to, the network. All use of the network must support education and research and be consistent with the mission of the district.

Acceptable network use by district staff include:

A. Creation of files, digital projects, videos, web pages, and podcasts using network resources in support of education and research;
B. Participation in blogs, wikis, bulletin boards, social networking sites and groups, and the creation of content for podcasts, email, and webpages that support education and research directly related to their position;
C. Staff use of the network for incidental personal use in accordance with all district policies and procedures;
D. Connection of personal electronic devices to the UP BYOD Staff Wi-Fi network.

Acceptable network use by district students include:

A. Creation of files, digital projects, videos, web pages, and podcasts using network resources in support of education and research;
B. With parental permission, the online publication of original educational material, curriculum-related materials, and student work. Sources outside the classroom or school must be cited appropriately;
C. The use of online resources associated with the district curriculum that support education and research.
D. Connection of personal electronic devices (wired or wireless), when authorized, including portable devices with network capabilities, to the district student network. Connection of any personal electronic device is subject to all procedures in this document and district policy.

Unacceptable network use by district students and staff includes but is not limited to:

A. Personal gain, commercial solicitation, and compensation of any kind;
B. Actions that result in liability or cost incurred by the district;
C. Downloading, installing and use of games, audio files, video files, games, or other applications (including shareware or freeware) without permission or approval from the Network Manager;
D. Support for or opposition to ballot measures, candidates, and any other political activity;
E. Hacking, cracking, vandalizing, the introduction of malware, including viruses, worms, Trojan horses, time bombs, and changes to hardware, software, and monitoring tools;
F. Unauthorized access to other district computers, networks, and information systems;
G. Action constituting harassment, intimidation or bullying, including cyberbullying, hate mail, defamation, discriminatory jokes, and remarks. This may also include the manufacture, distribution, or possession of inappropriate digital images;

H. Information posted, sent, or stored online that could endanger others (e.g., bomb construction, drug manufacturing);

I. Accessing, uploading, downloading, storage and distribution of obscene, pornographic, or sexually explicit material;

J. Attaching unauthorized devices to the district network. Any such device will be confiscated and additional disciplinary action may be taken; or

K. Any unlawful use of the district network, including but not limited to stalking, blackmail, violation of copyright laws, and fraud.

The district will not be responsible for any damages suffered by any user, including but not limited to, loss of data resulting from delays, non-deliveries, missed deliveries, or service interruptions caused by his/her own negligence or any other errors or omissions. The district will not be responsible for unauthorized financial obligations resulting from the use of, or access to, the district’s computer network or the Internet.

Internet Safety

Personal Information and Inappropriate Content:

A. Students and staff should not reveal personal information, including a home address and phone number on websites, blogs, podcasts, videos, social networking sites, wikis, e-mail, or as content on any other electronic medium;

B. Students and staff should not reveal personal information about another individual on any electronic medium without first obtaining permission;

C. No student pictures or names can be published on any public class, school or district website unless the appropriate permission has been obtained according to district policy;

D. If students encounter dangerous or inappropriate information or messages, they should notify the appropriate school authority; and

E. Students should be aware of the persistence of their digital information, including images and social media activity, which may remain on the Internet indefinitely.

Filtering and Monitoring

Filtering software is used to block or filter access to visual depictions that are obscene and all child pornography in accordance with the Children’s Internet Protection Act (CIPA). Other objectionable material could be filtered. The determination of what constitutes “other objectionable” material is a local decision.

A. Filtering software is not 100 percent effective. While filters make it more difficult for objectionable material to be received or accessed, filters are not a solution in themselves. Every user must take responsibility for his/her use of the network and Internet and avoid objectionable sites;

B. Any attempts to defeat or bypass the district’s Internet filter or conceal Internet activity are prohibited (e.g., proxies, https, special ports, modifications to district browser settings, and any other techniques designed to evade filtering or enable the publication of inappropriate content);

C. E-mail inconsistent with the educational and research mission of the district will be considered SPAM and blocked from entering district e-mail boxes;

D. The district will provide appropriate adult supervision of Internet use. The first line of defense in controlling access by minors to inappropriate material on the Internet is deliberate and consistent monitoring of student access to district devices;

E. Staff members who supervise students, control electronic equipment, or have occasion to observe student use of said equipment online, must make a reasonable effort to monitor the use of this equipment to assure that student use conforms to the mission and goals of the district;

F. Staff must make a reasonable effort to become familiar with the Internet and to monitor, instruct, and assist effectively:

1. The district may monitor use of the district network, including when accessed on personal electronic devices and devices provided by the district, such as laptops, netbooks, and tablets; and

2. The district will provide a procedure for staff members to request access to internet websites blocked by the district's filtering software. The procedure will indicate a timeframe for a designated school official to respond to the request. The requirements of the Children's Internet Protection Act (CIPA) will be considered in evaluation of the request.
**Internet Safety Instruction**

All students will be educated about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms, and cyberbullying awareness and response:

A. Age appropriate materials will be made available for use across grade levels; and
B. Training on online safety issues and materials implementation will be made available for administration, staff, and families.

**Copyright**

Downloading, copying, duplicating, and distributing software, music, sound files, movies, images, or other copyrighted materials without the specific written permission of the copyright owner is generally prohibited. However, the duplication and distribution of materials for educational purposes is permitted when such duplication and distribution falls within the Fair Use Doctrine of the United States Copyright Law (Title 17, USC) and content is cited appropriately.

**Ownership of Work**

All work completed by employees as part of their employment will be considered property of the district. The District will own any and all rights to such work including any and all derivative works, unless there is a written agreement to the contrary.

All work completed by students as part of the regular instructional program is owned by the student as soon as it is created, unless such work is created while the student is acting as an employee of the school system or unless such work has been paid for under a written agreement with the school system. If under an agreement with the district, the work will be considered the property of the district. Staff members must obtain a student’s permission prior to distributing his/her work to parties outside the school.

**Network Security and Privacy**

Passwords are the first level of security for a user account. System logins and accounts are to be used only by the authorized owner of the account for authorized district purposes. Students and staff are responsible for all activity on their account and must not share their account password.

The following procedures are designed to safeguard network user accounts:

A. Change passwords according to district policy;
B. Do not use another user’s account;
C. Do not insert passwords into e-mail or other communications;
D. If you write down your user account password, keep it in a secure location;
E. Do not store passwords in a file without encryption;
F. Do not use the “remember password” feature of Internet browsers; and
G. Lock the screen or log off if leaving the computer.

**Student Data is Confidential**

District staff must maintain the confidentiality of student data in accordance with the Family Educational Rights and Privacy Act (FERPA).

**No Expectation of Privacy**

The district provides the network system, e-mail, and Internet access as a tool for education and research in support of the district’s mission. The district reserves the right to monitor, inspect, copy, review, and store, without prior notice, information about the content and usage of:

A. The district network, including when accessed on personal electronic devices and on devices provided by the district, such as laptops, netbooks, and tablets;
B. User files and disk space utilization;
C. User applications and bandwidth utilization;
D. User document files, folders and electronic communications;
E. E-mail;
F. Internet access; and
G. Any and all information transmitted or received in connection with network and e-mail use.

No student or staff user should have any expectation of privacy when using the district’s network. The district reserves the right to disclose any electronic messages to law enforcement officials or third parties as appropriate. All documents are subject to the public records disclosure laws of the State of Washington.
**Archive and Backup**
Backup is made of all district e-mail correspondence for purposes of public disclosure and disaster recovery. Barring power outage or intermittent technical issues, staff and student files are backed up regularly. Refer to the district retention policy for specific records retention requirements.

**Disciplinary Action**
All users of the district’s electronic resources are required to comply with the district’s policy and procedures and agree to abide by the provisions set forth in the district's Technology User Agreement. Violation of any of the conditions of use explained in the district’s Technology User Agreement, Electronic Resources policy, or in these procedures could be cause for disciplinary action, including suspension or expulsion from school and suspension or revocation of network and computer access privileges.

**Accessibility of Electronic Resources**
Federal law prohibits people, on the basis of disability (such as seeing and hearing impairments), from being excluded from participation in, being denied the benefits of, or otherwise being subjected to discrimination by the district. To ensure that individuals with disabilities have equal access to district programs, activities, and services, the content and functionality of websites associated with the district should be accessible. Such websites may include, but are not limited to, the district’s homepage, teacher websites, district-operated social media pages, and online class lectures. District staff with authority to create or modify website content or functionality associated with the district will take reasonable measures to ensure that such content or functionality is accessible to individuals with disabilities. Any such staff member with questions about how to comply with this requirement should consult with the Instructional Technology Specialist.

**Adoption Date: 1/24/18**

**Fingerprinting**

Washington State law requires that any person newly hired by a school district or an educational service district with regularly scheduled, unsupervised access to children be fingerprinted for state and national background checks. Since this process could take several weeks, you are urged to initiate this process as soon as possible.

*If you need more information on fingerprinting please contact the district office.*

**Maintaining Professional Staff / Student Boundaries for All Personnel**

**Staff Protocols**

The purpose of this protocol is to provide all staff members with information regarding appropriate and inappropriate behaviors in regards to student interactions, and to increase staff awareness of their role in protecting children from inappropriate conduct and sexual abuse by adults.

Since it may not be possible to determine whether boundary invasion behaviors are in fact sexual grooming until it is too late, boundary invasion behaviors engaged in by school employees, which are inappropriate or have questionable educational benefit, are prohibited.

**Applicable Laws**

- Code of Professional Conduct Chapter 181-87 WAC
- and
- Washington State Law, RCW 28A.400.317
- Physical abuse or sexual misconduct by school employees – Duty to report – Training, which states;

1. A certificated or classified school employee who has knowledge or reasonable cause to believe that a student has been a victim of physical abuse or sexual misconduct by another school employee, shall report such abuse or misconduct to the appropriate school administrator…
If you become aware of an adult engaging in behavior with children at school which may be construed as inappropriate boundary invasion, or “sexual grooming behavior,” you must report the matter immediately to your principal, or the District Title IX Officer if the principal is somehow involved in the conduct.

Staff members who observe such conduct must understand that such behaviors are inappropriate and take action; in doing so they protect children, the staff member, and the profession.

**Staff Duties**

Your role in preventing sexual abuse of students and maintaining professional boundaries is two-fold: first, to avoid engaging in behaviors which could be mistaken for grooming behaviors; and second, to report situations where such behaviors take place.

1. **Do not engage in the behaviors described in this section or behaviors like them.** Keep your interactions with students on a professional level. Refer students who need emotional or other support to appropriately trained staff such as counselors. Staff can be caring while maintaining an appropriate level of professional decorum.

2. **Report the Concern.** If you observe any adult engaging in the behaviors described above with students, or in other behaviors which raise concerns, inform your principal of the appropriate person at the District Office at your earliest opportunity.
   a. Do not wait to report inappropriate behavior or attempt to determine for yourself whether the behavior you have observed has a plausible, innocent explanation. You may not understand the entire situation, and allowing the conduct to continue could be had for both the staff member and students.
   b. Do not confront or discuss the matter with the suspected individual. Do not inform the person of your concern, unless it is a situation where immediate intervention is necessary to protect a child.
   c. Maintain confidentiality. Failure to do so may impede official investigations and foster untrue rumors. You owe a legal duty of confidentiality to students on matter which a reasonable person would want to remain confidential. Therefore, you are directed not to tell your concerns to anyone other than the appropriate administrator, Child Protective Services or the police. If approached by anyone other than the appropriate administrator, CPS or the police, or a person conducting an official investigation on behalf of the District, you may not discuss the matter unless otherwise permitted in writing by the administrator in charge of the matter.
   d. If you desire, and it is possible and appropriate, confidentiality will be maintained about the report to administration.

1 Make your report to the appropriate administrator, but do not make the report to an administrator who is involved in the conduct in question.

**Boundary Invasions (Staff / Student)**

**Definition:** A boundary invasion is any act, omission, or pattern of behavior by a school employee that does not have an educational purpose and could result in abuse of the staff / student professional relationship.

Acts of boundary invasion may not be illegal. However, these acts are inappropriate, violate district policy and may result in staff discipline. Boundary Invasions violate district policy and are subject to serious discipline including termination.

Suspected boundary invasions MUST be reported to the building principal or District Title IX Compliance Officer.

**Examples of Obvious Boundary Invasions**

- Inappropriate physical contact
- Showing pornography to a student
- Socializing where students are consuming alcohol or drugs
- Providing students with alcohol or drugs
- Telling sexual jokes to students
- Talking about sexual topics with students that are unrelated to curriculum
• Inviting students to a teacher’s home

**Examples of Less Obvious Boundary Invasions**

• Using telephone, email, text messages, social networking sites or instant messaging to communicate with students without educational purpose
• Spending time with students outside of school without educational purpose
• Giving students a ride in a car
• Giving gifts or special favors to students
• Sharing personal problems or private, personal information with students
• Engaging in “peer-like” behavior with students

**Boundary Invasion Response**

• Avoid Misunderstandings
• Notify administrators and parents when interacting or communicating with students outside of the classroom setting
• Minimize or eliminate time alone with students
• Reporting Obligations:
  • Staff members are required to promptly notify the building principal, supervisor or the District Title IX Compliance Officer of known or suspected violations of this policy.

Violations AND failure to report concerns may result in disciplinary action up to and including termination.

**Maintaining Professional Staff/Student Boundaries - Policy 5253**

**Purpose**
The purpose of this policy is to provide all staff, students, approved volunteers and community members with information about their role in protecting children from inappropriate conduct by adults. This policy applies to all district staff and volunteers. For the purposes of the policy, the terms “district staff”, “staff members” and “staff” also includes approved volunteers.

**General Standards**
The University Place School Board expects all staff to maintain the highest professional, moral and ethical standards when they interact with students. Further, the University Place School Board expects district staff to set positive examples for students by modeling appropriate conduct and behavior. Staff members are required to maintain an atmosphere conducive to learning by consistently maintaining professional boundaries with students.

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

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

District staff will not intrude on a student’s physical and emotional boundaries unless the intrusion is necessary to serve a demonstrated educational purpose. An educational purpose is one that relates to the specific duties of a staff member as assigned by the district.

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

It is also expected that all professional school personnel will continue to meet their obligations as mandatory reporters of suspected child abuse, and report any suspected child abuse to either law enforcement or Child Protective Services in a timely manner. Furthermore, all classified employees of the district are also expected to report suspected child abuse to a supervisor or district administrator.
The board recognizes that staff may have familial and pre-existing social relationships with parents or guardians of students. Staff members should use appropriate professional judgment when they have a dual relationship to students to avoid violating this policy, the appearance of impropriety and the appearance of favoritism. Staff members shall proactively discuss these circumstances with their building administrator or supervisor.

Use of Technology

The University Place School Board supports the use of technology to communicate for educational purposes. However, district staff are prohibited from inappropriately communicating with students online, via text messaging or using other electronic means and from engaging in conduct that violate the law, district policies, or other generally recognized professional standards. Staff whose conduct violates this policy may face discipline and/or termination, consistent with the district’s policies and procedures, acceptable use agreement and collective bargaining agreements, as applicable.

The superintendent or designee will develop protocols for reporting and investigating allegations and develop procedures and training to accompany this policy.

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

Maintaining Professional Staff /Student Boundaries - Policy 5253P

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

In a professional staff/student relationship, school employees maintain boundaries that are consistent with the legal and ethical duty of care that school personnel have for students.

A boundary invasion is an act or omission by a school employee that violates professional staff/student boundaries and has the potential to abuse the staff/student relationship.

An inappropriate boundary invasion means an act, omission, or pattern of such behavior by a school employee that does not have an educational purpose; and results in abuse of the staff/student professional relationship.

Unacceptable Conduct

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

- Any type of inappropriate physical contact with a student or any other conduct that might be considered harassment under the Board’s policies on Sexual Harassment and Harassment Based on Other Protected Classes, and Prohibition of Harassment, Intimidation and Bullying (Policies 6590 and 3207), Title IX of the Education Amendments of 1972 (Title IX) or misconduct under WAC 181-88-060, or any conduct between staff and students that would constitute the staff member committing a violation of RCW Chapters 9A.44 or 9A.88;
- 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 or providing alcohol, drugs, or tobacco to students;
• 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. 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, text message, Instant Messenger or Internet chat rooms, social networking Web sites, or letters (that do not address homework or other legitimate school business), particularly if the parent/guardian is not copied on the communication.
• 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
• Unnecessarily invading a student’s privacy, (e.g. walking in on the student in the bathroom)
• Soliciting phone, email, text messages or other forms of written or electronic communication to students without building administrator/supervision and parent permission when the communication is unrelated to school work or other legitimate school business; and/or
• Any other conduct that fails to maintain professional staff/student boundaries.

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; and/or
• Sending or soliciting email, text messages or other electronic communications to the student, even when the communication relates to school business, except when the parent or guardian and building administrator/supervisor has consented to such communications and receives a copy of the communication. Staff should use school email addresses and phone numbers and the parent/guardian phone numbers for communications with students, except in emergency situations.

Reporting Violations
Students and their parents/guardians are strongly encouraged to notify the building principal or the supervisor of the employee suspected of engaging in inappropriate conduct 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 building principal or the supervisor of the employee suspected of engaging in inappropriate conduct if they become aware of a situation that may constitute a violation of this policy.

The administrator to whom a boundary invasion concerns reported must document, in writing, the concern and provide a copy of the documentation to the Executive Director of Human Resources.

All school personnel who have reasonable cause to believe that a student has experienced abuse or neglect, or sexual or physical abuse by a staff member, volunteer, or agency personnel working in the school are required to make a report pursuant to Board Policy 3425, Procedure 3425-P, RCW 26.44 and RCW 28A.400.317.
Reporting Sexual Abuse
All professional school personnel who have reasonable cause to believe that a student has experienced sexual abuse by a staff member, volunteer, or agency personnel working in the school are required to make a report to Child Protective Services or law enforcement pursuant to board policy and procedure 3425 Child Abuse and Chapter 26.44 RCW. Reporting suspected abuse to the building principal or supervisor does not relieve professional school personnel from their reporting responsibilities and timelines.

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.

Date: 02.10; 12.10; 1.11; 10.17

Nondiscrimination and Affirmative Action– Policy 5010

Nondiscrimination
The district will provide equal employment opportunity and treatment for all applicants and staff in recruitment, hiring, retention, assignment, transfer, promotion and training. Such equal employment opportunity will be provided without discrimination with respect 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 or the use of a trained dog guide or service animal by a person with a disability.

The board will designate a staff member to serve as the compliance officer.

Affirmative Action
The district, as a recipient of public funds, is committed to undertake affirmative action which will make effective equal employment opportunities for staff and applicants for employment. Such affirmative action will include a review of programs, the setting of goals and the implementation of corrective employment procedures to increase the ratio of aged, persons with disabilities, ethnic minorities, women, and Vietnam veterans who are under-represented in the job classifications in relationship to the availability of such persons having requisite qualifications. Affirmative action plans may not include hiring or employment preferences based on gender or race, including color, ethnicity or national origin. Such affirmative action will also include recruitment, selection, training, education and other programs.

The superintendent will develop an affirmative action plan which specifies the personnel procedures to be followed by the staff of the district and will ensure that no such procedures discriminate against any individual. Reasonable steps will be taken to promote employment opportunities of those classes that are recognized as protected groups — aged, persons with disabilities, ethnic minorities and women and Vietnam veterans, although under state law, racial minorities, and women may not be treated preferentially in public employment.

This policy, as well as the affirmative action plan, regulations and procedures developed according to it, will be disseminated widely to staff in all classifications and to all interested patrons and organizations. Progress toward the goals established under this policy will be reported annually to the board.
Employment of Persons with Disabilities

In order to fulfill its commitment of nondiscrimination to those with disabilities, the following conditions will prevail:

A. No qualified person with disabilities will, solely by reason of a disability, be subjected to discrimination and the district will not limit, segregate or classify any applicants for employment or any staff member in any way that adversely affects his/her opportunities or status because of a disability. This prohibition applies to all aspects of employment from recruitment to promotions, and includes fringe benefits and other elements of compensation.

B. The district will make reasonable accommodation to the known physical or mental limitations of an otherwise qualified disabled applicant or staff member unless it is clear that an accommodation would impose an undue hardship on the operation of the district program. Such reasonable accommodations may include:
   1. Making facilities used by staff readily accessible and usable by persons with disabilities; and
   2. Job restructuring, part-time or modified work schedules, acquisition or modification of equipment or devices, the provision of readers or interpreters and other similar actions.
   3. In determining whether or not accommodation would impose an undue hardship on the district, factors to be considered include the nature and cost of the accommodation.

C. The district will not make use of any employment test or criteria that screens out persons with disabilities unless:
   1. The test or criteria is clearly and specifically job-related; and
   2. Alternative tests or criteria that do not screen out persons with disabilities are available.

D. While the district may not make pre-employment inquiry as to whether an applicant has a disability or as to the nature and severity of any such disability, it may inquire into an applicant’s ability to perform job-related functions.

E. Any staff member who believes that there has been a violation of this policy or the law prohibiting discrimination because of a disability may initiate a grievance through the procedures for staff complaints.

Nondiscrimination for Military Service

The district will not discriminate against any person who is a member of, applies to be a member or performs, has performed, applies to perform or has an obligation to perform service in a uniformed service, on the basis of that participation in a uniformed service. This includes initial employment, retention in employment, promotion or any benefit of employment. The district will also not discriminate against any person who has participated in the enforcement of these rights under state or federal law.

Cross References: 2030 - Service Animals in Schools
5270 - Resolution of Staff Complaints
5407 - Military Leave

Legal References: RCW 28A.400.310 Law against discrimination applicable to districts’ employment practices
RCW 28A.400.640.020 Regulations, guidelines to eliminate discrimination — Scope — Sexual harassment policies
RCW 28A.642 Discrimination prohibition
RCW 49.60 Discrimination — Human rights commission
RCW 49.60.030 Freedom from discrimination — Declaration of civil rights
Vietnam Era Veterans Readjustment Act of 1974 (VEVRAA)
RCW 49.60.180 Unfair practices of employers
RCW 49.60.400 Discrimination, preferential treatment prohibited
RCW 73.16 Employment and Reemployment
WAC 392-190 Equal Education Opportunity – Unlawful Discrimination Prohibited
WAC 392-190-0592 Public school employment — Affirmative action program
Prohibition of Harassment, Intimidation, and Bullying - Policy 3207

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

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

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

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

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

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

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

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

Training
This policy is a component of the district’s responsibility to create and maintain a safe, civil, respectful and inclusive learning community and will be implemented in conjunction with training of staff and volunteers. Specific training requirements are included in the accompanying procedure.
**Prevention**
The district will provide students with strategies aimed at preventing harassment, intimidation, and bullying. In its efforts to train students, the district will seek partnerships with families, law enforcement, and other community agencies.

**Interventions**
Interventions are designed to remediate the impact on the targeted student(s) and others impacted by the violation, to change the behavior of the aggressor, and to restore a positive school climate. The district will consider the frequency of incidents, developmental age of the student, and severity of the conduct in determining intervention strategies. Interventions will range from counseling, correcting behavior and discipline, to law enforcement referrals.

**Students with Individual Education Plans or Section 504 Plans**
If allegations are proven that a student with an Individual Education Plan (IEP) or Section 504 Plan has been the aggressor or target of harassment, intimidation or bullying, and, as a result of these problems has been absent from school, the school may convene the student’s IEP or Section 504 team to determine whether the incident had an impact on the student’s ability to receive a free, appropriate public education (FAPE). If a determination is made that the student is not receiving a FAPE as a result of the harassment, intimidation, or bullying incident, the district will provide additional services and supports as deemed necessary to ensure the student receives a FAPE.

**Retaliation/False Allegations**
Retaliation is prohibited and will result in appropriate discipline. It is a violation of this policy to threaten or harm someone for reporting harassment, intimidation, or bullying, or participating in an investigation.

It is also a violation of district policy to knowingly report false allegations of harassment, intimidation, and bullying. 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 formal and informal complaints and ensure policy implementation. The name and contact information for the compliance officer will be communicated throughout the district. The district compliance officer will participate in at least one mandatory training opportunity offered by OSPI.

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

Cross References: 2161 - Special Education and Related Services for Eligible Students 3205 - Sexual Harassment of Students Prohibited 3210 - Nondiscrimination 3211 - Gender-Inclusive Schools 3241 - Student Discipline


Prohibition of Harassment, Intimidation, and Bullying - Policy 3207P

A. Introduction
The University Place 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, gender expression, gender identity, mental or physical disability, or other distinguishing characteristics.

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

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

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

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

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

Conduct that may rise to the level of harassment, intimidation, or bullying may take many forms, including, but not limited to: slurs, rumors, jokes, 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.

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

Staff includes, but is not limited to, educators, administrators, counselors, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to extracurricular activities, classified staff, substitute and temporary teachers, volunteers, or paraprofessionals (both employees and contractors).
**Targeted Student** means a student against whom harassment, intimidation, or bullying has allegedly been perpetrated.

C. **Behaviors / Expressions**

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

D. **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.

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

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

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

E. **Prevention**

1. **Dissemination**

In each school and on the district’s website the district will prominently post information on reporting harassment, intimidation, or bullying; the name and contact information for making a report to 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 website.

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

2. **Education**

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

3. **Training**

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

4. **Prevention Strategies**

The district will implement a range of 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.
F. Compliance Officer
The district compliance officer will:

1. Serve as the district’s primary contact for harassment, intimidation, or bullying. If the allegations in a written report of harassment, intimidation, or bullying indicate a violation of Policy 3207, the district staff member who receives the report must promptly notify the district compliance officer.
2. Provide support and assistance to the principal or designee in resolving complaints;
3. Receive copies of all Incident Reporting Forms, discipline Referral Forms, and letters to parents providing the outcomes of investigations.
4. Communicate with the school district’s designated civil rights compliance coordinator, if a written report of harassment, intimidation, or bullying indicates a potential violation of the district’s nondiscrimination policy [Policy 3210], or if during the course of an investigation, the district becomes aware of a potential violation of the district’s nondiscrimination policy. At that time, the compliance officers must promptly notify the complainant that their complaint will proceed under both this policy / procedure and the nondiscrimination policy / procedure. The investigation and response timeline for the nondiscrimination procedure begin when the school district knows or should have known that a written report or investigation of Harassment, Intimidation, or Bullying involves a potential violation of the district’s nondiscrimination policy;
5. Be familiar with the use of the student information system. The compliance officer may use this information to identify patterns of behavior and areas of concern;
6. Ensure implementation of the policy and procedure by overseeing the investigative processes, including ensuring that investigations are prompt, impartial, and thorough;
7. Assess the training needs of staff and students to ensure successful implementation throughout the district, and ensure staff receive annual fall training;
8. Provide the OSPI School Safety Center with notification of policy or procedure updates or changes on an annual basis; and
9. In cases where, despite school efforts, a targeted student experiences harassment, intimidation, or bullying that threatens the student’s health and safety, the compliance officer will facilitate a meeting between district staff and the child’s parents/guardians to develop a safety plan to protect the student. A sample student safety plan is available on the OSPI website: www.k12.wa.us/SafetyCenter/default.aspx.

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

H. Filing an Incident Reporting Form
Incident Reporting Forms may be used by students, families, or staff to report incidents of harassment, intimidation or bullying. A sample form is provided on the Office of Superintendent of Public Instruction’s (OSPI) School Safety Center website: www.k12.wa.us/SafetyCenter/BullyingHarassment/default.aspx

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

I. Addressing Harassment, Intimidation, or 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**

1. **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. Anonymous reports can be filed at the school or district office as written statements or using the Incident Reporting Form. 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.”)

2. **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 are responsible for receiving oral and written reports. Whenever possible staff who initially receive an oral or written report of harassment, intimidation, or bullying will 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 principal or designee is the subject of the complaint.

**Step 3: Investigations of Unresolved, Severe, or Persistent Harassment, Intimidation and Bullying**
All reports of unresolved, severe, or persistent harassment, intimidation, or bullying will be investigated with reasonable promptness. Any student may have a trusted adult with them throughout the report and investigation process.

1. 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.
2. 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.

If, during the course of an investigation, the district employee conducting the investigation becomes aware of a potential violation of the district’s nondiscrimination policy [Policy 3210], the investigator will promptly notify the district’s civil rights compliance officer. Upon receipt of this information, the civil rights compliance officer must notify the complainant that their complaint will proceed under the discrimination complaint procedure in WAC 392-190-065 through WAC 392-190-075 as well as the HIB complaint procedure. The notice must be provided in a language that the complainant can understand. The investigation and response timeline for the discrimination complaint procedure will follow that set forth in WAC 392-190-065 and begins when the district knows or should have known that a written report of harassment, intimidation or bullying involves allegations of a violation of the district’s nondiscrimination policy.
1. 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.

2. 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, or 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.

3. The investigation will include, at a minimum:
   a. An interview with the complainant;
   b. An interview with the alleged aggressor;
   c. A review of any previous complaints involving either the complainant or the alleged aggressor; and
   d. Interviews with other students or staff members who may have knowledge of the alleged incident.

4. The principal or designee may determine that other steps must be taken before the investigation is complete.

5. 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.

6. No later than two (2) school days after the investigation has been completed and submitted to the compliance officer, the principal or designee will respond in writing or in person to the parent/guardian of the complainant and the alleged aggressor stating:
   a. The results of the investigation;
   b. Whether the allegations were found to be factual;
   c. Whether there was a violation of policy; and
   d. The process for the complainant to file an appeal if the complainant disagrees with the results.

7. 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 cannot be resolved at the school level, the principal or designee will request assistance from the HIB compliance officer.

**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 district policy and procedure 3241, Student Discipline. If the accused aggressor is appealing the imposition of discipline, the district may be prevented by due process considerations or a lawful order from imposing the discipline until the appeal process is concluded.

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
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. The superintendent or designee’s decision will be the final district decision for a Harassment, Intimidation, or Bullying appeal.

Appeals for discriminatory harassment will follow the appeal procedure identified in district policy and procedure 3210, Nondiscrimination.

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 district policy and procedure 3241, Student Discipline.

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

If staff have 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 will be addressed and remedied as appropriate.

J. 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.

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

- OSPI Equity and Civil Rights Office (for discrimination complaints)
  360.725.6162
  Email: equity@k12.wa.us
  https://www.k12.wa.us/policy-funding/equity-and-civil-rights
- 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
I. 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 in this policy but which are, or may be, prohibited by other district or school rules.

Adoption Date: 5/25/11
Classification: Essential
Revised Dates: 11/4/15, 10/28/19

Revised Dates: 11.10; 05.11; 11.15, 10/28/19

Safe Schools Online Training

The district requires all employees and substitutes to complete a set of courses in the online training program, Safe Schools. The Safe Schools system will notify you by email when you are set up in the system and able to access the required courses. Trainings typically take 20-30 minutes each. The courses required to be completed prior to October 1st for certificated employees and within 30 days for new classified employees will vary based on one’s last name.

You will need your Employee ID# to log on. If you don’t have this number, or you need help logging in, you can call the district office for help.

Directions: On the district website, www.upsd83.org, click Staff, Human Resources, Safe Schools. In the username box, enter your Employee ID#. On the next screen, verify that you name is showing on the Welcome sentence, and click the box “Log Me In.” The courses you need to take will show up under Mandatory Training.

Click the course name and the training presentation will begin. At the end of the module you will take a short quiz. You need a passing score of 80+% to move on to the next course.

Sexual Harassment of District Staff Prohibited - Policy 5011

This district is committed to a positive and productive working environment free from discrimination, including sexual harassment. This commitment extends to all employees, coaches, volunteers, contractors and other persons involved in school district programs.

Definitions

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

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

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

**Investigation and Response**

If the district knows, or reasonably should know, that sexual harassment has created a hostile environment, the district will promptly investigate and take steps to resolve the situation. If an investigation reveals that sexual harassment has created a hostile environment, the district will take prompt and effective steps to end sexual harassment, eliminate the hostile environment, prevent its reoccurrence and, as appropriate, remedy its effects.

Engaging in sexual harassment will result in discipline, up to and including discharge from employment, or other appropriate remedies, with the offending staff or third parties in order to correct and prevent the inappropriate behaviors.

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

**Retaliation and False Allegations**

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

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

**Staff Responsibilities**

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

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

Reports of discrimination and discriminatory harassment will be referred to the district’s Civil Rights/Title IX Officer.

**Notice and Training**

The superintendent will develop procedures to provide information and education to district staff, parents and volunteers regarding this policy and the recognition and prevention of sexual harassment. At a minimum, sexual harassment recognition and prevention and the elements of this policy will be included in staff and regular volunteer orientation. This policy and the procedure, which includes the complaint process, will be posted in each district building in a place available to staff, parents, volunteers and visitors. Information about the policy and procedure will be clearly stated and, provided to each employee and reproduce in each staff handbook. Such notices will identify the District's Civil Rights/Title IX Officer and provide contact information, including the coordinator's email address.
Policy Review
The superintendent will make an annual report to the board reviewing the use and efficacy of this policy and related procedures.

Cross References:
- 3205 - Sexual Harassment of Students Prohibited
- 3207 - Prohibition of Harassment, Intimidation and Bullying
- 3210 - Nondiscrimination
- 3211 - Transgender Students
- 3240 - Student Conduct
- 3421 - Child Abuse, Neglect, and Exploitation Prevention

Legal References:
- RCW 28A.640.020 Regulations, guidelines to eliminate discrimination — Scope — Sexual harassment policies
- WAC 392-190-058 Sexual harassment
- 20 U.S.C. 1681-1688

Adoption Date: 11/4/15
Classification: Essential
Revised Dates: 10.11; 12.14; 07.15

Procedure Sexual Harassment of District Staff Prohibited - Policy 5011P

The procedure is intended to set forth the requirements of Policy 5011, including the process for a prompt, and thorough, investigation of allegations of sexual harassment and the need to take appropriate steps to resolve such situations. If sexual harassment is found to have created a hostile environment, staff must take immediate action to eliminate the harassment, prevent its reoccurrence, and address its effects.

This procedure applies to sexual harassment (including sexual violence) targeted at district employees carried out by students, employees or third parties involved in school district activities. The district has jurisdiction over these complaints pursuant to Title IX of the Education Amendments of 1972, Chapter 28A.640, RCW and Chapter 392-190 WAC.

Notice
Information about the district’s sexual harassment policy will be easily understandable and conspicuously posted in each school building in a place available to staff, parents, volunteers and visitors. Information about this policy and procedure will be provided to each employee and reproduced in each staff, handbook. In addition to the posting and reproduction of this procedure and Policy 5011, the district will provide annual notice to employees that complaints pursuant to this procedure may be filed at the University Place Educational Service Center, 3717 Grandview Drive West, University Place, WA 98466-2138.

Staff Responsibilities
In the event of an alleged sexual assault, the school principal will immediately inform: 1) the Civil Rights>Title IX Officer so that the district can appropriately respond to the incident consistent with its own grievance procedures; and 2) law enforcement. The principal will notify the targeted district staff person of their right to file a criminal complaint and a sexual harassment complaint simultaneously.

Confidentiality
If a complainant requests that his or her name not be revealed to the alleged perpetrator or asks that the district not investigate or seek action against the alleged perpetrator, the request will be forwarded to the University Place School District’s Civil Rights>Title IX Officer, Superintendent or Human Resources Administrator for evaluation. The Civil Rights>Title IX Officer, Superintendent or Human Resources Administrator should inform the complainant that honoring the request may limit its ability to respond fully to the incident, including pursuing disciplinary action against the alleged perpetrator.

If the complainant still requests that his or her name not be disclosed to the alleged perpetrator or that the district not investigate or seek action against the alleged perpetrator, the district will need to determine whether or not it can honor such a request while still providing a safe and nondiscriminatory environment for all students, staff and other third parties engaging in district activities, including the person who reported the sexual
harassment. Although a complainant’s request to have his or her name withheld may limit the district’s ability to respond fully to an individual allegation of sexual harassment, the district will use other appropriate means available to address the sexual harassment.

Retaliation
Title IX prohibits retaliation against any individual who files a complaint under these laws or participates in a complaint investigation. When an informal or formal complaint of sexual harassment is made, the district will take steps to stop further harassment and prevent any retaliation against the person who made the complaint, was the subject of the harassment, or against witnesses who provided information. The district will investigate all allegations of retaliation and take actions against those found to have retaliated.

Informal Complaint Process
Anyone may use informal procedures to report and resolve complaints of sexual harassment. Informal reports may be made to any staff member. Staff will always notify complainants of their right to file a formal complaint and the process for same. Staff will also direct potential complainants to University Place School District’s Civil Rights/Title IX Officer, Superintendent or Human Resources Administrator. Additionally, staff will also inform an appropriate supervisor or professional staff member when they receive complaints of sexual harassment, especially when the complaint is beyond their training to resolve or alleges serious misconduct.

During the course of the informal complaint process, the district will take prompt and effective steps reasonably calculated to end any harassment and to correct any discriminatory effects on the complainant. If an investigation is needed to determine what occurred, the district will take interim measures to protect the complainant before the final outcome of the district’s investigation (e.g., allowing the complainant to change academic or extracurricular activities or break times to avoid contact with the alleged perpetrator).

Informal remedies may include:
- An opportunity for the complainant to explain to the alleged harasser that his or her conduct is unwelcome, offensive or inappropriate, either in writing or face-to-face;
- A statement from a staff member to the alleged harasser that the alleged conduct is not appropriate and could lead to discipline if proven or repeated;
- A general public statement from an administrator in a building reviewing the district sexual harassment policy without identifying the complainant.
- Developing a safety plan;
- Separating staff person; or
- Providing staff and/or student training.

Informal complaints may become formal complaints at the request of the complainant or because the district believes the complaint needs to be more thoroughly investigated. The district will inform the complainant how to report any subsequent problems. Additionally, the district will conduct follow-up inquiries to see if there have been any new incidents or instances of retaliation, and to promptly respond and appropriately address continuing or new problems.

Formal Complaint Process
Level One – Complaint to District
Anyone may initiate a formal complaint of sexual harassment, even if the informal complaint process is being utilized. At any level in the formal complaint process, the district will take interim measures to protect the complainant before the final outcome of the district's investigation. The following process will be followed:

Filing of Complaint
- All formal complaints will be in writing and will set forth the specific acts, conditions or circumstances alleged to have occurred and to constitute sexual harassment. The Civil Right/Title IX Officer may draft the complaint based on the report of the complainant for the complainant to sign, review and approve. The superintendent or Civil Rights/Title IX Officer may also conclude that the district needs to conduct an investigation based on information in his or her possession, regardless of the complainant’s interest in filing a complaint.
- The time period for filing a complaint is one year from the date of the occurrence that is the subject matter of the complaint. However, a complaint filing deadline may not be imposed if the complainant was prevented from filing due to: 1) Specific misrepresentations by the district that it had resolved the
problem forming the basis of the complaint; or 2) Withholding of information that the district was required to provide under WAC 392-190-065 or WAC 392-190-005.

- Complaints may be submitted by mail, fax, e-mail or hand-delivery to the Civil Rights/Title IX Officer, University Place Educational Service Center, 3717 Grandview Drive, West, University Place, WA 98466-2138. Any district employee who receives a complaint that meets these criteria will promptly notify the Civil Rights/Title IX Officer.

Investigation and Response
- The Civil Rights/Title IX Officer will receive and investigate all formal, written complaints of sexual harassment or information in the Officer’s possession that they believe requires further investigation. The Officer will delegate his or her authority to participate in this process if such action is necessary to avoid any potential conflicts of interest. Upon receipt of a complaint, the Officer will provide the complainant a copy of this procedure.
- Investigations will be carried out in a manner that is thorough and impartial. During the investigation process, the complainant and accused party or parties, if the complainant has identified an accused harasser(s), will have an equal opportunity to present witnesses and relevant evidence. Complainants and witnesses may have a trusted adult union representative with them during any district-initiated investigatory activities. The school district and complainant may also agree to resolve the complaint in lieu of an investigation.
- When the investigation is completed, the Officer will compile a full written report of the complaint and the results of the investigation.

Superintendent Response
- The superintendent will respond in writing to the complainant and the alleged perpetrator within thirty (30) calendar days of receipt of the complaint, unless otherwise agreed to by the complainant or if exceptional circumstances related to the complaint require an extension of the time limit. In the event an extension is needed, the district will notify the complainant in writing of the reason for the extension and the anticipated response date. At the time the district responds to the complainant, the district must send a copy of the response to the office of the superintendent of public instruction.
- The response of the superintendent or designee will include: 1) a summary of the results of the investigation; 2) a statement as to whether a preponderance of the evidence establishes that the complainant was sexually harassed; 3) if sexual harassment is found to have occurred, the corrective measures the district deems necessary, including assurance that the district will take steps to prevent recurrence and remedy its effects on the complainant and others, if appropriate; 4) notice of the complainant’s right to appeal to the school board and the necessary filing information; and 5) any corrective measures the district will take, remedies for the complainant (e.g., sources of counseling, advocacy and other support), and notice of potential sanctions for the perpetrator(s) (e.g., discipline).
- The superintendent or designee’s response will be provided in a language the complainant can understand and may require language assistance for complainants with limited English proficiency in accordance with Title VI of the Civil Rights Act of 1964. If the complaint alleges discriminatory harassment by a named party or parties, the Officer will provide the accused party or parties with notice of the outcome of the investigation and notice of their right to appeal any discipline or corrective action imposed by the district.
- Any corrective measures deemed necessary will be instituted as quickly as possible, but in no event more than thirty (30) days after the superintendent's mailing of a written response, unless the accused is appealing the imposition of discipline and the district is barred by due process considerations or a lawful order from imposing the discipline until the appeal process is concluded. Staff may also pursue complaints or grievances through the appropriate negotiated bargaining agreement process or anti-discrimination policy.
- The district will inform the complainant how to report any subsequent problems. Additionally, the district will conduct follow-up inquiries to see if there have been any new incidents or instances of retaliation, and to promptly respond and appropriately address continuing or new problems.

Level Two - Appeal to Board of Directors

Notice of Appeal and Hearing
- If a complainant disagrees with the superintendent or designee’s written decision, the complainant may
appeal the decision to the district board of directors, by filing a written notice of appeal with the secretary of the board within ten (10) calendar days following the date upon which the complainant received the response.

- The board will schedule a hearing to commence by the twentieth (20th) calendar day following the filing of the written notice of appeal, unless otherwise agreed to by the complainant and the superintendent or for good cause.
- Both parties will be allowed to present such witnesses and testimony as the board deems relevant and material.

**Decision**
- Unless otherwise agreed to by the complainant, the board will render a written decision within thirty (30) calendar days following the filing of the notice of appeal and provide the complainant with a copy of the decision.
- The decision will be provided in a language that the complainant can understand which may require language assistance for complainants with limited English proficiency in accordance with Title VI of the Civil Rights Act.
- The decision will include notice of the complainant’s right to appeal to the Superintendent of Public Instruction and will identify where and to whom the appeal must be filed. The district will send a copy of the appeal decision to the office of the superintendent of public instruction.

**Level Three - Complaint to the Superintendent of Public Instruction**

**Filing of Complaint**
- If a complainant disagrees with the decision of the board of directors, or if the district fails to comply with this procedure, the complainant may file a complaint with the Superintendent of Public Instruction.
- A complaint must be received by the Superintendent of Public Instruction on or before the twentieth (20) calendar day following the date upon which the complainant received written notice of the board of directors’ decision, unless the Superintendent of Public Instruction grants an extension for good cause.
- Complaints may be submitted by mail, fax, electronic mail, or hand delivery.
- A complaint must be in writing and include: 1) A description of the specific acts, conditions or circumstances alleged to violate applicable anti-sexual harassment laws; 2) The name and contact information, including address, of the complainant; 3) The name and address of the district subject to the complaint; 4) A copy of the district’s complaint and appeal decision, if any; and 5) A proposed resolution of the complaint or relief requested. If the allegations regard a specific person, the complaint must also include the name, address, and contact information for the alleged perpetrator.

**Investigation, Determination and Corrective Action**
- Upon receipt of a complaint, the Office of the Superintendent of Public Instruction may initiate an investigation, which may include conducting an independent on-site review. OSPI may also investigate additional issues related to the complaint that were not included in the initial complaint or appeal to the superintendent or board.
- Following the investigation, OSPI will make an independent determination as to whether the district has failed to comply with RCW 28A.642.010 or Chapter 392-190, WAC and will issue a written decision to the complainant and the district that addresses each allegation in the complaint and any other noncompliance issues it has identified. The written decision will include corrective actions deemed necessary to correct noncompliance and documentation the district must provide to demonstrate that corrective action has been completed.
- All corrective actions must be completed within the timelines established by OSPI in the written decision unless OSPI grants an extension. If timely compliance is not achieved, OSPI may take action including but not limited to referring the district to appropriate state or federal agencies empowered to order compliance.

A complaint may be resolved at any time when, before the completion of the investigation, the district voluntarily agrees to resolve the complaint. OSPI may provide technical assistance and dispute resolution methods to resolve a complaint.
Level Four - Administrative Hearing

A complainant or school district that desires to appeal the written decision of the Office of the Superintendent of Public Instruction may file a written notice of appeal with OSPI within thirty (30) calendar days following the date of receipt of that office’s written decision. OSPI will conduct a formal administrative hearing in conformance with the Administrative Procedures Act, Chapter 34.05, RCW.

Other Complaint Options

Office for Civil Rights (OCR), U.S. Department of Education

OCR enforces several federal civil rights laws, which prohibit discrimination in public schools on the basis of race, color, national origin, sex, disability, and age. File complaints with OCR within 180 calendar days of the date of the alleged discrimination.

206-607-1600 | TDD: 1-800-877-8339 | OCR.Seattle@ed.gov | www.ed.gov/ocr

Washington State Human Rights Commission (WSHRC)

WSHRC enforces the Washington Law Against Discrimination (RCW 49.60), which prohibits discrimination in employment and in places of public accommodation, including schools. File complaints with WSHRC within six months of the date of the alleged discrimination.

1-800-233-3247 | TTY: 1-800-300-7525 | www.hum.wa.gov

Mediation

At any time during the complaint procedure set forth in WAC 392-190-065 through 392-190-075, a district may, at its own expense, offer mediation. The complainant and the district may agree to extend the complaint process deadlines in order to pursue mediation.

The purpose of mediation is to provide both the complainant and the district an opportunity to resolve disputes and reach a mutually acceptable agreement through the use of an impartial mediator. Mediation must be voluntary and requires the mutual agreement of both parties. It may be terminated by either party at any time during the mediation process. It may not be used to deny or delay a complainant’s right to utilize the complaint procedures.

Mediation must be conducted by a qualified and impartial mediator who may not:

1) Be an employee of any school district, public charter school, or other public or private agency that is providing education related services to a student who is the subject of the complaint being mediated;
   or 2) Have a personal or professional conflict of interest. A mediator is not considered an employee of the district or charter school or other public or private agency solely because he or she serves as a mediator.

If the parties reach agreement through mediation, they may execute a legally binding agreement that sets forth the resolution and states that all discussions that occurred during the course of mediation will remain confidential and may not be used as evidence in any subsequent complaint, due process hearing or civil proceeding. The agreement must be signed by the complainant and a district representative who has authority to bind the district.

Training and Orientation

A fixed component of all district orientation sessions for staff and students will introduce the elements of this policy. Staff will be provided information on recognizing and preventing sexual harassment. Staff will be fully informed of the formal and informal complaint processes and their roles and responsibilities under the policy and procedure.

Certificated staff will be reminded of their legal responsibility to report suspected child abuse, and how that responsibility may be implicated by some allegations of sexual harassment.

As part of the information on the recognition and prevention of sexual harassment staff, volunteers, students and parents will be informed that sexual harassment may include, but is not limited to:

- Demands for sexual favors in exchange for preferential treatment or something of value;
- Stating or implying that a person will lose something if he or she does not submit to a sexual request;
- Penalizing a person for refusing to submit to a sexual advance, or providing a benefit to someone who does;
- Making unwelcome, offensive or inappropriate sexually suggestive remarks comments, gestures, or jokes; or remarks of a sexual nature about a person's appearance, gender or conduct;
- Using derogatory sexual terms for a person;
- Standing too close, inappropriately touching, cornering or stalking a person; or
- Displaying offensive or inappropriate sexual illustrations on school property.
Policy and Procedure Review
Annually, the superintendent or designee will convene an ad hoc committee composed of representatives of certificated and classified staff, volunteers, students and parents to review the use and efficacy of this policy and procedure. The Civil Rights/Title IX-Officer will be included in the committee. Based on the review of the committee, the superintendent will prepare a report to the board including, if necessary, any recommended policy changes. The superintendent will consider adopting changes to this procedure if recommended by the committee.

Revised Dates: 08.06; 10.11; 03.14; 01.15; 06.15; 11.15

Social Media Guidelines

Electronic media includes all forms of social media, such as text messaging, instant messaging, electronic mail (e-mail), Web logs (blogs), electronic forums (chat rooms), video-sharing websites (e.g. YouTube), editorial comments posted on the Internet, virtual reality sites and social networking sites (e.g. Facebook, Instagram, Twitter, LinkedIn, etc.). Electronic media also includes all forms of telecommunication such as landlines, cell phones, and Web-based applications.

Electronic communications and social media websites have become part of our everyday lives. They are how more and more people interact with each other. While these sites allow people to interact in ways never before seen, they bring with them a new level of responsibility for the user. Across the country, employees – both in the public and private sectors – have done things in the “online world” that have affected their careers. There are cases where employees have been disciplined or terminated because of something that appeared on an online social media website or other online communication.

The purpose of this information is to provide employees with guidance on what they should and shouldn’t do in the cyber world. The goal is to help staff avoid any unintended situations that could potentially have an adverse effect on their employment status. Employees do not have a right to privacy with respect to their electronic media communications with students and parents.

When using social media sites, all district guidelines for acceptable use and appropriate boundaries still apply. Please reference:

- Policy 5253 Maintaining Professional Staff / Student Boundaries
- WAC 181-87 Code of Professional Conduct
- Policy 2022 Electronic Resources: Internet / Network Acceptable Use Policy

Some additional points to be aware of include the following:

- Employees will be held to the same professional standards in their public use of electronic media as they are for any other public conduct.
- Employees are expected to conduct themselves in a professional and appropriate manner when dealing with students and parents.
- All official communication between district staff and students should be handled through official district channels, i.e. use district email, do not use personal email. Refrain from accepting UPSD students as “friends” on social networking sites.
- Participation in social networking sites for work purposes must be done with the knowledge and approval of the employee’s supervisor when student involvement is anticipated or immediately following the commencement of any unanticipated student involvement.
- Employees are expected to notify parents when social media is used to communicate with students for any purpose.
- Employees are expected to be familiar with the administration of the service. Specific attention should be focused on how to set up privacy controls.
- Employees are expected to be familiar with their target audience when posting items online as some may be perceived as offensive to some recipients and may be a violation of state and/or district rules and policies.
- If material posted on said website for personal reasons interferes with an employee’s ability to perform his/her job, it may be subject to disciplinary action up to and including termination.
- Employees should never post information that is considered proprietary, copyrighted, defamatory, libelous or obscene (as defined by the courts) as it may be a violation of state and/or district rules and
policies.

- Employees do not have a right to privacy with respect to their electronic media communications with students and parents.
- Employees should think carefully before completing a post or hitting the send button; consider whether a particular posting puts your professional reputation and effectiveness as a District employee at risk.

The reality is that both the Internet and social networking sites are constantly changing and these guidelines are intended to give employees points to consider when using these tools.

Common sense and professional decorum are a District expectation. The application of this policy will be consistent with federal law.

**Staff Hiring, Treatment, Compensation and Evaluation - EL-4**

With respect to treatment of staff, the superintendent shall ensure that staff members are treated with respect and dignity. With respect to employment compensation and benefits for employees, the superintendent shall employ the highest quality staff at the most reasonable cost to the district and recommend for board approval, salary schedules that represent fair, competitive compensation for employees while ensuring the fiscal integrity and public image of the district. With respect to evaluation of employees, the superintendent shall implement an evaluation system that measures employee performance in terms of achieving and complying with the Board’s policies.

Accordingly, the superintendent shall effect:

1. A working environment for staff that is safe, civil and otherwise conducive to teaching and learning;
2. Hiring practices that implement the district’s affirmative action plan and ensure reasonable background inquiries of employees and volunteers;
3. Familiarity of the staff with this policy and personnel policies that, among other things, provide effective handling of grievances and protect against discrimination, harassment and other mistreatment;
4. Employee access to the Board when administrative grievance procedures are exhausted and the employee alleges that district policy has been violated;
5. Safe handling of confidential information; and
6. Administration of an evaluation system that: improves instruction; accurately and completely measures and documents performance of all employees; encourages professional growth; and links employee performance with multiple measures of targeted outcomes.

**Adopted: July 10, 2019**

**Monitoring Method: Internal Report**

**Monitoring Frequency: Annually in June**
Substitutes

Any teacher requiring the services of a substitute will use our electronic sub online system.

**Substitute Online**

A One Day Absence in only 3 Clicks

With 3 clicks you Log-on, Enter a New Absence and Submit the absence.

As an approved employee, you must first Logon. The Logon screen should appear with the Logon button visible. If you do not see the Logon button, you need to first adjust your System Monitor Properties to 800 by 600 pixels.

The program requires your Last Name and Password. Click the Logon button when ready. The program assumes you are reporting a New Absence.

The option to enter a new absence appears automatically.

Barbara Aaker teaches 5th grade at Gomm Elementary. She is logging in on Sunday evening so the system assumes she will be absent tomorrow, Monday, ALL day shift due to SICK USE charged to her. She may make changes on this Edit Bar regarding the date, shift, and/or reason. If it is only for one day, she may click SUBMIT ABSENCE now.

Barbara can check to see the names of subs she has requested or rejected in the past.

She may Click on a Sub’s name if she has Pre-arranged with the specific Sub to take the job.

If her absence is for several days in a row, she may click Add Days for each consecutive day.

She may also leave detailed lesson plans, update them at any time or copy and paste from her word processor.
Suicide / Emotional Crisis Prevention and Reporting

- REPORT suicide threats, suicidal comments or other signs of emotional crisis to a school counselor and/or administrator immediately.
- Keep students in crisis under continual supervision. DO NOT RELEASE students until a report is made.
- The UPSD Suicide/Emotional Crisis Response and Prevention Plan is available online.
- Each school has a “student support team” consisting of administrators, counselors and other staff. Members of this team can respond when students are in crisis.

Use of Tobacco and Nicotine Products and Delivery Device - Policy 4215

The board of directors recognizes that to protect students from exposure to the addictive substance of nicotine, employees and officers of the school district, students, and all members of the community, must refrain from use of tobacco products and delivery devices on school property at all times. Tobacco products and delivery devices include, but are not limited to cigarettes, cigars, snuff, smoking tobacco, smokeless tobacco, nicotine, electronic smoking/vapor devices, “vapor pens,” non-prescribed inhalers, nicotine delivery devices or chemicals that are not FDA-approved to help people quit using tobacco, devices that produce the same flavor or physical effect of nicotine substances and any other smoking equipment, device, material or innovation.

Any use of such products and delivery devices by staff, students, visitors and community members will be prohibited on school district property. Possession by or distribution of tobacco products to minors is prohibited. This will include all district buildings, grounds and district-owned vehicles.

Notices advising students, district employees and community members of this policy will be posted in
appropriate locations in all district buildings and at other district facilities as determined by the superintendent and will be included in the employee and student handbooks. Employees and students are subject to discipline for violations of this policy, and school district employees are responsible for the enforcement of the policy.

Cross References: 5201 - Drug-Free Schools, Community and Workplace  
3416 - Medication at School  
3241 - Classroom Management, Corrective Actions Or Punishment  

Legal References:  
RCW 28A.210.310 Prohibition on use of tobacco products on school property  
RCW 70.155.080 Purchasing, obtaining or possessing tobacco by persons under 18 — Civil infraction — Jurisdiction

Management Resources: 2014 - February Issue  
2010 - December Issue  
2010 - October Issue

Adoption Date: 10/22/14  
Classification: Essential  
Revised Dates: 2/28/18, 12/17/19

Use of District Equipment or Facilities for Private Gain

State statutes and regulations prohibit the use of public property and equipment for personal gain. Employees may request to use district facilities for purposes related to their professional position through the principal/supervisor of the facility being requested. Requests for use of district facilities for private purposes must be submitted on a Facility Use Application/Agreement form to the business office.

District equipment, such as copy machines, computers, vehicles, shop equipment and tools, etc., is not to be used for personal gain or to promote a private enterprise even though an offer to pay may be made.

Employees may be subject to searches of their work area, computer, email, property, or vehicle located on district property at management’s discretion, and that they will be expected to cooperate or risk discipline. There should be no expectation of privacy. Employees should not bring any personal belongings to the worksite that they wish to keep private.

Whistleblower Protection Act

Employees who seek to prevent, or who report acts by governmental officials which the employee believes to be unlawful or against the public interest, are entitled to protection against discharge or other forms of retaliation by their employers. These protections flow from the state and federal constitutions and from several state statutes, including RCW 42.41.
Workers’ Compensation Filing Information

IF A JOB INJURY OR DISEASE OCCURS:

University Place School District is subject to Washington industrial insurance laws and has been approved by the state to cover its own workers’ compensation benefits. Self-insured employers must provide all benefits required by the laws. The Department of Labor and Industries regulates your employer’s compliance with these laws. If you become injured on the job or develop an occupational disease, you will be entitled to industrial insurance benefits. Your claim will be handled and your benefits paid by your employer.

IN CASE OF INJURY OR DISEASE:

REPORT YOUR INJURY OR DISEASE to your supervisor (listed below).

Your employer will provide you with information for completing the online “Self-Insured Accident Report” (SIF-2). You should complete this form before you seek medical treatment, if possible.

In the event that you sustain an injury as a result of a third party who is not an employee of this organization, you may elect to seek damages from that third party. It is essential that you contact our claims administration office, Puget Sound Workers’ Compensation Trust, and advise them of the nature and cause of your injuries prior to entering into any agreement with the responsible third party.

GET MEDICAL CARE. You have the right to go to the doctor of your choice.

Complete a “Physician’s Initial Report” form at your doctor’s office. Have your doctor mail this form to your employer’s claims administration address listed below. The claims administrator will evaluate your claim for benefits. All medical bills that result from an allowable on the job injury or occupational disease will be paid by your employer. You may be entitled to wage replacement or other benefits. Your employer will explain this to you.

IMPORTANT:

Your employer cannot deny you the right to file a claim, and your employer cannot penalize you or discriminate against you for filing a claim. Every worker is entitled to workers’ compensation benefits for any injury or illness which results from his/her job.

Any false claim filed by a worker may be prosecuted to the full extent of the law.

If you have any questions or concerns, contact your employer’s representative (at the claims administration address or phone number below), or call the Department of Labor and Industries, Self-Insurance Section (360) 902-6901.

EMPLOYER MUST COMPLETE THE FOLLOWING:

Report your injury to:

Your Supervisor

Claims administration address:

Puget Sound Workers’ Compensation Trust
800 Oakesdale Ave SW
Renton WA  98057-5221
425-917-7667
253-778-7667 (Tacoma area toll free)
COVID-19 Guidance

Key Principles for Reducing Potential Exposures
The mainstays of reducing exposure to the coronavirus and other respiratory pathogens are:

- Keep ill persons out of school — educating students, families and staff to stay home when sick, and using screening
- Cohorts — conducting all activities in small groups that remain together over time with minimal mixing of groups.
- Physical distancing — minimizing close contact (less than six feet) with other people.
- Hand hygiene — frequent washing with soap and water or using alcohol-based hand gel.
- Protective equipment — use of face coverings or shields, and barriers.
- Environmental cleaning and disinfection — especially of high-touch surfaces.
- Improve indoor ventilation
- Isolation of sick people and excluding exposed people.

With the above considerations foremost, outdoor activities are safer than indoor activities. Based on these principles, everyone should understand that more, closer, and longer interactions between people is associated with more risk of COVID-19. Risk of COVID-19 spread increases in school settings as follows:

- Lowest Risk: Students and teachers engage in virtual-only classes, activities, and events.
- More Risk: Small, in-person classes, activities, and events. Groups of students stay together and with the same teacher throughout/across school days, and groups do not mix. Students remain at least six feet apart and do not share objects (e.g., hybrid virtual and in-person class structures, or staggered/rotated scheduling to accommodate smaller class sizes).
- Highest Risk: Full sized, in-person classes, activities, and events. Students are not spaced apart, share classroom materials or supplies, and mix between classes and activities.

General Guidance
Do not allow students, staff, vendors, parents and guardians, or guests on-site if they:

1. Are showing symptoms of COVID-19.
2. Have been in close contact* (within 6 feet for at least 15 minutes) with someone who has confirmed COVID-19 in the last 14 days.
3. Have tested positive for COVID-19 in the past 10 days
   *Health care providers, EMS workers, and staff who wore proper personal protective equipment (PPE) during potential COVID-19 exposure are permitted to be on site.

Ensure staff are trained in health and safety protocols for your site, including how to screen for symptoms, maintaining physical distance, wearing appropriate PPE, importance of frequent cleaning and handwashing, and what to do if someone develops signs of COVID-19.

Communicate regularly with students, families and staff, and emphasize the importance of staying home when sick, physical distancing of six feet, and hand hygiene. Communication should be provided using multiple modalities (posters, written hard copy, email, text message, phone, video conferencing) and in languages that parents best understand.

All students age 5 years and older, staff, volunteers, and guests must wear cloth face coverings (or other acceptable alternative) in K-12 settings. See below for more information about cloth face coverings guidance. In addition, schools have a general obligation to provide employees a safe and healthy work site in accordance with state and federal law and safety and health rules, including addressing hazards associated with COVID-19. Refer to the Department of Labor & Industries’ COVID-19 Workplace Safety and Health Requirements for more information.
Monitor student and employee attendance and absences, have flexible locally-determined leave policies and practices, and have access to trained substitutes to support employee absences.

**People at High Risk for Serious Health Problems from COVID-19**

Those at high risk for health problems from COVID-19 should consult with their health care provider when considering whether to provide or participate in K-12 activities. Protections for employees at high risk for health problems remain in place under Proclamation 20-46. Families with a member who is at high risk from COVID-19 should carefully consider risks and benefits of sending their student to in person school.

**Drop-Off and Pick-Up**

Develop a system for drop-off and pick-up that keeps families at least six feet from each other and reduces their need to enter the school. This may include staggering drop-off and pick-up times for various groups, one-way traffic flows, greeting students at their vehicle, or placing distancing markers on walkways.

**Health Screening at Entry**

Staff and students with any illness must stay home. Students and staff should be assessed for illness before attending school each day. Encourage parents to be on the alert for signs of illness in their children and to keep them home when they are sick. Screen children upon arrival, if possible.

There are several methods that facilities can use to protect students and staff while conducting temperature and symptom screenings. The most protective methods incorporate social distancing (maintaining a distance of six feet from others) or physical barriers to eliminate or minimize exposures due to close contact. Schools should decide how to enact daily health screening, whether by active onsite screening, assessment at home by parents/guardians with daily attestation, or other method.

For more information on screening, see the [CDC guidance](https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/school-reopening.html).

Every day, ask staff, parents, guardians, and students (grades 6-12) to review the following questions and stay home if the answer is yes.

1. Do you have any of the following symptoms that are not caused by another condition? [On the first day after a break or for a new student, please ask about the past 3 days 72 hours.]
   - Fever (100.4°F) or chills
   - Cough
   - Shortness of breath or difficulty breathing
   - Unusual fatigue
   - Muscle or body aches
   - Headache
   - Recent loss of taste or smell
   - Sore throat
   - Congestion or runny nose
   - Nausea or vomiting
   - Diarrhea
2. Have you been in close contact with anyone with confirmed COVID-19?
3. Have you had a positive COVID-19 test for an active virus in the past 10 days?
4. Within the past 14 days, has a public health or medical professional told you to self-monitor, self-isolate, or self-quarantine because of concerns about COVID19 infection?

For those who answer yes, refer to “Returning to school after suspected COVID-19 symptoms” below.
Reducing Transmission

Grouping Students
Create cohorts or groups of students with dedicated staff who remain together throughout the day, at recess and lunch time, and remain consistent from day to day. Groups should not be combined (e.g. for lunch or recess). If possible, rotate teachers rather than students to avoid mixing of students in the hallways. Consider block schedules to minimize mixing among students or combining of groups. For all students, assign seating in classrooms to be able to more quickly identify close contacts of COVID-19 cases when they occur. Multiple groups of students may use the same facility as long as they are in limited contact with other groups.

Physical Distancing
Practice physical distancing of six feet within each group or classroom of students as much as possible. Create space between students and reduce the amount of time they are close with each other. Your ability to do this will depend on students’ ages and developmental and physical abilities. Select strategies to increase physical distancing that will work for your school and the space available. Maintaining six feet of distance is most important when students or staff will be engaged in something for more than a few minutes, like during class, reading or quiet time, or eating lunch. There may be brief moments, such as passing by others in the hallway or during play at recess when students are less than feet apart from each other. Not all strategies will be feasible for all schools. Think creatively about all opportunities to increase physical space between students during all scheduled activities and limit interactions in large group settings.

Schools may consider physical distancing strategies such as:

- Increase the space between desks and assign seating in all grade levels and classes. Rearrange student desks or workstations to provide six feet of distance between students. Turn desks to face in the same direction (rather than facing each other) to reduce transmission caused from virus-containing droplets (e.g., from talking, coughing, sneezing).
- Reduce the number of students at tables, lab benches, or other workstations to increase physical distance.
- Reduce the number of students in the halls and restrooms at one time. Stagger release of classes, restroom breaks, recess, etc. Cancel activities where multiple classrooms interact.
- Reduce congestion in the health office. For example, use the health office for children with flu-like symptoms and a satellite location for first aid or medication distribution.
- Mark traffic flow and designate entrances and exits to minimize face to face contact.
- Stagger arrival and/or dismissal times. These approaches can limit the amount of close contact between students in high-traffic situations and times.
- Place tape, spots, cones, paint or other markers to signal six feet in areas where students may be waiting in line. This could include symptom screening points, restrooms, water fountains, hand washing or sanitizing stations, the main classroom door, the cafeteria, etc.
- Limit the presence of volunteers for classroom activities, mystery readers, cafeteria support, and other activities.
- Cancel or modify classes where students are likely to be in very close contact.
- Cancel in person activities that are considered high risk. These include choir, playing of wind instruments (band), contact sports, or other activities that require students to remove face coverings and/or be in close contact with one another as these may contribute to transmission of COVID-19.
- Cancel in person field trips, assemblies, and other large gatherings. Cancel in-person activities and events such as field trips, student assemblies, special performances, STEAM fairs, school-wide parent meetings, or spirit nights.
- Limit cross-school transfer for special programs. For example, if students are brought from multiple schools for special programs (e.g., music, robotics, and academic clubs), consider using distance learning to deliver the instruction or temporarily offering duplicate programs in the participating schools.
- Teach staff, students, and their families to maintain distance from each other in the school. Educate staff, students, and their families at the same time and explain why this is important.
• Keep students outside more, as weather and space permit.

Meals
Limit gatherings and potential mixing of classes or groups in the cafeteria or other communal spaces. Consider having students take their meals outside or in the classroom. You may accomplish this through meal delivery to classes, or through grab-and-go services. If using the cafeteria, have students sit with their class or group, and ensure physical distance between students in a group or cohort and between groups. Stagger meal times in the lunchroom or dining hall. Arrange and direct the flow of students to reduce crowding such as at handwashing sinks, food vending areas, etc. Space students as far apart as you can at the table. Make sure tables are at least six feet apart. Individually plate food for each student. The staff (not students) should handle utensils and serve food to reduce spread of germs. Clean and sanitize tables before and after each group eats. Use a washable plastic table cloth for wooden tables.

Hygiene Practices
Children and adults should clean their hands when they arrive at school, before meals or snacks, after outside time, after going to the bathroom, after blowing their nose or sneezing, and before leaving to go home. Help young children to make sure they are doing it right. The best option is to wash hands with soap and water for at least 20 seconds. If soap and water are not readily available, use an alcohol-based hand gel with at least 60 percent alcohol and preferably fragrance-free. Supervise use of alcohol-based hand gel by young children. Teach children and adults not to touch their eyes, nose, and mouth with unwashed hands. Cover coughs or sneezes with a tissue, throw the tissue in the trash, then clean hands with soap and water or hand gel.

Cloth Face Coverings
Wearing cloth face coverings may help prevent the spread of COVID-19 and is required for staff and students in all public spaces, except where specific exceptions are made based on age, development, or disability. See the Washington State Department of Health Guidance on Cloth Face Coverings and CDC Recommendation Regarding the Use of Cloth Face Coverings for more information. All students, volunteers, or guests must wear cloth face coverings or acceptable alternatives at school when indoors. Schools should provide face coverings for staff and students if they do not have their own. For staff, cloth facial coverings must be worn by every individual (except as described below) not working alone at the location unless their exposure dictates a higher level of protection under Department of Labor & Industries safety and health rules and guidance. Refer to Coronavirus Facial Covering and Mask Requirements for additional details.

Cloth face coverings should not be worn by:
1. Those with a disability that prevents them from comfortably wearing or removing face covering.
2. Those with certain respiratory conditions or trouble breathing.
   • Those who are deaf or hard of hearing, and those who provide instruction to such people, and use facial and mouth movements as part of communication.
   • Those advised by a medical, legal, or behavioral health professional that wearing a face covering may pose a risk to that person.
3. In rare circumstances when a cloth face covering cannot be worn, students and staff may use a clear face covering or a face shield with a drape as an alternative to a cloth face covering. If used, face shields should extend below the chin, to the ears, and have no gap at the forehead.
4. Younger students must be supervised when wearing a face covering or face shield and may need help putting them on, taking them off, and getting used to wearing them.
5. Even when cloth face coverings are worn, continue practicing physical distancing.
6. Students may remove face coverings to eat and drink and when they go outdoors for recess, physical education, or other outside activities when they can be physically distanced.
students need a “mask break” take them outside or to a large, well ventilated room where there is sufficient space to ensure more than six feet of physical distance between people.

7. As for all assistance provided by staff to students who have special needs, the school is responsible for providing appropriate PPE available.

**Bus Transportation**

Principles for COVID prevention within school transportation are:

- Keep riders as far apart as possible on the bus. Consider how to reduce occupancy and increase space on the bus through scheduling (e.g., through staggered arrivals/departures, A/B scheduling) or add buses where possible
- Require assigned seating
- If possible, seat with household members or members of their school group/cohort
- Maximize outside air and keep windows open as much as possible
- Encourage walking or biking where safe, or being driven by caregivers as feasible
- Riders and staff members must wear a cloth face covering or acceptable alternative
- Encourage students to wash or sanitize hands when they leave their home or classroom immediately before boarding the bus
- Clean and disinfect frequently touched surfaces, including the tops and backs of seats, using an EPA registered product and use manufacturers’ instructions for use.

**Cleaning and Disinfecting Procedures**

**Schools should have infection control plans, updated to reflect what is known about COVID-19.** A good resource is [Cleaning for Healthier Schools – Infection Control Handbook 2010](#)

Increase how often you clean.

- Cleaning removes germs, dirt, food, body fluids, and other material. Cleaning increases the benefit of sanitizing or disinfecting.
- Sanitizing reduces germs on surfaces to levels that are safe.
- Disinfecting kills germs on surfaces of a clean object.
- The U.S. Environmental Protection Agency (EPA) regulates sanitizer and disinfectant chemicals. If you sanitize or disinfect without cleaning first, it will reduce how well these chemicals work and may leave more germs on the surface.

Current guidance for cleaning and disinfection for COVID-19 from the CDC states that disinfectants should be registered by the EPA for use against the COVID-19. See [List N: Disinfectants for Use Against SARS-CoV-2 (COVID-19)](#). Disinfectants based on hydrogen peroxide or alcohol are safer.

The University of Washington has a handout with options for safer cleaning and disinfecting products that work well against COVID-19.

If you use a bleach and water mixture for disinfection, mix it at a concentration of four teaspoons of 6 percent bleach per quart of cool water or five tablespoons of 6 percent bleach (one-third cup) per gallon of cool water (1,000 parts per million). Thoroughly clean surfaces with soap and water and remove the soap with water before applying the bleach solution. Keep the surface wet for at least one minute. An emergency eye wash station is required where bleach is mixed from concentrate.

More information about cleaning, disinfecting, and choosing safer products is on the [DOH COVID-19 website](#). Clean and sanitize toys, equipment, and surfaces in the program space. Clean and disinfect high-touch surfaces like doorknobs, faucet handles, check-in counters, and restrooms. Use alcohol wipes or 70% isopropyl alcohol to clean keyboards and electronics. Outdoor areas generally require normal routine cleaning and do not require disinfection. Wash hands after you clean.

If groups of students are moving from one area to another in shifts, finish cleaning and disinfecting before the new group enters the area. Clean and disinfect high-touch surfaces each night after students leave.
Always follow the disinfectant instructions on the label:

- Use disinfectants in a ventilated space. Heavy use of disinfectant products should be done when children are not present and the facility should air out before children return.
- Use the proper concentration of disinfectant.
- Keep the disinfectant on the surface for the required wet contact time.
- Follow the product label warnings and instructions for PPE such as gloves, eye protection, and ventilation.
- Keep all chemicals out of reach of children.
- Facilities must have a Safety Data Sheet (SDS) for each chemical used in the facility.
- Parents, teachers, and staff should not supply disinfectants and sanitizers.

Carpets
If possible, vacuum daily (when children are not present). Use a vacuum with a HEPA (high efficiency particulate air) filter – or use HEPA vacuum bags. Having both is even better.

Outdoor Areas
Outdoor areas, like playgrounds in schools and parks, generally require normal routine cleaning, but do not require disinfection.

- Do not spray disinfectant on outdoor playgrounds—it is not an efficient use of supplies and is not proven to reduce risk of COVID-19 to the public.
- High-touch surfaces made of plastic or metal, such as grab bars and railings, should be cleaned routinely.
- Cleaning and disinfection of wooden surfaces (play structures, benches, tables) or groundcovers (mulch, sand) is not recommended.

Ventilation
Ventilation is important to have good indoor air quality. Offer more outside time, open windows often, and adjust the HVAC system to allow the maximum amount of outside air to enter the program space. Use of fans for cooling is acceptable. They should blow away from people. There is no special cleaning or disinfection for heating, ventilation, and air conditioning (HVAC) systems.

Shared Hands-On Teaching Materials
Clean and disinfect hands-on materials often and after each use. Limit shared teaching materials to those you can easily clean and sanitize or disinfect. Children’s books and other paper-based materials are not high risk for spreading the virus.

What To Do If Someone Develops Signs of COVID-19
To prepare for the potential of students or staff showing symptoms while at school, schools should have a response and communication plan in place that includes communication with staff, families, and their local health jurisdiction. Schools should prepare for providing instruction to students who are excluded from school due to illness, and to quarantine after exposure to COVID-19.

Every school should have an identified space for isolating ill persons until they can be sent home. This space would ideally have several rooms with doors that can close and windows that vent to the outside to improve ventilation. Alternatively, a room with several cots spaced at least six feet apart with privacy curtains between cots could be used. Ideally, the isolation unit would have a private bathroom for use only by persons being evaluated for COVID. If a private bathroom for ill persons is not available, the ill person should wear a face mask when traveling to and from the communal bathroom. Clean all high touch areas between patient room and bathroom as well as in the bathroom. Thoroughly clean and disinfect the communal bathroom immediately after use. Increase ventilation in the bathroom by keeping a window open and/or turning on a fan that vents to the outside.
If a student or staff member develops signs of COVID-19 (see list under health screenings on page 3), separate the person away from others, with supervision at a distance of six feet, until the sick person can leave. Staff caring for ill persons should use appropriate medical grade PPE. While waiting to leave school, the individual with symptoms should wear a cloth face covering or mask if tolerated. Air out and then clean and disinfect the areas where the person was after they leave.

Returning to School After Having Suspected Signs of COVID-19

For ill persons without known exposure to a confirmed COVID-19 case, follow DOH guidance for what to do if you have symptoms for COVID-19 and have not been around anyone who has been diagnosed with COVID-19.

- If PCR testing for COVID-19 is not performed, stay home for at least 10 days after symptom onset, and at least 24 hours after fever has resolved and symptoms have improved. (People with severe disease or immunocompromised may need to be isolated at home for longer.)
- If PCR testing for COVID-19 is negative, stay home until 72 hours after fever resolves and symptoms are improving.

People who are ill and had known exposure to a person with confirmed COVID-19 should be encouraged to be tested for COVID-19 and should stay out of school until at least 10 days after symptom onset, and at least 24 hours after fever has resolved and symptoms have improved. (People with severe disease or immunocompromised may need to be isolated at home for longer.)

Ask staff and students’ parents or caregivers to inform the school right away if the ill person is diagnosed with COVID-19. If a student or staff member tests positive for COVID-19, the local health jurisdiction will provide advice, but it is possible that many of the student’s classmates and teachers will be considered close contacts and need to be quarantined for 14 days. Refer them to What to do if you were potentially exposed to someone with confirmed coronavirus disease (COVID-19)?

Returning to School After Testing Positive for COVID-19

A staff member or student who had confirmed COVID-19 can return to the program when:

- At least 24 hours have passed since recovery – defined as no fever without the use of medications and improvement in respiratory signs like cough and shortness of breath; AND
- At least 10 days have passed since signs first showed up.

Returning to School After Being in Close Contact to Someone With COVID-19

If a person believes they have had close contact to someone with COVID-19, but they are not sick, they should watch their health for signs of fever, cough, shortness of breath, and other COVID-19 symptoms during the 14 days after the last day they were in close contact with the person sick with COVID-19. They should not go to work, child care, school, or public places for 14 days. If a person develops symptoms of COVID-19 during their quarantine, they should seek testing for COVID-19, and follow guidance above for confirmed COVID-19 cases. Consider testing on day 10 even if no symptoms are present. However, a negative test after exposure does not shorten the 14 day quarantine period.
Environmental cleaning after a suspected or confirmed case is identified
When a school sends a person with COVID-19 symptoms home, or learns a confirmed case of COVID-19 has been on the premises, clean and disinfect the areas where the ill person spent time.

- Close off areas visited by the ill persons. Open outside doors and windows and use ventilating fans to increase air circulation in the area. Wait 24 hours, or as long as practical, before beginning cleaning and disinfection.
- Cleaning staff should clean and disinfect all areas such as offices, bathrooms, common areas, shared electronic equipment (like tablets, touch screens, keyboards, remote controls) used by the ill persons, focusing especially on frequently touched surfaces.
- If it has been more than 7 days since the person with suspected/confirmed COVID-19 visited or used the facility, additional cleaning and disinfection is not necessary.

Contact Investigation, Contact Tracing, and Quarantine of Close Contacts of Confirmed COVID-19 Cases
Schools can play an important role to quickly identify close contacts and communicate with parents and guardians. When a school learns of a confirmed case of COVID-19 who was on the school premises,

- Immediately notify the local health jurisdiction of the case.
- Identify and provide to local public health all likely school-based close contacts of the COVID-19 case from 2 days before symptoms started (or date of positive test if asymptomatic) until the time the case was no longer in school. Close contacts are defined as persons who were within six feet of the confirmed cases for approximately 15 minutes and would include:
  - Siblings who attend the same school
  - Some or all of the students and teachers in the infected person’s group (classroom, cohort)
  - Others sitting close to the student on the school bus
- Public health will advise close contacts, but the school may help quickly communicate important information to exposed students and staff who should be advised to self-monitor and quarantine for 14 days from the last exposure. Schools may use DOH guidance: What to do if you were potentially exposed to someone with confirmed coronavirus disease (COVID-19)?

COVID-19 Outbreaks in School
Definition: Two or more* laboratory-confirmed† COVID-19 cases among students or staff with onsets‡ within a 14-day period, who are epidemiologically linked§, do not share a household**, and were not identified as close contacts†† of each other in another setting during standard case investigation or contact tracing.

*If the school is grouping or cohorting students
Dismiss the entire classroom for home quarantine for 14 days if two or more confirmed cases of COVID-19 occur within the group or cohort within a 14 day period.

Close a school and switch to remote learning for 14 days when

- 2 or more classrooms are dismissed due to outbreaks (in schools with 10 or fewer classrooms)
- >=10% of classrooms are dismissed due to outbreaks (in schools with > 10 classrooms)
- School cannot function due to insufficient teaching or support staff.

*If the school is not grouping or cohorting students
Quarantine close contacts and notify families if two or more confirmed cases are reported in a 14 day period. Evaluate to determine if transmission is occurring in the school.
Consider the following to determine the need to close a school and switch to remote learning for 14 days when:

- Rapid increase in cases
- Prolonged chain of transmission (2 or more generations) believed to occur in the school.
- School cannot function due to insufficient teaching or support staff.

**UPSD Discrimination and Sexual Harassment Complaint Procedures**

**DISCRIMINATION**

University Place School District does not discriminate in any programs or activities on the basis of sex, race, creed, religion, color, national origin, age, veteran or military status, sexual orientation, gender expression, gender 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. The following employee(s) has been designated to handle questions and complaints of alleged discrimination:

- Civil Rights Coordinator, Lainey Mathews, lmathews@upsd83.org, 3717 Grandview Drive West, University Place, WA 98466, and 253-566-5600
- Title IX Coordinator, Lainey Mathews, lmathews@upsd83.org, 3717 Grandview Drive West, University Place, WA 98466, and 253-566-5600
- Gender-Inclusive Schools Coordinator, Lainey Mathews, lmathews@upsd83.org, 3717 Grandview Drive West, University Place, WA 98466, and 253-566-5600
- Section 504 Coordinator, Kelly McClure, kmclure@upsd83.org, 3717 Grandview Drive West, University Place, WA 98466, and 253-566-5600

You can report discrimination and discriminatory harassment to any school staff member or to the district's Civil Rights Coordinator, listed above. You also have the right to file a formal complaint (see below). For a copy of the district's nondiscrimination policy and procedure, contact your school or district office or on our website at [www.upsd83.org](http://www.upsd83.org).

**SEXUAL HARASSMENT**

Students and staff are protected against sexual harassment by anyone in any school program or activity, including on the school campus, on the school bus, or off-campus during a school-sponsored activity.

**Sexual Harassment as defined by Washington State Law RCW 28A.640.020:**

Sexual harassment is unwelcome behavior or communication that is sexual in nature when:

- A student or employee is led to believe that he or she must submit to unwelcome sexual conduct or communications in order to gain something in return, such as a grade, a promotion, a place on a sports team, or any educational or employment decision, or
- The conduct substantially interferes with a student's educational performance, or creates an intimidating or hostile educational or employment environment.

**Examples of Sexual Harassment:**

- Pressuring a person for sexual favors
- Unwelcome touching of a sexual nature
- Writing graffiti of a sexual nature
- Distributing sexually explicit texts, e-mails, or pictures
- Making sexual jokes, rumors, or suggestive remarks
- Physical violence, including rape and sexual assault
Sexual Harassment as defined by Title IX Regulations:

Under Title IX Law, no person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.

Sexual Harassment is conduct on the basis of sex that satisfies one or more of the following:

- An employee of the recipient conditioning the provision of an aid, benefit, or service of the recipient on an individual’s participation in unwelcome sexual conduct;
- Unwelcome conduct determined by a reasonable person to be so severe, pervasive and objectively offensive that it effectively denies a person equal access to the recipient’s education program or activity; or
- Sexual assault, dating violence, domestic violence, or stalking as defined by the Clery Act.

You can report sexual harassment to any school staff member or to the district's Title IX Coordinator, who is listed above. You also have the right to file a complaint (see below). For a copy of your district's sexual harassment policy and procedure, contact your school or district office, or on our website at www.upsd83.org.

COMPLAINT OPTIONS: DISCRIMINATION AND SEXUAL HARASSMENT

If you believe that you or your child have experienced unlawful discrimination, discriminatory harassment, or sexual harassment at school, you have the right to file a complaint.

Before filing a complaint, you can discuss your concerns with your child's principal or with the school district's Section 504 Coordinator, Title IX Coordinator, or Civil Rights Coordinator, who are listed above. This is often the fastest way to resolve your concerns.

Complaint to the School District

Step 1. Write Out Your Complaint - In most cases, complaints must be filed within one year from the date of the incident or conduct that is the subject of the complaint. A complaint must be in writing. Be sure to describe the conduct or incident, explain why you believe discrimination, discriminatory harassment, or sexual harassment has taken place, and describe what actions you believe the district should take to resolve the problem. Send your written complaint-by mail, fax, email, or hand delivery-to the district superintendent or civil rights compliance coordinator.

Step 2: School District Investigates Your Complaint - Once the district receives your written complaint, the coordinator will give you a copy of the complaint procedure and make sure a prompt and thorough investigation takes place. The superintendent or designee will respond to you in writing within 30 calendar days-unless you agree on a different time period. If your complaint involves exceptional circumstances that demand a lengthier investigation, the district will notify you in writing to explain why staff need a time extension and the new date for their written response.

Step 3: School District Responds to Your Complaint - In its written response, the district will include a summary of the results of the investigation, a determination of whether or not the district failed to comply with civil rights laws, notification that you can appeal this determination, and any measures necessary to bring the district into compliance with civil rights laws. Corrective measures will be put into effect within 30 calendar days after this written response-unless you agree to a different time period.

Appeal to the School District

If you disagree with the school district's decision, you may appeal to the school district's board of directors. You must file a notice of appeal in writing to the secretary of the school board within 10 calendar days after you received the school district's response to your complaint. The school board will
schedule a hearing within 20 calendar days after they received your appeal, unless you agree on a different timeline. The school board will send you a written decision within 30 calendar days after the district received your notice of appeal. The school board's decision will include information about how to file a complaint with the Office of Superintendent of Public Instruction (OSPI).

**Complaint to OSPI**

If you do not agree with the school district's appeal decision, state law provides the option to file a formal complaint with the Office of Superintendent of Public Instruction (OSPI). This is a separate complaint process that can take place if one of these two conditions has occurred: (1) you have completed the district's complaint and appeal process, or (2) the district has not followed the complaint and appeal process correctly.

You have 20 calendar days to file a complaint to OSPI from the day you received the decision on your appeal. You can send your written complaint to the Equity and Civil Rights Office at OSPI:

**Email:** Equity@k12.wa.us  **Fax:** 360-664-2967

**Mail or hand deliver:** PO Box 47200, 600 Washington St. S.E., Olympia, WA 98504-7200

For more information, visit [www.k12.wa.us/Equity/Complaints.aspx](http://www.k12.wa.us/Equity/Complaints.aspx), or contact OSPI's Equity and Civil Rights Office at 360-725-6162/TTY: 360-664-3631 or by e-mail at equity@k12.wa.us.

**Other Discrimination Complaint Options**

Office for Civil Rights, U.S. Department of Education,

Washington State Human Rights Commission
1-800-233-3247 | TTY: 1-800-300-7525 | [www.hum.wa.gov](http://www.hum.wa.gov)