

La Center School District



EMPLOYEE HANDBOOK

2024/2025

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INTRODUCTION

This handbook has been developed to help you become better acquainted with the La Center School District. It is not intended to cover all areas of information you might need as a La Center School District employee, but rather to give you an overview of its operations and policies.

If you have other questions that are not addressed in this handbook and you don't know where to go, please feel free to contact the District Office at 360-263-2131. This handbook contains general guidelines only. The provisions herein may be amended or exceptions to them made by the administration. This handbook is not intended as, nor should it be construed to create, terms of an express or implied contract of employment at La Center School District or any type of promise or guarantee of specific treatment in a specific situation. The District reserves the right, in its sole discretion, to amend, modify, or discontinue its use of the handbook or its provisions without prior notice, notwithstanding any person's acts, omissions or statements to the contrary.

Note: Should there be a conflict between this handbook and a negotiated agreement, the negotiated agreement governs.

A MESSAGE FROM THE SUPERINTENDENT



Welcome to the 2024-2025 School Year!

I am thrilled to begin this school year with you, aiming to make it as enriching and successful as possible. Reflecting on the lessons learned from the past three years, our primary focus remains steadfast: engaging students in their academics.

Our mission at La Center School District is to create a supportive learning environment that empowers students to reach their fullest potential. This mission is accomplished through a strong partnership with families, the community, staff, and students, fostering confident and self-reliant lifelong learners capable of thriving in a rapidly changing, technologically advanced, and diverse society.

To achieve this mission, we have established one key goal for the 2024-2025 school year:

All students in LCSD, regardless of circumstance or ability, will have access to instruction in order to develop academically and social-emotionally.

Our District Strategic Improvement Plan elaborates on this goal, and we will continuously work to strengthen our partnership with families, students, staff, and the community. Engaging all stakeholders is a crucial component of our efforts to build a better future for our community.

As your Superintendent, I am honored to serve the La Center School District. I eagerly anticipate the incredible experiences and learning opportunities that this school year will bring.

Sincerely,

Peter Rosenkranz, Superintendent
La Center School District

DISTRICT MISSION/BOARD ENDS POLICIES

The mission of the La Center School District is to create a supportive learning environment that empowers students to reach their fullest potential. We will do this in partnership with families, the community, staff and students to develop confident and self-reliant life long learners who can thrive in a rapidly changing, more technologically advanced and diverse society.

Academic and Learner Competencies Achievement (Ends Policy E-2)

As the primary component of the Ends Policy, the Board expects each student to develop the academic awareness, skill development and cognitive capabilities necessary to be a confident, self-reliant learner that is prepared for a complex and rapidly changing world. Accordingly students will be able to:

- a. Read with comprehension, write with skill, and communicate effectively and responsibly in a variety of ways and settings (reading, writing, and communications).
- b. Effectively integrate the core concepts and principles of mathematics; social, physical, and life sciences; civics, history, geography; arts, health and fitness so as to support their specific learning pathway.
- c. Think analytically, logically and creatively, and integrate experiences and knowledge to form reasoned judgments and solve problems (critical thinking).
- d. Connect the importance of work and how performance, effort, habits and decisions regarding school directly affect future learning opportunities within their specific career and educational pathway (work awareness and planning).
- e. Develop strong learning connections with others so as to enhance their own learning opportunities.

Personal Skill Development (Ends Policy E-3)

As a second component of the Ends Policy, the Board expects each student to develop the personal skills to be a confident and self-reliant learner in a complex and rapidly changing world. Accordingly students will be able to:

- a. Integrate current technology as part of their learning efforts.
- b. Incorporate perspectives from other cultures in a manner that allows deep exploration of global and economic issues.
- c. Experience personal pursuits such as music, art, drama or sports.
- d. Gain a financial awareness and understand the importance of personal fiscal responsibility.
- e. Participate in school and non-school community service activities that model selfless citizenship.
- f. Connect how health, nutrition and physical fitness are essential to their efforts of life-long learning and to thrive personally.
- g. Create appropriate learning support networks in a variety of settings.

Social Skill Development (Ends Policy E-4)

As a third component of the Ends Policy, the Board expects each student to develop the social skills to be a confident and self-reliant learner in a complex and rapidly changing world. Accordingly students will be able to:

- a. Share, negotiate solutions to problems, respect uniqueness of others and act assertively in support of their own learning in a manner that invites positive relationships.
- b. Develop a deep awareness of the factors that will guide their personal actions in regards to substance use, sexuality, respect of others, compassion for others, and honesty.
- c. Establish their capabilities to make decisions within and as leaders of groups.
- d. Demonstrate effective communication skills, be a flexible thinker and an effective team member within a group work/learning environment.

MEET YOUR SCHOOL BOARD



Craig Whited

Position #1 (the City of La Center).

Mr. Whited's contact information:

Phone: 503-407-0424

E-mail: craig.whited@lacenterschools.org



Amanda Miller

Position #2 (the southern part of the district).

Ms. Miller's contact information:

Phone: 360-903-9134

E-mail: amanda.miller@lacenterschools.org



Samuel Glackler

Position #3 (the central/ eastern part of the district).

Mr. Glackler's contact information:

Phone: 503-333-5546

E-mail: samuel.glackler@lacenterschools.org



Dorri Oldham

Position #4 (the central/ western part of the district).

Ms. Oldham's contact information:

Phone: 360-907-7645

E-mail: dorri.oldham@lacenterschools.org



Eric Lindberg

Position #5 (the northern part of the district).

Mr. Lindberg's contact information:

Phone: 360-263-6116

E-mail: eric.lindberg@lacenterschools.org

School Board Meetings

The School Board holds their monthly business meeting at 7:00 p.m. on the fourth Tuesday of every month throughout the school year. Work sessions, as needed, are held on the second Tuesday of the month. In addition, the Board holds annual linkage meetings with students, staff and the community.

A full list of meetings and agendas is available on the district website. Meeting dates, times, and locations are subject to change.

Policy Governance (Policy GP-1)

Governance Commitment and Beliefs

The Board, supporting the welfare of students, the work of staff, and the interest of the community, holds itself accountable to the citizens of the district by ensuring that all action it takes is consistent with law and the Board's policies.

1. In the fulfillment of this charge, the Board is committed to rigorous, continual improvement of its capacity to govern effectively through policy by defining its concerns in terms of values and its vision in terms of expectations.

2. The following beliefs reflect the district's fundamental values and character:

- a. Education is essential to a high quality of life.
- b. Every individual can learn.
- c. Learning is a lifelong process.
- d. Ability to adapt to change is essential.
- e. A shared set of basic values and ethical standards is essential to our community.
- f. A diverse population working in unity enriches a community.
- g. Integrity is essential for trust.
- h. Trust is fundamental to quality relationships.
- i. Hard work and perseverance are essential in order to maximize our potential.
- j. High expectations are important for student learning.
- k. Every individual has value and is entitled to be treated with respect.
- l. Every individual has a responsibility to contribute to a safe and civil school environment.
- m. Every individual has a responsibility to family, school, and community.
- n. Every individual is responsible for his or her decisions, behavior and own learning.

3. The Board's purpose is to assure that LCSD achieves the results described in its Ends policies and operates within the parameters described in its Executive Limitations policies.

For more information on Policy Governance, School Board and District Policies, please visit the School Board page on the district website.

DISTRICT DIRECTORIES

DISTRICT OFFICE

La Center School Administration
 725 Highland Road • PO Box 1840
 La Center, WA 98629

Phone: 360-263-2131/Fax: 360-263-1140
Peter Rosenkranz, Superintendent (x2109)
 Michelle O’Neil, Director of Teaching/Learning (x2108)
 Carrie Lindsey, Director of Student Services (x2137)
 Gary McGarvie, Business Manager (x2102)
 Tammy Lichliter, Administrative Assistant (x2101)

Office Hours: 7:00 a.m. – 4:00 p.m., M-F



District Office Contact Information

Absence Management (Frontline)	Becky Rembisz (x2135)
ASK Payments	Muranda Ancheta (x2103)
Benefits(Enrollment, Changes, Coverage)	Kellie Braaten (x2111)
Certification and Endorsements	Connie Majors (x2106)
Choice Transfers	Muranda Ancheta (x2103)
Clock Hour Attendance Records (La Center only)	Michelle O’Neil(x2108)
Clock Hours/Credits for Salary Placement	Connie Majors (x2106)
Contracts/Salary Placements	Connie Majors (x2106)
District Car Reservations	Muranda Ancheta (x2103)
District Credit Cards (P-Cards)	Gary McGarvie (x2102)
Employee Access via Skyward	Connie Majors (x2106)
Employment Opportunities	Connie Majors (x2106)
Facilities Use	Tammy Lichliter (x2101)
Family Medical Leave (FMLA)	Connie Majors (x2106)
Foster Care	Heidi Bengaard (x2136)
Home/Hospital Support	Heidi Bengaard (x2136)
Leave Accrual and Balances	Kellie Braaten (x2111)
McKinney-Vento Support	Heidi Bengaard (x2136)
Purchase Orders/Requisitions (General Questions)	Jeni Prew (x2105)
Payroll (Timesheets, Paychecks, Direct Deposit, Withholding, W-2s)	Kellie Braaten (x2111)
Safety Committee	Tammy Lichliter (x2101)
School Board Information	Tammy Lichliter (x2101)
School Calendar	Tammy Lichliter (x2101)
School Messenger Notifications	Tammy Lichliter (x2101)
Section 504/ADA Coordinator	Carrie Lindsey (x2137)
Special Education/504 Information & Reports	Heidi Bengaard (x2136)
Substitutes	Becky Rembisz (x2135)
Title IX	Matt Cooke (x5107)
Travel Reimbursements	Jeni Prew (x2105)
Tuition Reimbursements	Gary McGarvie (x2102)

SCHOOLS DIRECTORY

La Center Elementary School
700 E 4th St
La Center, WA 98629

Phone: 360-263-2134/Fax: 360-263-2133
Steve Avery, Grades PK-2, Principal (x3108)
Greg Hall, Grades 3-5 Principal (x3109)
Jen Ikerd, Head Secretary (x3101)

Student Attendance Hours
Regularly Scheduled Late Student Arrival
Early Release Days

7:45 a.m. – 2:15 p.m.
8:45 a.m. – 2:15 p.m. (Wednesdays)
7:45 a.m. – 10:45 a.m.

La Center Middle School
2001 NE Lockwood Creek Rd
La Center, WA 98629

Phone: 360-263-2136/Fax: 360-263-5936
Lauri Landerholm, Principal (x4109)
David McIntosh, Associate Principal (x4108)
Rochelle Wilson, Head Secretary (x4101)

Student Attendance Hours
Regularly Scheduled Late Student Arrival
Early Release Days

8:50 a.m. – 3:20 p.m.
9:50 a.m. – 3:20 p.m. (Wednesdays)
8:50 a.m. – 11:50 a.m.

La Center High School
725 Highland Road
La Center, WA 98629

Phone: 360-263-1700/Fax: 360-263-1705
Matt Johnson, Principal (x5109)
Lindsey Hathaway, Associate Principal (x5108)
Tasha Clinton, Head Secretary (x5101)

Student Attendance Hours
Regularly Scheduled Late Student Arrival
Early Release Days

8:45 a.m. – 3:15 p.m.
9:45 a.m. – 3:15 p.m. (Wednesdays)
8:45 a.m. – 11:45 a.m.

La Center Academy
725 Highland Road
La Center, WA 98629

Phone: 360-263-1700/Fax: 360-263-1705
Bob Hill, High School Educator (x5131)
Ruth Schrock, Grades 3-8 Educator (x2130)

Student Attendance Hours
Regularly Scheduled Late Student Arrival
Early Release Days

8:45 a.m. – 3:15 p.m.
9:45 a.m. – 3:15 p.m. (Wednesdays)
8:45 a.m. – 11:45 a.m.

ABOUT YOUR JOB

Collective Bargaining Agreements

As a new employee you may be represented by a bargaining unit; as such, your work activities are subject to a collective bargaining agreement between the District and your employee organization. All collective bargaining agreements are available online via the District website. Your collective bargaining agreement is an extremely important document and it should be read carefully. Some employees are non-represented, such as district office staff and school administrators.

La Center school employees are represented by the following collective bargaining units:

La Center Education Association (LCEA) – Certificated staff

Andrea Austad, President
Location: La Center Middle School
Phone: 360-263-2136
Email: andrea.austad@lacenterschools.org

Service Employees International Union, Local 925 – Classified staff

Dana Hantho, President
Location: PK-5 Campus Cafeteria
Phone: 360-263-2134
Email: dana.hantho@lacenterschools.org

Performance Evaluations/Probation

All new represented *classified* employees will be evaluated during their probationary period and annually per the terms of their collective bargaining agreement. If your performance is determined to be unsatisfactory at any time during your probationary period, your employment may be terminated.

Certificated employees are evaluated using the Washington State Teacher/Principal Evaluation Program (TPEP) per the terms of their collective bargaining agreement. All new certificated staff members will be observed for the purposes of evaluation within the first 90 calendar days of the commencement of their employment and are also considered *provisional* employees for a period of one to three years per RCW 28A.405.220.

Non-represented district employees are evaluated during their probationary period and annually. If your performance is determined to be unsatisfactory at any time during your probationary period, your employment may be terminated.

Salary Placement

Classified: Placement on the appropriate salary schedule is based on your position and union affiliation. Your salary schedule and information regarding compensation are located in your collective bargaining agreement.

Certificated: Salary placement is based on documented years of certificated experience and education per your collective bargaining agreement.

Salary schedules are posted on the [Human Resources](http://www.lacenterschools.org/human-resources-portal/) page of the district website (<http://www.lacenterschools.org/human-resources-portal/>)

PROFESSIONAL GROWTH

Employment Opportunities

New job opportunities for both *certificated* and *classified* positions are advertised on the employment page of the district website per the terms of the applicable collective bargaining agreement(s). Email notifications are sent to staff within the bargaining unit when a position is posted. Internal candidates may submit a letter of interest for an open position via the employment page of the website.

Certificated employees should refer to the terms of their collective bargaining agreement regarding the voluntary transfer process.

All employees are welcome to apply for available *extracurricular* positions such coaches, assistant coaches, ticket takers, and score clock operators. Extracurricular positions are posted throughout the year on the employment page of the website, and an email notification is sent to all staff advertising opportunities as they arise.

Professional Development

The La Center School District believes that the most important component in fostering student success is its people, and therefore, recognizes the importance of professional development opportunities. Based on identified need, the district offers professional development opportunities throughout the year. In addition, staff may submit proposed clock hours for approval by submitting a *Special Request for Advanced Approval of Clock Hours Credit* to the appropriate administrator. This form, along with other helpful resources, can be found on the [Teaching and Learning](https://sites.google.com/lacenterschools.org/teachingandlearning) page of the district website (<https://sites.google.com/lacenterschools.org/teachingandlearning>).

WHEN YOU CAN'T GET TO WORK

Attendance

Employees are expected to be at work on time, every day. In the event that you must be late or absent, you are expected to follow the protocol established in your work location for reporting an absence to your supervisor. In the event of an emergency, you may have someone else call so that necessary arrangements can be made.

Employees are encouraged to consult the terms of their collective bargaining agreement regarding the types of leave available and the required procedures for each.

Reporting Your Need for an Absence

In addition to following established work location protocols, every employee is expected to enter their need for an absence in our Absence Management System for payroll and leave tracking purposes.

Please visit Frontline Absence Management at <https://app.frontlineeducation.com> or call 1-800-942-3767 to enter your need for an absence. **Step-by-step instructions for entering a basic absence are listed on the next page.**

Detailed tutorials and helpful hints are available on your account by selecting “Frontline Support” in the upper right-hand side of your account page. Employees may also contact Human Resources in the district office or the Head Secretary in their buildings for additional support and assistance.

Teachers are encouraged to provide daily lesson plans for substitutes. Teachers should contact their front office staff regarding the procedures for filing emergency lesson plans in the event of an unforeseen absence.

Attendance Incentive Program

As an incentive for good attendance, the District participates in sick leave buy-back in accordance with state law and the terms of the applicable collective bargaining agreements.

Family Medical Leave

The District adheres to the provisions of the Family Medical Leave Act (FMLA) and Washington Paid Family and Medical Leave (WA PFML) and agrees to extend these provisions to employees who meet the eligibility requirements.

Employees requiring long-term leave due to their own medical condition or the medical condition of an immediate family member may contact the Human Resources Specialist in the district office regarding a determination of eligibility under the provisions of FMLA and WA PFML.

For further details regarding the FMLA, visit the U.S. Department of Labor’s FMLA webpage (<https://www.dol.gov/agencies/whd/fmla>). For Washington PMLA, visit <https://paidleave.wa.gov/>

Sick Leave Sharing

Sick leave sharing shall be available per RCW 28A.400.380 and shall be administered by the district accordingly.

Creating a Basic Absence

In the event of an absence, please visit Frontline Absence Management at <https://app.frontlineeducation.com> or call 1-800-942-3767 to enter your need for an absence. Below are the basic steps to enter an absence using Frontline:

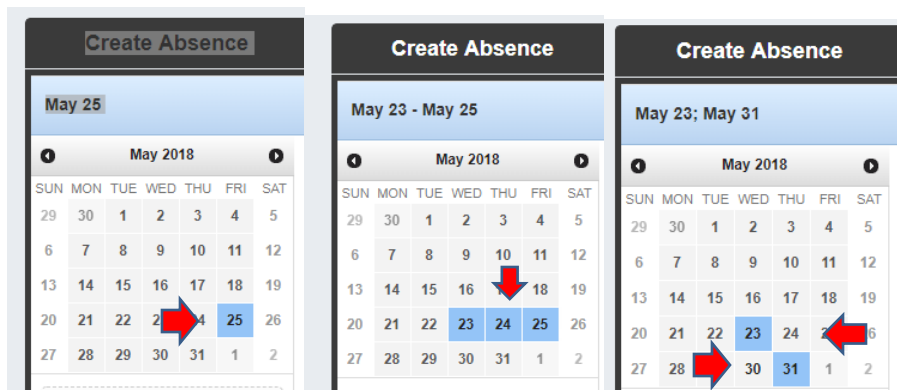
1. Login using the Login ID and PIN provided to you.
2. Select "Create Absence" from your homepage.

The screenshot shows the 'Create Absence' form with the following fields and options:

- Navigation:** 'Create Absence' (active), '2 Scheduled Absences', '3 Past Absences', '0 Denied Absences'.
- Date Selection:** 'Please select a date' with a calendar for April 2018. A 'Helpful Hint' states: 'You can select multiple days individually or click-and-drag to select a range of dates.'
- Substitute Required:** No.
- Absence Reason:** 'Select One' dropdown menu.
- Time:** 'Full Day' dropdown menu, with input fields for '07:30 AM' and '04:00 PM'. A note says: 'Please enter a valid time range using the HH:MM AM format.'
- Notes to Administrator:** A text area with a 255 character limit.
- File Attachments:** 'FILE ATTACHMENTS' section with a 'DRAG AND DROP FILES HERE' area, a 'Choose File' button, and 'No file chosen' text.
- Buttons:** 'Cancel' and 'Create Absence' (with a checkmark).

3. When selecting your absence date, simply click on the single day and it will be highlighted in blue. You can also click on multiple days to create a multi-day absence. The days do not have to be consecutive.

If you've got a larger number of consecutive days you'd like to select, simply click and drag your cursor to select the days.



4. Once you've chosen the date(s) of the absence, it's time to enter the rest of the **absence details**.

The screenshot shows the 'Create Absence' form with the following sections:

- Navigation:** 'Create Absence' (selected), '2 Scheduled Absences', '3 Past Absences', '0 Denied Absences'.
- Calendar:** April 2018 calendar with dates 17, 18, 19, 20, 21 highlighted.
- Substitute Required:** Set to 'No'.
- Absence Reason:** 'Select One' dropdown menu.
- Time:** 'Full Day' dropdown menu, with input fields for '07:30 AM' and '04:00 PM'. Instruction: 'Please enter a valid time range using the HH:MM AM format.'
- Notes to Administrator:** Text area with '255 character(s) left'.
- Helpful Hint:** 'You can select multiple days individually or click-and-drag to select a range of dates.'
- File Attachments:** 'DRAG AND DROP FILES HERE' area, 'Choose File' button, 'No file chosen' text, and 'Shared Attachments' section.
- Buttons:** 'Cancel' and 'Create Absence' (green).

A red star icon and text box are overlaid on the form, stating: **Enter absence details in these sections.**

Substitute Required: This option may already be predetermined for you but you may have the option to choose if a substitute is needed for this absence. To change the option from **Yes** to **No**, just click to move the slider.

Absence Reason: Choose your absence reason from the drop-down list.

Time: Choose the time of the absence. Certificated staff may select a full day or half day absence.

Classified staff may choose the full day or custom absence option. To enter custom times, choose **Custom** from the drop-down and then enter the custom times in the boxes provided.

Important Note: Classified staff who report to work one hour late on Wednesdays will need to create a custom start time.

5. There are a couple of **optional** things you can do as well before saving the absence.

Notes: You have the ability to leave notes for your administrator and for the substitute who will be filling in for you. The notes you leave for the administrator will not be visible to the substitute. The notes you leave for the substitute will be visible to the administrator.

Attach a File: Frontline gives you the ability to attach files to your absence for your substitute to see, such as lesson plans or seating charts. You can attach Word, Excel, and PDF files.

To attach a file, click the **Choose File** button and browse your computer for the file you want to attach. If you are using a web browser like Chrome or Safari, you may also be able to drag the file right into the drop area.

Once you have added a file, you will see the name of the file in the File Attachments area. To delete the file use the **trash can icon**.

6. Once you have filled in all the required fields, click the **Create Absence** button at the bottom right corner.

7. Once the absence is saved, you will see a message at the top of your screen which will include the confirmation number. The absence will also show up under the "Scheduled Absences" tab.

Congratulations! You're done entering your absence into absence management.

School Closures/Inclement Weather

Emergencies such as snow, ice, and power outages can alter school schedules and affect bus transportation for students. During inclement weather, the Superintendent, in cooperation with KWRL and local authorities, closely monitors road and weather conditions with the safety of students as a first priority. In the event of inclement weather, a decision to close or delay school will be made as soon as sufficient information is available followed by an announcement to our district families and employees via Flash Alert, School Messenger, our district website, and Vancouver/Portland area radio and TV stations.

One-Hour Late Start

Schools and offices will open one-hour late. Scheduled bus transportation will arrive one-hour late. Twelve-month employees (district office and year-round classified staff) should make every effort to report to work on-time if it is safe to do so.

Two-Hour Late Start

All schools and offices will open two-hours late. Scheduled bus transportation will arrive two-hours late. Twelve-month employees (district office and year-round classified staff) should make every effort to report to work on-time if it is safe to do so.

Important Notice: When a Late-Start Announcement is made, staff are encouraged to continue to monitor all means of communication in the event that unforeseen deteriorating weather conditions warrant a school closure. If a decision is made to change the school schedule from a delayed opening to a closure, an announcement will be made via School Messenger, Flash Alert, our district website and local TV and radio stations.

Check local TV and Radio Stations for winter weather closure information.

Schools Closed

All schools are closed. All before and after school activities are cancelled. Building-level staff should not report to work. Year-round classified staff should report to work if road conditions allow safe travel. The district office will remain open – all district office staff should report for work if road conditions allow safe travel. Liberal leave is in effect.

EMERGENCIES, INJURIES, AND SAFETY

Automated External Defibrillators (AEDs)

AEDs are located at designated school sites:

- The high school office
- The high school commons, on the wall near the restrooms
- The high school stadium ticket booth during sporting events (moved to HS office in off-season)
- The elementary school hallway adjacent to the main gym and the elementary school cafeteria near the restrooms
- The middle school commons and near the gym
- The middle school hallway upstairs near the Library

Emergencies

Each classroom is equipped with a 3-page color handout identifying Hold/Secure/Lockdown/Evacuate/Shelter procedures. Please notify your building principal immediately in the event that your procedures handout is missing from your classroom, and one will be provided to you.

One emergency drill is required per month and may be held at any time during the day. Students will be kept at school if a situation develops that prohibits their safe and timely transport back home. In the event of an emergency, schools may become evacuation centers for the community.

Please refer to your building's **Emergency Response Plan** for complete details.

Infection Control

In order to safeguard the school community from the spread of certain vaccine-preventable diseases and in recognition that prevention is a means of combating the spread of disease, the board strongly urges that susceptible school staff members (including volunteers) provide evidence of immunity against TD (Tetanus-Diphtheria) and MMR (Measles, Mumps and Rubella). Staff members born prior to January 1, 1957 need not provide evidence of immunity to measles; these individuals are considered naturally immune.

A staff member may claim an exemption for religious, philosophical or medical reasons. Staff members without an acceptable immunization record on file may be excluded, as he/she is considered to be susceptible.

Please refer to Policies [6512](#) and [6512P](#) for complete information on the policy and procedures covering immunizations and staff infection control and policies [3414](#) and [3414P](#) for information on infectious diseases.

Notification and Dissemination of Information about Student Offenses and Notification of Threats of Violence or Harm

The La Center School District is committed to providing a safe and secure environment for all of its students and staff. All students, including those who have committed or been adjudicated for offenses, have constitutional rights to public education.

The district receives notices and information about student offenders from several statutorily authorized sources, including the county sheriff's office, the courts, the department of social and health services, the department of corrections, the local police department and other school districts where the student previously enrolled. The district will take appropriate precautionary measures when it receives notices and

information of student offenses from any of these sources. Student discipline, if any, will be consistent with 3241 – Student Discipline.

Students and school employees who are subjects of threats of violence or harm will be notified of the threats in a timely manner. “Threats of violence or harm” means direct or indirect communications by any means of the intent to inflict physical harm upon a specific individual or individuals or that place a person in fear of the imminent likelihood of serious harm.

For complete information, please review policies [3413](#) and [3413P](#)

Staff Safety

The board recognizes that safety and health standards should be incorporated into all aspects of the operation of the district. Rules for safety and prevention of accidents shall be posted in compliance with OSHA and WISHA requirements. All hazardous chemicals will be identified and properly labeled. Staff members will be trained in the use of these chemicals specific to their respective jobs. Proper records will be maintained to verify that all of the preventive and safety measures are in place. Injuries and accidents shall be reported to the district office.

The district shall have at least one staff member at each school and work site in the district who holds a valid certificate of CPR/First Aid training. In addition, current CPR/First Aid training is required for all Physical Education and Science teachers, paraeducators, and coaches. Each school and work site has a list of all staff with current training for your review. You may contact the district office for information on training opportunities that meet district requirements.

Each school and work site has first aid supplies readily accessible and, if the work site has more than fifty employees, a first-aid station.

Staff Safety Program

Our district has a safety program in place. Each building has a staff representative selected by that building. **You have the responsibility to report ALL injuries, accidents and hazardous conditions. You may report to your building representative or building administrators.**

Safety Bulletin Boards are located in the staff room of each building, please locate the board in your building and find the name of your building safety representative.

District Safety Committee meets regularly to review reports and address safety concerns that you report. Their findings and recommendations are reported back to the buildings. Email building safety concerns to safety@lacenterschools.org.

Job-specific safety standards are found in the Accident Prevention Program manual on the website under Staff Resources. Please check with your building administrator if you have any questions concerning these standards as they apply to your job.

For complete information regarding district policies and procedures pertaining to Staff Safety, please review policies [6511](#) and [6511P](#).

Student Accidents

Whenever a student is injured, the staff member who is responsible for the student during the time the injury occurred will fill out an accident report **within 24 hours**. A link to the form can be found on the [Staff Resources](#) page of the website (<http://www.lacenterschools.org/staff-resources/>).

Worker's Compensation

The La Center School District is a self-insured member of the Southwest Washington Worker's Compensation Trust.

STAFF accident reports should be filled out by the injured staff member and should be completed electronically. A link to the form can be found on the [Staff Resources](http://www.lacenterschools.org/staff-resources/) section of the website (<http://www.lacenterschools.org/staff-resources/>). **Report all staff accidents to your supervisor.**

AS A DISTRICT EMPLOYEE

Appropriate Attire/Dress Code

Employees are expected to be dressed appropriately and professionally at all times. Clothes should be clean, neat, safe and appropriate for an employee to perform the essential functions of their job while taking into consideration that they serve as a role model for students of the district and a representative of the district to parents, students and the community as professional educators.

In the unfortunate chance that an employee would be found to be in violation of the expectations of dress, they may be asked to cover up or asked to go home to change into appropriate dress. Your assistance in this matter is greatly appreciated.

Cell Phones/Electronic Devices

In accordance with all district policies and procedures, students and staff may use personal electronic devices (e.g. laptops, mobile devices and e-readers) to further 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 as well as while participating in activities related to school.

Students and staff are expected to abide by district policies [2022](#) and [2022P](#) covering the acceptable use of electronic resources and personally owned electronic devices.

Child Abuse, Neglect and Exploitation Prevention

Staff are expected to report every instance of suspected child abuse or neglect. Since protection of children is the paramount concern, all staff should first discuss any suspected evidence with the principal or school nurse regardless of whether the condition is listed among the indicators of abuse or neglect.

All staff are reminded of their obligation as district employees to report suspected child abuse, and professional staff are reminded of their legal obligation to make such reports. Staff are also reminded of their immunity from potential liability for making such reports in good faith.

Please review district policies [3421](#) and [3421P](#) on the district's website or the back of this handbook for full details on the prevention of child abuse, neglect, exploitation.

Confidentiality

While it is a natural part of the teaching process to discuss students with team members, employees are expected to protect the privacy of student information and are urged to exercise discretion in the presence of parents, students, and community members. It is the expectation that staff will maintain a high degree of professionalism at all times.

Copyright Compliance

Staff may make copies of copyrighted school district materials that fall within the guidelines of policies [2025](#) and [2025P](#). Where there is reason to believe the material to be copied does not fall within these guidelines, prior permission shall be obtained from the principal. Staff members who fail to follow this procedure may be held personally liable for copyright infringement.

Drug-Free Schools, Community, and Workplace

The board has an obligation to staff, students and citizens to take reasonable steps to assure safety in the workplace and to provide safety and high quality performance for the students that the staff serves.

“Workplace” is defined to mean the site for the performance of work done in connection with the district. That includes any school building or any school premises; any school-owned vehicle or any other school-approved vehicle used to transport students to and from school or school activities; off school property during any school-sponsored or school-approved activity, event or function, such as a field trip or athletic event, where students are under the jurisdiction of the school district.

For these purposes, the board declares that the following behaviors will not be tolerated:

- A. Reporting to work under the influence of alcohol, illegal chemical substances or opiates.
- B. Using, possessing, transmitting alcohol, illegal chemical substances (including anabolic steroids) or opiates in any amount or in any manner on district property at any time. Any staff member convicted of a felony attributable to the use, possession, or sale of illegal chemical substances or opiates will be subject to disciplinary action, including immediate termination.
- C. Using district property or the staff member’s position within the district to make or traffic alcohol, illegal chemical substances or opiates.
- D. Using, possessing or transmitting illegal chemical substances and opiates in a manner which is detrimental to the interest of the district.

Any staff member who is taking a drug or medication whether or not prescribed by the staff member’s physician, which may adversely affect that staff member’s ability to perform work in a safe or productive manner is required to report such use of medication to his or her supervisor. This includes drugs which are known or advertised as possibly affecting judgment, coordination, or any of the senses, including those which may cause drowsiness or dizziness. The supervisor in conjunction with the district office then will determine whether the staff member can remain at work and whether any work restrictions will be necessary.

As a condition of employment, each employee shall notify his or her supervisor of a conviction under any criminal drug statute violation occurring in the workplace as defined above. Such notification shall be provided no later than 5 days after such conviction. The district shall inform the federal government within ten days of such conviction, regardless of the source of the information.

Each employee shall be notified of the district’s policy and procedures regarding employee drug activity at work. Any staff member who violates any aspect of this policy shall be subject to disciplinary action, which may include immediate discharge. As a condition of eligibility for reinstatement, an employee may be required to satisfactorily complete a drug rehabilitation or treatment program approved by the board, at the employee’s expense. Nothing in this policy shall be construed to guarantee reinstatement of any employee who violates this policy, nor does the school district incur any financial obligation for treatment or rehabilitation ordered as a condition of eligibility for reinstatement.

Other actions such as notification to law enforcement agencies may be taken in regard to a staff member violating this policy at the district’s discretion as it deems appropriate.

Policy [5201](#) covering Drug-Free Workplace, Community & Schools is located on the district website and the back of his handbook.

Email

Email is a vital communication tool between the district and its employees. All staff members are given access to district computer and email upon hire and are encouraged to check their email on a daily basis for important messages.

Gender-Inclusive Schools

To ensure a more inclusive environment for all our learners we need only to ask students' names if it is different from what is listed in Skyward. This can maintain neutrality in the conversation and support all of our students. Asking for pronouns in a public setting can make some feel included and others feel excluded. By just asking a student's name, we give every student an opportunity to identify themselves on how they would like to be referred. Additionally, this practice would allow students to be included in PK-12. Staff can use students' preferred pronouns and names if they request. If a student would like to be called something different, they need to let staff know. Policies [3211](#) and [3211P](#) are listed on our website and in the back of this handbook.

Harassment, Intimidation, and Bullying

Policies [3207](#) and [3207P](#) are included in this handbook to help you identify harassment, intimidation, and bullying. This information is also to remind staff that these types of behavior are not tolerated.

As defined in legislation, “Harassment, intimidation or bullying” means any intentional written message or image including those that are electronically transmitted – 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 an act: physically harms a student or damages the students’ property; or has the effect of substantially interfering with a student’s education; or is so severe, persistent, or pervasive that it creates an intimidating or threatening educational environment; or has the effect of substantially disrupting the orderly operation of the school.

Harassment, intimidation, or bullying is considered “exceptional misconduct” and is grounds for disciplinary action or discharge.

Any school staff who observes, overhears, or otherwise witnesses harassment, intimidation, or bullying or to whom such actions have been reported must take prompt and appropriate action to stop the harassment, intimidation or bullying, and to prevent its reoccurrence. HIB Reporting Form [3207F](#)

Maintaining Professional Staff/Student Boundaries

The Board expects all staff members to maintain the highest professional standards when they interact with students. District staff are required to maintain an atmosphere conducive to learning by consistently maintaining professional boundaries.

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

The La Center School District encourages staff, in order to maintain professional boundaries, to communicate with two principles in mind; two layers and transparency. Two layers refers to including parents or admin on communications and transparency is intended to maintain open and public communication.

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

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

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

The board recognizes that staff may have familial and pre-existing social relationships with parents or guardians and students. Staff members should use appropriate professional judgment when they have a dual relationship to students to avoid violating this policy, the appearance of impropriety, and the appearance of favoritism. Staff members shall proactively discuss these circumstances with their building administrator or supervisor. The superintendent or designee will develop staff protocols for reporting and investigating allegations and develop procedures and training to accompany this policy.

Please read Policies [5253](#) and [5253P](#) in their entirety on the district website or the back of this handbook for information on what constitutes inappropriate boundary invasion, reporting requirements, and the disciplinary process.

Pesticide Use

Staff and parents will be notified 48 hours prior to the application of any pesticide. Notice of application will be posted for a minimum of 24 hours (or longer if required by the product label). Pre-notification is not required for emergency applications, such as controlling stinging pests, but notification must be made as soon as possible after the application. Please refer to Policies [6895](#) and [6895P](#) for more information.

Use of Technology

Teachers are encouraged to create and regularly update classroom webpages to efficiently communicate information about upcoming assignments, assessments, and special events with students and their parents.

The board supports the use of technology to communicate for educational purposes. However, district employees are prohibited from inappropriately communicating with students online or from engaging in any conduct on social networking websites that violates the law, district policies or procedures, or other generally recognized professional standards. Staff whose conduct violates this policy may face discipline and/or termination consistent with the district's policies, acceptable use agreement and collective bargaining agreements, as applicable.

Use of Tobacco, Nicotine, and Delivery Devices on School Property

As outlined in 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, and all members of the community, have an obligation as role models to refrain from tobacco use 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, and vapor products, non-prescribed inhalers, devices that produce the same flavor or physical effect of nicotine substances and any other smoking equipment, device, material or innovation.

Any use of tobacco products and delivery devices by staff, students, visitors and community members shall be prohibited on school district property, including all district buildings, grounds and district-owned vehicles. Possession by or distribution of tobacco products by minors is prohibited and considered a class 3 civil infraction which may be subject to penalties as set forth in RCW 70.155.080.

This policy can be reviewed in its entirety on the district website or the back of this handbook.

Use of Videos

The use of videos and/or DVDs as part of the instructional program of the classroom or school is authorized as long as it is on the district's approved list. The approved films for use by classroom teachers include those found in the ESD 112 Media Collection.

The principal may authorize use of other videos if it provides appropriate educational value and is deemed essential to the instruction process.

For more information on the use of videos in the classroom, please review policies [2027](#) and [2027P](#).

Weapons on Campus

It is a violation of District Policy [4210](#) and state law for any person to carry a firearm or dangerous weapon on school premises, school-provided transportation or areas of other facilities being used exclusively for school activities unless specifically authorized by state law. Carrying a dangerous weapon onto school premises, school-provided transportation, or areas of other facilities being used exclusively for school activities in violation of RCW 9.41.280 is a criminal offense.

Policy [4210](#) covering the regulation of dangerous weapons on campus may be reviewed in its entirety on the district website or the back of this handbook. **Violation of this policy is grounds for immediate dismissal.**

FAQ

ANIMALS

Are pets or visiting animals allowed in the classroom? Requests to include animals in the instructional program of the classroom or school shall be approved by the principal. Health issues (allergies, vaccinated status of the animal) involving students and staff shall be addressed before permission is given to allow the animal in the school. For further details, please refer to Policies [2029](#) and [2029P](#) covering animals as part of the instructional program.

BREAKS & LUNCH

Where can I take a break, have a snack, or lunch? Staff rooms with phones, refrigerators, microwaves and pop machines are located in each building. These rooms are for staff use. For the courtesy of staff members, students are not allowed to use these facilities. Please do your part to keep the room neat and clean.

GUEST SPEAKERS

Am I allowed to invite guest speakers into my classroom? Visiting classroom speakers should be approved by the building principal prior to the classroom presentation. Please let the secretary know when to expect them. All guest speakers must check-in to the front office and wear a visitor's badge.

KEYS

Where can I get keys to the building? Each staff member will be issued keys by the building secretary as needed. All keys will be labeled and returned at the end of the school year and handed out again in August, unless keeping the keys over the summer has been approved by the principal. Key security is of the utmost importance and staff should refrain from allowing students to use school keys except under the most highly supervised situations.

MAIL

How can I send or receive mail? Each staff member is provided with a mailbox in the main office of their building. Please check it and remove items each day. To send inner-district mail, make sure it is in an envelope addressed to the recipient and location. One recipient per each envelope.

MAINTENANCE/CUSTODIAL REQUESTS

Maintenance and custodial requests should be submitted via the maintenance email: maintenance@lacenterschools.org.

MONEY

What is the procedure for collecting monies in my classroom? ASB monies should not be kept in the classroom, they should be delivered to the office every day. While money is in the classroom, it needs to be locked up. All money taken in must be receipted—no exceptions.

MOVING ASSISTANCE

What if I need help moving classroom equipment or furniture? Moving furniture or large equipment from one area to another should be coordinated through your building principal.

PAY/BENEFITS

Who do I contact if I have a question about my paycheck? Contact Kellie Braaten in the district office (kellie.braaten@lacenterschools.org), 360-263-2131 (ext. 2111).

Who do I contact to enroll in benefits or make a change to my existing benefits? Contact Kellie Braaten in the district office (kellie.braaten@lacenterschools.org), 360-263-2131 (ext. 2111).

PURCHASING

How do I purchase materials for my classroom? Employees wishing to purchase instructional materials should contact their building secretary for instructions.

How do I get reimbursed for work-related travel? For details on the reimbursement process for travel or purchases contact Jeni Prew for additional information (jeni.prew@lacenterschools.org), 360-263-2131 (ext. 2105).

Can I get reimbursed for tuition expenses? For details on tuition reimbursement see the 'Tuition Reimbursement Policy and Forms' Slider at: <http://www.lacenterschools.org/staff-resources/>. Contact Gary McGarvie for additional information (gary.mcgarvie@lacenterschools.org), 360-263-2131 (ext. 2102).

STATUS CHANGES

How can I update my address? If you've recently moved, it's important that the district office has an updated address on file for you and a new W-4 form for payroll. Please contact Connie Majors (connie.majors@lacenterschools.org), 360-263-2131 (ext. 2106) to complete an updated W-4 form.

How do I update my phone number, home email, or emergency contacts? Employees may request changes to their personal contact information via the Employee Access feature in Skyward.

I recently changed my name, what should I do? Once you have changed your name with the Social Security Administration and updated your driver's license, we will need to update your W-4 and I-9 in the district office. Please contact Connie Majors (connie.majors@lacenterschools.org), 360-263-2131 (ext. 2106) for assistance.

TECH SUPPORT

I need help with technology in my classroom. Who do I contact? For assistance with technology-related issues, please email our technology department at tech@lacenterschools.org.

TELEPHONE CALLS

What if I or one of my students need to make a phone call during instructional hours? To make a long distance call that is school related, use your personal code. To make a long distance personal call, you must use your cell phone. Students will not be allowed to use the phone during scheduled instructional time unless it is an emergency. In the case of an emergency, a student must still have a hall pass to use the phone. Please do not send students to the office to use the phone for non-emergencies.

Please contact Tammy Lichliter (tammy.lichliter@lacenterschools.org), 360-263-2131 (ext. 2101) to request a long-distance code.

PAY AND BENEFITS

Pay Day

Classified employees are paid based on their collective bargaining agreement. Hours worked per day, days worked per school year, seniority, and your hourly rate are factors in determining your salary for the school year.

Employees working nine (9) or more months per year and/or more than four (4) hours per day are paid in twelve (12) monthly installments.

Please contact Kellie Braaten (kellie.braaten@lacenterschools.org), 360-263-2131 (ext. 2111) for questions regarding timesheets.

Certificated employees are placed on the salary schedule based on degrees, credits and verified professional experience. Official transcripts documenting academic and/or clock hour credit and experience verification forms must be on file in the district office prior to September 1st in order to advance on the salary schedule for the current school year. Salaries are divided into twelve (12) monthly installments.

Pay periods run from the 11th of the month through the 10th of the following month, with paychecks issued on the last working day of the month. Paycheck history can be viewed using the Employee Access feature in Skyward.

Benefits

La Center School District offers benefits provided by the School Employee Benefits Board (SEBB), Basic benefits include medical, dental, vision, life insurance and AD & D. Optional benefits include supplemental life, long-term disability, flexible spending arrangements, dependent care assistance plans, and deferred compensation.

Information is provided to all new employees during onboarding.

For further information regarding our full-range of employee benefit plans, including enrollment options and instructions, please contact Kellie Braaten (kellie.braaten@lacenterschools.org) in the district office @ 360-263-2131 (ext. 2111) or visit the [Employee Benefits](#) page of the district website.

DISTRICT POLICIES

Applicability of Personnel Policies

Except where expressly provided to the contrary, personnel policies apply to the staff of the district. However, where there is a conflict between the terms of a collective bargaining agreement and the district's policy, the law provides that the terms of the collective bargaining agreement shall prevail in regard to the staff covered by that agreement.

When a matter is not specifically provided for in the appropriate negotiated contract, the district's policies shall govern.

Collective bargaining agreements and salary schedules are posted on the district's web site under [Staff/Human Resources](#).

This handbook does not include an exhaustive list of personnel policies. For a complete list of updated policies and procedures, employees are encouraged to visit the district website.

POLICY 3205 - SEXUAL HARASSMENT OF STUDENTS PROHIBITED

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

Definitions

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

The term "sexual harassment" may include:

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

A "hostile environment" has been created for a student when sexual harassment is sufficiently serious to interfere with or limit the student's ability to participate in or benefit from the school's program. The more severe the conduct, the less need there is to demonstrate a repetitive series of incidents. In fact, a single or isolated incident of sexual harassment may create a hostile environment if the incident is sufficiently severe, violent, or egregious.

Investigation and Response

If the district knows, or reasonably should know, that sexual harassment has created a hostile environment, it will promptly investigate to determine what occurred and take appropriate steps to resolve the situation. If an investigation reveals that sexual harassment has created a hostile environment, the district will take

prompt and effective steps reasonably calculated to end the sexual harassment, eliminate the hostile environment, prevent its recurrence and as appropriate, remedy its effects. The district will take prompt, equitable and remedial action within its authority on reports, complaints and grievances alleging sexual harassment that come to the attention of the district, either formally or informally. The district will take these steps every time a complaint alleging sexual harassment comes to the attention of the district, either formally or informally.

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

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

Retaliation and False Allegations

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

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

Staff Responsibilities

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

Any school employee who witnesses sexual harassment or receives a report, informal complaint, or written complaint about sexual harassment is responsible for informing the district Title IX or Civil Rights Compliance Coordinator. 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 Title IX/Civil Rights Compliance Coordinator. Reports of disability discrimination or harassment will be referred to the district's Section 504 Coordinator and/or the special education director.

Notice and Training

The superintendent will develop procedures to provide age-appropriate information and education to district staff, students, 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, student 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, students, parents, volunteers and visitors. Information about the policy and procedure will be clearly stated and conspicuously posted throughout each school building, provided to each employee and reproduced in each student, staff, volunteer and parent handbook. Such notices will identify the District's Title IX coordinator and provide contact information, including the coordinator's email address.

Policy Review

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

Cross References:

3207 - Prohibition of Harassment, Intimidation and Bullying
3210 - Nondiscrimination
3240 - Student Conduct Expectations and Reasonable Sanctions
3241 - Classroom Management, Discipline and Corrective Action
5010 - Nondiscrimination and Affirmative Action
5011 - Sexual Harassment of District Staff Prohibited

Legal References:

20 U.S.C. 1681-1688
34 C.F.R. § 106
WAC 392-190-058 Sexual harassment
RCW 28A.640.020 Regulations, guidelines to eliminate discrimination — Scope — Sexual harassment policies

Management Resources:

2020 – August Issue
2015 - July Policy Alert
2014 - December Issue
2010 - October Issue

La Center School District Adopted: April 26, 2017; Revised January 26, 2021

3205P – PROCEDURE

This procedure is intended to set forth the requirements of Policy 3205, including the process for a prompt, thorough, and equitable 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 students carried out by other students, employees or third parties involved in school district activities. Because students can experience the continuing effects of off-campus harassment in the educational setting, the district will consider the effects of off-campus conduct when evaluating whether there is a hostile environment on campus. 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.

Title IX Coordinator, Investigator, and Decision-maker

The district will designate and authorize at least one employee to act as “Title IX Coordinator” to coordinate the district’s state and federal sex discrimination and sexual harassment regulation compliance efforts. The decision-maker who reaches the final determination of responsibility for alleged Title IX sexual harassment will be the Superintendent or designee. The decision-maker cannot be the same person who serves as the Title IX Coordinator or the investigator of the Title IX complaint.

The Title IX coordinator’s name, title, office address, telephone number, and email address must be available on the district website; in handbooks/catalogs that are made available to staff, students, and parents; and in the district’s nondiscrimination statement.

Any individual designated as Title IX Coordinator, an investigator, or decision-maker, and any person who facilitates an informal resolution process must not have a conflict of interest or bias for or against the individual(s) who made the complaint (complainant(s)) or the individual(s) reported to be the perpetrator of the conduct that could constitute sexual harassment (respondent(s)) in general or individually, and must receive training on the following:

- The definition of sexual harassment under Title IX and state law,
- The scope of the district's education program or activity,
- How to conduct an investigation and grievance process and informal resolution process,
- How to serve impartially.
- Their responsibilities under chapter 392-190 WAC; and
- How to raise awareness of and eliminate bias based on sex, race, creed, religion, color, national origin, honorably discharged veteran or military status, sexual orientation, gender expression, gender identity and the presence of any sensory, mental or physical disability, or the use of a trained dog guide or service animal.

District investigators must also receive training on issues of relevance to create an investigative report that fairly summarizes relevant evidence.

District decision-makers must also receive training on any technology to be used during hearings if the district provides for a hearing, and on issues of relevance of questions and evidence, including the requirement that questions and evidence about a complainant's sexual predisposition or prior sexual conduct are not relevant unless 1) such questions and evidence is offered to prove that someone other than the respondent committed the alleged conduct or 2) questions and evidence concerning specific incidents of the complainant's prior sexual behavior with respect to the respondent is offered to prove consent.

Any training materials used to train Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process must not rely on sex stereotypes and must promote impartial investigations and adjudications of complaints. The district shall maintain for a period of seven years records of any informal resolution and the result; and all materials used to train Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process, and make such materials available on the district's website or make these materials available upon request for inspection by members of the public.

Notice of Sexual Harassment Policy and Procedure

- Information about the district's sexual harassment policy and complaint procedure will be easily understandable and conspicuously posted throughout each school building, be reproduced in each student, staff, volunteer and parent handbook. This notice will be provided in a language that each parent and guardian can understand.
- In addition to the posting and reproduction of this procedure and policy 3205, the district will provide annual notice to employees that complaints pursuant to this procedure may be filed at La Center School District, 725 NE Highland Rd., La Center WA, 98629.

Responding to Notice of Sexual Harassment

The district is on notice and required to take action when any employee knows, or in the exercise of reasonable care should know, about possible sexual harassment. This includes informal and formal reports made to any staff member.

Upon notice of possible sexual harassment, staff will always notify the Title IX Coordinator. In addition, in the event of an alleged sexual assault, the school principal will immediately inform law enforcement and notify the targeted student(s) and their parents/guardians of their right to file a criminal complaint and a sexual harassment complaint simultaneously.

Once the district is on notice of possible sexual harassment, the Title IX Coordinator will promptly contact the complainant to discuss the availability of supportive measures, consider the complainant's wishes with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint, and explain to the complainant the process for filing a formal complaint. 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.

Supportive measures must be offered to the complainant, before or after the filing of a formal complaint, or where no formal complaint has been filed. Supportive measures may also be provided to the respondent. Supportive measures are non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or respondent. Supportive measures should be designed to restore or preserve access to the District's education program or activity without unreasonably burdening the other party.

Supportive measures 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;
- Modifications of work or class schedules;
- Mutual restrictions on contact between the parties;
- Increased security and monitoring of certain areas of the campus or school building, or
- Providing staff and/or student training.

In response to notice of sexual harassment, the district will take prompt and appropriate action to investigate and take prompt and effective steps reasonably calculated to end harassment, eliminate the hostile environment, prevent its recurrence, and as appropriate, remedy its effects.

The district will inform the complainant and their parent/guardian 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. Follow-up inquiries will follow a timeline agreed to by the district and complainant.

A complainant may file a formal complaint at any time while receiving supportive measures. A complainant, their parent or guardian, or the Title IX Coordinator may file a formal complaint because, for example, they feel the complaint needs to be more thoroughly investigated or discipline may be warranted for the individual alleged to have engaged in sexually harassing conduct.

Confidentiality

- The district will maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of the district to provide the supportive measures.
- 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 Title IX Coordinator for evaluation.
- The Title IX Coordinator should inform the complainant that honoring the request may limit the 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 and state law prohibit 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 those who provided information as a witness. The district will investigate all allegations of retaliation and take actions against those found to have retaliated.

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.

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 Title IX Coordinator may draft the complaint based on the report of the complainant for the complainant to review and approve. The Title IX Coordinator 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 formal 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 district Title IX Coordinator. Any district employee who receives a complaint that meets these criteria will promptly notify the coordinator.

Determining Whether to Incorporate Additional Title IX Complaint Procedures

The Title IX Coordinator will assess whether a formal complaint of sexual harassment meets the criteria for a Title IX complaint. If so, the district will implement investigation and response procedures under state law, as well as the following additional procedures as required by Title IX regulations.

Under Title IX, the term "sexual harassment" means:

- an employee of the district conditioning the provision of an aid, benefit, or service on an individual's participation in unwelcome sexual conduct;
- conduct that creates a "hostile environment," meaning 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 education program or activity; or

- “sexual assault,” as defined in 20 U.S.C. 1092(f)(6)(A)(v), “dating violence” as defined in 34 U.S.C. 12291(a)(10), “domestic violence” as defined in 34 U.S.C. 12291(a)(8), or “stalking” as defined in 34 U.S.C. 12291(a)(30).

The district will implement additional Title IX procedures in response to a sexual harassment complaint when the alleged conduct constitutes sexual harassment as defined by Title IX regulations, and:

- The written complaint is filed by the complainant of the alleged sexual harassment, by the complainant’s legal guardian, or by the Title IX Coordinator;
- The complaint requests that the district investigate the allegation(s) of sexual harassment, as defined under Title IX regulations;
- The complaint is against a named respondent who, at the time of the alleged harassment, was under the control of the school district (such as a student, employee, or volunteer);
- The alleged sexually harassing conduct occurred in the United States; and
- The complainant is participating in or attempting to participate in the district’s educational program or activity at the time.

If the formal complaint is determined to meet the criteria for a Title IX complaint, the district will conduct the investigation implementing the additional Title IX procedures. ***Skip to Standard Complaint Process with Additional Title IX Requirements.***

If the formal complaint is determined not to meet the criteria for a Title IX complaint, the district will conduct the investigation without implementing the additional Title IX procedures. Continue to Standard Complaint Process.

STANDARD COMPLAINT PROCESS

Acknowledging a Complaint - Standard Complaint Process

- Upon receipt of a complaint, the Coordinator will provide the complainant a copy of this procedure in a language the complainant can understand.

Investigating a Formal Complaint - Standard Complaint Process

- Investigations will be carried out in a manner that is prompt, thorough, reliable, and impartial. During the investigation process, the complainant and respondent(s), if the complainant has identified an accused harasser(s), will have an equal opportunity to present witnesses and relevant evidence. Complainants, respondents, and witnesses may have a trusted adult 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 investigator will compile a full written report of the complaint and the results of the investigation.

Mediation - Standard Complaint Process

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.

Superintendent's Response to a Formal Complaint - *Standard Complaint Process*

- The superintendent or their designee will respond in writing to the complainant and the respondent 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 parties 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 academic support), and notice of potential sanctions for the perpetrator(s) (e.g., discipline).
- The superintendent's 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 respondent or respondent(s), the coordinator will provide the respondent(s) 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 through the appropriate collective bargaining agreement process or anti-discrimination policy.
- The district will inform the complainant and their parent/guardian 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. Follow-up inquiries will follow a timeline agreed to by the district and complainant.

Resume "*Standard Complaint Process*" at Level Two - Appeal to Board of Directors.

STANDARD COMPLAINT PROCESS WITH ADDITIONAL TITLE IX REQUIREMENTS

The following sections outline the process the district will take to respond to complaints of sexual harassment under state law and Title IX.

Acknowledging a Formal Title IX Complaint

The Title IX Coordinator will receive and investigate all formal, written complaints of sexual harassment or information in the coordinator's possession that they believe requires further investigation. The Coordinator 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 Coordinator will offer supportive measures to both parties.

The district will acknowledge receipt of the formal complaint by providing the following written notice to the respondent(s) and complainant:

- A copy of the school's discrimination complaint procedure in a language the parties can understand.
- Notice of the allegations of sexual harassment with sufficient time for the parties to prepare a response before any initial interview and with sufficient detail. Such sufficient detail includes the identities of the parties involved in the incident if known, the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident if known.
- Notice that the parties may have an advisor of their choice who may be an attorney or non-attorney, and who may inspect and review evidence of the alleged sexual harassment.
- Notice that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility for alleged sexual harassment is made at the conclusion of the grievance process.
- Notice of any provision in student conduct policies and procedures that prohibits false statements or submitting false information.

Investigation of a Title IX Formal Complaint

The district must investigate allegations contained in a formal complaint. If the conduct alleged would not constitute sexual harassment under Title IX regulations even if proved, did not occur in the district's education program or activity, or did not occur against a person in the United States, then the district must dismiss the formal complaint under Title IX. Such dismissal does not preclude action under another provision of district policy or procedure or under sexual harassment investigation procedures as required by state law (See Standard Complaint Process).

The district adopts preponderance of the evidence/clear and convincing evidence as the standard or proof it will use in reaching decisions regarding complaints.

The district's investigation of a Title IX complaint must:

- Include a prompt and thorough investigation into the allegations in the complaint.
- Ensure that the district bears the burden of proof and the burden of gathering evidence sufficient to reach a determination regarding responsibility for the alleged sexual harassment. The district may not access, consider, disclose, or otherwise use a party's records that are made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting or assisting in their professional capacity and made and maintained in connection with the provision of treatment to the party unless the district obtains the party's voluntary, written consent to do so.
- Provide an equal opportunity for the parties to present witnesses, including fact and expert witnesses, and other inculpatory and exculpatory evidence;
- Not restrict the ability of either party to discuss the allegations under investigation or to gather and present relevant evidence;
- Provide the parties with the same opportunities to have others present during any grievance proceeding; including the opportunity to be accompanied to any related meeting or proceeding by the advisor of their choice, who may be an attorney or non-attorney. The district will apply any restrictions regarding the extent to which an advisor may participate equally to both parties;

- Provide to a party whose participation is invited or expected written notice of the date, time, location, participants, and purpose of all hearings, interviews, or other meetings, with sufficient time for the parties to prepare to participate;
- Prior to the completion of an investigative report, provide an equal opportunity for the parties to inspect and review any evidence obtained as part of the investigation that is directly related to the allegations raised in the formal complaint so that each party can meaningfully respond to the evidence prior to the conclusion of the investigation. This includes evidence that the district does not intend to rely on in reaching a determination of responsibility for the alleged sexual harassment, regardless of the source of the evidence. The parties will have at least ten (10) days to submit a written response for the investigator to consider prior to completion of the investigative report.
- At least ten (10) days prior to a determination regarding responsibility, create an investigative report that fairly summarizes relevant evidence, and send the investigative report in an electronic or hard copy format to each party and each party's advisor for their review and written response.
- After transmitting the investigative report to the parties, but before reaching a final determination regarding responsibility, the decision maker must give each party the opportunity to submit written, relevant questions that a party wants asked of any party or witness, provide each party with the answers, and allow for additional, limited follow-up questions from each party. Questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant unless they are offered to prove that someone other than the respondent committed the conduct alleged by the complainant or unless they concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent. The decision-maker must explain to the party proposing the questions any decision to exclude a question as not relevant.

The district's Title IX investigative and grievance process is not required to include investigative hearings.

Discipline and Emergency Removals for Alleged Sexual Harassment under Title IX

A respondent who is accused of sexual harassment under Title IX is presumed not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the grievance process. The district may not impose any disciplinary sanctions, or other actions that are not supportive measures, against the respondent until the district has determined the respondent was responsible for the sexual harassment at the conclusion of the grievance process.

These additional Title IX sexual harassment procedures do not preclude a school district from removing a student from school on an emergency basis consistent with Policy and Procedure 3241 – Student Discipline and the associated student discipline regulations for emergency expulsion.

Title IX Informal Resolution Process

At any time prior to a determination in a formal Title IX complaint, the district may permit a complainant to waive the formal complaint grievance process in favor of an informal resolution process not involving a full investigation and adjudication, provided that the district obtains the parties' voluntary, written consent; the district does not offer informal resolution of sexual harassment allegations against a respondent who is an employee of the district, the district provide reasonably prompt time frames for the informal resolution process; and the district provides the parties with written notice disclosing the allegations, the requirements for the informal resolution process, and the circumstances in which the parties would be precluded from continuing with a formal resolution process for the same allegations.

A party has the right to withdraw from the informal resolution process and resume the formal Title IX grievance process at any time prior to agreeing to a resolution. The district may not require the waiver of the right to an investigation and adjudication of formal complaints of sexual harassment under Title IX as a condition of enrollment, employment, or enjoyment of any other right, nor may the district require the

parties to participate in an informal resolution process. The district will not offer an information resolution process unless a formal complaint is filed.

Superintendent's Response to a Formal Title IX Complaint

At the conclusion of the investigation, the decision-maker (superintendent or designee) must issue a written determination of responsibility regarding the alleged sexual harassment 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 parties in writing of the reason for the extension and the anticipated response date.

The superintendent's written determination must be issued to the parties simultaneously and must include the following:

- Identification of the allegations potentially constituting sexual harassment under Title IX regulations;
- A description of the procedural steps taken from the time of the district's receipt of the formal complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, methods used to gather other evidence, and hearings held;
- Findings supporting the determination;
- A summary of the results of the investigation;
- Conclusions regarding the application of the district's code of conduct policies to the facts;
- A statement as to whether a preponderance of the evidence establishes that the complainant was sexually harassed;
- A statement of, and rationale for, the result as to each allegation, including a determination regarding responsibility, any disciplinary or other sanctions imposed on the respondent, and whether remedies designed to restore or preserve equal access to the education program or activity will be provided to the complainant; and
- 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; and
- Notice of the parties' right to appeal to the school board and the necessary filing information.

The superintendent's 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.

At the time the district responds to the parties, the district must send a copy of the response to the office of the superintendent of public instruction.

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 through the appropriate collective bargaining agreement process or anti-discrimination policy. **Continue "State Complaint Process with Additional Title IX Requirements" at Level Two - Appeal to Board of Directors.**

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 disagreeing party 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.
- If the complaint involves a named respondent, the District will implement appeal procedures equally for both parties and provide written notice to the other party when an appeal is filed.

- The district will ensure that the decision-maker for the appeal is not the same decision-maker who reached the determination regarding responsibility or dismissal, the investigator, or the Title IX Coordinator;
- The district will ensure that the decision-maker for the appeal has received the training required for decision-makers as required by this procedure.
- 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 a reasonable, equal opportunity to submit a written statement in support of or challenging the outcome of the initial determination.

Board 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 written decision will describe the result of the appeal and the rationale for the result.
- 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 student, the complaint must also include the name and address of the student, or in the case of a homeless child or youth, contact information.

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, State Requirement

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

Investigation Recordkeeping

The district will maintain records of all sexual harassment investigations as required by the School Districts and Educational Service Districts Records Retention Schedule.

The district will maintain, for a period of seven years, records of each Title IX sexual harassment investigation, including any determination regarding responsibility and any audio or audiovisual recording or transcript; any disciplinary sanctions imposed on the respondent, and any remedies provided to the complainant; and any appeal from the result of a determination regarding responsibility.

The district will maintain, for a period of seven years, records of any actions, including supportive measures, taken in response to a report or formal complaint of sexual harassment under Title IX.

Training and Orientation

A fixed component of all district orientation sessions for staff, students and regular volunteers will introduce the elements of this procedure and corresponding policy. Staff will be provided information on recognizing and preventing sexual harassment. Staff will be fully informed of their responsibilities when on notice of sexual harassment, of the formal complaint procedures 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. Regular volunteers will get the portions of this component of orientation relevant to their rights and responsibilities.

Students will be provided with age-appropriate information on the recognition and prevention of sexual harassment and their rights and responsibilities under this and other district policies and rules at student orientation sessions and on other appropriate occasions, which may include parents.

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 compliance 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.

La Center School District Adopted: April 26, 2017; Revised January 26, 2021

POLICY 3207 - PROHIBITION OF HARASSMENT, INTIMIDATION & BULLYING

The District 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 intentionally written message or image including those that are electronically transmitted – 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 an act:

- Physically harms a student or damages the student's property; or
- Has the effect of substantially interfering with a student's education; or
- Is so severe, persistent, or pervasive that it creates an intimidating or threatening educational environment; or
- Has the effect of substantially disrupting the orderly operation of the school.
- This policy recognizes that 'harassment,' 'intimidation,' and 'bullying' are separate but related behaviors. Each must be addressed appropriately. 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 and socioeconomic status.

Behaviors/Expressions

Harassment refers to any malicious act, which causes harm to any person's physical or mental 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 or distress on the targeted youth including physical, psychological, social, or

educational harm. Bullying can also occur through technology and is called electronic bullying or cyberbullying.

Harassment, intimidation, or bullying can take many forms including, but not limited to slurs, rumors, jokes, innuendos, 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 is to be implemented in conjunction with comprehensive 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 educate 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, the school will convene the student's IEP or Section 504 team to determine whether the incident had an impact on the student's ability to receive a free, appropriate public education (FAPE). The meeting should occur regardless of whether the harassment, intimidation or bullying incident was based on the student's disability. During the meeting, the team will evaluate issues such as the student's academic performance, behavioral issues, attendance, and participation in extracurricular activities. If a determination is made that the student is not receiving a FAPE as a result of the harassment, intimidation or bullying incident, the district will provide additional services and supports as deemed necessary (such as counseling, monitoring and/or reevaluation or revision of the student's IEP or Section 504 plan) to ensure the student receives a FAPE.

Retaliation/False Allegations

Retaliation is prohibited 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
- 3200 Rights and Responsibilities
- 3205 Sexual Harassment of Students Prohibited
- 3210 Nondiscrimination
- 3211 Gender Inclusive Schools
- 3241 Student Discipline

Legal References:

- RCW 28A.300.285 Harassment, intimidation, and bullying prevention policies and procedures – Model policy and procedure – Training Materials – Posting on web site – Rules – Advisory committee
- WAC 392-190-059 Harassment, intimidation, and bullying prevention policy and procedure – School districts

Management Resources:

- Office for Civil Rights Dear Colleague Letter: Responding to Bullying of students with Disabilities (OCR 10/21/2014)
- 2019 – July Issue
- 2014 – December Issue
- 2010 – December Issue
- 2008 – April Issue
- 2002 – April Issue

La Center School District Adopted: March 27, 2007; Revised June 26, 2007, April 26, 2017, November 19, 2019

The superintendent is authorized to direct the implementation of procedures addressing the elements of this policy. Procedures are outlined in [3207P](#).

POLICY 3210 – NONDISCRIMINATION

The district shall provide equal educational opportunity and treatment for all students in all aspects of the academic and activities program without discrimination based on race, religion, creed, color, national origin, age, honorably-discharged veteran or military status, sex, sexual orientation, 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 district will provide equal access to school facilities to the Boy Scouts of America and all other designated youth groups listed in Title 36 of the United States Code as a patriotic society. District programs will be free from sexual harassment. Auxiliary aids and services will be provided upon request to individuals with disabilities.

Conduct against any student that is based on one of the categories listed above that is sufficiently severe, persistent or pervasive as to limit or deny the student’s ability to participate in or benefit from the district’s course offerings; educational programming or any activity will not be tolerated. When a district employee knows, or reasonably should know, that such discriminatory harassment is occurring or has occurred, the district will take prompt and effective steps reasonably calculated to end the harassment, prevent its recurrence and remedy its effects.

The district's nondiscrimination statement will be included in all written announcements, notices, recruitment materials, employment applications, and other publications made available to all students, parents, or employees. The statement will include: 1) notice that the district will not discriminate in any programs or activities on the basis of any of the above-listed categories; 2) the name and contact information of the district's compliance officer designated to ensure compliance with this policy; and 3) the names and contact information of the district's Section 504 and Title IX compliance officers.

The district will annually publish notice reasonably calculated to inform students, students' parents/guardians (in a language that they can understand, which may require language assistance), and employees of the district's discrimination complaint procedure.

The superintendent will designate a staff member to serve as the compliance officer for this policy. The compliance officer will be responsible for investigating any discrimination complaints communicated to the district.

The district will provide training to administrators and certificated and classroom personnel regarding their responsibilities under this policy and to raise awareness of and eliminate bias and discrimination based on the protected classes identified in this policy.

Cross References:

2020 Curriculum Development and Adoption
2030 Service Animals in Schools
2140 Guidance and Counseling
2150 Co-Curricular Program
2151 Interscholastic Activities
4217 Effective Communication
4260 Use of School Facilities

Legal References:

Chapter 28A.640 RCW	Sexual Equality
Chapter 28A.642 RCW	Discrimination Prohibition
Chapter 49.60 RCW	Discrimination – Human Rights Commission
WAC 392-190-020	Training-Staff Responsibilities- Bias Awareness
WAC 392-190-060	School District Designation of Responsible Employee – Notification
WAC 392-400-215	Student Rights
20 U.S.C. 7905	Boy Scouts of America Equal Access Act
42 U.S.C. 12101-12213	Americans with Disabilities Act

Management Resources:

2016 – March Issue
2014 – December Issue
2013 – April Issue
2012 – December Issue
2011 – June Issue
Policy News, August 2007 Washington's Law Against Discrimination

La Center School District Adopted: March 27, 2007; Revised April 26, 2017

Procedure [3210P](#) is designed to assure that the resolution of real or alleged violations are directed toward a just solution that is satisfactory to the complainant, the administration and the board of directors.

OSPI-Directed Non-Discrimination Statement as Required by RCW 28A.300.286

Our Schools Protect Students from Harassment, Intimidation, and Bullying (HIB)

Schools are meant to be safe and inclusive environments where all students are protected from Harassment, Intimidation, and Bullying (HIB), including in the classroom, on the school bus, in school sports, and during other school activities. This section defines HIB, explains what to do when you see or experience it, and our school's process for responding to it.

What is HIB?

HIB is any intentional electronic, written, verbal, or physical act of a student that:

- Physically harms another student or damages their property;
- Has the effect of greatly interfering with another student's education; or,
- Is so severe, persistent, or significant that it creates an intimidating or threatening education environment for other students.

HIB generally involves an observed or perceived power imbalance and is repeated multiple times or is highly likely to be repeated. HIB is not allowed, by law, in our schools.

How can I make a report or complaint about HIB?

Talk to any school staff member (consider starting with whoever you are most comfortable with!). You may use our district's reporting form ([link to form](#)) to share concerns about HIB. Reports about HIB can be made in writing or verbally. Your report can be made anonymously, if you are uncomfortable revealing your identity, or confidentially if you prefer it not be shared with other students involved with the report. No disciplinary action will be taken against another student based solely on an anonymous or confidential report.

If a staff member is notified of, observes, overhears, or otherwise witnesses HIB, they must take prompt and appropriate action to stop the HIB behavior and to prevent it from happening again. Our district also has a HIB Compliance Officer that supports prevention and response to HIB.

What happens after I make a report about HIB?

If you report HIB, school staff must attempt to resolve the concerns. If the concerns are resolved, then no further action may be necessary. However, if you feel that you or someone you know is the victim of unresolved, severe, or persistent HIB that requires further investigation and action, then you should request an official HIB investigation. The school must also take actions to ensure that those who report HIB don't experience retaliation.

What is the investigation process?

When you report a complaint, the HIB Compliance Officer or staff member leading the investigation must notify the families of the students involved with the complaint and must make sure a prompt and thorough investigation takes place. The investigation must be completed within 5 school days, unless you agree on a different timeline. If your complaint involves circumstances that require a longer investigation, the district will notify you with the anticipated date for their response.

When the investigation is complete, the HIB Compliance Officer or the staff member leading the investigation must provide you with the outcomes of the investigation within 2 school days. This response should include:

- A summary of the results of the investigation
- A determination of whether the HIB is substantiated
- Any corrective measures or remedies needed
- Clear information about how you can appeal the decision

What are the next steps if I disagree with the outcome?

For the student designated as the "targeted student" in a complaint:

If you do not agree with the school district's decision, you may appeal the decision and include any additional information regarding the complaint to the superintendent, or the person assigned to lead the appeal, and then to the school board.

For the student designated as the “aggressor” in a complaint:

A student found to be an “aggressor” in a HIB complaint may not appeal the decision of a HIB investigation. They can, however, appeal corrective actions that result from the findings of the HIB investigation.

For more information about the HIB complaint process, including important timelines, please see the district's HIB webpage or the district's HIB Policy 3207 and Procedure 3207P.

Our School Stands Against Discrimination

Discrimination can happen when someone is treated differently or unfairly because they are part of a protected class, including their race, color, national origin, sex, gender identity, gender expression, sexual orientation, religion, creed, disability, use of a service animal, or veteran or military status.

What is discriminatory harassment?

Discriminatory harassment can include teasing and name-calling; graphic and written statements; or other conduct that may be physically threatening, harmful, or humiliating. Discriminatory harassment happens when the conduct is based on a student's protected class and is serious enough to create a hostile environment. A hostile environment is created when conduct is so severe, pervasive, or persistent that it limits a student's ability to participate in, or benefit from, the school's services, activities, or opportunities.

To review the district's Nondiscrimination Policy 3210 and Procedure 3210P visit www.lacenterschools.org.

What is sexual harassment?

Sexual harassment is any unwelcome conduct or communication that is sexual in nature and substantially interferes with a student's educational performance or creates an intimidating or hostile environment. Sexual harassment can also occur when a student is led to believe they must submit to unwelcome sexual conduct or communication to gain something in return, such as a grade or a place on a sports team.

Examples of sexual harassment can include pressuring a person for sexual actions or favors; unwelcome touching of a sexual nature; graphic or written statements of a sexual nature; distributing sexually explicit texts, e-mails, or pictures; making sexual jokes, rumors, or suggestive remarks; and physical violence, including rape and sexual assault.

Our schools do not discriminate based on sex and prohibit sex discrimination in all of our education programs and employment, as required by Title IX and state law.

To review the district's Sexual Harassment Policy 3205 and Procedure 3205P visit www.lacenterschools.org.

What should my school do about discriminatory and sexual harassment?

When a school becomes aware of possible discriminatory or sexual harassment, it must investigate and stop the harassment. The school must address any effects the harassment had on the student at school, including eliminating the hostile environment, and make sure that the harassment does not happen again.

What can I do if I'm concerned about discrimination or harassment?

Talk to a Coordinator or submit a written complaint. You may contact the following school district staff members to report your concerns, ask questions, or learn more about how to resolve your concerns.

Concerns about discrimination:

Civil Rights Coordinator: Lauri Landerholm, 2001 NE Lockwood Crk. Rd., La Center, 360-263-2136

Concerns about sex discrimination, including sexual harassment:
Title IX Coordinator: Matt Cooke, 725 NE Highland Rd., La Center, 360-263-1700

Concerns about disability discrimination:
Section 504 Coordinator: Carrie Lindsey, PO Box 1840, La Center, 360-263-2131

Concerns about discrimination based on gender identity:
Gender-Inclusive Schools Coordinator: Lauri Landerholm, 2001 NE Lockwood Crk. Rd., La Center, 360-263-2136

To submit a written complaint, describe the conduct or incident that may be discriminatory and send it by mail, fax, email, or hand delivery to the school principal, district superintendent, or civil rights coordinator. Submit the complaint as soon as possible for a prompt investigation, and within one year of the conduct or incident.

What happens after I file a discrimination complaint?

The Civil Rights Coordinator will give you a copy of the school district's discrimination complaint procedure. The Civil Rights Coordinator must make sure a prompt and thorough investigation takes place. The investigation must be completed within 30 calendar days unless you agree to a different timeline. If your complaint involves exceptional circumstances that require a longer investigation, the Civil Rights Coordinator will notify you in writing with the anticipated date for their response.

When the investigation is complete, the school district superintendent or the staff member leading the investigation will send you a written response. This response will include:

- A summary of the results of the investigation
- A determination of whether the school district failed to comply with civil rights laws
- Any corrective measures or remedies needed
- Notice about how you can appeal the decision

What are the next steps if I disagree with the outcome?

If you do not agree with the outcome of your complaint, you may appeal the decision to the superintendent or designee, then to the board of directors, and finally to the Office of Superintendent of Public Instruction (OSPI). More information about this process, including important timelines, is included in the district's Nondiscrimination Procedure 3210P and Sexual Harassment Procedure 3205P.

I already submitted an HIB complaint – what will my school do?

Harassment, intimidation, or bullying (HIB) can also be discrimination if it's related to a protected class. If you give your school a written report of HIB that involves discrimination or sexual harassment, your school will notify the Civil Rights Coordinator. The school district will investigate the complaint using both the Nondiscrimination Procedure 3210P and the HIB Procedure 3207P to fully resolve your complaint.

Who else can help with HIB or Discrimination Concerns?

Office of Superintendent of Public Instruction (OSPI)

All reports must start locally at the school or district level. However, OSPI can assist students, families, communities, and school staff with questions about state law, the HIB complaint process, and the discrimination and sexual harassment complaint processes.

OSPI School Safety Center (For questions about harassment, intimidation, and bullying)

Website: <https://ospi.k12.wa.us/student-success/health-safety/school-safety-center>

Email: schoolsafety@k12.wa.us

Phone: 360-725-6068

OSPI Equity and Civil Rights Office (For questions about discrimination and sexual harassment)
Website: ospi.k12.wa.us/policy-funding/equity-and-civil-rights
Email: equity@k12.wa.us
Phone: 360-725-6162

Washington State Governor's Office of the Education Ombuds (OEO)

The Washington State Governor's Office of the Education Ombuds works with families, communities, and schools to address problems together so every student can fully participate and thrive in Washington's K-12 public schools. OEO provides informal conflict resolution tools, coaching, facilitation, and training about family, community engagement, and systems advocacy.

Website: <https://www.oeo.wa.gov/en>
Email: oeoinfo@gov.wa.gov
Phone: 1-866-297-2597

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

The U.S. Department of Education, Office for Civil Rights (OCR) enforces federal nondiscrimination laws in public schools, including those that prohibit discrimination based on sex, race, color, national origin, disability, and age. OCR also has a discrimination complaint process.

- Website: <https://www2.ed.gov/about/offices/list/ocr/index.html>
- Email: orc@ed.gov
- Phone: 800-421-3481

Our School is Gender-Inclusive

In Washington, all students have the right to be treated consistent with their gender identity at school. Our school will:

- Address students by their requested name and pronouns, with or without a legal name change
- Change a student's gender designation and have their gender accurately reflected in school records
- Allow students to use restrooms and locker rooms that align with their gender identity
- Allow students to participate in sports, physical education courses, field trips, and overnight trips in accordance with their gender identity
- Keep health and education information confidential and private
- In communication with parents/guardians of transgender or gender expansive students, the school will not withhold information about students from their parents/guardians (see procedure 3211P)
- Allow students to wear clothing that reflects their gender identity and apply dress codes without regard to a student's gender or perceived gender
- Protect students from teasing, bullying, or harassment based on their gender or gender identity

To review the district's Gender-Inclusive Schools Policy 3211 and Procedure 3211P visit www.lacenterschools.org. If you have questions or concerns, please contact the Gender-Inclusive Schools Coordinator.

For concerns about discrimination or discriminatory harassment based on gender identity or gender expression, please see the information above.

POLICY 3211 – GENDER-INCLUSIVE SCHOOLS

The board is committed to fostering an educational environment that is safe and free of discrimination for all students, regardless of gender identity, gender expression, or sex. To that end, the board recognizes the importance of an inclusive approach toward transgender and gender-expansive students with regard to key terms, communication and use of names and pronouns, student records, confidential health and education information, restroom and locker room use and accessibility, sports and physical education, dress codes and other school activities, in order to provide these students with an equal opportunity for learning and achievement.

This policy is a component of the district in creating and maintaining a safe, civil, respectful and inclusive learning community and will be implemented in conjunction with training of its staff and volunteers.

The superintendent will appoint a primary compliance officer to receive copies of all formal and informal complaints and ensure policy implementation. The compliance officer's name and contact information will be communicated throughout the district. The compliance officer will participate in at least one mandatory training opportunity provided by the Office of the Superintendent of Public Instruction.

The procedure accompanying this policy will support that effort by facilitating district compliance with local, state and federal laws concerning harassment, intimidation, bullying and discrimination.

Cross References:

Policy 2145 Suicide Prevention
Policy 3207 Prohibition of Harassment, Intimidation and Bullying
Policy 3210 Nondiscrimination
Policy 3231 Student Records
Policy 3421 Child Abuse, Neglect and Exploitation Prevention

Legal References:

Chapter 28A.642, RCW Discrimination prohibition
RCW 28A.642.080 Transgender student policy and procedure
Chapter 49.60, RCW Washington Law Against Discrimination
WAC 162-32-060 Gender-segregated facilities
20 U.S.C. §1232g, 34 C.F.R., Family Education Rights and Privacy Part 99 Act
Prohibiting Discrimination in Washington Public Schools – OSPI Guidelines for school districts to implement Chapters 28A.640 and 28A.642 RCW and 392-190 WAC (February 2012)

Management Resources:

Policy and Legal News, November 2013 WSSDA issues new policy regarding transgender students
Policy and Legal News, July 2019 Protecting transgender students from discrimination

La Center School District Adopted: April 28, 2020; Revised January 24, 2023

3211P – PROCEDURE

Acknowledgements

The following is to recognize the role of La Center School District concerning matters involving student transgender identity, gender identity, gender transitioning, and possible gender confusion.

The La Center School District acknowledges that:

- District teachers, school counselors, administrators, school psychologists, and classified employees want safe, high performing schools in the District and what is best for children, particularly the children they work with on a daily basis;
- The District's cautious approach herein does not call into question the good faith and caring of District employees for the welfare of children;
- The District recognizes the role of schools and school districts to educate children and the role of parents/guardians to make important medical decisions for their children. The Parents/guardians are the first teacher of their children and the District partners to provide high quality education.
- The District recognizes the value of the family in supporting their children through a confusing adolescent landscape which requires policy and procedure around gender inclusive schools.

Guiding Principles

The District recognizes that parents/guardians have the primary role to play in anything affecting the health and welfare of their children. Additionally, questioning gender identity and gender transitioning affects the health and welfare of children.

1. All children in the schools should be protected from harassment, intimidation, bullying, and unlawful discrimination, including children who question their gender identity. School personnel should protect all children from discrimination by following BP 3210 and 3210P on “Nondiscrimination.”
2. The La Center School District will use board policy 3211 and 3211P on “Gender Inclusive Schools” to guide their work with children who may, on their own volition or in the confines of their family, question their gender identity.
3. While under the law it is the role of the school to avoid and prevent discrimination on the basis of gender identity or expression, it is not the role of the schools to facilitate questioning gender identity or to facilitate gender transitioning.
4. The District will be transparent with parents/guardians and the community about curriculum, instruction, and activities which address gender identity and expression. The school should also be transparent with parents/guardians of children who question their gender identity so that the parents/guardians may provide appropriate support for their children.
5. Curriculum, instruction, and “Gender affirming” activities in schools may cause gender-confusion for children.
6. Social influences may lead some children to question their gender identity when they never had such questions before. Such major social influences affecting some children may include parents/guardians, peers, and school.
7. It is not the proper role of the school to foster curriculum, instruction, or activities which would reasonably be expected to lead children to question their gender identity, when no such questions existed before.
8. “Gender affirming” curriculum, instruction, and/or activities in schools should not be provided where it is not part of the board approved subject matter of a particular class. The District does not provide curriculum, instruction, and/or activities that may lead children who had no gender identity questions to begin with to have such questions.

Definitions/Terms

- **Gender Expansive:** A wider, more flexible range of gender identities or expressions than those typically associated with the binary gender system.
- **Gender Expression:** The external ways in which a person expresses their gender to the world, such as through their behavior, emotions, mannerisms, dress, grooming habits, interests, and activities.
- **Gender Identity:** A person’s internal and deeply-felt sense of being female, male, both, non-binary, gender-expansive, or other—regardless of the gender assigned at birth.
- **Transgender:** A term often used to describe a person whose gender identity or expression, or both, are different from those traditionally associated with their sex assigned at birth.

Compliance Officer

Board policy 3211 is a component of the district’s supporting a safe, civil, respectful and inclusive learning community and will be implemented in conjunction with training of its staff and volunteers. The superintendent will appoint a primary compliance officer to receive formal and informal complaints and to coordinate implementation of this policy. The compliance officer’s name and contact information will be communicated throughout the district. The compliance officer will participate in at least one mandatory training opportunity provided by the Office of the Superintendent of Public Instruction. This procedure will facilitate district compliance with local, state and federal laws concerning harassment, intimidation, bullying and discrimination.

Requested Meeting

Any transgender or gender-expansive student upon the student's enrollment in the district or at any other time, is encouraged to request a meeting with the principal or building administrator, or an appropriate designated school employee, in reference to a student's change of gender expression or identity. Before a school employee contacts a student's parents/guardians, the school would attempt to consult with the student about the student's preferences regarding family involvement and consider whether safety concerns are present for the student.

The goals of the meeting are to:

- develop understanding of that student's individual needs with respect to their gender expression or identity, including any accommodations that the student is requesting or that the district will provide according to Policy 3211 and this procedure and under state and federal law; and
- develop a shared understanding of the student's day-to-day routine within the school so as to foster a relationship and help alleviate any apprehensions the student may have with regard to their attendance at school.

The student need not attend such a meeting as a condition of providing them with the protection to which they are entitled under Policy 3211, this procedure, and state and federal law regarding gender expression or identity.

Communication and Use of Names and Pronouns

Transgender or gender-expansive students may inform school staff how they would like to be addressed. That information will be included in the electronic student record system along with the student's legal name in order to inform teachers and staff of the name and pronoun by which to address the student.

When appropriate or necessary, this information will be communicated directly with staff to facilitate the use of proper names and pronouns. A student is not required to change their official records or obtain a court-ordered name and/or gender change as a prerequisite to being addressed by the name and pronoun that corresponds to their gender identity.

In communication with parents/guardians of transgender or gender expansive students, the school will not withhold information about students from their parents/guardians. The following protocols will be followed regarding how school employees should refer to the student when talking with the student's parents/guardians. We acknowledge that students who identify as transgender and/or gender expansive are more at risk for mental health issues. To that end, in order to make sure they have a supportive environment at school and home, school principals and/or counselors should communicate with parents/guardians.

Collaborative Family Communication Protocol:

1. The governing consideration in communicating with parents/guardians concerning a student who asks to be called by a different name or pronoun, indicating a change in gender identity, is the student's safety. A student's fear or concern about their family learning of their gender identity should not be automatically discounted. However, the student's stated preferences are not the sole factor to consider. Decisions about communicating with a parent/guardian about such things should be made holistically based on as many factors as the school is aware (see, WSSDA Policy and Legal News, March 2022).
2. Students are served best when the school collaborates with students and parents/guardians to create a safe, supportive, and inclusive school environment for all students.
3. When a student requests being called by a different name or pronoun indicating a change in gender we are to honor that request.

4. If a parent/guardian asks if their child has requested the use of a different name or pronoun indicating a change in gender identity, staff will answer the question accurately, providing the requested information and also refer the parent/guardian to the principal unless the parent/guardian has already been informed and been in contact with the principal.
5. If a student asks a staff person for a name or pronoun change, the staff member will promptly share that information with the principal and the student's counselor.
6. The principal and/or counselor will encourage the student to communicate about such name or pronoun changes with their parent/guardian if the student is not already doing so. The principal and/or counselor will also discuss with the student about contacting the parent/guardian about such name and pronoun changes.
7. The principal and/or the counselor will contact the parent/guardian regarding such name or pronoun changes.
8. The principal, counselor, and staff will cooperate and work with parents/guardians and students in such situations.

Official Records

In accordance with law and other Board Policies, the district is required to maintain a permanent student record which includes the student's legal name and gender. The district will change a student's name in such official records to reflect a change in legal name upon receipt of the following:

1. Documentation that the student's legal name or gender has been changed pursuant to a court order or through amendment of state or federally-issued identification; or
2. A written, signed statement explaining that the student has exercised a common-law name change and has changed their name for all intents and purposes and that the change has not been made for fraudulent reasons.

The district may change a student's official gender designation upon parent/guardian or student request.

The school must use the name and gender by which the student identifies on all other records, including but not limited to school identification cards, classroom seating charts, athletic rosters, yearbook entries, diplomas, directory information.

Confidential Health or Educational Information

Information about a student's gender identity, legal name, or assigned sex at birth may constitute confidential medical or educational information. Disclosing this information to other students, or other third parties will violate privacy laws, such as the federal Family Education Rights and Privacy Act (FERPA) (20 U.S.C. §1232; 34 C.F.R. Part 99). Parents/guardians have the right under FERPA to request their student's records and if requested, the District will provide the student's educational records to the parent/guardian according to 3231/3231P – Student Records To ensure the safety and well-being of the student, school employees should not disclose a student's transgender or gender-expansive status to others, including other school personnel, other students, or the parents/guardians of other students, unless the school is (1) legally required to do so or (2) the student has authorized such disclosure.

Restroom Accessibility (Per WAC 162-32-060 and RCW 28A.642.080)

Students will be allowed to use the restroom that corresponds to the gender identity they assert at school. No student will be required to use a restroom that conflicts with their gender identity. Any student—regardless of gender identity—who requests greater privacy should be given access to an alternative restroom.

Locker Room Accessibility (Per WAC 162-32-060 and RCW 28A.642.080)

In most cases, the district should provide the student access to the locker room that corresponds to the

gender identity or expression. Reasonable alternatives to locker room conditions for any student who wants additional privacy include, but are not limited to:

- Use of a private area (e.g., nearby restroom stall with a door, an area separated by a curtain, an office in the locker room, or a nearby health office restroom);
- A separate changing schedule (i.e., utilizing the locker room before or after the other students).

The school will provide accommodations needed to allow the student to keep their transgender or gender-expansive status private. No student will be required to use a locker room that conflicts with his or her gender identity.

Sports and Physical Education Classes

The District will provide all students, including transgender and gender-expansive students, the opportunity to participate in physical education and athletic programs/opportunities in a manner that is consistent with their gender identity.

A student may seek review of his or her eligibility for participation in interscholastic athletics by following the rules established by the Washington Interscholastic Activities Association (WIAA).

Dress Codes

The District will allow students to dress in a manner that is consistent with their gender identity and/or gender expression within the constraints of the dress codes adopted at their school site and within the constraints of the District guidelines for dress as they relate to health and safety issues (e.g., prohibitions on wearing gang-related apparel). School dress codes will be gender-neutral and will not restrict a student's clothing choices on the basis of gender. The district will take an approach that conforms with OSPI 's guidelines.

Other School Activities

In any school activity or other circumstance involving separation by gender (i.e., class discussions, field trips, and overnight trips), students will be permitted to participate in accordance with the gender identity they assert at school. Teachers and other school employees will make every effort to separate students based on factors other than gender where practicable.

Training and Professional Development

The district will designate one person to be the primary contact regarding this policy and procedure relating to transgender or gender expansive students. The primary contact must participate in at least one mandatory training opportunity offered by OSPI. When possible, the District will conduct staff training and ongoing professional development in an effort to build the skills of all staff members to prevent, identify and respond to harassment and discrimination. The content of such professional development should include, but not be limited to:

- Terms and concepts related to gender identity, gender expression, and gender diversity in children and adolescents;
- Appropriate strategies for communicating with students and parents/guardians about issues related to gender identity and gender expression, while protecting student privacy;
- Strategies for preventing and intervening in incidents of harassment and discrimination, including bullying and cyber-bullying;
- District and staff responsibilities under applicable laws and district policies regarding harassment, discrimination, gender identity, gender expression issues.

Discrimination and Harassment Complaints

Pursuant to law and other board policies, discrimination and harassment on the basis of sex, gender identity, or gender expression are prohibited within the district. Any student wishing to complain of harassment

and/or discrimination on the basis of their gender identity or expression may do so by following the procedures set forth in Board Policy 3210 on “Nondiscrimination” along with its procedure, 3210P.

When a complaint is made concerning harassment or discrimination based on gender identity or expression, Board Policy 3211 and this procedure will be shared with the complaining party.

Resource:

Office of the Superintendent of Public Instruction’s (OSPI’s) process found at: <https://www.k12.wa.us/sites/default/files/public/cedars/pubdocs/2018-19cedarsreportingguidance.pdf>.

La Center School District Adoption Date: January 24, 2023

POLICY 3421 – CHILD ABUSE, NEGLECT, & EXPLOITATION PREVENTION

Child abuse, neglect and exploitation are violations of children’s human rights and an obstacle to their educational development. The board directs that staff shall be alert for any evidence of such abuse, neglect or exploitation. For purposes of this policy, “child abuse, neglect or exploitation” shall mean:

- A. Inflicting physical injury on a child by other than accidental means, causing death, disfigurement, skin bruising, impairment of physical or emotional health, or loss or impairment of any bodily function.
- B. Creating a substantial risk of physical harm to a child’s bodily functioning.
- C. Committing or allowing to be committed any sexual offense against a child as defined in the criminal code, or intentionally touching, either directly or through the clothing, the genitals, anus or breasts of a child for other than hygiene, child care or health care purposes.
- D. Committing acts which are cruel or inhumane regardless of observable injury. Such acts may include, but are not limited to, instances of extreme discipline demonstrating a disregard of a child’s pain or mental suffering.
- E. Assaulting or criminally mistreating a child as defined by the criminal code.
- F. Failing to provide food, shelter, clothing, supervision or health care necessary to a child’s health or safety.
- G. Engaging in actions or omissions resulting in injury to, or creating a substantial risk to the physical or mental health or development of a child.
- H. Failing to take reasonable steps to prevent the occurrence of the preceding actions.

Child abuse can include abuse by another minor and so may be included in incidents of student misconduct. When feasible, the district will provide community education programs for prospective parents, foster parents and adoptive parents on parenting skills and on the problems of child abuse and methods to avoid child abuse situations. The district shall also encourage staff to participate in in-service programs that deal with the issues surrounding child abuse.

The superintendent shall develop reporting procedures, including sample indicators of abuse and neglect, and shall disseminate the procedures to all staff. The purpose is to identify and report as soon as possible to the proper authorities all evidence of child abuse or neglect. Staff shall receive training regarding reporting obligations during their initial orientation and at least every three years after initial employment.

Professional staff is legally responsible for reporting all suspected cases of child abuse and neglect, and all staff members are required to by the district. 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. Under state law, staff members are free from liability for good faith reporting of instances of abuse or neglect and professional staff are criminally liable for failure to do so.

Staff need not verify that a child has in fact been abused or neglected. Any conditions or information that may reasonably be related to abuse or neglect should be reported. Legal authorities have the responsibility for investigating each case and taking such action as is appropriate under the circumstances.

Cross References:

Board Policy 4310 Relations with the Law Enforcement and Child Protective Agencies

Legal References:

RCW 13.34.300	Failure to cause juvenile to attend school as evidence under neglect petition
26.44.020	Child abuse — Definitions
26.44.030	Reports — Duty and authority to make — Duty of receiving agency
28A.620.010	Community education provisions — Purposes
28A.620.020	Community education provisions — Restrictions
43.43.830(6)	Background checks — Access to children or vulnerable persons
WAC 388-15-130(3)	Definition of child abuse, neglect or exploitation
AGO 1987, No. 9	Children — Child Abuse — Reporting by School Officials — Alleged Abuse by Student

Management Resources:

Policy News, June 1999 23% of districts out-of-compliance on child abuse policies

La Center School District Adopted: April 24th, 2007; Revised October 28th, 2008

Staff are expected to report every instance of suspected child abuse or neglect. Since protection of children is the paramount concern, all staff should first discuss any suspected evidence with the principal or school nurse regardless of whether the condition is listed among the indicators of abuse or neglect. More information on procedures covering staff training, reporting responsibilities, and indicators are covered in Procedure [3421P](#).

POLICY 4210 - REGULATION OF DANGEROUS WEAPONS ON CAMPUS

It is a violation of district policy and state law for any person to carry a firearm or dangerous weapon on school premises, school-provided transportation or areas of other facilities being used exclusively for school activities unless specifically authorized by state law. Carrying a dangerous weapon onto school premises, school-provided transportation, or areas of other facilities being used exclusively for school activities in violation of RCW 9.41.280 is a criminal offense.

The superintendent is directed to see that all school facilities post “Gun-Free Zone” signs, and that all violations of this policy and RCW 9.41.280 are reported annually to the superintendent of Public Instruction.

Dangerous Weapons

The term “dangerous weapons” under state law includes:

- Any firearm;
- Any device commonly known as “nun-chu-ka sticks,” consisting of two or more lengths of wood, metal, plastic or similar substance connected with wire, rope or other means;
- Any device, commonly known as “throwing stars,” which are multi-pointed, metal objects designed to embed upon impact from any aspect;
- Any air gun, including any air pistol or air rifle, designed to propel a BB, pellet, or other projectile by the discharge of compressed air, carbon dioxide, or other gas;
- Any portable device manufactured to function as a weapon and which is commonly known as a stun gun, including a projectile stun gun which projects wired probes that are attached to the device that emit an electrical charge designed to administer to a person or an animal an electric shock, charge, or impulse;
- Any device, object, or instrument which is used or intended to be used as a weapon with the intent to injure a person by an electric shock, charge, or impulse;

The following instruments:

- Any dirk or dagger;
- Any knife with a blade longer than three inches;
- Any knife with a blade which is automatically released by a spring mechanism or other mechanical device;
- Any knife having a blade which opens, or falls or is ejected into position by the force of gravity, or by outward, downward, or centrifugal thrust or movement; and
- Any razor with an unguarded blade;
- Any slung shot, sandbag, or sand club;
- Metal knuckles;
- A sling shot;
- Any metal pipe or bar used or intended to be used as a club;
- Any explosive;
- Any weapon containing poisonous or injurious gas;
- Any implement or instrument which has the capacity to inflict death and from the manner in which it is used, is likely to produce or may easily and readily produce death.
- In addition, the District considers the following weapons in violation of this policy:
- Any knife or razor not listed above, except for instruments authorized or provided for specific school activities;
- Any object other than those listed above which is used in a manner to intimidate, threaten, or injure another person and is capable of easily and readily producing such injury.

Reporting Dangerous Weapons

An appropriate school authority will promptly notify the student's parents or guardians and the appropriate law enforcement agency of known or suspected violations of this policy. Students who violate this policy will be subject to discipline. Students who have possessed a firearm on any school premises, school-provided transportation, or school-sponsored activities at any facility shall be expelled for not less than one year pursuant to RCW 28A.600.420. The superintendent may modify the one-year expulsion for a firearm on a case-by-case basis.

The district may also suspend or expel a student for up to one year if the student acts with malice (as defined under RCW 9A.04.110) and displays a device that appears to be a firearm.

No expulsion under RCW 28A.600.420 prevents the district from continuing to provide educational services in an alternative educational setting in compliance with RCW 28A.600.015. Any alternative setting should be comparable, equitable, and appropriate to the regular education services a student would have received without the exclusionary discipline. Example alternative settings include one-on-one tutoring and online learning.

Exceptions to State Law and this Policy

The following persons may carry firearms into school buildings, as necessary, although students engaged in these activities are restricted to the possession of rifles on school premises:

- A. Persons engaged in military, law enforcement, or school district security activities;
- B. Any federal, state or local law enforcement officer;
- C. Persons involved in a school authorized convention, showing, demonstration, lecture or firearm safety course; and
- D. Persons competing in school authorized firearm or air gun competitions.

The following persons over eighteen years of age and not enrolled as students may have firearms in their possession on school property outside of school buildings:

- A. Persons with concealed weapons permits issued pursuant to RCW 9.41.070 who are picking up or dropping off students; and
- B. Persons conducting legitimate business at the school and in lawful possession of a firearm or dangerous weapon if the weapon is secured within an attended vehicle, is unloaded and secured in a vehicle, or is concealed from view in a locked, unattended vehicle.

Persons may bring dangerous weapons, other than firearms, onto school premises if the weapons are lawfully within the person’s possession and are to be used in a school-authorized martial arts class.

Personal Protection Spray

Persons over eighteen years of age and persons between fourteen and eighteen years of age with written parental or guardian permission may possess personal protection spray devices on school property secured out of sight. No one under eighteen years of age may deliver such devices, nor may anyone eighteen years or older deliver a spray device to anyone under fourteen or to anyone between fourteen and eighteen who does not have parental permission. All permissions shall be received by the school office before any personal protection device will be allowed at school.

Personal protection spray devices may not be used other than in self-defense as defined by state law. Possession, transmission or use of personal protection spray devices under any other circumstances is a violation of gross misconduct district policy.

Cross References:

- 3240 Student Conduct
- 3241 Corrective Actions or Punishment
- 4260 Use of School Facilities

Legal References:

- RCW 9A.16.020 Use of force — when lawful
- RCW 9.41.250 Dangerous weapons – penalty
- RCW 9.41.280 Dangerous weapons on facilities – penalty exceptions
- RCW 9.91.160 Personal Protection Spray devices
- RCW 9.94A.225 Deadly weapon special verdict –definition
- RCW 28A.600.420 Firearms on school premises, transportation, or facilities — Penalty — Exemptions

Management Resources:

- 2016 – July Issue
- Policy News, August 2006 Weapons on School Premises
- Policy News, August 1998 State Encourages Modification of Weapons Policy

La Center School District Adopted: December 12th, 2006; Revised April 24th, 2007, February 28th, 2017

POLICY 4215 - USE OF TOBACCO, NICOTINE, AND DELIVERY DEVICES

The board of directors recognizes that to protect students from exposure to the addictive substance of nicotine, employees and officers of the school district, and all members of the community, have an obligation as role models to refrain from tobacco use 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, and vapor products, non-prescribed inhalers, devices that produce the same flavor or physical effect of nicotine substances and any other smoking equipment, device, material or innovation.

Any use of tobacco products and delivery devices by staff, students, visitors and community members shall be prohibited on school district property, including all district buildings, grounds and district-owned

vehicles. Possession by or distribution of tobacco products by minors is prohibited and considered a class 3 civil infraction which may be subject to penalties as set forth in RCW 70.155.080.

Notices advising students, district employees and community members of this policy shall be posted in appropriate locations in all district buildings and at other district facilities as determined by the superintendent and shall 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:

District Policy 3200 Student Rights and Responsibilities
District Policy 3241 Classroom Management, Corrective Actions or Punishments
District Policy 5280 Termination of Employment

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 Minors — Civil infraction
Chapter 70.155, RCW Tobacco – Access to minors

La Center School District Adopted: December 12th, 2006; Revised February 26, 2019

POLICY 5010 - NONDISCRIMINATION & AFFIRMATIVE ACTION

The district shall 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, marital status, qualified individuals with disabilities, honorably discharged veteran or military status, sex, sexual orientation, including gender expression or identity, 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.

Affirmative Action

The district, as a recipient of public funds, is committed to undertake affirmative action, which shall make effective equal employment opportunities for staff and applicants for employment. Such affirmative action procedures shall 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 shall also include recruitment, selection, training, education and other programs.

The superintendent shall develop an affirmative action plan which specifies the personnel procedures to be followed by the staff of the district and shall ensure that no such procedures discriminate against any individual. Reasonable steps shall 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, shall be disseminated widely to staff in all classifications and to all interested patrons and organizations. Progress toward the goals established under this policy shall 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 shall prevail:

No qualified person with disabilities shall, solely by reason of a disability, be subjected to discrimination, and the district shall 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.

The district shall 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:

Making facilities used by staff readily accessible and usable by persons with disabilities; and
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. 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.

The district shall not make use of any employment test or criteria that screens out persons with disabilities unless:

The test or criteria is clearly and specifically job-related; and

Alternative tests or criteria that do not screen out persons with disabilities are available.

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.

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.

To ensure fairness and consistency, Procedure [5010P](#) will be used in the district's relationship with its staff with regard to employment problems covered by state and federal equal employment opportunity laws and/or this affirmative action program.

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.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
42 USC 2000e1-2000e10	Title VII of the Civil Rights Act of 1964
20 USC 1681-1688	Title IX Educational Amendments of 1972
42 USC 12101-12213	Americans with Disabilities Act
8 USC 1324 (IRCA)	Immigration Reform and Control Act of 1986
38 USC 4301-4333	Uniformed Services Employment and Reemployment Rights Act
29 USC 794	Vocational Rehabilitation Act of 1973
34 CFR 104	Nondiscrimination on the basis of handicap in Programs or activities receiving federal financial assistance
38 USC 4212	Vietnam Era Veterans Readjustment Act of 1974 (VEVRAA)

Management Resources:

2014 – December Issue
 2013 – June Issue
 2011 – June Issue
 2011 – February Issue

Policy News, August 2007 Washington's Law Against Discrimination

Policy News, June 2001 State Updates Military Leave Rights

La Center School District Adopted: February 26, 2013; Revised April 26, 2017

POLICY 5011 - SEXUAL HARASSMENT OF DISTRICT STAFF PROHIBITED

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

Definitions

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

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

- acts of sexual violence;

- unwelcome sexual or gender-directed conduct or 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 condition of obtaining work opportunity or other benefit;
- sexual demands where submission or rejection is a factor in a work or other school-related decision affecting an individual.

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

Investigation and Response

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

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

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

Retaliation and False Allegations

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

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

Staff Responsibilities

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

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

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

Notice and Training

The superintendent shall 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, shall 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 reproduced in each student, staff, volunteer and parent handbook. Such notices will identify the District's Title IX coordinator and provide contact information.

Policy Review

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

Cross References:

3205 Sexual Harassment of Students Prohibited
3207 Prohibition of Harassment, Intimidation and Bullying
3210 Nondiscrimination
3240 Student Conduct
Child Abuse and Neglect
5010 Nondiscrimination

Legal References:

RCW 28A.640.020
Regulations, guidelines to eliminate discrimination — Scope— Sexual harassment policies WAC 392-190-056 – 058
Sexual harassment 20 U.S.C. 1681-1688

Management Resources:

2015 – July Policy Alert
2014 – December Issue
2010 – October Issue

La Center School District Adopted: February 27, 2007; Revised April 26, 2017

Procedure 5011P is intended to set forth the requirements of Policy 5011, including the process for a prompt, thorough, and equitable investigation of allegations of sexual harassment and the need to take appropriate steps to resolve such situations.

POLICY 5201 - DRUG-FREE SCHOOLS, COMMUNITY & WORKPLACE

The board has an obligation to staff, students and citizens to take reasonable steps to assure safety in the workplace and to provide safety and high quality performance for the students that the staff serves.

“Workplace” is defined to mean the site for the performance of work done in connection with the district. That includes any school building or any school premises; any school-owned vehicle or any other school-approved vehicle used to transport students to and from school or school activities; off school property

during any school-sponsored or school-approved activity, event or function, such as a field trip or athletic event, where students are under the jurisdiction of the school district.

For these purposes, the board declares that the following behaviors will not be tolerated:

- A. Reporting to work under the influence of alcohol, illegal chemical substances or opiates.
- B. Using, possessing, transmitting alcohol, illegal chemical substances (including anabolic steroids) or opiates in any amount or in any manner on district property at any time. Any staff member convicted of a felony attributable to the use, possession, or sale of illegal chemical substances or opiates will be subject to disciplinary action, including immediate termination.
- C. Using district property or the staff member's position within the district to make or traffic alcohol, illegal chemical substances or opiates.
- D. Using, possessing or transmitting illegal chemical substances and opiates in a manner which is detrimental to the interest of the district.

Any staff member who is taking a drug or medication whether or not prescribed by the staff member's physician, which may adversely affect that staff member's ability to perform work in a safe or productive manner is required to report such use of medication to his or her supervisor. This includes drugs which are known or advertised as possibly affecting judgment, coordination, or any of the senses, including those which may cause drowsiness or dizziness. The supervisor in conjunction with the district office then will determine whether the staff member can remain at work and whether any work restrictions will be necessary.

As a condition of employment, each employee shall notify his or her supervisor of a conviction under any criminal drug statute violation occurring in the workplace as defined above. Such notification shall be provided no later than 5 days after such conviction. The district shall inform the federal government within ten days of such conviction, regardless of the source of the information.

Each employee shall be notified of the district's policy and procedures regarding employee drug activity at work. Any staff member who violates any aspect of this policy shall be subject to disciplinary action, which may include immediate discharge. As a condition of eligibility for reinstatement, an employee may be required to satisfactorily complete a drug rehabilitation or treatment program approved by the board, at the employee's expense. Nothing in this policy shall be construed to guarantee reinstatement of any employee who violates this policy, nor does the school district incur any financial obligation for treatment or rehabilitation ordered as a condition of eligibility for reinstatement.

Other actions such as notification of law enforcement agencies may be taken in regard to a staff member violating this policy at the district's discretion as it deems appropriate.

Cross References:

Board Policy 4215 Use of Tobacco on School Property
Board Policy 5203 Staff Assistance Program
Board Policy 5280 Termination of Employment

Legal References:

41 USC §§ 701-707 Drug Free Workplace Act of Subtitle D 1988 and as amended in 1989
20 USC §§ 7101-7118 Safe and Drug-Free Schools and Communities Act
21 U.S.C. 812 Controlled Substance Act
21 CFR 1300.11-1300.15
RCW 69.50.435 Violations committed on school bus or in or near school grounds or school bus route stop

Management Resources:

Policy News, February 1999 Bus drivers still tested for marijuana

La Center School District Adopted: September 25th, 2007

POLICY 5253 - MAINTAINING PROFESSIONAL STAFF/STUDENT BOUNDARIES**Purpose**

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

General Standards

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

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

The La Center School District encourages staff, in order to maintain professional boundaries, to communicate with two principles in mind; two layers and transparency. Two layers refers to including parents or admin on communications and transparency is intended to maintain open and public communication.

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

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

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

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

Use of Technology

The board supports the use of technology to communicate for educational purposes. However, when the communication is unrelated to school work or other legitimate school business district staff are prohibited from inappropriately communicating with students. District staff members are prohibited from engaging in any conduct on social networking websites that violates the law, district policies or procedures, 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 staff protocols for reporting and investigating allegations and develop procedures and training to accompany this policy.

Cross References:

- 3205 Sexual Harassment of Students Prohibited
- 3207 Prohibition of Harassment, Intimidation and Bullying
- 3210 Nondiscrimination
- 3421 Child Abuse, Neglect, and Exploitation Prevention
- 2022P Procedure Electronics Resources (Acceptable Use)

Legal References:

- Title IX of the Education Amendments of 1972
- Chapter 9A.44, RCW Sex Offenses
- Chapter 9A.88, RCW Indecent exposure – Prostitution
- RCW 28A.400.320 Crimes against children – Mandatory termination of classified employees – Appeal-Recovery of salary or compensation by district
- RCW 28A.405.470 Crimes against children – Mandatory termination 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.
- Chapter 28A.640, RCW Sexual Equality
- Chapter 28A.642, RCW Discrimination Prohibition
- Chapter 49.60, RCW Washington State Law Against Discrimination
- Chapter 181-87 WAC Professional Certification – Acts of Unprofessional Conduct
- Chapter 181-88 WAC Sexual Misconduct, Verbal and Physical Abuse – Mandatory Disclosure – Prohibited Agreements

Management Resources: 2015 October Issue

La Center School District Adopted: August 24, 2010; Revised July 25, 2017, March 26, 2024

5253P – PROCEDURE

Boundary Invasions

In a professional staff/student relationship, staff 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 staff member that does not have an educational purpose and results in abuse of the staff/student professional relationship. This can be prevented by maintaining professional boundaries with students.

Educators, volunteers, students, parents, and other concerned adults are the key to stopping unprofessional conduct toward students. Hence, the following information will help you protect students, your school, and the profession.

Reporting Violations

All school staff members or volunteers must promptly notify the supervisor of a staff member or volunteer suspected of engaging in a boundary invasion toward a student.

Staff members should:

- Not wait before reporting suspicious behavior or try to determine whether there is an innocent explanation;
- Not confront or discuss the matter with the staff member at issue or with anyone else, but maintain confidentiality to protect privacy and avoid rumors; and
- Document for their own records, that they notified an administrator, including to whom and what they reported

Students and their parents/guardians are strongly encouraged to notify the principal (or other administrator) if they believe a staff member or volunteer may be engaging in inappropriate boundary invasion conduct with a student.

Inappropriate Boundary Invasion

A boundary invasion is an act or pattern of behavior by a staff member or volunteer that does not have a bona fide health, safety, or educational purpose for the student. Staff members are expected to maintain professional boundaries with students

Additional policies that govern these actions may include but are not limited to: Board's policy on Harassment and Sexual Harassment of Students (Policy 3205), Prohibition of Harassment, Intimidation and Bullying (Policy 3207); Nondiscrimination (Policy 3210); Title IX of the Education Amendments of 1972 (Title IX); the Washington State Law Against Discrimination (Chapter 49.60 RCW); or that constitutes misconduct under RCW 28A.640 and .642 or WAC 181-88-060 or any conduct that would constitute a violation of Chapter 9A.44 or 9A.88 RCW.

Staff members and volunteers shall not engage in boundary invasions of students, which include, but are not limited to, the following: [A detailed list is included in appendix A of this policy]

- A. Any type of inappropriate physical or sexual conduct with a student or any other conduct that violates the board's policies regarding student welfare, the educational environment, or conduct toward current or former students. Inappropriate physical conduct includes overly affectionate hugging, kissing, or being "overly touchy" with students.
- B. Showing pornographic, intimate or unduly revealing photos to a student or asking a student to provide intimate or unduly revealing photos; taking inappropriate photographs of a student, or taking an inordinate number of photographs of a student;
- C. Any kind of flirtatious or sexual communication with a student.
- D. Singling out a particular student or students for personal attention and friendship beyond the professional staff-student relationship. This includes but is not limited to, favoring one or more students with special privileges, allowing them to remain in the classroom during non-class times, unilaterally removing a student from another class or activity, or engaging in "peer like" behavior with one or more students; [An exception would be strategies to build rapport for instructional/classroom related relationships]
- E. Providing alcohol, drugs or tobacco to students or failing to report their use of these substances;

- F. For non-guidance/counseling staff, encouraging students to confide their personal or family problems and/or relationships. If a student repeatedly initiates such discussions, staff members shall 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;
- G. Sending students on personal errands unrelated to any educational purpose;
- H. Banter, allusions, jokes or innuendos of a sexual nature with students;
- I. Favorably commenting on a student's appearance if it is unduly revealing;
- J. Disclosing personal, sexual, family, employment concerns, or other private matters to one or more students;
- K. Addressing students, or permitting students to address staff members or volunteers with personalized terms of endearment, pet names, or otherwise in an overly familiar manner;
- L. Discussing personal topics or interests with students. If staff members have educational or legitimate school business to conduct, they shall include a parent/guardian and/or a school administrator on the communication. If staff members receive a student's communication, the staff member shall reply by including the student's parent/guardian and/or an administrator. Staff members should use school e-mail addresses and phone numbers and the parents' phone numbers for communications with students, except in an emergency.
- M. Exchanging or providing personal gifts, cards or personal letters with an individual student;
- N. 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;
- O. Giving a student a ride alone in a vehicle in a non-emergency situation or failing to timely report that occurrence;
- P. Providing a student with information or views about other students or staff members without a legitimate professional purpose.
- Q. Asking a student to keep a secret or not to disclose any inappropriate communications or conduct.
- R. Unnecessarily invading a student's privacy, (e.g. walking in on the student in the bathroom or a hotel room on a field trip);
- S. Being alone with an individual student out of the view of others, and/or
- T. Any home visits unless other adults are present, the student(s) are invited for an activity related to school, and the student's parent/guardian and an administrator are informed and have consented.

Reporting Violations

Students and their parents/guardians are strongly encouraged to notify the principal (or other administrator) if they believe a teacher or other staff member may be engaging in conduct that violates this policy or procedure.

Staff members are required to promptly notify the principal or the supervisor of the employee or volunteer suspected of engaging in inappropriate conduct that violates this policy or procedure.

When an administrator receives information that a boundary invasion has occurred or might have occurred, the administrator must document, in writing, the concern and provide a copy of the documentation to the human resources department. The human resources department will see that the matter is investigated and documented, and if a boundary invasions have occurred without a legitimate educational or safety purpose, that appropriate action is taken and documented. Human resources will maintain a file documenting reports, letters of direction and discipline relating to professional boundary investigations.

Reporting Sexual Abuse

In some situations, the person engaging in boundary invasions with a student may also have engaged in child abuse or sexual abuse, which is defined in Board Policy 3421 - Child Abuse, Neglect, and Exploitation Prevention. Remember that according to law (RCW 26.44.020) and Board Policy 3421, all school personnel who have reasonable cause to believe that a student has experienced sexual abuse by an adult or student are

required to make a report to Child Protective Services and/or law enforcement. (See Board Policy 3421.) Reporting suspected abuse to the building principal or supervisor does not relieve professional school personnel from their reporting responsibilities and timelines.

Disciplinary Action

Staff member or volunteer violations of this policy may result in disciplinary action up to and including dismissal. Violations of this policy may occur by ignoring professional boundaries as well as failing to report another staff member or volunteer who is ignoring professional boundaries. In any disciplinary situation, the Superintendent should consider whether the conduct violates the Code of Professional Conduct in Chpt. WAC 181-87 and whether a report to the Office of Professional Practices is warranted.

Training

All new staff members and volunteers will receive training on appropriate staff /student boundaries within 3 months of employment or beginning of service. Such training may be on-line training. Site administration and classified employee supervisors shall see to it that detailed training covering this entire procedure shall occur annually for all schools and work sites. Site administration and classified employee supervisors will also address professional boundaries at staff meetings early in the year.

Dissemination of Policy and Reporting Protocols

This policy and procedure will be included on the district website and in all employee, student and volunteer handbooks. Annually, all administrators and staff will receive copies of the district's reporting protocol. The district shall also provide a copy of this policy and procedure to students and their parents during each school year.

Additional Guidelines

- A. Prevent One-on-One Access to Students
 1. It is encouraged that windows should remain uncovered except in lockdown situations
 2. When an educator meets in the classroom alone with a student, the door should remain open
 3. Discourage educators from one-on-one contact with students in private settings
 4. Require educators and students, when meeting in one-on-one situations, to meet in places observable by others, such as offices with windows or outdoors, if privacy is needed
 5. When a counselor or administrator meets alone with a student, the door should have windows that are not covered
 6. Assign at least two educators to monitor bathrooms and locker rooms of their gender, when possible
 7. When dealing with a toileting incident, two adults should assist the student if possible
 8. Assign at least two educators to be present to assist students with activities such as putting on bathing suits and taking showers
 9. Encourage educators to include another adult in electronic communications with students
 10. Prohibit educators from:
 - Taking a student without another adult to private areas, such as storage closets, athletic training rooms, hotel rooms, or personal vehicles
 - Sleeping in the same room overnight with students, unless the student's parent or guardian is present
 - Taking a student into the educator's home, unless the student's parent or guardian is present
 11. Require educators to:
 - Inform a program supervisor before moving students out of the program area or to a different location on or off campus
 - Use separate bathrooms, locker rooms, and showers from student or, if separate facilities are not available, schedule separate usage times

- Release students only to an authorized parent, legal guardian, or other adult specifically authorized by the custodial parent or guardian and only after confirming their identification

B. Enforce Professional Boundaries with Supervision

1. Require that supervisors:
 - Receive training on professional boundaries
 - Make periodic unannounced visits in class and during activities to observe whether educators are following professional boundaries
 - Document specific observations about how educators interact with students
 - Correct and provide prompt feedback to educators regarding their adherence to professional boundaries
 - Stop any interaction with a student that appears suspicious
 - Discontinue any adult's participation in activities or programs involving students if someone suspects or alleges an inappropriate boundary invasion
2. Train all staff members, volunteers, and students, on how to report suspected professional boundary violations
3. Require that educators report suspected violations of professional boundaries
4. Encourage parents or legal guardians to report any suspected professional boundary violations

C. Coaching Sports

1. In coaching any sport, be mindful of touching involved from coaches, and seek ways to mitigate.
2. Coaches should inform players that coaching generally involves physical touch for the purpose of teaching the sport, but anyone uncomfortable can ask not to be touched and the coach will strive to respect the student's wishes. Students should have the opportunity to tell the coach privately that they do not want coaching to include touch, and coaches should not publicly reveal such communication, but should share it with any assistant coaches.
3. If possible, assign two coaches or a second adult at practices.
4. Wrestling coaches should not demonstrate holds on student wrestlers unless there has been a meeting that school year with parents and the student and parent agree to a specific coach demonstrating with the student. Coaches should permit parents to attend wrestling practices.

D. Reporting

When an administrator receives a report that an employee, volunteer, or contractor has perpetrated sexual misconduct against a student or a suspicion of such, the administrator will follow the district's reporting protocol. Based on the circumstances, the administrator might need to inform:

- The Title IX coordinator
- The district's legal counsel
- The district's head of compliance
- Campus police or the district's student protection officer

The administrator should consider whether state or local laws require informing the local police and /or state or local child protection authorities.

The administrator should take immediate steps to prevent further harm to the alleged victim or other students, such as removing the alleged abuser from the program or activity or limiting that individual's contact with students pending resolution of the matter.

Appendix A

Taking an Undue Interest in a Particular Student:

1. Having a "special" friend or a "special relationship" with a particular student.
2. Favoring certain students by giving them special privileges.
3. Favoring certain students, inviting them to come to the classroom at non-class times.
4. Getting a particular student out of class to visit the teacher during the teacher's prep period.
5. Engaging in peer-like behavior with students including rough-housing.

Using Poor Judgment in Relation to a Particular Student:

6. Allowing a particular student to get away with inappropriate behavior.
7. Being alone with the student behind closed doors at school.
8. Giving gifts or money to a particular student.
9. Being overly "touchy" with a certain students.
10. Touching students for no educational or health reason.
11. Giving students rides in the educator's personal vehicle, especially alone.
12. Frequent electronic communication or phone contacts with a particular student.

Becoming Involved in the Student's Private Life:

13. Talking to the student about the educator's personal problems.
14. Talking to the student about the student's personal problems to the extent that the adult becomes a confidant of the student when it is not the adult's job role to do so.
15. Initiating or extending contact with students beyond the school day in a private or non-group setting.
16. Taking a particular student on personal outings, away from protective adults.

Not Respecting Normal Boundaries:

17. Invading the student's physical privacy (e.g., walking in on the student in the bathroom).
18. Inviting students to the educator's home.
19. Visiting the student's home.
20. Asking the student to keep certain things secret from his/her parents.

Sexually Related Conduct:

21. Engaging in sex talk with students (sexual innuendo, sexual banter, or sexual jokes).
22. Talking with a student about sexual topics that are not related to specific curriculum.
23. Showing pornography to the student.
24. Asking for or sending nude pictures (sexting).

La Center School District Adopted: August 24, 2010; Revised July 25, 2017, March 26, 2024

POLICY 6511 - STAFF SAFETY

The board recognizes that safety and health standards should be incorporated into all aspects of the operation of the district. Rules for safety and prevention of accidents shall be posted in compliance with OSHA and WISHA requirements. All hazardous chemicals will be identified and properly labeled. Staff members will be trained in the use of these chemicals specific to their respective jobs. Proper records will be maintained to verify that all of the preventive and safety measures are in place. Injuries and accidents shall be reported to the district office.

The district shall have at least one staff member at each school and work site in the district who holds a valid certificate of first aid training from the department of labor and industries, U.S. Bureau of Mines or the American Red Cross or equivalent training provided by the district nurses. Each school and work site shall have first aid supplies readily accessible and if the work site has more than fifty employees a first-aid station shall be established.

The superintendent shall develop necessary safety and health standards to comply with Department of Labor requirements.

Cross Reference:

Board Policy 6510 Safety Board Policy
6512 Infection Control Program

Legal References:

RCW 49.17 Washington Industrial Safety and Health Act

La Center School District Adopted: February 27th, 2007

Please refer to Procedure [6511P](#) for the procedures required in compliance with this policy.

POLICY 6512 – INFECTION CONTROL PROGRAM

In order to safeguard the school community from the spread of certain vaccine-preventable diseases and in recognition that prevention is a means of combating the spread of disease, the board strongly urges that school staff members (including volunteers) provide documentation of immunization or evidence of immunity against certain vaccine-preventable diseases. The following immunizations are recommended for school staff: measles, mumps, rubella (MMR), varicella (chickenpox), diphtheria, tetanus, and pertussis (Tdap and Td), and influenza (flu). Staff members born prior to January 1, 1957 need not provide evidence of immunity to measles; these individuals are considered naturally immune.

A staff member may claim an exemption for religious, philosophical or medical reasons. Staff members without an acceptable immunization record on file may be excluded, as he/she is considered to be susceptible. In the event of an outbreak of a vaccine-preventable disease in school, the local health officer has the authority to exclude a susceptible staff member. If excluded, he/she is not eligible to receive sick leave benefits because of the exclusion itself. To qualify for benefits, he/she must be ill or temporarily physically-disabled.

The superintendent or designee will evaluate all job duties of district employees to determine which employees have reasonably anticipated on-the-job exposure to blood or other potentially infectious material. The district will maintain a list of job classifications where employees have reasonably anticipated exposure to blood or other potentially infectious material. The hepatitis B vaccine will be provided at the district's expense to all employees identified as having risk of directly contacting blood or other potentially infectious material at work.

In the event that an employee has a specific exposure to blood or other potentially infectious material, the employee will be provided, at district expense, with confidential medical evaluation, follow-up and treatment, if indicated.

The district will provide annual training to all employees with reasonably anticipated exposure to blood or other potentially infectious material. All employees will receive district provided training on HIV/AIDS within six months of initial employment.

Records will be kept in strict confidence regarding the hepatitis B vaccine status of all employees with reasonably anticipated exposure to blood or other potentially infectious material and for each occupational exposure an employee has to blood or other potentially infectious material. The records will be kept for the duration of the employee's employment, plus thirty years. The district will also keep records that employees have received appropriate training.

Cross reference:

Policy 3414 Infectious Diseases

Legal References:

Chapter 246-110 WAC Contagious disease — School districts and day care centers

Chapter 296-823 WAC Occupational exposure to bloodborne pathogens

Chapter 392-198 WAC Training — school employees — HIV/AIDS

Management Resources:

2020- September Policy Alert

2015- June Policy Issue

2015- April Policy Issue

La Center School District Adopted: February 27th, 2007; Revised March 23, 2021

Procedure [6512P](#) covers the required procedures covering immunizations and staff infection control.