



## Volunteer Application Packet

We appreciate your interest in volunteering in our schools! This packet includes information we believe is important for everyone who works with our students, as well as the application form that is required to become a volunteer.

PLEASE NOTE: The volunteer application form should be turned in to either a school or the district office at least two weeks before you'd like to begin volunteering, to give us time to complete the background check.

**The Mission of the Coupeville School District, the learning hub for the community, is to educate our students to be:**

- **Competent Thinkers and Participants** who demonstrate they can meet or exceed academic standards and be creative problem solvers
- **Confident Learners** who are ready to apply their knowledge, understanding and skills to new challenges.
- **Caring Individuals** who make healthy choices, support the well-being of others, and contribute in positive ways to their community.

### General Guidelines

Understanding school procedures, classroom rules, and school expectations are key elements to enjoying your work as a volunteer. Talk with your assigned teacher or other school staff member whenever you have a question about how things should be done.

Volunteers who are dependable and who arrive on time to help provide our staff the best possible service to students. Please call if you will be late or are unable to volunteer at your scheduled time.

If you have personal limitations or preferences for your volunteer time, please don't hesitate to let staff know about them! Volunteers support and supplement the instructional program by assisting our teaching and/or secretarial staff.

Please respect the confidentiality of information you may hear or behavior you may see in our classrooms. Students have the right to privacy and expect that they can trust you with private information. The exceptions to this are cases or evidence of child abuse, neglect or endangerment or if a student confides that they are considering suicide. If you have concerns about something you see or hear in a classroom or the office, please immediately bring to to the attention of the school principal or use the SafeSchools LifeLine (888-548-3847, district code 152).

We expect volunteers to treat all students fairly, equally and positively. All adults in the school are role models for our students and are expected to follow our Operating Principals (included in the packet).

### Specific Information You Should Know

Weapons, alcohol, tobacco, and illicit drugs are not allowed on campus. Students must have permission to carry over-the-counter medication. The district does not tolerate harassment, intimidation, or bullying of any kind. School board policies about these issues are included at the end of this packet.

If you observe something that interferes with the safety of our schools, please report it to a teacher, the principal, or use the SchoolSafety Line. This is a toll-free tip line available 24 hours a day. Call 1-888-548-3847 and identify Coupeville's district code of 152. Your call will be transcribed to ensure anonymity and the information will be reported to school district administrators.

### **Helpful Information**

#### **Where should I park?**

Please use the multipurpose room parking lot for the elementary school and one of the staff parking lots at the secondary school. For the Cedar Program, ask school staff where the best location might be.

#### **Can I bring my preschooler or grandchild with me?**

Everyone's focus needs to be on the students enrolled in the school and on learning activities. Please arrange your volunteer schedule for times when young children are with friends, family, or at daycare.

#### **Do I need to check in before going in the classroom?**

Yes. The visitor check-in is located in the school office. Please sign in and out, and wear a visitor badge while in the school.

#### **What restroom do I use?**

Please inquire when checking in with office staff. They will identify the adult restroom closest to your work location.

#### **What about using the phone?**

If you carry a cell phone, please turn it off while in the school. If you need to make a phone call, please ask a school secretary to use a school phone.

#### **Can I eat lunch at school while I am volunteering?**

Yes. Please arrange for a school prepared lunch through the school secretary by 9:30 AM. You will need to pay the adult price for your lunch. You may also bring a lunch made at home.

#### **Is it okay to give a child a hug or let a child sit on my lap?**

Handshakes, "high fives," or an arm around the shoulder are the only safe and friendly ways to touch a child when volunteering. For some children and in some cultures, even these gestures may be unwelcome.

#### **What if a child wants to hug me?**

It's not unusual for young children to come running with outstretched arms to give you a hug. Turn your side toward the child and gently guide them to your side, with your hand placed around the child's shoulder.

#### **What should I do if a student is injured?**

Unless a disaster occurs and a number of students are injured at the same time, school staff will handle any student injuries. You may be asked to contact the school office for assistance, or to help keep classmates occupied while injuries are addressed.

#### **Do I have to participate in emergency drills?**

Yes. All occupants of a school are expected to participate when fire, earthquake, or lockdown drills occur. The teacher or office staff you are working with will help direct you along evacuation routes during fire drills. During lockdown drills, you will be expected to help usher students into the classroom, and to help secure the room by closing the blinds and turning lights off.

**What if there is a real emergency?**

During a real emergency, follow the drill procedure. Not that no alarm will sound for an earthquake. When you feel the earth shaking, follow the “drop, cover, and hold” procedures, then wait for further instructions. It is important to leave the school without letting staff know, as we will need to account for all individuals following an emergency.

**Tips for Working with Students**

**Recognize that students have differing learning styles:**

- **Visual Learners** learn best by seeing information in writing and images. Presenting material using graphs, chart, pictures, outlines, and notes work well for these students. For these students, recall is strengthened through the practice of writing and/or outlining the subject material.
- **Auditory Learners** learn best by hearing information. If directions are written, it will help to read them and discuss them with the student.
- **Tactile Learners** learn best through hands-on activities. Computers, task cards, and math manipulatives help these students to understand subject matter.
- **Kinesthetic Learners** learn best by interacting with information through acting, building, interviewing, observing, and role playing. Some kinesthetic learners may need to be active in order to take in classroom discussions, such as wiggling a foot.

**Learning a student’s name** helps make a connection with the student. Be sure to pronounce and spell the student’s name correctly. If you’re not sure, ask the student to pronounce their name for you and repeat it until the student confirms you got it right. Help the student remember your name.

**Establish a positive relationship** with the students you work with. Begin each session with positive comments or questions about the student’s family, friends, or activities. Use honest praise whenever possible. Avoid comparing students with others in the class or school.

**Respect every student** and speak respectfully of all racial, ethnic, cultural, and religious groups.

**Allow students time to think** about their answer. If the student appears “stuck,” help them to discover answers and solutions by asking questions that lead to correct responses. If the student does not come to a correct conclusion, encourage them to try again and correct their conclusion/response/answer.

**Follow the teacher’s lead** and keep students headed in the direction set by the teacher. Remember that the teacher has the final responsibility for all planning, activities, and discipline in the classroom. If you have concerns about a lesson or procedure, discuss it with the teacher during a non-class time when no students are present.

**Using words of encouragement** tells a student that you believe in them and their ability to succeed. Feel free to use phrases from this selection or to develop your own:

I knew you could do it.	Congratulations.	You’ve just about got it.
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Once more and you'll have it.	You did it that time.	I couldn't have done it better.
You're doing fine.	Excellent.	I'm very proud of you.
Outstanding.	You're learning fast.	Good for you.
This is good work.	Much better.	You're working hard today.
That's great.	You figured that out quickly.	Keep trying.
That's the way.	Way to go.	You make it look easy.
Perfect.	That's better than ever.	Good work.

**Federal Immigration Law Compliance for Staff**

The board has the legal responsibility of employing all staff. The responsibility of administering the recruitment process is assigned to the superintendent/designee. Prior to final action by the board, a prospective staff member will present necessary documents which establish eligibility to work as required by federal immigration law. The superintendent/designee will certify that he/she has: "examined the documents which were presented to me by the new hire, that the documents appear to be genuine, that they appear to relate to the individual named, and that the individual is a U.S. citizen, a legal permanent resident, or a non-immigrant alien with authorization to work." This certification will be made on the I-9 form issued by the Federal Immigration and Naturalization Service

**Child Support Reporting for Staff**

The district will report all new hires to the state Department of Social and Health Services Division of Child Support as required by P.L. 104-193, the Personal Responsibility and Work Opportunity Reconciliation Act of 1996.

**Sexual Misconduct Release Form for Staff**

Pursuant to state law, the district will require that every prospective staff member sign a release form allowing the district to contact school employers regarding prior acts of sexual misconduct. The applicant will authorize current and past school district employers including employers outside of Washington to disclose to the district sexual misconduct, if any, and make available to the district all documents in the employer's personnel, investigative or other files related to the sexual misconduct. The applicant is not prohibited from employment in Washington state if the laws or policies of another state prohibit disclosure of this information or if the out-of-state district denies the request.

**Disclosures for Staff and Volunteers**

Prior to employment of any unsupervised staff member or volunteer, the district will require the applicant to disclose whether he/she has been:

- A. Convicted of any crime against persons;
- B. Found in any dependency action under RCW 13.34 to have sexually assaulted or exploited any minor or to have physically abused any minor;
- C. Found by a court in a domestic relations proceeding under Title 26 RCW to have sexually abused or exploited any minor or to have physically abused any minor;
- D. Found in any disciplinary board final decision to have sexually abused or exploited any minor or to have physically abused any minor: or
- E. Convicted of a crime related to drugs: manufacture, delivery, or possession with intent to manufacture or deliver a controlled substance.

For purposes of this policy, unsupervised means not in the presence of another employee or volunteer and working with children under sixteen years of age or developmentally disabled persons. The disclosure will be made in writing and signed by the applicant and sworn to under penalty of perjury. The disclosure sheet will specify all crimes committed against persons.

**Background Check for Staff and Volunteers****Staff and Volunteers with Regularly Scheduled Unsupervised Access to Children:**

Prospective staff members and volunteers, who will have regularly scheduled unsupervised access to children, will have their records checked through the Washington State Patrol criminal identification system and through the

Federal Bureau of Investigation. The record check will include a fingerprint check using a complete Washington state criminal identification fingerprint card.

#### All Other Staff and Volunteers:

Staff and volunteers without unsupervised access to children will undergo a name and birth date background check with the Washington State Patrol.

If a volunteer has undergone a criminal record check in the last two years for another entity, the district will request a copy from the volunteer, or have the volunteer sign a release permitting the entity for whom the check was conducted to provide a copy to the district.

#### Conditional Employment:

New hires will be employed on a conditional basis pending the outcome of the background check and may begin conditional employment once completed fingerprint cards have been sent to the Washington State Patrol. If the background check reveals evidence of convictions, the candidate will not be recommended for employment, or if conditionally employed, may be terminated. When such a background check is received, the superintendent/designee is directed to consult with legal counsel.

#### **Pre-employment Drug Testing**

If the district requires prospective staff members to undergo pre-employment drug testing, the district will comply with the requirements of RCW 49.44.240.

#### **Record Check Database Access Designee**

The superintendent/designee is directed to establish procedures for determining which staff members are authorized to access the Superintendent of Public Instruction's (OSPI) record check database. Fingerprint record information is highly confidential and will not be re-disseminated to any organization or individual by district staff. Records of arrest and prosecution (RAP sheets) will be stored in a secure location separate from personnel and applicant files and access to this information is limited to those authorized to access the SPI record check database.

#### **Certification Requirements**

The district will require that certificated staff hold a Washington state certificate, with proper endorsement (if required for that certificate and unless eligible for out-of-endorsement assignment), or such other documentation as may be required by the professional educator standards board with respect to alternative route programs, for the role and responsibilities for which they are employed. Failure to meet this requirement will be just and sufficient cause for termination of employment. State law requires that the initial application for certification will require a background check of the applicant through the Washington State Patrol criminal identification system and Federal Bureau of Investigation. No salary warrants may be issued to the staff member until the district has registered a valid certificate for the role to which he/she has been assigned.

All certificated staff members are required to maintain their certification in accordance with state and federal requirements.

#### **Classified Staff**

Classified staff who are engaged to serve less than twelve (12) months, will be advised of their employment status for the ensuing school year prior to the close of the school year. If the district chooses to reemploy the staff member the following year, the superintendent/designee will give "reasonable assurance" by written notice that the staff member will be employed during the next school year.

#### **Board Approval**

All staff members selected for employment will be recommended by the superintendent. Staff members must receive an affirmative vote from a majority of all members of the board. In the event an authorized position must be filled before the board can take action, the superintendent has the authority to fill the position with a temporary employee, who will receive the same salary and benefits as a permanent staff member. The board will act on the superintendent's recommendation to fill the vacancy at its next regular meeting.

## Legal References

[RCW 9.96A.020 Employment, occupational licensing by public entity — Prior felony conviction no disqualification — Exceptions](#)  
[RCW 28A.320.155 Criminal history record information — School volunteers](#)  
[RCW 28A.400.300 Hiring and discharging of employees — Written leave policies — Seniority and leave benefits of employees transferring between school districts and other educational employers](#)  
[RCW 28A.400.301 Information on past sexual misconduct - Requirement for applicants - Limitation on contracts and agreements - Employee right to review personnel file](#)  
[RCW 28A.400.303 Record checks for employees](#)  
[RCW 28A.405.060 Course of study and regulations — Enforcement — Withholding salary warrant for failure](#)  
[RCW 28A.405.210 Conditions and contracts of employment — Determination of probable cause for nonrenewal of contracts — Nonrenewal due to enrollment decline or revenue loss — Notice — Opportunity for hearing](#)  
[RCW 28A.410.010 Certification — Duty of professional educator standards board — Rules — Record check — Lapsed certificates — Superintendent of public instruction as administrator](#)  
[RCW 28A.660.020 Proposals - Funding](#)  
[RCW 28A.660.035 Partnership grant programs - Priority assistance in advancing cultural competency skills](#)  
[RCW 43.43.830 Background checks — Access to children or vulnerable persons — Definitions](#)  
[RCW 50.44.050 Benefits payable, terms and conditions — "Academic year" defined](#)  
[RCW 50.44.053 "Reasonable assurance" defined — Presumption, employees of educational institutions](#)  
[RCW 49.44..40 Discrimination based on cannabis use-Exceptions](#)  
[P.L. 99-603 Immigration Reform and Control Act of 1986 \(IRCA\)](#)  
[P.L. 104-193 Personal Responsibility and Work Opportunity Reconciliation Act of 1996](#)  
[WAC 162-12 Preemployment Inquiry Guide \(Human Rights Commission\)](#)  
[WAC 180-16-220 Supplemental basic education program approval requirements](#)  
[WAC 181-79A Standards for teacher, administrator and educational staff associate certification](#)  
[WAC 181-82-105 Assignment of classroom teachers within districts](#)  
[WAC 181-82-110 School district response and support for nonmatched endorsements to course assignment of teachers](#)  
[WAC 181-85 Professional certification — Continuing education requirement](#)  
[WAC 392-300-050 Access to record check data base](#)  
[WAC 392-300-055 Prohibition of redissemination of fingerprint record information by educational service districts, the State School for the Deaf, the State School for the Blind, school districts, and Bureau of Indian Affairs funded schools](#)  
[WAC 392-300-060 Protection of fingerprint record information by educational service district, the State School for the Deaf, the State School for the Blind, school districts, and Bureau of Indian Affairs funded schools](#)  
[WAC 446-20-280 Employment — Conviction records](#)

## STUDENTS

## Coupeville School District Policy No. 3207 Prohibition of Harassment, Intimidation, and Bullying

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The board is committed to a safe and civil educational environment for all students, employees, parents/guardians, volunteers and community members that is free from harassment, intimidation, or bullying. As defined in legislation, “Harassment, intimidation, or bullying” means any intentionally electronic, written, verbal or

physical act including but not limited to, one shown to be motivated by any characteristic in RCW 28A.640.010 and 28A 642.010, or other distinguishing characteristics, when the act:

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

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

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

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

### **Behaviors/Expressions**

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

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

Intentional acts or behaviors that are demeaning or threatening to any individual or group of students that results in those students feeling unsafe or distracted from their learning environment could be considered harassment, intimidation or bullying.

This policy does not 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 school, classroom, or program rules.

### **Training**

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

### **Prevention**

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

### **Interventions**



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

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

If allegations are proven that a student with an Individual Education Plan (IEP) or Section 504 Plan has been the aggressor or target of harassment, intimidation or bullying, 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 will 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.

Legal References	RCW	28A.300.285	Harassment, intimidation and bullying prevention policies and procedures - School Districts.
	WAC	392-190-059	Harassment, intimidation and bullying prevention policy and procedures - Model policy and procedure - Training materials - Posting web site - Rules - Advisory committee

**STUDENTS**

**Coupeville School District Procedure No. 3207-P**

**Prohibition of Harassment, Intimidation, and Bullying**

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**A. Introduction**

The Coupeville School District strives to provide students with optimal conditions for learning by

maintaining a school environment where everyone is treated with respect and no one is physically or emotionally harmed.

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

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

## B. Definitions

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

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

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

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

Conduct that may rise to the level of harassment, intimidation, or bullying may take many forms, including, but not limited to: slurs, rumors, jokes, innuendoes, demeaning comments, drawings, cartoons, pranks, ostracism, physical attacks or threats, gestures, or acts relating to an individual or group whether electronic, written, oral, or physically transmitted messages or images. There is no requirement that the targeted student actually possess the characteristic that is the basis for the harassment, intimidation, or bullying.

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

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

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

## C. Behaviors/Expressions

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

D.

This procedure applies only to [RCW 28A.600.477 – Prohibition Harassment, Intimidation and Bullying](#). There are other laws and procedures to address related issues such as sexual harassment or discrimination.

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

1. [RCW 28A.600.477 – Prohibition Harassment, Intimidation and Bullying](#)
2. [RCW 28A.640.020 – Sexual Equality](#)
3. [RCW 28A.642 – Prohibition of Discrimination in Public Schools](#)
4. [RCW 49.60.010 – The Law Against Discrimination](#)

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

E. **Prevention**

1. **Dissemination**

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

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

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

2. **Education**

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

3. **Training**

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

#### 4. **Prevention Strategies**

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

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

#### F. **Compliance Officer**

The district compliance officer will:

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

#### G. **Staff Intervention**

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

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

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

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

## I. **Addressing Harassment, Intimidation, or Bullying – Reports**

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

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

#### Status of Reporter

##### 1. **Anonymous**

Individuals may file a report without revealing their identity. No disciplinary action will be taken against an alleged aggressor based solely on an anonymous report. Schools may identify complaint boxes, use online reporting processes, or develop other methods for receiving anonymous, unsigned reports. Possible responses to an anonymous report include enhanced monitoring of specific locations at certain times of day or increased monitoring of specific students or staff. (Example: An unsigned Incident Reporting Form dropped on a teacher's desk led to the increased monitoring of the boys' locker room in 5th period.)

##### 2. **Confidential**

Individuals may ask that their identities be kept secret from the accused and other students. Like anonymous reports, no disciplinary action will be taken against an alleged aggressor based solely on a confidential report. (Example: A student tells a playground supervisor about a classmate being bullied but asks that nobody know who reported the incident. The supervisor says, "I won't be able to punish the bullies unless you or someone else who saw it is willing to let me use their names, but I can start hanging out near the basketball court, if that would help.")

##### 3. **Non-confidential**

Individuals may agree to file a report non-confidentially. Complainants agreeing to make their complaint non-confidential will be informed that due process requirements may require that the district release all of the information that it has regarding the complaint to any individuals involved in the incident, but that even then, information will still be restricted to those with a need to know, both during and after the investigation. The district will, however, fully implement the anti-retaliation provision of this policy and procedure to protect complainants and witnesses.

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

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

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

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

All reports of unresolved, severe, or persistent harassment, intimidation, or bullying will be investigated

with reasonable promptness. Any student may have a trusted adult with them throughout the report and investigation process.

1. Upon receipt of the Incident Reporting Form that alleges unresolved, severe, or persistent harassment, intimidation, or bullying, the school or district designee will begin the investigation. If there is potential for clear and immediate physical harm to the complainant, the district will immediately contact law enforcement and inform the parent/guardian.
2. During the course of the investigation, the district will take reasonable measures to ensure that no further incidents of harassment, intimidation, or bullying occur between the complainant and the alleged aggressor. If necessary, the district will implement a safety plan (<https://www.k1wa.us/student-success/health-safety/school-safety-center/safety-planning-toolkit>) for the student(s) involved. The plan may include changing seating arrangements for the complainant and/or the alleged aggressor in the classroom, at lunch, or on the bus; identifying a staff member who will act as a safe person for the complainant; altering the alleged aggressor's schedule and access to the complainant, and other measures.

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

3. Within two (2) school days after receiving the Incident Reporting Form, the school designee will notify the families of the students involved that a complaint was received and direct the families to the district's policy and procedure on harassment, intimidation and bullying.
4. In rare cases, where after consultation with the student and appropriate staff (such as a psychologist, counselor, or social worker) the district has evidence that it would threaten the health and safety of the complainant or the alleged aggressor to involve his or her parent/guardian, the district may initially refrain from contacting the parent/guardian in its investigation of harassment, intimidation, or bullying. If professional school personnel suspect that a student is subject to abuse and neglect, they must follow district policy for reporting suspected cases to Child Protective Services.
5. The investigation will include, at a minimum:
  - a. An interview with the complainant;
  - b. An interview with the alleged aggressor;
  - c. A review of any previous complaints involving either the complainant or the alleged aggressor; and
  - d. Interviews with other students or staff members who may have knowledge of the alleged incident.
6. The principal or designee may determine that other steps must be taken before the investigation is complete.
7. The investigation will be completed as soon as practicable but generally no later than five (5) school days from the initial complaint or report. If more time is needed to complete an investigation, the district will provide the parent/guardian and/or the student with weekly updates.
8. No later than two (2) school days after the investigation has been completed and submitted to the compliance officer, the principal or designee will respond in writing or in person to the parent/guardian of the complainant and the alleged aggressor stating:
  - a. The results of the investigation;

- b. Whether the allegations were found to be factual;
- c. Whether there was a violation of policy; and
- d. The process for the complainant to file an appeal if the complainant disagrees with the results.

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

If a district chooses to contact the parent/guardian by letter, the letter will be mailed to the parent/guardian of the complainant and alleged aggressor by United States Postal Service with return receipt requested unless it is determined, after consultation with the student and appropriate staff (psychologist, counselor, social worker) that it could endanger the complainant or the alleged aggressor to involve his or her family. If professional school personnel suspect that a student is subject to abuse or neglect, as mandatory reporters they must follow district policy for reporting suspected cases to Child Protective Services.

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

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

After completion of the investigation, the school or district designee will institute any corrective measures necessary. Corrective measures will be instituted as quickly as possible, but in no event more than five (5) school days after contact has been made to the families or guardians regarding the outcome of the investigation. Corrective measures that involve student discipline will be implemented according to [district policy 3241](#), Student Discipline. If the accused aggressor is appealing the imposition of discipline, the district may be prevented by due process considerations or a lawful order from imposing the discipline until the appeal process is concluded.

If in an investigation a principal or principal's designee found that a student knowingly made a false allegation of harassment, intimidation or bullying, that student may be subject to corrective measures, including discipline.

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

1. If the complainant or parent/guardian is dissatisfied with the results of the investigation, they may appeal to the superintendent or his or her designee by filing a written notice of appeal within five (5) school days of receiving the written decision. The superintendent or his or her designee will review the investigative report and issue a written decision on the merits of the appeal within five (5) school days of receiving the notice of appeal.
2. If the targeted student remains dissatisfied after the initial appeal to the superintendent, the student may appeal to the school board by filing a written notice of appeal with the secretary of the school board on or before the fifth (5) school day following the date upon which the complainant received the superintendent's written decision.
3. An appeal before the school board or disciplinary appeal council must be heard on or before the tenth (10th) school day following the filing of the written notice of appeal to the school board. The school board or disciplinary appeal council will review the record and render a written decision on the merits of the appeal on or before the fifth (5th) school day following the termination of the hearing, and will provide a copy to all parties involved. The board or council's decision will be the final district decision.

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

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

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

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

If staff have been found to be in violation of this policy and procedure, school districts may impose employment disciplinary action, up to and including termination. If a certificated educator is found to have committed a violation of [WAC 181-87](#), commonly called the Code of Conduct for Professional Educators, OSPI's Office of Professional Practices may propose disciplinary action on a certificate, up to and including revocation. Contractor violations of this policy may include the loss of contracts.

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

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

#### **J. Immunity/Retaliation**

No school employee, student, or volunteer may engage in reprisal or retaliation against a targeted student, witness, or other person who brings forward information about an alleged act of harassment, intimidation or bullying. Retaliation is prohibited and will result in appropriate discipline.

#### **K. Other Resources**

Students and families should use the district's complaint and appeal procedures as a first response to allegations of harassment, intimidation, or bullying. However, nothing in this procedure prevents a student, parent/guardian, school, or district from taking action to remediate discrimination or harassment based on a person's membership in a legally protected class under local, state or federal law. A harassment, intimidation, or bullying complaint may also be reported to the following state or federal agencies:

- OSPI Equity and Civil Rights Office (for discrimination complaints)  
360.725.6162  
Email: [equity@k12.wa.us](mailto:equity@k12.wa.us)  
<https://www.k12.wa.us/policy-funding/equity-and-civil-rights>
- Washington State Human Rights Commission  
800.233.3247  
[www.hum.wa.gov/index.html](http://www.hum.wa.gov/index.html)
- Office for Civil Rights, U.S. Department of Education, Region IX  
206.607.1600  
Email: [OCR.Seattle@ed.gov](mailto:OCR.Seattle@ed.gov)  
[www.ed.gov/about/offices/list/ocr/index.html](http://www.ed.gov/about/offices/list/ocr/index.html)
- Department of Justice Community Relations Service  
877.292.3804  
[www.justice.gov/crt/](http://www.justice.gov/crt/)



- Office of the Education Ombuds  
866.297-2597  
Email: [OEInfo@gov.wa.gov](mailto:OEInfo@gov.wa.gov)  
<http://oeo.wa.gov/>
- OSPI Safety Center  
360.725-6044  
<https://www.k12.wa.us/student-success/health-safety/school-safety-center>

**K. Other District Policies and Procedures**

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

**PERSONNEL**

**Coupeville School District Policy No. 5142  
Sexual Harassment**

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The district is committed to a positive, safe, civil, and productive education and working environment for all students, employees, and volunteers and patrons involved in district programs, services and/or activities. The district prohibits sexual harassment by or directed toward students, employees, volunteers while helping at school, or others involved in school district activities.

Sexual harassment is defined as occurring when:

- submitting to the harasser's demands is a stated or implied condition of obtaining an education, work opportunity, safety, or other benefit;
- submission to or rejection of the harasser's demands is a factor in making an academic, work, or other school-related decision affecting an individual; or
- unwelcome physical, sexual or gender-directed conduct or communication interferes with an individual's performance or creates an intimidating, hostile, or offensive environment.

Sexual harassment can occur in the following relationships: adult to student, student to adult, student to student, adult to adult, male to female, female to male, male to male, and female to female.

The district will take prompt, equitable, and remedial action within its authority on reports, complaints, and grievances alleging harassment, intimidation or bullying that come 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 and/or Child Protective Services. Persons found to have been subjected to sexual harassment will have appropriate school district services made reasonably available to them and adverse consequences of the harassment will be reviewed and remedied, as appropriate.

Engaging in sexual harassment will result in appropriate discipline or other appropriate sanctions against offending students, 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 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.

All employees are responsible for receiving informal complaints and reports of sexual harassment and for informing appropriate district personnel of the complaint or report for investigation and resolution. All employees also are responsible for receiving informal complaints and reports of sexual harassment and informing appropriate district employees of the complaint or report for investigation and resolution. All staff also are responsible for directing complainants to the formal complaint process under procedure 5142-P, found on the district Web site ([www.coupeville.k12.wa.us](http://www.coupeville.k12.wa.us)) and at the school district office.

The superintendent/designee will disseminate age-appropriate information and/or provide training regarding sexual harassment to district employees, students, parents and volunteers by:

- posting this policy and procedure 5142-P (which includes the complaint process) in each building in a place available to staff, students, parents, volunteers and visitors, and on the district Website ([www.coupeville.k12.wa.us](http://www.coupeville.k12.wa.us));
- including a copy of this policy and procedure in student, employee, volunteer, and parent handbooks;
- requiring all volunteers and employees to review this policy and to complete designated SafeSchools® trainings prior to beginning work or volunteering.

The superintendent is designated as the compliance officer for allegations of sexual harassment. Such allegations may be submitted to the superintendent at the district office address.

Superintendent  
Coupeville School District  
501 South Main Street  
Coupeville, WA 98239  
360-678-2404

The superintendent annually reports to the Board in October concerning the efficacy of this policy and related procedures.

**Curriculum, Instruction and  
Assessment**

**Coupeville School District Policy No. 2150**

**Substance Abuse Prevention**

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The use and abuse of alcohol or controlled illegal, addictive, or harmful substances (including marijuana (cannabis), tobacco and anabolic steroids) are known to impair the normal development, well-being and academic performance of students. Such use and abuse is recognized as a societal problem affecting the school, home and community.

District curriculum includes an emphasis on alcohol, tobacco, marijuana (cannabis) and illicit drug abuse prevention. The curriculum addresses the legal, social, and health consequences of alcohol, tobacco, marijuana, and illicit drug use, and provides information about effective techniques for resisting peer pressure to use such substances. The curriculum is age-appropriate and developmentally based for all students in all grades.

Legal Reference:	RCW	28A.170	Substance Abuse Awareness Program
		28A.230.020	Common school curriculum
	20 U.S.C. 3171 et seq.		Drug-free Schools and Community Act

**COMMUNITY RELATIONS**

**Coupeville School District Policy No. 4210  
Regulation of Dangerous Weapons on School Premises**

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Unless authorized by this policy, it is a violation of district policy for any person to knowingly carry a firearm or dangerous weapon

on the school premises, school-provided transportation, areas of other facilities being used exclusively for school activities, or areas of facilities being used for official meetings of the school board. The term “school premises,” includes property, or portions(s) of property, owned, rented or leased by the District when the property, or portions(s) of property, is being used exclusively for school district activities.

The District 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 Office of the Superintendent of Public Instruction. The District superintendent will post signs providing notice of the restrictions on possessing dangerous weapons at each facility being used for official meetings of the board.

It is the policy of this District that the presence of firearms and other dangerous weapons in the workplace or educational environment is to be minimized as much as possible. As such, the following activities are prohibited by this policy regardless of whether such possession would violate state law, and regardless of whether the weapon is secured in a vehicle or possessed by a person with a concealed weapons permit:

1. No District employee may bring any firearm or dangerous weapon onto any District property without prior authorization of the superintendent.
2. No person or entity renting, leasing, or otherwise being granted the right to temporary use of District property may possess, or allow its guests to possess, firearms or dangerous weapons on District premises. This provision does not extend to a property rented or leased as a personal domicile

### **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 length 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**

#### **Students**

If District staff believe that a student has violated this policy, an appropriate school authority will promptly notify the student’s parents or guardians and appropriate law enforcement agency of known or suspected violations of this policy.

Students who have possessed a firearm on any school premises, school-provided transportation, school-sponsored activities at any facility or in areas of facilities while being used for official school board meetings 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. Further, 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.

All expulsion and/or suspension and all other discipline of students who violate this policy will be subject to District Policy 3241 – Student Discipline.

**Staff**

If a District employee believes that another District employee has violated this policy, the employee will report his or her concerns to an appropriate school or District authority for further inquiry. Any employee who willfully violates this policy will be subject to disciplinary action.

**Exceptions**

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. Persons involved in an authorized convention, showing, demonstration, lecture or firearm safety course authorized by the Superintendent;
- C. Persons competing in firearm or air gun competitions authorized by the Superintendent; and
- D. Any federal, state, or local law enforcement officer.

The following persons who are over eighteen years of age, not employed by the District, and not enrolled as students may have firearms in their possession on school property outside of school buildings only under the following limited circumstances:

- A. Persons with concealed weapons permits issued pursuant to RCW 9.41.070 who are picking up or dropping off students;
- B. Persons attending official meetings of the school board held off district-owned or leased property;
- C. 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. Under RCW 9.41.050, no one may lawfully possess a loaded handgun in a vehicle unless the person has a valid concealed pistol permit.

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 activity or class such as a 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. No one under eighteen years of age may deliver such devices. No one eighteen years or older may deliver a spray device to anyone under fourteen, or to anyone between fourteen and eighteen who does not have parental permission.

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 district policy.

Legal Reference:	RCW	9A.16.020	Use of force
		9.41.250	Dangerous weapons

9.41.280 Possessing dangerous weapons on school facilities  
9.91.160 Personal protection spray devices  
28A.600.420 Firearms on school premises  
9.94A.825 Deadly weapon special verdict -- definition



Renewal      Expiration Date \_\_\_\_\_

**Application to Volunteer**  
*Please use blue or black ink.*

Legal Last Name \_\_\_\_\_ First \_\_\_\_\_ Middle \_\_\_\_\_

Nickname or another name you prefer to go by \_\_\_\_\_

Address (street & mail) \_\_\_\_\_

Primary phone # \_\_\_\_\_ Cell phone # \_\_\_\_\_ Email \_\_\_\_\_

Preferred method of contact:    Primary Phone       Cell Phone       Email

I want to volunteer in the    Elementary School    Middle School    High School

Classroom    Office/Clerical    Health Screens    Field Trips    Sports/Activities\*\*

Please describe any special talents you have, or use this space to identify the kinds of activities you enjoy doing as a volunteer in our schools.

\_\_\_\_\_  
\_\_\_\_\_  
Other languages I speak: \_\_\_\_\_

**References: REQUIRED (Please no relatives)**

Name \_\_\_\_\_ Relationship \_\_\_\_\_ Phone \_\_\_\_\_

Name \_\_\_\_\_ Relationship \_\_\_\_\_ Phone \_\_\_\_\_

Name \_\_\_\_\_ Relationship \_\_\_\_\_ Phone \_\_\_\_\_

**Emergency Information:**

Contact person \_\_\_\_\_

Relationship to you \_\_\_\_\_ Phone \_\_\_\_\_

Name of physician \_\_\_\_\_ Phone \_\_\_\_\_

Please describe any special medical conditions: \_\_\_\_\_

**\*\*Applicants interested in volunteering with team sports or activities will need to be screened by the Athletic Director as well as have a standard background check.**

In order to protect our students and staff, Coupeville School District requires all volunteers to complete the following disclosure.

**Disclosure.** Please answer yes or no to each of the following questions. If the answer to any question is “Yes”, please explain the situation in detail in the area provided, indicating the offense(s), the date(s) of the conviction(s), the name of the court(s), e.g., Island County Superior Court), and the sentence(s) imposed.

Yes  No Have you ever been convicted of a crime? (The term “convicted” means all adverse dispositions, including a finding of guilty, a plea of guilty or nolo contendere, an Alford plea, or a stipulation of facts. Exclude civil infractions, such as minor traffic citations.

Yes  No Have you ever had findings made against you for domestic violence, abuse, sexual abuse, neglect, exploitation or financial exploitation of a child or a vulnerable adult in any civil adjudicative proceeding? (Vulnerable adult means adults of any age who lack the functional, mental or physical ability to care for themselves. Civil adjudicative proceeding includes judicial or administrative proceedings as well as findings by DSHS or the Department of Health that you have not administratively challenged or appealed.)

If you answered “Yes” to any of these questions, please explain here:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



**Background Check Information:** Date of Birth \_\_\_\_\_ Gender \_\_\_\_\_ Race \_\_\_\_\_

Place of Birth \_\_\_\_\_ Height \_\_\_\_\_ Eye Color \_\_\_\_\_ Hair Color \_\_\_\_\_

**ALL Other Legal Names Known By:** \_\_\_\_\_

I hereby certify that:

1. The information I have provided is true and correct and I give my permission for Coupeville School District to perform a background check.
2. I have received and reviewed the district Volunteer Guidelines which include policy 3550-Prohibition of Harassment, Intimidation, Bullying, policy 3205-Sexual Harassment of Students Prohibited, policy 3540 Prevention of Child Abuse, Neglect, and Exploitation and policy 4210 Dangerous Weapon Regulation.
3. I agree to work with the policies and procedures of the Coupeville School District.

Signature of Volunteer \_\_\_\_\_ Date \_\_\_\_\_

**Note to Volunteers regarding immunization.** We encourage all volunteers to be up to date on immunizations for measles, rubella, mumps and/or tetanus-diphtheria. Please be advised that, should an outbreak of one of a vaccine preventable disease occur, you may be excluded by the Island County Health Officer from volunteering in the schools during the period of the outbreak.

Coupeville School District does not discriminate in any programs or activities on the basis of sex, race, creed, religion, color, national origin, age, veteran or military status, sexual orientation, gender expression or identity, disability, or the use of a trained dog guide or service animal and provides equal access to the Boy Scouts and other designated youth groups. The board designates the superintendent to serve as the district's coordinator regarding: Title IX; Section 504/ADA; Civil Rights Compliance; and to handle questions and investigate any complaints communicated to the district of alleged discrimination. Superintendent, 501 South Main Street, Coupeville, WA 98239, 360-678-2404

**For District Use:**

Fingerprints  Character & Fitness Supplement

\_\_\_\_\_ / \_\_\_\_\_  
Background check cleared - Date / Initials