

Volunteer Packet



Shelton School District

700 S 1st Street
Shelton, Washington
98584

District Office
Phone: (360) 426-1687
Fax: (360) 427-8610



Volunteer Registration Process

Before volunteering with Shelton School District, all volunteers must complete the enclosed volunteer registration forms.

Volunteer packets can be returned to the school secretary or to the district office receptionist at 700 S. 1st Street, Shelton, WA. Please allow 2 business days for processing.

To confirm that you are authorized to volunteer, please confirm your status with the school secretary prior to your commitment date. Volunteer packets are kept on file for 2 years.

Volunteer Registration Form

Name: _____

Last

First

Middle

Home Address: _____

Work Address: _____

Telephone: _____

Emergency Contact: _____

School at which you are volunteering: _____

Area in which you will be volunteering: _____

If your children attend this school, please list full names: _____

Request for Criminal History Information
Child/Adult Abuse Information Act, RCW 43.43.830 – 43.43.845

This section must be completely filled out prior to volunteering in Shelton School District. There is no cost to the volunteer for the request for criminal history.

Applicant's Name: _____

First

Last

Middle

Alias/Maiden Name: _____

Date of Birth: _____ Sex: _____ Race: _____

Driver's License Number/State: _____

Signature: _____ Date: _____

-- Office Use Only --

Date Rec'd _____

Date Checked: _____

Initials: _____

Status of Check: _____

Shelton School District complies with applicable Federal civil right and state laws and does not discriminate on the basis of race, color, national origin, age, disability, sex, creed, gender, gender expression or identify, sexual orientation, marital status, religion, honorably discharged veteran or military status, or the use of a trained dog guide or service animal by a person with a disability. The following employee has been designated to handle questions and complaints of alleged discrimination: Tabitha L Whiting, Executive Director of Human Resources; 700 S. 1st Street, Shelton, WA 98584; 360-426-1687; twhiting@sheltonschools.org. Complaint procedures can be found on the District's website by clicking on District/School Board/Policy & Procedure. www.sheltonschools.org

VOLUNTEER DISCLOSURE STATEMENT

CRIMINAL HISTORY DISCLOSURE

1. Are you presently charged with, but not convicted of, a crime? (Exclude civil infractions, such as minor traffic citations.)

No Yes **If yes, attach an explanation of the nature of the charge, place, date, and court. A pending criminal charge will not necessarily bar you from volunteering in the District.**

2. 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, a stipulation to the facts, a deferred or suspended sentence, or a deferred prosecution. Exclude civil infractions, such as minor traffic citations.)

No Yes **If yes, attach an explanation of the nature of the crime, place, date, and court. A conviction record will not necessarily bar you from volunteering in the District.**

3. (A) CHECK ANY OF THE FOLLOWING FOR WHICH YOU HAVE BEEN CONVICTED, INCLUDING ANY OF THESE CRIMES AS THEY MAY HAVE BEEN RENAMED: (See above for definition of "convicted".)

- | | | |
|---|---|---|
| <input type="checkbox"/> Custodial Assault | <input type="checkbox"/> First, Second, or Third Degree Child Molestation | <input type="checkbox"/> First or Second Degree Manslaughter |
| <input type="checkbox"/> First, Second, or Third Degree Assault of a Child | <input type="checkbox"/> First or Second Degree Sexual Misconduct with Minor(s) | <input type="checkbox"/> First, Second, or Third Degree Rape |
| <input type="checkbox"/> First, Second, or Third Degree Assault | <input type="checkbox"/> Patronizing a Juvenile Prostitute | <input type="checkbox"/> First or Second Degree Robbery |
| <input type="checkbox"/> Simple Assault | <input type="checkbox"/> Selling or Distributing Erotic Material to Minor(s) | <input type="checkbox"/> Indecent Liberties |
| <input type="checkbox"/> First or Second Degree Custodial Interference | <input type="checkbox"/> Sexual Exploitation of Minor(s) | <input type="checkbox"/> Felony Indecent Exposure |
| <input type="checkbox"/> Incest | <input type="checkbox"/> Communication with a Minor for Immoral Purposes | <input type="checkbox"/> Vehicular Homicide |
| <input type="checkbox"/> First, Second, or Third Degree Rape of a Child | <input type="checkbox"/> First Degree Arson | <input type="checkbox"/> Unlawful Imprisonment |
| <input type="checkbox"/> Child Abandonment | <input type="checkbox"/> First Degree Burglary | <input type="checkbox"/> Malicious Harassment |
| <input type="checkbox"/> Child Abuse or Neglect as Defined in RCW 26.44.020 | <input type="checkbox"/> Aggravated Murder | <input type="checkbox"/> Criminal Abandonment |
| <input type="checkbox"/> Violation of Child Abuse Restraining Order | <input type="checkbox"/> First or Second Degree Murder | <input type="checkbox"/> First or Second Degree Criminal Mistreatment |
| <input type="checkbox"/> Child Buying or Selling | <input type="checkbox"/> First or Second Degree Extortion | <input type="checkbox"/> Promoting Pornography |
| <input type="checkbox"/> First or Second Degree Kidnapping | | <input type="checkbox"/> First Degree Promoting Prostitution |
| | | <input type="checkbox"/> Prostitution |
| | | <input type="checkbox"/> First or Second Degree Custodial Sexual Misconduct |

(B) CHECK HERE IF YOU HAVE NOT BEEN CONVICTED OF ANY OF THE ABOVE, INCLUDING ANY OF THESE CRIMES AS THEY MAY HAVE BEEN RENAMED.

VOLUNTEER DISCLOSURE STATEMENT

4. **Have you ever been (a) found by a court in a protection proceeding under Chapter 74.34 to have abused or financially exploited a vulnerable adult or (b) convicted of any of the following crimes where the victim was a vulnerable adult? (Vulnerable adult means adults of any age who lack the functional, mental, or physical ability to care for themselves.)**

- First, second, or third degree extortion
- First second or third degree theft
- First or second degree robbery
- Forgery
- Any of the foregoing crimes as they may have been renamed

ANSWER: NO YES IF YES, PLEASE EXPLAIN ON SEPARATE SHEET OF PAPER.

5. **Have you ever been convicted of any crime involving the manufacture, delivery, or possession with intent to manufacture or deliver a controlled substance?**

ANSWER: NO YES IF YES, PLEASE EXPLAIN ON SEPARATE SHEET OF PAPER.

6. **Have you ever been found in any dependency action under RCW 13.34.040 to have sexually assaulted or exploited any minor or to have physically abused any minor?**

ANSWER: NO YES IF YES, PLEASE EXPLAIN ON SEPARATE SHEET OF PAPER.

7. **Have you ever been 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?**

ANSWER: NO YES IF YES, PLEASE EXPLAIN ON SEPARATE SHEET OF PAPER.

8. **Have you ever been found in any disciplinary board final decision to have sexually or physically abused any minor or developmentally disabled person, or to have abused or financially exploited any vulnerable adult? "Disciplinary board final decision" means (a) any final decision by the director of the Department of Licensing for real estate brokers and salespersons and (b) any final decision by a disciplinary authority under Chapter 18.130 RCW or the secretary of the Department of Health for the following businesses or professions: chiropractic, dentistry, dental hygiene, naturopathy, massage, midwifery, osteopathic medicine and surgery, physical therapy, physicians, practical nursing, registered nursing, and psychology.**

ANSWER: NO YES IF YES, PLEASE EXPLAIN ON SEPARATE SHEET OF PAPER.

9. **Are you presently charged with, but not convicted of, any of the crimes or offenses described in questions 1 through 8 above?** ANSWER: NO YES

An inquiry may be made to the Washington State Patrol, a Federal, or other Law enforcement agency to verify your responses to the above inquiries. A copy of any response received pursuant to such inquiry will be made available to you upon request.

I certify under penalty of perjury under the laws of the State of Washington that the foregoing is true and correct.

Applicant Print Name: _____

Applicant Signature: _____

Date: _____

Prohibition of Harassment, Intimidation or Bullying (HIB)

HIB Definition:

Any intentionally written message or image – including those that are electronically transmitted – verbal, or physical act, or other distinguishable 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

Know District Policy & Procedure

The policy is located on the website as Policy and Procedures 3207 at:

www.sheltonschools.org by clicking on [District/School Board/Policy & Procedures](#)

The District's Compliance Officer is:

John Holbrook

700 S. 1st Street, Shelton, WA

360-426-1687

jholbrook@sheltonschools.org

Key Points for Staff Members:

- All staff shall intervene when witnessing or receiving reports of Harassment, Intimidation, or Bullying.
- Any student who believes they have been the target of HIB, or anyone who observes or receives information about HIB, may report incidents verbally or in writing to any staff member.
- All staff are responsible for receiving oral and written reports.
- If the staff member can resolve the issue immediately, the incident may require no further action.

Reports:

- If unresolved, all reports of HIB (made verbally or in writing) will be recorded on a district Incident Reporting Form and submitted to the principal or designee.
- All reports of unresolved HIB will be investigated with reasonable promptness.

Forms are located at each building or department offices.

What to look for:

HIB can 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 messages or images.

Adult Expected Behaviors

Staff Conduct

All employees and volunteers are expected to adhere to established policies, rules, and a standard of civil conduct including but not limited to:

- Treating staff, students, families, and volunteers with dignity and respect;
- Exercising reasonable, good judgement in handling interpersonal disputes;
- Exercising respect, courtesy, and concern for the dignity and cultural background of others;
- Refraining from using abusive language;
- Modeling respectful problem-solving;
- Reducing actions or behaviors which might provoke fear, anger, frustration, and alienation;
- Using clear, concise, and courteous oral and written communication to arrive at goodwill solutions;
- Extending common courtesy to others such as saying please and thank you;
- Practicing civility in all conversations and behaviors;
- Being respectful of others even when in disagreement;
- Addressing incivility when it is observed; and
- Seeking to understand others' points of views and cultural perceptions.

Uncivil Conduct

Uncivil conduct includes, but is not limited to:

- Using vulgar, obscene, or profane words or gestures;
- Using insulting or disrespectful nonverbal behaviors toward or in connection with another;
- Taunting, jeering another or inciting others to taunt or jeer at an individual;
- Raising one's voice at another individual and/or repeatedly interrupting another individual who is speaking;
- Using personal epithets or slurs;
- Gesturing or behaving in a manner that puts another in fear of their personal safety, including invading personal space of an individual after being directed to move away, physically blocking an individual's exit from a room or location, or remaining in a classroom or school area after a teacher or administrator in authority has directed an individual to leave; or
- Other similar misconduct



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BOARD POLICY

Policy No. 3211
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STUDENTS

GENDER-INCLUSIVE SCHOOLS

The Board believes in fostering an educational environment that is safe and free of discrimination for all students, regardless of gender expression, gender identity, 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 the use of names and pronouns, student records, confidential health and education information, communication, 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'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. The superintendent will appoint a primary 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.

This policy and its procedure will support that effort by facilitating District compliance with local, state and federal laws concerning harassment, intimidation, bullying, and discrimination.

Date Approved: October 14, 2014
Revised: February 25, 2020

Cross References:

Board Policy 3207	Prohibition of Harassment, Intimidation, or Bullying
Board Policy 3210	Nondiscrimination
Board Policy 3231	Student Records

Legal References:

RCW 28A.642	Discrimination Prohibition
20 U.S.C. 1232g,	34 C.F.R., Part 99 – Family Education Rights and Privacy Act

Management Resources:

2019 – July Issue
2014 – December Issue
2013 – December Issue - Prohibiting Discrimination in Washington Public Schools – OSPI Guidelines for school districts to implement Chapters 28A.640 and 28A.642 RCW and Chapter 392-190 WAC (February 2012)



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ADMINISTRATIVE PROCEDURES

No. 3211P
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PROCEDURES

STUDENTS

GENDER-INCLUSIVE SCHOOLS

The principal or building administrator—or an appropriate, designated school employee—is encouraged to request a meeting with a student known to be transgender or gender-expansive upon the student's enrollment in the District or in response to a currently enrolled student's change of gender expression or identity. Before contacting a student's parents, the school will consult with the student about the student's preferences regarding family involvement and honor those preferences.

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 school may not require the student to attend a meeting as 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.

Key Definitions/Terms

- **Assigned sex at birth:** The sex a person was given at birth, usually based on anatomy or chromosomes (e.g., male, female, intersex, etc.).
- **Cisgender:** A term used to describe people whose assigned sex matches their gender identity and/or gender expression (e.g., someone who was assigned female at birth and whose gender identity and/or gender expression is also female).
- **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.
- **Transitioning:** The process in which a person goes from living and identifying as one gender to living and identifying as another.

Communication and Use of Names and Pronouns

An appropriate school employee will privately ask known transgender or gender-expansive students how they would like to be addressed in class, in correspondence to the home, and at conferences with the student’s parent/guardian. 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. However, the transgender or gender expansive student’s legal name should be accessible by only necessary staff members—it should not be visible to teachers or other staff who have access to the electronic records system.

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.

When communicating with transgender or gender expansive students regarding particular issues such as conduct, discipline, grades, attendance or health, school employees will focus on the conduct or particular issues rather than making assumptions regarding the student’s actual or perceived gender identity or gender expression. Before communicating with parents of transgender or gender-expansive students, it’s important to ask the student how school employees should refer to the student when talking with their parents and guardians. For families who are supportive, using the student’s name and pronoun could be affirming for the student. For parents who are not supportive, or who are not aware of the student’s transition at school, referring to their name and pronoun could be very dangerous. The District will not condone the intentional or persistent refusal to respect a student’s gender identity or gender expression, or inappropriate release of information regarding a student’s transgender or gender-expansive status.

Official Records

The standardized high school transcript is the only official record that requires a student’s legal name. School staff should adopt practices to avoid the inadvertent disclosure of the student’s transgender or gender-expansive status. The District will change a student's official records to reflect a change in legal name upon receipt of:

- 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
- 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.

Schools may change a student’s official gender designation upon parent or student request pursuant to the 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>. The process should not be overly cumbersome, and the District may not require verification from a physician.

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, their parents, or other third parties may 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). Therefore, 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 the student's parents and/or other school personnel, unless the school is (1) legally required to do so or (2) the student has authorized such disclosure.

Restroom Accessibility

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. However, schools may not require a student to use an alternative restroom because of their transgender or gender-expansive status.

Locker Room Accessibility

Use of locker rooms by transgender or gender-expansive students will be assessed on a case-by-case basis, with the goal of maximizing transgender or gender-expansive student social integration, providing an equal opportunity to participate in physical education classes and athletic opportunities and ensuring the student's safety. The district will take an approach that conforms with OSPI's guidelines. In most cases, the district should provide the student access to the locker room that corresponds to the gender identity they assert at school. 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 working through the [Gender Identity Participation procedure](#) set forth 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 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

Discrimination and harassment on the basis of sex, gender identity, or gender expression are prohibited within the district. It is the responsibility of each school, the District, and all staff to ensure that all students, including transgender and gender-expansive students, have a safe school environment. The scope of this responsibility includes ensuring that any incident of discrimination or harassment is given immediate attention and/or reported to the person designated as the primary contact relating to transgender or gender expansive students. The primary contact will communicate with the district's Civil Rights Compliance Coordinator.

Complaints alleging discrimination or harassment based on a person's actual or perceived gender identity or expression are to be taken seriously and handled in the same manner as other discrimination and harassment complaints. This includes investigating the incident and taking age and developmentally-appropriate corrective action. Anyone may file a complaint alleging a violation of this policy using the complaint process outlined in the district's Nondiscrimination Procedure 3210P.

The District will share this policy and procedure with students, parents / guardians, employees, and volunteers.