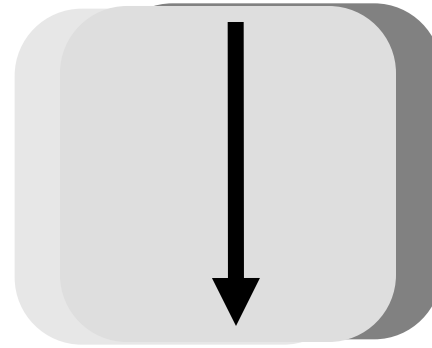
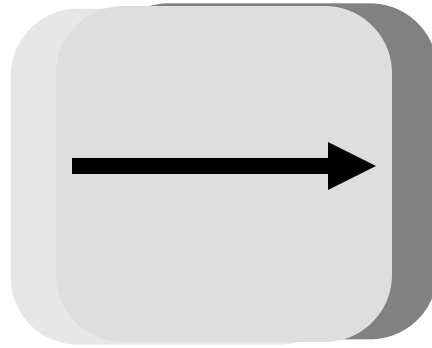


A diverse group of people, including men and women of various ethnicities, are seated in a room, looking towards the front. They appear to be in a training or meeting session. The text is overlaid on the image.

WHAT EVERY VOLUNTEER MUST BE TOLD!

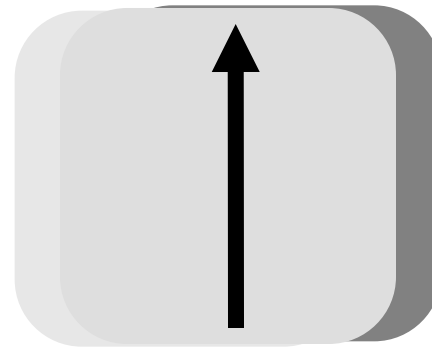
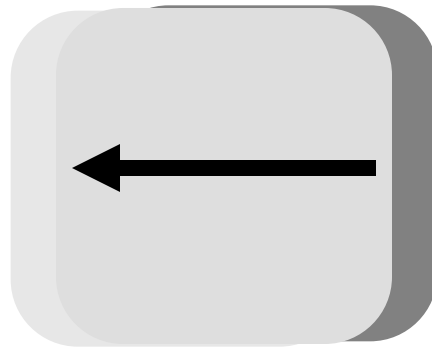
Training Module: For Volunteers

**To proceed through the training module,
press either key identified below**



**and the next operation will automatically be performed as you
advance from one slide to the next.**

**To go back to a previous slide,
press either key identified below.**





Instructions

Welcome to the ***What Every Volunteer Must Be Told*** training module. In order to progress through the training, you will need to be aware of the following:

- 1) To make your learning meaningful, additional steps may be taken to enhance your knowledge of the topic. These items will be identified by an apple icon. 🍏
- 2) Upon conclusion of your training, you will receive a **certificate of completion** verifying your participation and understanding of the module. A copy of this certificate is the last slide in this module. Complete by signing and including with your volunteer packet.

Training Objectives for

What Every Employee Must Be Told

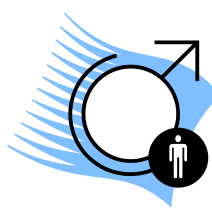
- 1) To **provide necessary information required** by statute for volunteers in the state of Washington.
- 2) To **reinforce the personal and professional responsibilities** all employers, employees, and volunteers have in providing a nurturing environment for all students to learn.
- 3) To **assure** that all employees and volunteers are provided **reasonable knowledge and adequate notice** of acceptable and unacceptable behaviors.



References

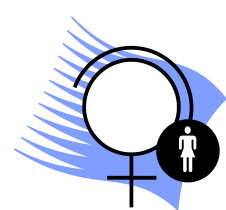


- **RCWs** – refers to the **R**evised **C**ode of **W**ashington, which are statutes enacted by the state legislature
- **WAC** – refers to the **W**ashington **A**ministrative **C**odes, which, in the case of school districts, consist of rules adopted by the State Board of Education and the Superintendent of Public Instruction
- **Title VII** – refers to the Civil Rights Act of 1964 that prohibits discrimination in the workplace
- **FERPA** – refers to the federal **F**amily **E**ducation **R**ights and **P**rivacy **A**ct, which protects the privacy of student education records and provides access to parents
- **OSPI** – refers to the **O**ffice of the **S**uperintendent of **P**ublic **I**nstruction



Professional Boundaries

(Sexual Grooming)



Sexual grooming is behavior that desensitizes the victim.

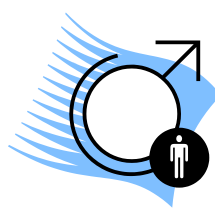
It refers to actions deliberately undertaken with the aim of befriending and establishing an emotional connection with a child, in order to lower the child's inhibitions in preparation for child sexual abuse.

It is estimated that there are 60 million survivors of childhood sexual abuse in America today.

It is estimated that children with disabilities are 4 to 10 times more vulnerable to sexual abuse than their non-disabled peers.

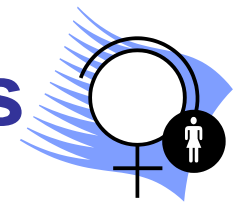
Long-term effects of child abuse include fear, anxiety, depression, anger, hostility, inappropriate sexual behavior, poor self-esteem, tendency toward substance abuse, and difficulty with relationships.

Guilt is universally experienced by the victim.



Professional Boundaries

(Sexual Grooming)

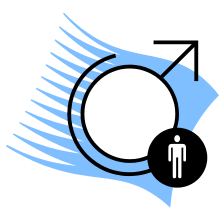


Sexual Grooming Behaviors

- Granting special privileges/favoring/undue interest
- Meeting privately in unsupervised or off-campus settings
- Providing rides home
- Offering additional, unneeded assistance
- Making personal, flattering comments
- Writing letters or e-mails
- Giving gifts or money
- Moving closer and closer physically (i.e., sitting next to student, touching student, putting hand on shoulder, putting affectionate arm around the back)

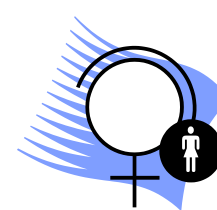
Sexual misconduct with students most often doesn't "just happen." Over the course of time, the victim is "groomed." Offenders spend a great deal of time and energy gradually crossing boundaries and setting the individual up for victimization. This grooming behavior may start very innocently. Over time, "personal space" boundaries are violated. Offenders often justify this behavior by rationalizing that the victim was lonely and needed support, affection, or time with someone who cared. These grooming activities are "red flags."

Pay attention to these "red flags." Recognize that **perception of others is crucial**. If you notice these grooming behaviors in others, do something about it and inform your supervisor or building administrator.



Professional Boundaries

(Sexual Grooming)



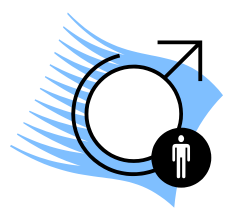
More Grooming Behaviors

- Allowing inappropriate behavior
- Engaging in peer-like behavior
- Touching
- Personal secrets
- Outings away from other adults
- Home visits
- Inviting student to employee's home
- Being behind closed doors
- Discussing personal problems
- Showing pornography
- Invading student's space or privacy

It may not be possible to determine whether boundary invasion behaviors are in fact sexual grooming until it is too late.

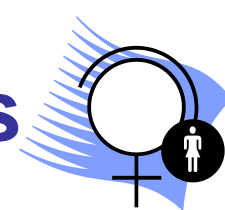
Boundary invasion behaviors engaged in by school employees which are inappropriate or have questionable educational benefit are prohibited.

All school district employees share a responsibility to report behaviors that may be inappropriate to a supervisor.



Professional Boundaries

(Sexual Grooming)



Electronic Grooming:

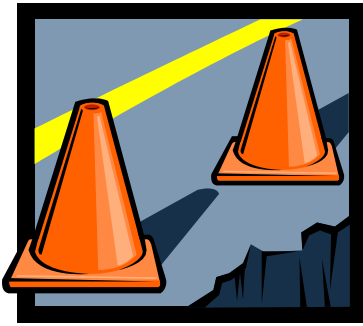
- Instant Messaging
- Twitter
- MySpace
- Facebook

Technology has enabled adults with an inappropriate sexual interest in children to establish contact with them, to develop relationships, and to groom potential victims for sexual abuse. Of particular concern are social networking technologies.

Social networking is being used extensively by children, and some communications are of an improper and illegal nature, in which personal information is gathered for use in establishing relationships with children for purposes of sexual exploitation.

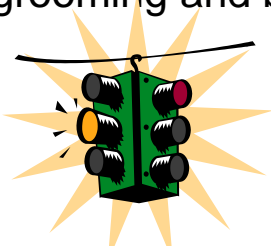
School employees do not need access to a student's personal electronic space for school business. Additionally, school employees must recognize the risk they create for themselves when posting personal information to their own electronic spaces. Such information, once disclosed, could impair the employees' ability to work effectively and could result in discipline or loss of employment.

Professional Boundaries



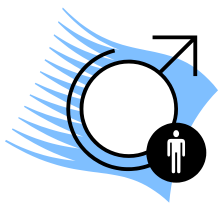
Outside of school contact is outside your scope of duty!

- Don't put yourself at risk...even with parent permission.
- Don't transport students unless it's in the job description.
- Don't invite students to your home or give personal gifts.
- Don't take students on private excursions as rewards.
- Don't use cell phones and personal communication devices to create an inappropriate relationship that could be viewed as grooming and boundary violation.



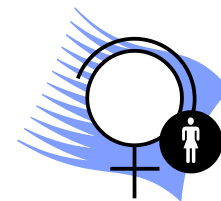
School employees, both certificated and classified, are expected and required to **maintain proper boundaries** between themselves and students. School employees should not become personally involved (whether as a buddy or in romantic trysts) with students.

Employees who interact with students outside of the school district place themselves in an extremely vulnerable position regarding complaints of inappropriate behavior. They may also compromise their roles as objective, effective professionals when they give some students inappropriate personal attention. Such compromises can lead to performance and/or discipline.



Discrimination

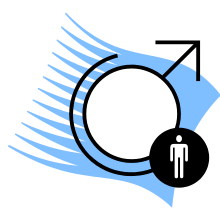
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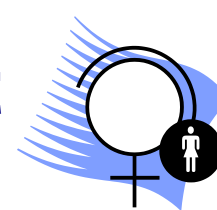
Overview

- No person is to be discriminated against based on sex, race, creed, religion, color, national origin, honorably discharged veteran or military status, sexual orientation including gender expression or identity, the presence of any sensory, mental, or physical disability, or the use of a trained dog guide or service animal by a person with a disability.
- Rising incidents in racial harassment
- Rising incidents in sexual orientation harassment
- To ignore is to endorse the behavior

Discrimination, prohibited by the Civil Rights Act and Washington Law Against Discrimination, is contrary to everything that public education stands for. It is not acceptable in overt forms (e.g., denying jobs to employees or denying opportunities to students) or more discreet forms. For example, it is discriminatory to provide less assistance or more discipline to students based on race or national origin. It is discriminatory to set standards that have a disparate impact on one sex or one race, and the goal cannot be achieved by any lesser means.



Sexual Harassment

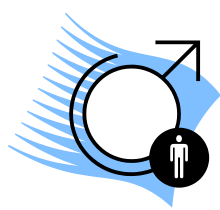


What Is Sexual Harassment?

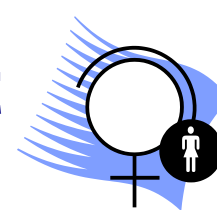
- A form of sex discrimination
- Consists of **unwanted** sexual overtures so severe or pervasive they disrupt the learning or work environment
- Two types
 - **Quid pro quo** - submission to harassment is a basis for employment or educational decisions
 - **Hostile environment** - the harassment creates an offensive work or learning environment
- Staff and students are protected by Title VII of the Civil Rights Act of 1964

Examples of Sexual Harassment

- Unwanted sexual or romantic letters, notes, phone calls, requests for dates
- Unwanted kissing, sexual touching, leers, or gestures
- Comments about own or others' sexual activity
- Sexual jokes, posters, cartoons, nude photos, graffiti
- Name calling, "gay bashing"
- Sex-based "motivational" goading/teasing
- Skits, assemblies of a sexual nature, dress-up days involving cross-dressing
- Sexual bullying, rape, sexual assault
- "Complimenting" on sexual development
- Rumors of a sexual nature



Sexual Harassment



Different laws and district policy

- Protect students from sexual harassment
- Protect you as an employee from sexual harassment
- Require you to re-examine your own actions toward others
- Provide a complaint process for prompt and thorough investigation

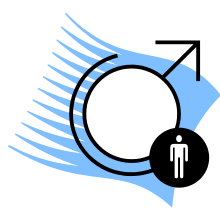
Sexual harassment is prohibited by federal and state law and district policy.

REMEMBER! NO ONE HAS TO PUT UP WITH IT!

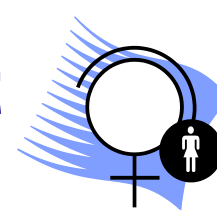
Sexual harassment is one of the most common forms of misconduct and discipline experienced in school districts. It can be minor, insidious, and pervasive, or it can be more severe and more shocking.

It can be from employee to employee, employee to student, student to student, male to female, female to male, male to male, or female to female.

It's wrong. It interferes with learning and is illegal. School districts have a significant moral, functional, and legal responsibility to maintain an environment free of sexual harassment. Employees have a responsibility to model appropriate behavior in their interactions with students and staff.



Sexual Harassment

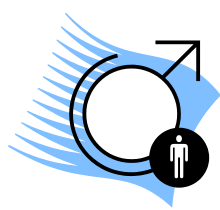


Key concept: **UNWELCOME**

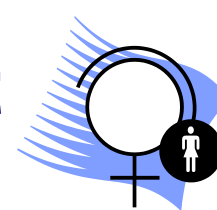
- “Unwelcomeness” is in the perception of the harassed.
- Intent does not matter.
- If conduct is welcome at first, then later becomes unwelcome, the change must be communicated.
- Complainant has no duty to tell harasser before filing a complaint except as above.
- “Reasonable woman” test: would a person of the same sex consider this harassment?

The most common response from those accused of unacceptable behavior is “I didn’t mean it in an offensive way.” Employees must understand that such a response is not a defense and will not preclude disciplinary action. **It is the perception of the recipient that is determinative.** This means that each employee has a responsibility to consider how their words and behavior will be perceived, not just how they are intended.

A good test is to ask yourself, “Would I want my daughter or son to be on the receiving end of such behavior?”



Sexual Harassment



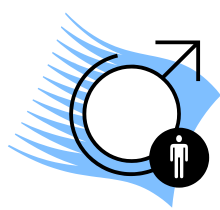
Non-excuses

- “Didn’t mean to offend”
- “Thought he/she liked it”
- “Just teasing”
- “I wasn’t talking to him/her”
- “Boys will be boys”
- “This too shall pass”
- “Everyone else does/says it”
- “Can’t he/she take a joke?”
- “I’ve always acted this way”
- “I didn’t want to interfere”
- “Everyone else does it”

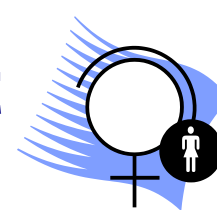
Times change, but not all people do. Many behaviors that were tolerated (perhaps never “OK”) in the past are not socially, legally, or professionally acceptable today. It’s not about excuses, it’s about behavior appropriate for today – and appropriateness is determined by the perception of the recipient of the behavior, not the intention of the perpetrator.

Dismissing or passing off inappropriate behavior as “just teasing” or “boys will be boys” only fosters such behavior for the future. Ignoring the behavior will be construed as condoning it.

Be decisive: make it stop!



Sexual Harassment



Where is sexual harassment likely to occur?

For students:

- Classrooms
- Hallways
- Buses
- Field trips
- Rest rooms
- Locker rooms
- Cafeteria
- Playground

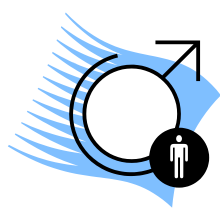
For staff:

- Faculty room
- Closed-door meetings
- School social events
- Conferences and field trips

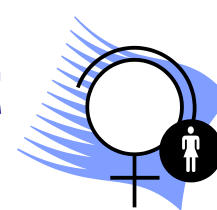
Sexual harassment can occur anywhere at any time. If it occurs during a school-sponsored activity, whether on school property or off, it is unacceptable and subject to discipline.

There are settings that may be more susceptible to acts of sexual harassment. In more relaxed settings or more one-on-one situations, there is an increased opportunity for inappropriate behavior. **Employees must always be aware of the impact and appearance of their behavior**, but should be especially so in such situations.

Similarly, **school employees with supervision responsibilities for students** should be especially attentive in such situations.



Sexual Harassment



Protecting Students

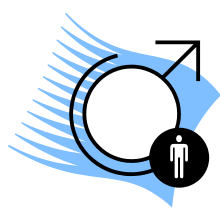
- Promote a respectful culture of safety and acceptance in your school.
- Don't harass: think professionalism.
- Be a role model in your interactions with students and staff members.
- Be proactive: don't wait for a complaint when you see harassment.
- Take every complaint seriously, and don't have students settle it themselves.
- The principal must take action to make it stop once he or she has actual notice.

Preventing sexual harassment is fundamental to supervision.

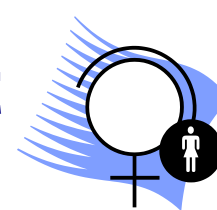
Don't wait for a student to complain. They may, for many reasons, not do so. **Act on what you observe and hear.**

Never underestimate the complexity of sexual harassment. It is about power – not sex. The very nature of that power makes it difficult and sometimes impossible to be resolved without intervention.

Follow up!!!! Make sure it has stopped and remains stopped.



Sexual Harassment



Protecting Employees

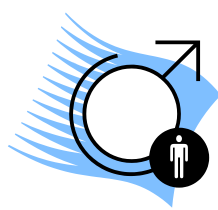
- Promote an environment of respect and professionalism, and if you are the victim or an observer, report.
- Retaliation for reporting or blaming the victim is prohibited.
- Perpetrators and victims should never be told to settle it themselves.
- You can't be told what disciplinary steps may or may not have been taken, but the district's duty is to **make it stop.**
- Document the complaint so that the district can act.



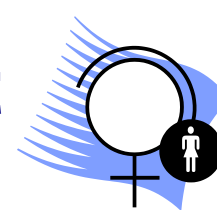
Check with your supervisor to **review your district's policy** and/or regulations regarding sexual harassment. **Obtain a copy of your district's complaint form.** If you have any questions, make sure to talk with your supervisor.

If you feel harassed, notify your supervisor (unless he/she is the offender) and file a written complaint. If you observe someone else being harassed, encourage them to do the same. While it is the victim who must file a written complaint, no employee should leave perceived sexual harassment unaddressed. If the victim won't act on his/her own, you should share your concern with a supervisor who must then act.

A district's purpose and objective is an environment free of sexual harassment. It's an organization-wide value and not restricted to just the individual.



Sexual Harassment



Consequences

- For district, possible
 - federal complaint
 - lawsuit
 - loss of federal funds
 - loss of credibility with the community
- For employees, possible
 - district discipline
 - report to OSPI (teachers)
 - criminal prosecution
 - sued as individual
- For students, possible
 - suspension
 - expulsion
 - report to police

Serious consequences exist when substantiated claims have been made. School districts practice progressive discipline ranging from (1) admonishment to (2) reprimand to (3) suspension without pay to (4) discharge. Progressive discipline, however, can be and is bypassed when the circumstances of a case warrant. Severe forms of sexual harassment will result in discharge for a first offense.

Repeating harassing behavior after being disciplined and/or provided with training and guidance will increase the likelihood of legal action, which may be against the district if it has failed to act, as well as the individual committing the harassing behavior.

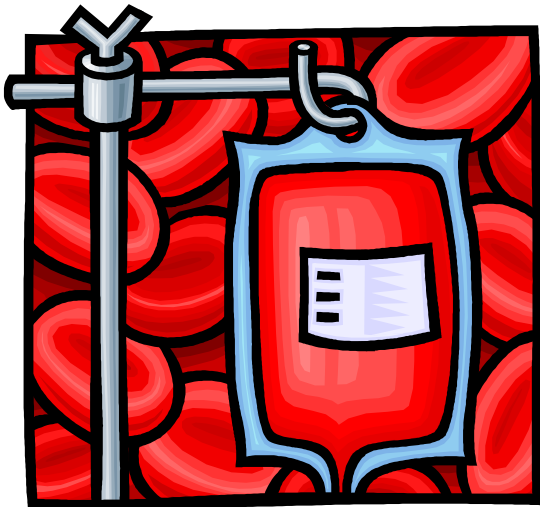
Bloodborne Pathogens

Bloodborne pathogens are infectious diseases that can be transmitted through direct contact with blood. Several types of bloodborne pathogens that can put individuals at risk are:

- Hepatitis B and C viruses, which can infect and damage the liver
- HIV (human immunodeficiency virus), which attacks the immune system, causing it to break down

Exposure to bloodborne pathogens can and does occur in the workplace. **Blood is the most important source of Hepatitis B and C and HIV exposure for individuals.**

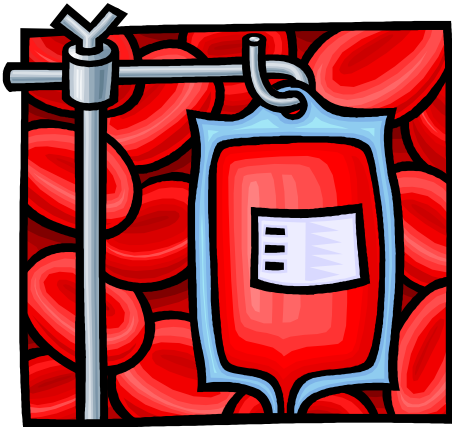
People can be infected in a variety of ways, including being stuck by needles and sharp objects or having contaminated blood splash on their bodies. In addition, the diseases can be spread through contact with other bodily fluids, or if blood contacts broken skin or mucous membranes of the eyes, nose, or mouth.




Bloodborne Pathogens

Protecting Employees from Exposure (WAC 296-823)

OSHA's bloodborne pathogens standards require all employers to prepare a written exposure control plan, which evaluates routine activities in the workplace that involve exposure to blood or other infectious materials. Workers performing the activities must be identified and methods of reducing risks need to be established.



 You may request a copy of your district's plan on addressing occupational exposure to bloodborne pathogens.

Hepatitis B, Hepatitis C, and HIV infections are preventable.

Universal Precautions

- Always wash your hands when handling bodily fluids and after using the bathroom.
- Utilize gloves as needed. Dispose of properly.
- Clean infected areas after a blood spill by using approved hospital-grade disinfectant.
- Utilize resuscitation devices when giving CPR.
- Dispose of infectious waste properly.
- Obtain vaccines to protect against hepatitis A and B.

Lynden School District - Certificate of Completion



for satisfactorily completing
What Every Volunteer Must Be Told

Employee Name

In signing this certificate, I certify that I have completed the training and understand the information presented.

Employee Signature

Date

After completing the training, print, sign and return with your packet.