

Prohibition of Harassment, Intimidation, ~~and~~ or Bullying

The ~~Woodland School District board~~ is committed to a safe and civil educational environment for all students, employees, parents/legal guardians, volunteers, and community members that is free from harassment, intimidation, or bullying.

Definitions

As defined in legislation, "Harassment, intimidation, or bullying" means any intentional electronic, written ~~message or image including those that are electronically transmitted~~, verbal ~~act~~, or physical act, including but not limited to, one shown to be motivated by face, color, ancestry, national origin, religion, creed, gender, sexual orientation, gender expression or identity, age, veteran or military status, mental or physical disability any characteristic in RCW 28A.640.010 and 28A 642.010, or other distinguishing characteristics, when the ~~message or~~ act:

~~1.A.~~ 1.A. _____ Physically harms a student or damages the student's property;

~~2.B.~~ 2.B. _____ Has the effect of substantially interfering with a student's education;

~~3.C.~~ 3.C. _____ Is so severe, persistent, or pervasive that it creates an intimidating or threatening educational environment; or

~~4.D.~~ 4.D. _____ Has the effect of substantially disrupting the orderly operation of the school.

"Other distinguishing characteristics" can include, but are not limited to: physical appearance, clothing or other apparel, socioeconomic status, weight, and marital status. Nothing in this section requires the affected student to actually possess a characteristic that is a basis for the harassment, intimidation, or bullying.

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

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

Behaviors/Expressions

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

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

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.

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

Expression

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

Training

This policy is a component of the district's responsibility to create and maintain a safe, civil, respectful, and inclusive learning community and will be implemented in conjunction with comprehensive training of ~~students, 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 ~~of students.~~ In its efforts to train students, the district will seek partnerships with families, law enforcement, and other community ~~organizations~~ 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 ~~perpetrator~~ 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. Depending on the frequency and severity of the conduct, the district ~~Interventions~~ will respond to harassment, intimidation, or bullying with range from counseling, ~~correction, correcting behavior and~~ discipline, ~~and/or referral~~ to law enforcement referrals.

Students with Individual Education Plans or Section 504 Plans

If allegations are proven that a student with an Individual Education Plan (IEP) or Section 504 Plan has been the aggressor or target of harassment, intimidation or bullying, the school will convene the student's IEP or Section 504 team to determine whether the incident had an impact on the student's ability to receive a free, appropriate public education (FAPE). The meeting should occur regardless of whether the harassment, intimidation, or bullying incident was based on the student's disability. During the meeting, the team will evaluate issues such as the student's academic performance, behavioral issues, attendance, and participation in extracurricular activities. If a determination is made that the student is not receiving a FAPE as a result of the harassment, intimidation, or bullying incident, the district will provide additional services and supports as deemed necessary, such as counseling, monitoring and/or reevaluation or revision of the student's IEP or Section 504 plan, to ensure the student receives a FAPE.

Retaliation/False Allegations

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

It is also a violation of district policy to knowingly report false allegations of harassment, intimidation, ~~of 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. ~~Any employee who has witnessed or has reliable information that a student has been subjected to harassment, intimidation, or bullying/cyberbullying, whether written, verbal, or physical, will report such incident to an appropriate school official. Any student, parent/legal guardian, or volunteer is strongly encouraged to report such incident to an appropriate school official.~~

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 ~~will develop~~ [is authorized to direct the implementation of](#) procedures ~~implementing~~ [addressing the elements of](#) this policy.

Cross References: 2161 - Special Education and Related Services for Eligible Students
 3200 - Rights and Responsibilities
 3205 - Sexual Harassment of Students Prohibited
 3210 - Nondiscrimination
 3211 Gender Inclusive Schools
 3241 - Student Discipline

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

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

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