

SEXUAL ASSAULT & HARASSMENT INCIDENT RESPONSE TOOL: SCHOOL ADMINISTRATOR

As school building administrator, the main objectives are to ensure the safety of students and education environment; to provide support and inform all students/parents of their due process rights and resources; and to document the situation.

A. Initial Response

1. In consultation with Title IX Coordinator (or designee), determine appropriateness of calling SPD based on facts of incident (age of students; type of misconduct, such as verbally harassing, unconsented touching, off campus assault, etc.; school's knowledge & relationship with families). Use QRG as a resource.
2. If call to SPD and/or CPS is required, immediately inform the alleged victim and his/her parent that you are REQUIRED as a mandated reporter to report the incident to Police and District officials. Providing this information to a victim can avoid re-traumatization by allowing the complainant to tell their story as few times as possible.
3. Try to gather the following LIMITED information. Keep in mind that very few District staff are trained to conduct interviews related to sexual assault/sexual violence. Thus, the goal of all first responders should be to minimize the questions being asked to prevent re-traumatizing the alleged victim. Additionally, if SPD Special Assault Unit (SAU) determines they will investigate, we have worked with them to allow SAU Detective to conduct initial interviews.

a. Alleged Victim Information:

- i. Name of student
- ii. Age of student
- iii. Grade of student
- iv. Student ID number
- v. Does the student receive services through a 504 plan or IEP?
 1. If so, what is the qualifying disability?
 2. What are the accommodations or services the student is required to receive?
- vi. Is the student an ELL student or come from a home where the primary home language is other than English (PHLOTE)?
 1. If so, what language?
 - a. Are translated documents readily available?
 - b. Use of translation services for meetings
- vii. Is the student involved in outside services?
 1. If so, with whom, and for what?
- viii. Does parent/guardian have other accessibility needs (i.e. sign language interpretation; etc.)

b. Alleged Aggressor Information:

- i. Name of student

- ii. Age of student
- iii. Grade of student
- iv. Student ID number
- v. Does the student receive services through a 504 plan or IEP?
 - 1. If so, what is the qualifying disability?
 - 2. What are the accommodations or services the student is required to receive?
 - 3. If the student is to be suspended or removed, is there a need to conduct an MDT (i.e. who has calculated days for possible change in placement)?
- vi. Is the student an ELL student or come from a home where the primary home language is other than English (PHLOTE)?
 - 1. If so, what language?
 - a. Are translated documents readily available?
 - b. Use of translation services for meetings
- vii. Is the student involved in outside services?
 - 1. If so, with whom, and for what?
- viii. Does parent/guardian have other accessibility needs (i.e. sign language interpretation; etc.)

c. Incident Information:

- i. Information about the alleged aggressor
- ii. Where and when did it happen?
- iii. How did it happen?
- iv. Did any staff observe the incident directly?
- v. Has the alleged victim received or need any medical attention?
- vi. Who knows about the incident?
- vii. Has SPD or any other law enforcement agency been notified?

d. Additional Information

- i. What staff person is the alleged victim connected with at school?
- ii. What staff person is the alleged aggressor connected with at school?

- 4. In compliance with state law regarding mandatory reporting, all cases of sexual abuse and assault must be reported immediately to either CPS or law enforcement.
 - a. If the alleged aggressor is a family member, call CPS at 1-800-609-8764.
 - b. If the alleged aggressor is another other student, staff member or third party, call the Seattle Police Department at 206-625-5011.
 - i. If the alleged aggressor and/or the alleged victim is a staff member, call the Executive Director of Human Resources 206-252-0027 immediately after contacting the Police.
- 5. Contact the Title IX Coordinator at 206-252-0367.
- 6. Contact the Safety and Security Office at 206-252-0707.

B. If SPD reports to the scene

Provide them with general information about the incident. May include providing copies of witness statements and directory information. Other information provided as necessary within the guidelines of any FERPA exception (emergency situation involving health/safety).

- Refer to Procedure 4310SP, “Relations with Law Enforcement, Child Protective Services, and the County Health Department” with respect to SPD conducting interviews of students.

C. Discipline Decision Making Questions

1. What was the impact on the victim (if there is an identified victim)?
 - a. Safety concerns?
 - b. Behavior expectation review with alleged aggressor – no negative contact?
2. What was the impact on the school environment?
 - a. Emergency expulsion criteria:
 - i. Facts to support “student’s presence is dangerous”? OR
 - ii. Facts to support “student’s presence would cause substantial disruption” to the educational environment?
3. Are there any existing support/safety plans in place at school for any of the students involved in the incident?
 - a. If so, are they being implemented with fidelity?
 - b. Have staff been notified of the plan? When and by whom?
 - c. When was the last time the plan was reviewed and revised, as necessary?
4. Does the school have a Release of Information to talk with an outside service provider for any of the students involved in the incident?
5. What past interactions has the school had with the parents/guardians? Is there a need to contact multiple parent/guardians (joint custody of student)
6. Does the alleged aggressor have prior incidents entered into PowerSchool?
7. If the alleged aggressor has past discipline incidents, what was the school’s response? What was the impact of the discipline?
8. What interventions have been attempted this school year for the alleged aggressor?
 - a. Tier 1, Tier2, and Tier 3
9. Do you have enough information to present during a disciplinary appeal hearing should the parent/guardian of the alleged aggressor ask for an appeal of an emergency expulsion or suspension?

D. When the situation has stabilized:

1. Make appropriate notifications:
 - a. After consulting with law enforcement, notify the student-victim’s parents/guardians, if appropriate, such as instances of alleged sexual misconduct by family member
 - b. After consulting with law enforcement, notify the alleged aggressor’s parents/guardians. You may be advised by law enforcement that they would like to

make first contact. [If imposing suspension/emergency expulsion, notification is required. Talk with Discipline Manager and/or Title IX Coordinator about the disciplinary notification.]

- c. At the earliest convenience, send notification to the following individuals:
 - i. Office of Risk Management, Richard Staudt
 - ii. General Counsel Noel Treat
 - iii. Senior Assistant General Counsel Rachel Disario
 - iv. SPS 411 Team
 - v. School's Regional Executive Director
 - vi. School's Regional Special Education Supervisor (if appropriate)
- d. Provide the complainant with supportive resources, including but not limited to:
 - i. Harborview Center for Sexual Assault and Traumatic Stress (HCSATS)
401 Broadway, #2027, Seattle, WA 98122
Crisis Hotline: (206) 744-1600
Main Office Phone: (206) 744-1637
Website: www.hcsats.org
 - ii. King County Sexual Assault Resource Center (KCSARC)
200 Mill Ave S, #10, Renton, WA 98057
Crisis Hotline: (800) 998-6423
Main Office Phone: (425) 226-5062
Website: <http://www.kcsarc.org/>
 - iii. Seattle Children's Hospital
4800 Sand Point Way NE, Seattle WA 98105
Main Phone: (206) 987-2000

E. Interim and Post Investigation Safety Measures

- Safety planning
 - Individualized to each student – Suggestion to include one or more of the student's teachers
 - Must include at a minimum:
 - Identification of trusted adult at the school
 - Addresses pathways to/from school; within school, including bathroom use/access; times, locations where supervision is limited (recess; lunch; hallways; passing times; field trips)
 - Think "portal to portal"
- Review behavior expectations regarding no negative contact – It is optional, but good idea to seek consent from alleged victim's parents/guardians to release name.