

*Kent School District
Diversity Plan*

1996 - 2000

*Diversity Task Force
Recommendations
Implementation Plan*

“Work In Progress”

November 1996

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Board Policy #2190

Original Task Force Recommendations

INTRODUCTION

INTRODUCTION

In February of 1995 a task force was organized by the superintendent to identify and address diversity issues arising out of our increasingly diverse community. The task force was a collaborative effort involving parent, staff, student, and community representatives. In December of 1995 the task force issued its final report. (A copy of the report may be found in the appendix.) Upon accepting the report, the Board of Directors of the Kent School District directed the superintendent to develop an implementation plan for the recommendations described in the task force's final report.

As with the Diversity Task Force's report, the implementation plan was also a collaborative effort utilizing input from subcommittees composed of district administrators and representatives from the teachers' association, parents, the community, and the Diversity Task Force. The plan is designed to address some of our most urgent concerns, it is seen as a foundation for exploring many more diversity issues, especially as the role of the new diversity task force—Diversity Task Force II (DTFII) is developed.

Words may not sufficiently express the experience of the task force members in completing the recommendations. Suffice it to say that they grew from the experience. The countless hours employees, parents, students, and community members committed to the task force recommendations can only be appreciated by the successful implementation of a good plan. The superintendent's involvement as well as that of his leadership team and their subsequent energy and the involvement of parents to complete the plan that follows is indicative of the appreciation warranted for the sacrifices made. Consider this document a work in progress.

The *Diversity Task Force Recommendations Implementation Plan* is divided into three parts. Part I is the implementation plan that addresses all the task force's recommendations. The Diversity Task Force II bylaws and the ombuds program, both of which are task force recommendations, make up parts II and III, respectively. The appendix contains a copy of board policy #2190 which illustrates the board's commitment to diversity issues and multicultural education and a copy of the Diversity Task Force's Final Report.

Part I - Diversity Task Force Recommendation Implementation Plan

The plan is arranged in a subject-area grouping. Each page begins with a statement of the specific recommendation being addressed. The parenthetical notation at the end of each statement refers to the recommendation's alpha or numeric designation in the Diversity Task Force's final report. A table identifying the specifics of the implementation plan (who, what, and when) is found below each recommendation statement. Bulleted titles identify the specific person responsible for ensuring the specific strategies described in the plan are implemented (project manager).

Part II - Diversity Task Force II (DTFII) Bylaws

Part II contains a draft of the DTFII bylaws. The Diversity Task Force II may assume certain responsibilities relative to the ombud's function in the district.

Part III - Establishing An Ombuds Program

Part III contains a draft of the Kent School District's ombuds program. The draft describes the terms and conditions of the program. The ombuds proposal incorporates specific elements relative to the Kent School District as well as many of the subcommittee's suggestions. Also included in this section is a draft job description of an ombuds for the Kent School District.

Based on the need expressed by the original task force members to create an ombuds program, the implementation plan includes the establishment of such a program based on research gathered thus far. Consequently, the draft ombuds program is a work in progress. As the research and training continues and more information about ombudsing is obtained, the ombuds program will be revised to better meet the needs of the district's stakeholders. In implementing the ombuds program, recognition must be given to our superintendent and board who had the courage to take the initiative and address an issue which shall benefit the entire community.

PART I -
DIVERSITY TASK FORCE
RECOMMENDATIONS
IMPLEMENTATION PLAN

IMPLEMENTATION RECOMMENDATIONS FOR THE DIVERSITY TASK FORCE RECOMMENDATION:

Develop a discipline-recording system in such a way that once a baseline is established, an accurate assessment of any type of disproportionality can occur on an ongoing basis. Whatever recording system is developed, it should include the recording of all reported incidents of harassment and discrimination and the disposition of each, including those determined to be unfounded or when the aggrieved party decides not to pursue investigation or further action. (Ia.)

RESPONSIBLE PARTIES	ACTIVITIES	TARGET COMPLETION DATE
Directors of Information Technology and Research and Assessment will form an ad hoc team from Information Technology, building administrators, and data processors to develop the specifications for the data to be maintained.	Establish a standard for what will be reported.	April 1997
Directors of Information Technology and Research and Assessment will form an ad hoc team from Information Technology, building administrators, and data processors	Establish a coding system for types of incidents and dispositions.	April 1997
Information Technology	Train building staff in use of system.	August 1997 for pilot schools and September 1997 for all schools
Building Staff	Implement usage of system.	August 1997 for pilot schools and September 1997 for all schools
<ul style="list-style-type: none"> • Assistant Superintendent of Instructional Services 		

- Bulleted titles designate the project manager(s).

IMPLEMENTATION RECOMMENDATIONS FOR THE DIVERSITY TASK FORCE RECOMMENDATION:

Create an ongoing diversity committee of up to 13 members reflecting the diversity of our community; and, charge the committee with reviewing the district’s efforts in the areas of diversity and disciplinary sanctions making further recommendations as needed. This new committee should be advertised community wide and should include within its rules attendance requirements for continued membership on the committee. (1b.)

RESPONSIBLE PARTIES	ACTIVITIES	TARGET COMPLETION DATE
<ul style="list-style-type: none"> Superintendent 	<p>Create a diversity task force of up to 13 members and include attendance requirements. Membership shall consist of the following:</p> <p>Six former Diversity Task Force members; three will serve a one-year term and three will serve two –year terms</p> <p>One student, appointed by the Superintendent</p> <p>Five Board appointees: three will serve two-year terms and two will serve a one-year term</p> <p>Two co-chairs; one will be the Superintendent whose term will be perpetual, and the other co-chair will be selected by the non-staff members for a two-year term</p>	<p>Fall/Winter 1996-97</p>

- Bulleted titles designate the project manager(s).

IMPLEMENTATION RECOMMENDATIONS FOR THE DIVERSITY TASK FORCE RECOMMENDATION:

Reaffirm the district’s zero tolerance policy on any type of discrimination or harassment by requiring all staff to attend an annual training regarding the zero tolerance policy. This training should be uniform and consistent throughout the district. (3a.)

RESPONSIBLE PARTIES	ACTIVITIES	TARGET COMPLETION DATE
Assistant Superintendent of Human Resources	Distribute new brochures on sexual harassment, racial harassment, and a harassment-free environment to students and community.	Fall 1996
Superintendent	Distribute a letter to all employees reaffirming the district’s commitment to zero tolerance.	Fall 1996
Staff Development and Human Resources	Provide annual training for the management team, mid-level supervisors, and staff.	Fall 1996 and ongoing
<ul style="list-style-type: none"> • Assistant Superintendent of Human Resources 		

- Bulleted titles designate the project manager(s).

IMPLEMENTATION RECOMMENDATIONS FOR THE DIVERSITY TASK FORCE RECOMMENDATION:

All incidents at each work site that violate the zero tolerance policy should be reported to a designated person at that site. All incidents should be reported to the district in a consistent manner by that designated person. Such information should be subject to ongoing evaluation at the district and site level. That information, treated with due confidentiality, should be shared with the diversity committee. (3b.)

RESPONSIBLE PARTIES	ACTIVITIES	TARGET COMPLETION DATE
Assistant Superintendents of Elementary And Secondary	Provide an awareness and understanding regarding legislation, constitution, laws, etc., that pertain to sexual and racial harassment.	January 1997
Principals and department managers	Identify designated person at each site to whom violations of zero tolerance policy should be reported.	Fall 1996
Principals	Define zero tolerance incidents.	April 1997
Principals	Develop a plan and process in each school to report to the appropriate assistant superintendent incidents of violation of zero tolerance policy and establish a "duty to report" for all staff to keep the principal informed.	August 1997
<ul style="list-style-type: none"> • Assistant Superintendent of Elementary and Secondary 		

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IMPLEMENTATION RECOMMENDATIONS FOR THE DIVERSITY TASK FORCE RECOMMENDATION:

The Kent School District should annually publicize and communicate to the community, parents, staff, and students the zero tolerance policy and procedures regarding discrimination, harassment, and sanctions. Sanctions involving incidents or discrimination and harassment should be automatic, progressive, and cumulative. (3c.)

RESPONSIBLE PARTIES	ACTIVITIES	TARGET COMPLETION DATE
Assistant Superintendents of Elementary and Secondary	Publish examples of "sanctions in rights and responsibilities" brochure.	Fall 1996
Principals	Incorporate in student handbooks.	Fall 1997
Assistant Superintendents of Elementary and Secondary and principals	Reach agreement with elementary and secondary administrators regarding uniform sanctions for verbal and physical violations of zero tolerance policy; example: minimum 1-day suspension for first time verbal offense of zero tolerance policy; identify agreed upon choices or alternatives to discipline. Distribute communications to the community, staff, students, and parents.	April 1997
Assistant Superintendents of Elementary and Secondary	Establish a committee to review current handbooks and brochures.	April 1997
Assistant Superintendents of Elementary and Secondary	Develop a template for a model brochure for sexual and racial harassment for students.	April 1997
Principals • Assistant Superintendent of Elementary and Secondary Education	Distribute written materials in schools and newsletters. Send written materials home with students in student handbooks.	Fall 1996 an ongoing

- Bulleted titles designate the project manager(s).

IMPLEMENTATION RECOMMENDATIONS FOR THE DIVERSITY TASK FORCE RECOMMENDATION:

Charge the diversity committee to review parental “issues of comfort” and make needed recommendations to the School Board through the Superintendent. Those recommendations should include, but not be limited to: (a) procedures to ameliorate concerns about parent comfort and confidence in the district’s ability to deal with issues of discrimination and harassment; and (b) the identification of those employees at each work site responsible and accountable for ameliorating those concerns. (4.)

RESPONSIBLE PARTIES	ACTIVITIES	TARGET COMPLETION DATE
<p>Staff Development</p> <ul style="list-style-type: none"> • Assistant Superintendent of Human Resources 	<p>Provide training at each building for certificated staff, office staff, security, and other classified staff regarding how to greet the public and how to function effectively in a culturally diverse community. Provide specific training; i.e., cultural competence, non-violent crisis intervention.</p>	<p>Fall/Winter 1996-97</p>
<p>Principals</p> <ul style="list-style-type: none"> • Assistant Superintendents of Elementary and Secondary 	<p>Conduct periodic parent surveys and/or action research to measure office/building climate for visitors, and establish plans to enhance the climate based on the data collected.</p>	<p>Fall 1997 annual</p>

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IMPLEMENTATION RECOMMENDATIONS FOR THE DIVERSITY TASK FORCE RECOMMENDATION:

The district should develop a policy of zero tolerance that precludes mascots or nicknames that refer to any ethnic group or could be considered gender exclusive. (3d.)

RESPONSIBLE PARTIES	ACTIVITIES	TARGET COMPLETION DATE
<ul style="list-style-type: none"> • Superintendent 	<p>Will be a consideration of the Diversity Task Force II.</p>	

- Bulleted titles designate the project manager(s).

IMPLEMENTATION RECOMMENDATIONS FOR THE DIVERSITY TASK FORCE RECOMMENDATION:

The district should firmly establish the role of ombuds in the Community Connections office as a resource for parents and community members to address their concerns. (6b.)

RESPONSIBLE PARTIES	ACTIVITIES	TARGET COMPLETION DATE
<ul style="list-style-type: none">• Superintendent	Establish an ombuds program.	Fall 1996

- Bulleted titles designate the project manager(s).

IMPLEMENTATION RECOMMENDATIONS FOR THE DIVERSITY TASK FORCE RECOMMENDATION:

The Kent School District should examine the current complaint procedures for issues of discrimination and harassment with the goal of centralizing and consolidating investigation procedures. (11a.)

RESPONSIBLE PARTIES	ACTIVITIES	TARGET COMPLETION DATE
<ul style="list-style-type: none"> Superintendent 	Establish an ombuds program to examine the current complaint procedures to issues of discrimination and harassment with the goal of centralizing and consolidating investigation procedures.	Fall/Winter 1996-97

- Bulleted titles designate the project manager(s).

IMPLEMENTATION RECOMMENDATIONS FOR THE DIVERSITY TASK FORCE RECOMMENDATION:

The Kent School District should publicize and communicate effectively the complaint procedures regarding discrimination and harassment, identify who the designated staff is, and who is charged with the responsibility to conduct investigations regarding complaints. (11b.)

RESPONSIBLE PARTIES	ACTIVITIES	TARGET COMPLETION DATE
<ul style="list-style-type: none"> Superintendent, Assistant Superintendents of Elementary and Secondary, and Community Connections 	Publicize and communicate	Winter 1997

- Bulleted titles designate the project manager(s).

IMPLEMENTATION RECOMMENDATIONS FOR THE DIVERSITY TASK FORCE RECOMMENDATION:

The Kent School District should be more aggressive in continuing to strengthen efforts to hire a diverse work force. The district should provide its administrative staff with recruiting opportunities including the authorization to offer conditional, preliminary contracts to qualified potential employees. (8a.)

RESPONSIBLE PARTIES	ACTIVITIES	TARGET COMPLETION DATE
Human Resources	Establish student-teacher linkages between the Kent School District and colleges/university with typically high enrollments of minority students.	Begin to develop linkages and make contacts during the 1996/97 school year in order to have a program in place no later than 1997/98
Community/Business Partnerships, Washington State University College of Education, student recruitment program	Consider a scholarship program for Kent School District students who wish to pursue a career in education following high school graduation. Establish a partnership with businesses to pay for scholarships.	1996/97 school year
Human Resources	Investigate Seattle program where the district has provided scholarship money to minority instructional assistants who then return to Seattle as teachers.	Fall 1996
Human Resources	Complete an analysis of teacher turnover for the past five years. Determine a conservative number which can then be used for seeking out strong minority candidates at specified job fairs/college placement fairs, etc., with contracts in hand.	1996/97 school year
Human Resources • Assistant Superintendent of Human Resources	Develop recruitment presentation to use with minority candidates.	Winter 1997/98

- Bulleted titles designate the project manager(s).

IMPLEMENTATION RECOMMENDATIONS FOR THE DIVERSITY TASK FORCE RECOMMENDATION:

Individual building goals in the Kent School District should annually include the building’s plan to increase staff diversity at that site. (8b.)

RESPONSIBLE PARTIES	ACTIVITIES	TARGET COMPLETION DATE
Assistant Superintendents of Elementary and Secondary	Principals will establish goals to hire staff that represent the diversity of their student populations.	1997/98 school year
Assistant Superintendents of Elementary and Secondary and Staff Development	Provide in-service opportunities for principals and management about recruitment and placement of minority staff.	1996/97 and ongoing
	Principals will establish an environment that reflects an appreciation and acceptance of a diverse staff.	1996 and ongoing
<ul style="list-style-type: none"> • Assistant Superintendents of Elementary and Secondary 		

- Bulleted titles designate the project manager(s).

IMPLEMENTATION RECOMMENDATIONS FOR THE DIVERSITY TASK FORCE RECOMMENDATION:

Staff development should provide ongoing diversity training. Training should be based on cultural competency in general with specific training regarding the integration of that information into a course or classroom. The training program shall be reviewed with the diversity committee. (D1.)

RESPONSIBLE PARTIES	ACTIVITIES	TARGET COMPLETION DATE
<p>Staff Development and Community Connections</p> <p>Instructional Services and Staff Development</p> <ul style="list-style-type: none"> • Assistant Superintendent of Human Resources 	<p>Continue to offer diversity training classes.</p>	<p>1996 and ongoing</p>
	<p>Require completion of course for all new staff members.</p>	<p>Summer 1997 and ongoing</p>
	<p>Encourage present staff to complete diversity training class within a three-year time frame.</p>	<p>1996/97 and ongoing</p>
	<p>Provide additional diversity training regarding instructional strategies and materials related to Kent School District curriculum guides. Diversity Training will include district resource materials and outside resources with diversity focus.</p>	<p>1996/97 and ongoing</p>
<p>Include students and parents on the role model committee as resources for ongoing diversity training.</p>	<p>1996/97 ongoing</p>	

- Bulleted titles designate the project manager(s).

IMPLEMENTATION RECOMMENDATIONS FOR THE DIVERSITY TASK FORCE RECOMMENDATION:

The district should identify diversity resources and materials including knowledgeable persons within the community to address student learning objectives relating to diversity. (D2.)

RESPONSIBLE PARTIES	ACTIVITIES	TARGET COMPLETION DATE
Assistant Superintendents of Elementary and Secondary	Encourage staff to bring into the schools outside resource people with a diversity focus.	1996/97
Staff Development and Community Connections <ul style="list-style-type: none"> • Assistant Superintendent of Human Resources 	Provide a specific section in the Staff Development library for diversity resources. These resources will include diversity materials referred to in the curriculum guides.	1996/97
Community Connections <ul style="list-style-type: none"> • Superintendent 	Develop a list of resources of knowledgeable persons to address diversity issues.	1996/97

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IMPLEMENTATION RECOMMENDATIONS FOR THE DIVERSITY TASK FORCE RECOMMENDATION:

Staff development should focus on developing staff skills in being able to communicate effectively with an increasingly diverse student and parent population. (E4.)

RESPONSIBLE PARTIES	ACTIVITIES	TARGET COMPLETION DATE
Assistant Superintendents of Elementary and Secondary	Encourage staff members to become involved in organizations/activities that include diverse participants.	1996/97
Assistant Superintendents of Elementary and Secondary	Utilize student and parent panels (snapshots) to be scheduled in the schools as appropriate and consider the role model committee as a resource for developing communications skills. (Refer to page 21.)	1996/97 and ongoing

- Bulleted titles designate the project manager(s).

IMPLEMENTATION RECOMMENDATIONS FOR THE DIVERSITY TASK FORCE RECOMMENDATION:

Ensure minority representation on all curriculum committees dealing with instructional materials and pilots. Include individuals knowledgeable of the diversity content of materials on all curriculum committees. Parents and community representatives should be on all curriculum committees.

RESPONSIBLE PARTIES	ACTIVITIES	TARGET COMPLETION DATE
Instructional Services staff <ul style="list-style-type: none"> • Assistant Superintendent of Instructional Services 	Follow Instructional Services and district guidelines. (Board policy and procedures 2190 and 2311)	ongoing

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IMPLEMENTATION RECOMMENDATIONS FOR THE DIVERSITY TASK FORCE RECOMMENDATION:

Student learning objectives related to diversity should be reviewed and incorporated into building goals annually. The principal has the responsibility to see that these building goals are established and each teacher is accomplishing these building goals in the classroom. (A2.)

RESPONSIBLE PARTIES	ACTIVITIES	TARGET COMPLETION DATE
Assistant Superintendents of Elementary and Secondary	Principals will include addressing diversity student learning objectives as part of the teachers' pre-assessment conferences and note diversity content in the observation and evaluation process.	1997/98 and ongoing

- Bulleted titles designate the project manager(s).

IMPLEMENTATION RECOMMENDATIONS FOR THE DIVERSITY TASK FORCE RECOMMENDATION:

Building goals should be more specific than student learning objectives with regard to diversity. (A3.)

RESPONSIBLE PARTIES	ACTIVITIES	TARGET COMPLETION DATE
Assistant Superintendents of Elementary and Secondary	Principals will identify specific diversity goals for their schools.	1996/97 and ongoing

- Bulleted titles designate the project manager(s).

IMPLEMENTATION RECOMMENDATIONS FOR THE DIVERSITY TASK FORCE RECOMMENDATION:

Students should periodically be surveyed as to the effectiveness of instruction and curriculum in the area of diversity. (C4.)

RESPONSIBLE PARTIES	ACTIVITIES	TARGET COMPLETION DATE
<p>Director of Research and Assessment</p> <ul style="list-style-type: none"> • Assistant Superintendent of Instructional Services <p>Building Principals, Assistant Superintendents</p> <ul style="list-style-type: none"> • Assistant Superintendents of Elementary and Secondary <p>(Relates to C5 and C6.)</p>	<p>Work with staff and parents to develop and instructional evaluation form for student use.</p> <p>Determine use of collected data.</p>	<p>1997/98</p> <p>Fall/Winter 1997/98</p>

- Bulleted titles designate the project manager(s).

IMPLEMENTATION RECOMMENDATIONS FOR THE DIVERSITY TASK FORCE RECOMMENDATION:

The district should obtain information on any surveys taken of students and parents on diversity in curriculum by other school districts and forward that information to the new diversity committee for consideration. (E2.)

RESPONSIBLE PARTIES	ACTIVITIES	TARGET COMPLETION DATE
	(Not applicable.)	

- Bulleted titles designate the project manager(s).

IMPLEMENTATION RECOMMENDATIONS FOR THE DIVERSITY TASK FORCE RECOMMENDATION:

Schools should encourage and demonstrate the celebration of diversity in the public and classroom areas throughout their buildings. (E3.)

RESPONSIBLE PARTIES	ACTIVITIES	TARGET COMPLETION DATE
Principals	Enhance environment to reflect celebration and appreciation of diversity in public displays in schools.	1996/97 and ongoing
Community Connections	Continue diversity recognition ceremony, Martin Luther King, Jr. celebration, multicultural activities list, and teacher appreciation.	1996/97 and ongoing
Departments, schools, and individuals	Encourage staff to display appreciation of diversity in classrooms.	1996/97 and ongoing
Community Connections	Work with instructional services to develop criteria and selection of materials portraying diversity.	1996/97
<ul style="list-style-type: none"> • Assistant Superintendents of Elementary and Secondary 	Provide diversity resources.	

• Bulleted titles designate the project manager(s).

**PART II -
DIVERSITY TASK FORCE II
BYLAWS**

DIVERSITY TASK FORCE II BYLAWS

ARTICLE I - NAME

The name of this organization shall be Kent School District Diversity Task Force II (DTFII).

ARTICLE II - OBJECTIVES

Section A - Diversity Issues

DTFII is concerned with all diversity issues in the communities served by the Kent School District. Initially, however, DTFII shall focus primarily on the recommendations of the first diversity task force. DTFII should study diversity issues of the district, analyze and evaluate the district's efforts relative to diversity, and make recommendations to the superintendent on matters related to diversity.

1. DTFII will focus on the implementation of the first diversity task force recommendations.
2. DTFII will consider all aspects of diversity including, but not limited to: racial, gender and socioeconomic status; ethnic, cultural and individual differences; language, values and religious differences; and, conflicts, concerns and celebrations arising out of these differences or similarities.
3. DTFII may study, analyze and make recommendations regarding any diversity issue including, but not limited to: hiring and retention practices; the ombuds role; staff development and curriculum; discipline policies and procedures as well as specific discipline issues when deemed appropriate; any issues regarding disproportionality; and, the implementation of programs and activities which supports DTFII's mission and goals.

ARTICLE III - AUTHORITY AND RESPONSIBILITY

These bylaws shall not be construed as creating legal authority on the part of this task force or members thereof to perform any of the duties or functions delegated by law to the board of directors of the Kent School District No. 415. It is understood that the function of this task force and its members is neither directive nor legislative, but purely advisory.

ARTICLE IV - MEMBERSHIP

Section A - Membership

1. Membership on DTFII will be representative of the diversity within the district.
2. Those who live or work in the Kent School District are eligible for membership.

3. Reappointments are made by the superintendent.

Section B - Appointments to Membership

1. Each school board director will appoint one member to the Diversity Task Force II (DTFII) for a two-year term, except for the first members; some of whom will serve staggered terms.
2. Six members of the original task force will be appointed by the former cochair. Three will serve a one-year term and three will serve two-year terms.
3. The total number of members appointed shall not exceed thirteen.
4. One student member will be appointed by the superintendent.
5. The superintendent or his designee shall serve perpetually as cochair.

Section C - Attendance

1. Members may be excused from attending regular meetings by informing DTFII secretary, recorder, or cochair of the reason for her/his absence.
2. Unexcused absence of a member at three scheduled meetings during a twelve-month period (August-July) shall place the member's appointment on the agenda for the next regular meeting for determination of continuance.
3. Resigning members will notify the appointing body and the cochair in writing.

ARTICLE V - OFFICERS

Section A - Officers

Officers will consist of two cochair, one of which will be the superintendent or his designee. The other will be a parent or community member of the district (preferably not an employee of the district) selected by the parents/community members on DTFII.

Section B - Duties of the Officers

1. Either cochair may preside at regular meetings.
2. Agree on and prepare an agenda for each meeting.
3. Conduct meetings.
4. Be the contact and spokesperson for DTFII or designate others on special occasions.
5. Monitor DTFII studies and actions based on the objectives of DTFII.

ARTICLE VI - MEETINGS

Section A - Regular Meeting Dates

DTFII shall set regular meeting dates. Regular meetings shall be confined to DTFII business and will be open to the public.

Section B - Quorum

A quorum on all matters shall consist of seven members.

ARTICLE VII - DISTRICT LIAISON

Section A - District Liaison

District liaison with the Diversity Task Force II (DTFII) shall be the superintendent or his designee and will prepare agendas, minutes, and attendance records.

ARTICLE VIII - AMENDMENTS

Section A - Amendments

These bylaws may be amended at any regular meeting by a majority of those members present provided the proposed amendment has been read at the prior regular meeting. The cochairs will notify the membership at least one week in advance of any proposed bylaw changes.

ARTICLE IX - PARLIAMENTARY PROCEDURE

Section A - Robert's Rules of Order

The cochair may invoke *Robert's Rules of Order* to provide for orderly conduct of business.

Section B - Reports Requests

DTFII may request the presence at meetings of district administrators, consultants and contractors, and may request regular, intermittent, or special written or oral reports from various departments.

PART III -
ESTABLISHING AN
OMBUDS PROGRAM

KENT SCHOOL DISTRICT # 415 OMBUDS PROGRAM

THE ROLE OF THE OMBUDS PROGRAM

Under the supervision of the superintendent's designee, the mandate of the ombuds program includes the right of inquiry into the application of any policy, rule, or procedure except those covered by collective agreements or other employee/employer policies and procedures. The primary purpose of the ombuds program is to receive, investigate, and report on complaints and concerns related to school district policies and procedures brought forward by parents, patrons, and students of the district. The functions of the ombuds office are:

1. To inquire into school district-related grievances or complaints at the request of the complainant.
2. To bring findings to the attention of those in authority and make appropriate recommendations they judge appropriate. Recommendations of the ombuds may focus either on the actions or decisions of an individual or a group, or on the policies, rules, and procedures.
3. To bring to the attention of those in authority any policies, rules, or procedures which jeopardize individual or civil rights.
4. To suggest changes to the existing policies, rules, or procedures. The ombuds have no actual authority in regard to any policy, rule, or procedure.
5. To advise students, parents/patrons of the district of their rights and responsibilities, and procedures available to pursue concerns or complaints.
6. The ombuds program shall adhere to the following practices when investigating complaints:
 - Decisions are made fairly and with reasonable promptness;
 - Procedures used to reach decisions are articulated in advance and criteria and rules upon which such decisions are based are appropriate;
 - Procedures and criteria used in making decisions are clearly communicated to those affected.

APPOINTMENT TO THE OMBUDS PROGRAM

There shall be a district pool of trained ombuds. They will be appointed by the superintendent.

PROCEDURES OF THE OMBUDS PROGRAM

The ombuds program shall not be a means of circumventing normal district processes for handling complaints or for student discipline, but rather a means for those in need of assistance and support working through district processes, as well as an alternative means of addressing concerns.

The ombuds shall have immediate access to all district records, reports, and documents other than those which cannot be released for reasons of confidentiality. Ombuds may appeal the decision of a district official with regard to confidentiality to the superintendent.

On the conclusion of an inquiry, the ombuds shall advise the parties to a complaint of their findings and any recommendations.

They may refuse to take up any case where they judge their intervention would be inappropriate and may withdraw from a case if continued involvement seems ill-advised.

If an ombud refuses to take up a case or withdraws from a case, he or she shall, on request, provide the applicant with a written statement of the reasons.

Members of the ombuds program are free to decide who among them shall deal with any particular inquiry or case, and whether to deal with a case individually or jointly.

Ombuds shall avoid involvement in cases where there may be a conflict of interest.

CONFIDENTIALITY

Ombuds shall respect the confidentiality of all applicants and consequent inquiries of recommendations.

Should the pursuit of an inquiry necessitate the disclosure of details that identify an applicant, the applicant shall be informed. Any disclosure shall be limited to those who have a need to know.

Should an applicant decide to withdraw an application in order to protect his or her anonymity, the ombuds shall respect this decision.

PROFESSIONAL TRAINING

The district shall provide initial and continuing training for ombuds.

Ombuds are encouraged to continue professional training.

RECORD KEEPING

The ombuds program shall keep records of cases for a minimum of one month after it is determined that the case is closed.

The district shall provide a secure area for ombuds records.

The ombuds program shall keep demographic data and may include it in reports.

ANNUAL REPORT

The ombuds program shall present to the superintendent a report covering the nature and extent of the programs operations during the preceding academic year.

KENT SCHOOL DISTRICT
Kent, Washington

Draft Job Description
OMBUDS

Definition:

An ombudsman for the Kent School District is an independent appointee who serves as a neutral third party, a problem solver, a mediator, a facilitator, and/or a conciliator.

Functions/Responsibilities:

1. Problem solves, mediates, facilitates and/or conciliates in an independent and impartial manner;
2. Receives, reviews, and investigates, and facilitates the resolution of complaints/concerns that are not resolved through the conventional complaint/grievance process;
3. Ensures due process in a timely fashion;
4. Maintains confidentiality concerning matters that are brought to his/her attention unless given permission to do otherwise; or, there appears to be imminent threat of serious harm;
5. Makes recommendations regarding the resolution of complaints;
6. Makes recommendations to revise, develop, or implement board policies and procedures that will create more equitable solutions;
7. Provides information and answers inquiries;
8. Has direct access to all district administrators;
9. Receives initial and continuous training provided by the district;
10. Maintains data on number and type of complaints/concerns processed and makes recommendations to district administration;
11. Prepares reports on all disputes facilitated.

Personal Characteristics:

1. Strong interpersonal skills: the ability to listen well, apply common sense, demonstrate sensitivity to and respect for people's needs, work as part of a team, and be empathetic toward others;
2. High ethical standards: practices confidentiality and neutrality;
3. Good at fact finding: is able to conduct an objective investigation of the facts surrounding a problem;
4. Excellent verbal and written communication skills;
5. A working knowledge of the district: its policies and practices;
6. Effective problem solving skills;
7. Maintains a strong commitment to the principles of due process;
8. Remains neutral and calm in the face of conflict: has a high tolerance for dissonance and stress;
9. Has an understanding of the services available within the district and throughout the community;
10. Has a sense of humor.

Structure:

The Kent School District ombuds program shall consist of a cadre of independently contracted ombuds who have met the characteristics and agreed to the functions described above. All schools shall have access to these independent contractors who, in turn, will be trained and coordinated at the district level.

APPENDIX

STUDENT DIVERSITY AND MULTICULTURAL EDUCATION

The Board recognizes and respects the uniqueness of each student, staff member and citizen within the community. This uniqueness is enriched in a school environment that recognizes the worth of all people regardless of racial, ethnic, cultural or religious background, lifestyle, socioeconomic status, or physical or mental difference.

Multicultural education is an interdisciplinary process rather than a single program or series of activities. Objectives will be integrated into and, as a result, will permeate all aspects of the school program. To facilitate this end, the Board supports multicultural goals which include:

- Curricula that are appropriate, flexible, unbiased and that incorporate the contributions of diverse cultural groups;
- Teaching units, instructional materials, displays, exchanges and field trips that contribute to intercultural understanding;
- The value of knowing and understanding other cultures--languages, values, beliefs, and lifestyles;
- A staffing composition including professionals, paraprofessionals, and volunteers representative of the pluralistic nature of American society;
- Recognition of the contributions of individuals and groups that characterize our society; and,
- School and classroom environments that help students to accept and respect themselves and to treat others with dignity and respect.

The Superintendent is directed to integrate the purposes and aims of multicultural education into all aspects of the school program.

No WSSDA legal reference.

Adopted By Board: 2/9/94