



Washington Office of Superintendent of
PUBLIC INSTRUCTION

REPORT TO THE LEGISLATURE

Preliminary Report on Supporting Survivors of Sexual Assault in K–12 Schools

2022

Authorizing Legislation: Senate Bill 5693 Sec. 501(4)(ee)(i) [2022 Supplemental Operating Budget]

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EXECUTIVE SUMMARY

The 2022 Supplemental Operating Budget required the Office of Superintendent of Public Instruction (OSPI) to promote survivor-centered and trauma-informed responses to sexual assault and to support survivors of sexual assault in Washington’s K–12 public schools. In support of this work, the Legislature requires OSPI to complete research on best practices, review mandatory reporting laws, conduct listening sessions, update model protocols, and develop a training plan for schools to be better prepared to respond to sexual assault and support survivors in schools.

To complete this work, OSPI partnered with Do Big Good LLC (Contractor), a human-centered design firm based in Washington.

This preliminary report outlines the work that has begun and is planned for fiscal year 2023, as well as background information.

INTRODUCTION

Senate Bill [5693 Sec. 501\(4\)\(ee\)\(i\)](#) (the 2022 Supplemental Operating Budget) required the Office of Superintendent of Public Instruction (OSPI) to promote survivor-centered¹ and trauma-informed responses to sexual assault and to support survivors of sexual assault in Washington’s K–12 public schools. In support of this work, the Legislature required OSPI to complete the following activities:

- Research best practices for a survivor-centered, trauma-informed approach to responding to sexual assault and supporting survivors in schools.
- Conduct listening sessions across the state for the purpose of assessing challenges with responding to sexual assault and supporting survivors in schools.
- Update model protocols for responding to sexual assault and supporting survivors in schools.
- Develop a training plan for deploying survivor-centered, trauma-informed training for school administrators and counselors, based on best practices for responding to sexual assault and supporting survivors in schools and informed by the requirements of Title IX of the Education Amendments of 1972.
- Review current requirements mandating that educators and staff report suspected sexual assault and assess whether changes to those requirements should be made to align them with best practices for responding to sexual assault and supporting survivors in schools.
- Consult with the Department of Children, Youth, and Families (DCYF); law enforcement professionals; national and state organizations supporting the interests of sexual assault survivors; survivors' advocates; educators; WEA; school administrators; school counselors; and sexual assault survivors.

To complete this work, OSPI partnered with Do Big Good LLC (Contractor), a human-centered design firm based in Washington. OSPI’s contract with the Contractor began on September 8, 2022, and will continue until the project’s anticipated completion date, March 17, 2023.

Background

Title IX of the Education Amendments of 1972 (Title IX) prohibits discrimination on the basis of sex—including sexual assault and harassment—in education programs and activities that receive federal financial assistance.² In 2020, the U.S. Department of Education (Department) published

¹ While the legislative proviso referenced “victim-centered” responses to sexual assault, OSPI instead adopted the term “survivor-centered” during this project. To be survivor-centered means to empower the survivor by prioritizing their rights, needs, and wishes. Though the term victim-centered is sometimes used, since the 1980s, the term survivor-centered has become more popular because it focuses on the strength and resilience of the person who has lived through the harmful event. Hunter, S. (2010). “Evolving Narratives About Childhood Sexual Abuse: Challenging the Dominance of the Victim and Survivor Paradigm.” *Australian and New Zealand Journal of Family Therapy*, 31(2), 176-190. doi:10.1375/anft.31.2.176.

² 20 U.S.C. 1681 (“No person in the United States shall, on the basis of sex, be excluded from participation in,

new regulations implementing Title IX and establishing standards for how schools—including K–12 public schools—respond to sexual assault and harassment. In June 2022, the Department published a [Notice of Proposed Rulemaking](#) with additional proposed revisions to the regulations.

Washington law, in Revised Code of Washington (RCW) [28A.640](#) and Washington Administrative Code (WAC) [392-190](#), also prohibits sex discrimination in schools and requires OSPI to promulgate rules and guidelines to eliminate sex discrimination in public schools. Since the 1970s, OSPI has regulated school districts in Washington to ensure their compliance with Title IX and state sex discrimination laws. In 2012, OSPI released [guidelines to school districts](#) that, in part, spell out the steps districts must take under state and federal law to prevent sexual harassment in schools. The OSPI guidelines largely align with the Department’s [Revised Sexual Harassment Guidance](#) issued in 2001.

BEST PRACTICES RESEARCH

The Legislature requires OSPI to research best practices for survivor-centered, trauma-informed school responses to sexual assault and supporting survivors in K–12 public schools. While conducting this research, OSPI and the Contractor intended their approach to be a thorough review of evidence-based research from multiple credible sources.

However, in the preliminary review of available literature, the Contractor notes that research and best practices regarding survivor-centered, trauma-informed response to sexual assault in K–12 schools appear to be a new field of practice. For example, results of a 2020 UNICEF report on child sexual abuse revealed “a crucial gap in the literature regarding the role of education in this area” and found no test effective studies for strategies in schools.³

While available literature regarding survivor-centered, trauma-informed response to sexual assault in K–12 schools is limited, the Contractor has begun a thorough assessment of research on the following topics:

- Defining student sexual assault
- Impacts of student sexual assault
- The role of schools in sexual assault responses
- Trauma-informed responses to sexual assault
- Survivor-centered responses to sexual assault
- Limitation of research in a new field of practice
- Ineffective response to student sexual assault

be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance . . .”).

³ United Nations Children’s Fund (2020) Action to end child sexual abuse and exploitation: A review of the evidence, UNICEF, New York.

- Effective responses to student sexual assault
- Tiered strategies for response

As this work continues, the Contractor anticipates further research will include an expanded set of topics, including trauma-informed care, case management for child perpetrators, and survivor-centered care that connects survivors to resources.

LISTENING SESSIONS

A central part of this legislative requirement is to conduct survivor-centered, trauma-informed listening sessions across the state to assess challenges students face regarding schools' response to sexual assault reports and schools' level of support of sexual assault survivors.

In preparation for the listening sessions, the Contractor developed a protocol⁴ that addressed how the listening sessions would be designed and publicized. The sessions would have to encourage participation that reflects Washington's diverse student population, such as students from various geographic regions, racial backgrounds, native languages, sexual orientations, gender identities, abilities, and grade levels. While conventional avenues of publicity—including social media, listservs, and paper flyers—can and will be used, the Contractor instead focused on identifying prospective participants through outreach to adults who have existing relationships with students and are more likely to succeed in recruiting participants and supporting them after the listening session. For example, these trusted adults include school administrators and counselors, parents, survivors' advocates, and nonprofit service providers working with youth who have experienced sexual assault.

The listening session protocol also addressed how perspectives and experiences would be recorded, including detailed notetaking to capture the information shared and group posterboard activities, while taking all precautions necessary to protect current and former students' privacy.

Trauma is a particularly tender topic for a listening session, and it requires trust to participate. As of this report, outreach to identify interested groups and individuals for listening sessions is ongoing. However, the Contractor is planning to hold, at a minimum, six listening sessions. Because outreach to youth who have experienced trauma is a difficult undertaking, the Contractor is prepared to engage student survivors either in a group session or one-on-one with individual student survivors if students prefer greater privacy to discuss their experiences. With one-on-one interviews, 10 student survivor interviews will be counted as one listening session.

The listening sessions will occur virtually or in person, depending on the preference of participants. In its outreach, the Contractor is targeting listening sessions in the following way:

- At least one listening session in Eastern Washington.
- At least one listening session in Western Washington.

⁴ See Appendix A.

- At least one listening session on a reservation or for an Indigenous youth organization.
- At least one listening session with a focus on middle or elementary school student experiences, if possible.
- Outreach for all sessions that focuses on recruiting Black, Indigenous, or other youth of color, youth with disabilities; and LGBTQIA+, rural, low income, and undocumented youth for the messaging describing the project.

The protocol also outlines the questions and discussion topics planned for the listening sessions. The questions and discussion topics will vary depending on the audience, including the age of students involved, but will aim to gather student survivor input on three topics. First, the facilitators will ask questions to understand the student survivors' experience reporting their assault to their school. This includes what actions the student survivors took, who was involved, whether the experiences were good or bad, and what happened after they reported. Second, the facilitators will invite the student survivors to reflect on their experience, including best and worst moments, what could have made the process smoother, and what expectations of support they had. Third, the facilitators will ask the student survivors for ideas on what they think could change about the process and the school's response.

Following the listening sessions, the Contractor will develop a report to OSPI, summarizing what was learned through the sessions and identifying major themes.

MODEL PROTOCOLS

The Legislature requires OSPI to review and update model protocols for responding to sexual assault and supporting survivors in schools.

As background, state and federal law require each local educational agency (LEA) to adopt a protocol, or grievance procedure, to address sexual harassment in schools and, more narrowly, sexual assault. At the federal level, this requirement exists in Title IX of the Education Amendments of 1972 (Title IX), which prohibits sex-based discrimination in any program or activity receiving federal funding or assistance. [34 CFR § 106.8\(c\)](#). In Washington law, RCW [28A.640.020](#) requires OSPI to promulgate regulations and guidelines to eliminate sex discrimination and harassment and requires OSPI to "develop criteria for use by school districts in developing sexual harassment policies as required." OSPI's regulations, at WAC [392-190-057](#), require LEAs to adopt and implement a sexual harassment policy that applies to all LEA employees, volunteers, parents, and students. The policy must incorporate all of the following criteria:

1. Definitions consistent with WAC [392-190-056](#)
2. Responsibilities of employees and volunteers
3. Investigative and complaint procedures consistent with WAC [392-190-065](#) and [392-190-075](#)
4. Remedies available to targets of sexual harassment

5. Disciplinary actions for perpetrators
6. Prohibition of reprisal, retaliation, and false accusations
7. Dissemination and implementation of the policy
8. Internal review of the policy

OSPI identified the primary model protocol for review as the Washington State School Directors' Association (WSSDA) model sexual harassment policy (3205) and procedure (3205P) because a majority of Washington LEAs adopt this model policy and procedure.

The Contractor began this review with an analysis of the extent to which the WSSDA model policy and procedure reflect the statutory requirements identified in state and federal law. As the project continues, the Contractor intends to recommend revisions, as needed, to the model policy and procedure to reflect learnings from consultations with adult allies, listening sessions with students, and evidence-based best practices identified in the literature review. In addition, if feasible, the Contractor will co-design updates to both the policy and procedure with students during the listening sessions in cases where student participants express an interest in working at the policy level.

At the conclusion of this project, the Contractor will provide a summary report to OSPI and WSSDA explaining the basis for any recommendations for updating protocols, including revisions in tracked changes on the existing protocols or redrafted protocols.

TRAINING PLAN

The Legislature requires OSPI to develop a training plan for deploying survivor-centered, trauma-informed training for school administrators and counselors, based on best practices for responding to sexual assault and supporting survivors in schools and informed by the requirements of Title IX.

While state and federal law include various training requirements for LEA employees related to nondiscrimination and sexual assault and harassment prevention and response, no specific training plan exists to ensure LEAs are meeting these training requirements.

Acknowledging the roles that many LEA employees have in preventing and responding to sexual assault, OSPI and the Contractor are broadening the intended audience to include not only school administrators and counselors, but also other school employees such as school nurses, social workers, and school psychologists.

The training plan will be based on the best practices for responding to sexual assault and supporting survivors in schools and informed by the requirements of state civil rights laws and Title IX of the Education Amendments of 1972.

The training plan will outline the following:

- A defined training scope, including training goals and learning outcomes

- Which types of school and LEA employees should receive the training and how the training should be differentiated for different roles
- Outline of the training topics
- Recommendations on the frequency of the training, length of the training, mode of the training (as in, virtual or in-person, and live or recorded), and qualifications of the trainers

As this work continues, OSPI and the Contractor will explore options for how this training could be effectively implemented across the state, including options at the state level for providing model training materials or annual training opportunities, and options for regional training through educational service districts (ESDs).

MANDATORY REPORTING REQUIREMENTS

The Legislature requires OSPI to review any current requirements that mandate that educators and staff report suspected sexual assault. OSPI and the Contractor will then assess whether they need to make changes to those requirements to align them with best practices for responding to sexual assault and supporting survivors in schools.

The Contractor is conducting a thorough assessment of the mandatory reporting requirements per federal and state law, as well as current practice in Washington. This includes comparing Washington requirements to those established in other states. As this work continues, the Contractor will analyze if the current requirements meet best practices and will incorporate feedback from listening sessions, consultations, and the best practices research to make recommended changes to the current mandated reporting procedures.

An area of reporting reform that has emerged in the Contractor’s review so far is the desirability of reducing the scope of mandatory reporting in some cases by designating non-reporters to support students and increase their agency in choosing to report, rather than mandating a report, to designated school employees and volunteer community resource providers. For example, the proposed Title IX regulations allow for a Memoranda of Understanding between a school and volunteer community resource provider to establish confidential referral networks.⁵ Specific “confidential employees” within the school would offer confidential resources to students. Their exemption from mandated reporting would be exclusive to a specific grievance process and would not extend to other activities, such as teaching or coaching. The stated goal of the proposal is “to offer confidential resources to students without creating overly broad exceptions” to mandated reporting. Further to this goal, the exemption would apply only to Title IX reporting and would not contravene other local, state, or federal reporting requirements. OSPI and the Contractor will

⁵ Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 87 Fed. Reg. 41390 (proposed on July 12, 2022) (to be codified at 34 C.F.R.106), <https://www.federalregister.gov/documents/2022/07/12/2022-13734/nondiscrimination-on-the-basis-of-sex-in-education-programs-or-activities-receiving-federal#p-428>.

continue its review of this and other emerging survivor-centered reforms and will consider how they should be addressed in recommendations to the Legislature.

CONSULTATIONS

The Legislature requires OSPI to consult with multiple interested parties and groups:

- The Department of Children, Youth, and Families (DCYF)
- Law enforcement professionals
- National and state organizations supporting the interests of sexual assault survivors
- Survivors' advocates
- Educators
- School administrators
- School counselors
- Survivors of sexual assault

In preparing for consultations, OSPI and the Contractor identified multiple organizations and points of contact for each of the above-named interested parties and groups. The Contractor is approaching the consultations with three goals:

1. To learn about that individual's experience of sexual assault response in Washington's K–12 school system.
2. To elicit their observations on the shortcomings of that response, as well as what is working.
3. To ask their opinions on how those shortcomings can be remedied so school response can be more survivor-centered and trauma-informed.

When relevant to the consultant's expertise, the Contractor asks about other tasks related to the Legislature's interest, such as training, mandatory reporting, and advice on conducting student listening sessions.

These consultations will continue throughout the project, and the Contractor will incorporate the recommendations and insights learned into the report to OSPI.

CONCLUSION & NEXT STEPS

To date, this project has identified multiple areas of additional need for resources and training on best practices regarding survivor-centered, trauma-informed responses to sexual assault in K–12 schools.

OSPI and the Contractor will continue this work as described in this report through the end of the current fiscal year to make findings and recommendations to the Legislature in a final report in 2023.

APPENDIX A: LISTENING SESSION PROTOCOL

OSPI + Do Big Good

Supporting Survivors

Listening Session Protocol

by Mey Espinoza and Mer Joyce

last updated: Dec. 9, 2022

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Purpose

Publicity Strategy

Data Storage and Privacy

1:1 SESSION PROTOCOL

1:1 Interview with a Reporting Survivor

- 1. Introduction (20 min)**
- 2. Experience (30 minutes)**
- 3. Reflection (5 minutes)**
- 4. Closing (5 minutes)**

Additional Questions

1:1 Interview with a Non-Reporting Survivor

1:1 Interview with Non-Survivor/Other Experience

GROUP SESSION PROTOCOL

Enter Room

Introduction

- **Orientation to Project and Co-Participants**
- **About Trauma**
- **About Confidentiality**
- **Community Guidelines**

Policy Co-Design

- **Policy Mark-up**
- **Plenary Review and Discussion**

Closing

- **Desired Next Steps**
- **Re-Grounding**

Purpose

A central part of the Supporting Survivors project is to conduct survivor-centered, trauma-informed group and one-on-one listening sessions across the state for the purpose of assessing challenges students face regarding school districts' response to sexual assault reports and school districts' level of support of sexual assault survivors. This document describes key elements of listening session implementation, including:

1. Our publicity strategy for engaging student stakeholders,
2. A description of how we will store listening session data and protect student privacy across a range of listening session formats, and
3. A detailed script of questions for a one-on-one listening session with a survivor who has gone through the reporting process at their school.

Publicity Strategy

Trauma is a particularly tender topic for a listening session. It requires trust to participate. While conventional avenues of publicity – social media, listservs, and paper flyers – can be used, it is our experiences that relationships with trusted adults are most likely to succeed in recruiting participants and supporting them after the session.

We propose that “publicity” (we prefer the terms “outreach” or “engagement”) be to these trusted adults. They would include school administrators and counselors, parents, victims' advocates, and nonprofit service providers working with youth who had experience sexual assault. Though these individuals can be reached through professional listservs, probably it is also most effective to reach out to these intermediaries relationally via email, as Laurie has begun to do. Kayla, Do Big Good's Outreach Coordinator on this project, will then follow-up on these initial outreach emails.

The RFP and contract also address the importance of encouraging “participation that reflects Washington's diverse student population, such as students from various geographic regions, racial backgrounds, native languages, sexual orientations, gender identities, abilities, and grade levels.” Given the short timeframe of the project, we cannot represent the full diversity of Washington' student population, but we can target our listening sessions strategically to try to engage multiple marginalized groups.

Though this plan will certainly change according to response to the outreach just described, we would like to target our six (6) listening sessions in the following way:

- At least 1 listening session (or 10 interviews) in Eastern Washington
- At least 1 listening session in Western Washington
- At least 1 listening session on a reservation or for an Indigenous youth organization
- At least 1 listening session with middle and/or elementary school students
- Outreach for all sessions that focuses on recruiting Black, Indigenous, and other youth of color, and disabled, LGBTQ+, rural, low income, and undocumented youth in the language describing the project

To hold ourselves accountable for these engagement goals, we will ask participants to anonymously share demographic data related to these identities.

Data Storage and Privacy

Because privacy is a central concern of this trauma-informed project, our expectations is that most listening sessions with student survivors will occur as one-on-one phone interviews. We also expect to conduct some in-person group sessions and may conduct virtual group sessions and in-person one-on-ones. The data storage and reporting procedure will be different for each.

Virtual 1:1's: We would conduct those one-on-one sessions using phone or Zoom. We will also use a software called AudioNote that allows for voice recording and time-stamped written notes in the same interface. To protect current and former students' privacy in these cases, we would ask for their permission before recording and would not store these recordings in the cloud.

Virtual Groups: We do not expect to conduct group listening sessions over Zoom, because there has been low interest in that method during our current youth listening project. If there is interest in a virtual listening session for a group, we would use Zoom's built-in recording feature. To protect participant privacy in these cases, we would ask for their permission before recording, would again not store these recordings in the cloud, and would offer that students could turn off their video, so that their faces would not be recorded.

In-Person 1:1's: The data storage and privacy procedure for in-person listening sessions would be different. For one-on-one sessions we would use AudioNote from a laptop computer or a phone-based voice recorder with paper notes.

In-Person Groups: For an in-person group session, we would not create an audio recording, as it is hard to pick up sound accurately with in a room. Instead, we would rely on paper notes taken by facilitators and by the students themselves, in the form of post-its created by students during interactive exercises.

For all contexts, we ask students to select a name, preferably a pseudonym, that they would like to use to refer to their contributions in our final report. At multiple points in the sessions (see Questions), we also reinforce that a student can ask us to redact or not share information they have previously disclosed and that they can opt not to answer any question by saying "pass."

Any personally identifiable information that we do collect, such as phone number or email addresses used to contact students, or mailing addresses used to send stipends will be kept on password protected spreadsheets during the project and will be removed from the cloud and retained only as local copies after the project concludes.

1:1 Session Protocol

1:1 Interview with a Reporting Survivor
(age 13 and up)

This set of questions is designed as a high-privacy one-on-one interview with a high school student who is a survivor of sexual assault *and* has gone through their school's reporting procedure.

For other types of listening sessions (with younger students, with survivors who did not report, with peers and friends of survivors, with groups, etc.) we would create alternate versions of this protocol.

1. Introduction (20 min)

Purpose: Make sure participant knows what is expected of them and what we are trying to accomplish, and how we are going to use the information they share.

- **Welcome:** Thanks for taking the time to give me feedback on your school's response to disclosures of sexual assault.. I'll start by introducing myself, my organization, and the project.
 - Do you have any questions before we start?
 - [If participant appears to have questions, but does not verbalize them...] For example, people have asked us questions like:
 - "What will this accomplish?"
 - "Who will know what I said?"
 - "Will I have to talk about my assault specifically?"
 - "Will I get in trouble for anything I say?"
- **Personal and Organizational Intros:** Introduce yourself + Do Big Good
 - Mey: Social worker for 7 years, manages the youth department of DV agency in Boston focusing in education and prevention.
 - Do Big Good: a co-design firm based in Seattle which helps clients create transformative resources, policies, and strategies with their stakeholders.
 - We are **not** part of the Washington state school system, and we have been contracted by the state in this matter specifically because we are independent.
 - **Project Description and Outcomes:** We are engaged in a project to help the Washington state department of education, called OSPI, promote survivor-centered and trauma-informed responses to sexual assault and to support survivors of sexual assault in Washington's K-12 public schools.
 - In this part of the project we will conduct listening sessions to know what students think of the current response procedure and how it can be improved.
 - What you tell us will inform practical changes, such as new training for school staff as well as the possibility of changing response procedures themselves.
 - We are interested in your past experience and suggestions to how we can make this process better for anybody who will need to tap into those resources.

- **Time:** I expect this session will take about one (1) hour.
 - Does that still work for you?
- **Compensation:** Just wanted to confirm that you are getting a \$100 stipend for taking the time to talk to me today.
 - The payment methods available are CashApp, PayPal, or a mailed gift card or check. I'll take that information from you now.
 - INTERVIEWER NOTE: Take down their information in the student participant spreadsheet as follows:
 - CashApp: collect \$Cashtag
 - PayPal: collect PayPal email address
 - Mailed gift card or check: collect name and address
- **Pseudonym:** To maintain your confidentiality, we would like you to select a pseudonym (false name) for us to use to refer to you during this project. To protect your privacy, we are unable to use your real name as part of this project.
 - The name will be used for external-facing products, like our final report, to quote any of the insights you share here today.
 - You can even just select a word, like "Fox" or "Rainbow."
 - With what pseudonym would you like to be referred to during this project?
 - INTERVIEWER NOTE: Note name in spreadsheet
- **Data Collection**
 - **Note-Taking:** A couple more things before we get started: I'm going to be taking some written notes. Is that okay with you? (yes / no)
 - **Audio Recording:** I'd also like to record the audio from this session, so I get any quotes exactly right. Any quotes we do use will be attached to your pseudonym. You can also ask me at any point in the session not to share something you previously said. Would you be okay with your voice being recorded? (yes / no)
 - **Transcription:** I'd also like to save a text version of the audio, called a transcript. (Think of it like saving the closed captions of our conversation). Would you be okay with a text version of the audio being recorded? (yes / no)
 - **Control Over Sharing and Data:** You are in control of what you share. At any time you can say "pass" to not answer a question or ask me to not use or share someone you said previously.
 - **Use of Video and Chat:** If we are on Zoom, you can turn your video off at any time. You can also use the chat at any time to respond to a question, instead of speaking it out loud.
 - INTERVIEWER NOTE: Turn on AudioNote recording
- **Mandated Reporter:** Finally, I'm a mandated reporter, which means that if you share with me anything that indicates a current or future threats of harm to you or to others, I will need to report it. Please confirm that you understand this. (yes / no)

- INTERVIEWER NOTE: If the above occurs, you will call DCYF Child Protective Services at 866-363-4276 (toll-free, 24/7, 866-END-HARM)
- **Pause for Questions:** Do you have any questions or want me to repeat anything?"

2. Experience (30 minutes)

Purpose: Now try to get an overview of this person's end to end experience reporting their assault to their school. Ask probing questions about actions, who and who organizations were involved, what experiences were good/bad, helpful/unhelpful. Ask what happened next until you reach what they think of as the end of their journey or present situation. It's natural to jump around when sharing your experiences so expect that this won't be 100% linear.

- **Experience Introduction**

- **Restate Purpose:** As I mentioned earlier, I'll be asking you for your feedback on your school's sexual assault response procedure.
- **Bio Break:** Would you like to take a great to stretch or get a glass of tea or use the rest room before we begin? This section will take about a half hour.
- **Rapport Building:** I'd love to get to know each other a little before we get started, I have a quick ice breaker question for us. What has been the highlight of your week so far? I can start, (INTERVIEWER STARTS)
- **Experiential and Demographic Data:** Now I'm going to ask you a few yes/no questions about how you interacted with the school system and about your identities.
 - You can stop or say "pass" at any time.
 - Do you have any questions before we begin?
 - Have you reported a sexual assault to your Washington public school within the last 5 years.
 - If yes, continue with full protocol
 - If no, continue with general questions to seek the narrative of their experience and their feedback, but skip procedure feedback questions.
 - Ask questions from Demographics section of the spreadsheet and note the answers in the spreadsheet.
 - Demographics questions
 - What is your age?
 - May I use your age if I quote anything you say in this interview? Again, I will not use your real name, but rather the pseudonym you selected.
 - How do you identify your gender?
 - Do you identify as Black?
 - Do you identify as Indigenous? (Modify language based on age as needed, to assure clarity.)

- Do you identify as a person of color other than Black or Indigenous?
- Do you identify as LGBTQ+?
- Do you identify as differently abled?
- Do you identify as living in a rural community?
- Do you identify as low income? (INTERVIEWER NOTE: This means their household makes less than 80% of the median income in their community. Feel free to use a question like “Do you feel like most of your peers have more money than you, less money, or about the same as you?”)
- Are there any other identities you’d like to share with me today?
 - INTERVIEWER NOTE: enter responses in this spreadsheet
- **Sharing Parameters:** So today, I’d like to hear from you about what it was like for you to seek support from your school after the assault. I would also love to hear any ideas and recommendations you have about what would have made it a better experience.
 - **You are in control of what you share:** I will not ask you any questions about the assault itself, only about the school response. Still, you don’t have to share anything you don’t feel comfortable with.
 - If you share something and later realize that you don’t want me to share with my colleagues, that’s fine. Just let me know and I will strike it from my notes.
 - If at any time you feel done talking, that’s fine we can stop.
 - I appreciate whatever you are able to share.
 - **Confirm Pseudonym:** We’ll be using the name ____ (pseudonym) that will be associated with this information. Does that still work for you?
- **Student Experience**
 - **Beginning:** This interview is about the school’s response to your assault report, not the assault itself, so let’s start with the decision to report.
 - Is there anything you wanted to share with me about your experience first before I ask any of my questions?
 - What made you first consider getting support from your school? What grade were you in?
 - How did you know you could get support from your school?
 - Was there a “most helpful” resource, place, or thing when deciding to report?
 - INTERVIEWER NOTE: Information about the school’s procedure is required to be “conspicuously posted throughout each school

building” and “reproduced in each student, staff, volunteer, and parent handbook” but that doesn’t mean it is. (source)

- What caused you to decide to report? What were arguments for or against reporting that you considered?
- What, if anything, was a barrier for you to report?
- What, if anything, would have made it easier for you to report?
- Did you have a supporting adult that helped you navigate this process?
 - If so, who?
 - If not, what kind of support would you have liked?
- Once you did decide to report, what’s the first thing you remember about that interaction with your school?
- Important info to note: date. (if after August 2020, ask follow up questions if admin followed standard procedure. (Compliance Procedure))
- Describe your first interaction with the school.
 - What worked well?
 - What felt caring, supportive, or helpful?
 - Did anything about that experience feel hurtful? If so, what?
- Who were the people who supported you after that first interaction? How did they support you? What happened next?
- **Middle:** Now we move into the phases of the official procedure to see if that procedure was followed by the school and to ask for feedback on each part of it.
 - Reporting should begin with a written complaint.
 - How was the writing process for the complaint? Did a parent help you with this task?
 - There is a reporting deadline of one year from the incident. Did anyone tell you there was a deadline? If so, how did you hear about it?
 - There are options on how to receive the report. Were you given options? (submitted by mail, fax, electronic mail, or hand delivery)
 - Did you receive a copy?
 - After the report, an investigation should begin.
 - How did the investigation start?
 - How do you feel like you were treated by the investigators?
 - Did the district offer you mediation? If so, did you accept and how did it go? If you refused, why?
 - What do you think could have been done differently / better about the investigation?
 - Did you receive a response within 30 days?
 - Was the investigation report clear and in language you understood? Did anyone help you work through the investigation report?

- Were you satisfied with the findings?
 - Appeal
 - Did you appeal the decision?
 - If not, did you know appealing is an option?
 - Option Follow-up Questions
 - What mediums were used by the school to communicate with the student about the report: email, phone, proprietary software, in-person meetings?
 - How much time did it take you (or you and your parents) to draft a report and identify how to submit that report?
 - Was it/Is it possible for you to report during the school day, or did you have to wait until school ends?
 - How did you know your report has been received? Were you ever be called to the principal?
- **End:** The end of the response procedure may not be the end of the story for the student. Here, we probe that.
 - That's the end of the official procedure. Was that actually the end of the process for you?
 - If not, where did reporting to your school actually end? Has it ended for you?
- **Bio Break:** I have a few reflection questions for you, but would you like to take a stretch break first. I know that was a lot to go through.

3. Reflection (5 minutes)

Purpose: The goal here is to get the student to draw conclusions from their own experience, rather than us inserting our own analysis. If the student is tired, this is a also a place where you can shorten the interview by picking and choosing among the questions below.

- **Best and Worst Moments:** Now we're going to look back at the whole experience and see if we can draw some additional insights. Let's start by looking back at the best and worst moments of the reporting process
 - What were things that went well? Was there any particular thing that you think should NOT be changed? (Because it was useful, helpful, etc.)? Why?
 - What are things that didn't go well? What do you wish could be improved? Why?
- **Synthesis:** Now I'm going to ask you some other questions, reflecting back on your entire experience.
 - What would have made this a smoother process for you? How can it be better?
 - What was your expectation of the school's response to your report? Specifically, I'd like to get your thoughts on BOTH expectations for the investigation AND expectations for support provided to you not related to the investigation.
 - What was the reality? Where did this expectation come from? Other friends?

- Do you think there are any factors that may have impacted the way your report was treated? There may be other discriminations hand in hand of others like (sexism, LGBTQ+ identity, etc.)
 - If you've witnessed others go through this experience, were they treated similarly or differently than you?
 - Do you feel you were impacted by any other form of discrimination before, during, or after this process?
- **Requests for Change:** Now I'm going to ask you about any overarching suggestions you have improving the process. If you don't have any, that's also okay.
 - What would you like to change about the way sexual assault complaints are handled in schools?
 - What would it mean to make the system more survivor-centered? (*a survivor-centered approach will give the survivor control over the decision-making process. This serves to provide space and time for the survivor to express their needs and for the organization to arrange for the relevant support.*)
 - What would it mean to make the system more trauma-informed?
- **Magic Wand:** If you sense that the student only has energy for one synthesis question, this is a good one.
 - If you had a magic wand and there was one thing you could change about your school's response, what would it be?
- Alternate closing question:
 - Is there anything that you expected me to ask that I have not asked?
 - Is there a question that you think it's important for me to ask of other students in the future?

4. Closing (5 minutes)

- **Thank you:** Thank you for taking the time to share your experience.
- **Consent:** I wanted to double check that I have your consent to share this with my colleagues so that we can understand what experiences are like for you and others who have gone through this experience.
 - Is there anything you want to make sure I highlight?
 - Is there anything you don't want me to share?
- **Emotional Support:** If any painful emotions come up for you as a result of this interview, you have access for the next two (2) weeks to a social worker, Sheena Brown, who can provide you with a one-time support session to discuss those feelings. You can reach her directly at [email or through our Project Manager, Mer, at [email] or [phone].
- **Do you have any questions for me?**
- **Next Stage:** As we continue this process, we'll be listening to other students that have had similar experiences, as well as their peers, and adults who work in the system. We'll also be reviewing policies from other states and looking at what research says about how to

improve school response to sexual assault. At the beginning of November, we'll submit a report with all our findings.

- Would you like a copy of the report? (If yes, take down email)
- Is there any other way you would like to be involved or informed in the future?
- **Recruitment:** If you know of other students who sought school support after a sexual assault, please email [email].

Additional Questions

1:1 Interview with a Non-Reporting Survivor (age 13 and up)

- **Student Experience**

- **Beginning:** This interview is about school responses to assault reports, not the assault itself, so let's start with the decision to report.
 - Is there anything you wanted to share with me about your experience first before I ask any of my questions?
 - What prevented you from reporting to the school?
 - If you had decided to report to the school, what do you think the process would be like? How clear was that process to you?
 - Who did you get this knowledge from?
 - Did you have an adult you felt comfortable asking questions to? Was there anyone inside or outside the school who you felt comfortable asking questions of?
 - What support from the school would have been helpful to make it come comfortable for you to report?
 - What would have been the most helpful thing, place, person in your school that would have supported you through this?
 - INTERVIEWER NOTE: Information about the school's procedure is required to be "conspicuously posted throughout each school building" and "reproduced in each student, staff, volunteer, and parent handbook" but that doesn't mean it is. (source)
 - What was your expectation of the support you wanted to get from the school?
 - Do you think there are any factors that may have impacted your decision to not make an official report? There may be other discriminations hand in hand of others in terms of how your identities were received?
 - INTERVIEWER NOTE: If the question is not clear, you can add the following examples: "for example, your race, gender, or LGBTQ+ identity, or others"

- If you've witnessed others go through this experience, how were they treated?
- **Requests for Change:** Now I'm going to ask you about any overarching suggestions you have improving the process. If you don't have any, that's also okay.
 - What would you like to change about the way sexual assault complaints are handled in schools?
 - What would it mean to make the system more survivor-centered?
 - What would it mean to make the system more trauma-informed?
- **Magic Wand:** If you sense that the student only has energy for one synthesis question, this is a good one.
 - If you had a magic wand and there was one thing you could change about your school's response, what would it be?
- Alternate closing question:
 - Is there anything that you expected me to ask that I have not asked?
 - Is there a question that you think it's important for me to ask of other students in the future?

1:1 Interview with Non-Survivor/Other Experience
(age 13 and up)

- **Student Experience**

- **Beginning:** This interview is about the school responses to assault reports, not the assault itself,

- Is there anything you wanted to share with me about your experience first before I ask any of my questions?

- How did the issue of sexual assault impact you during your time as a student?

- Are you aware of the process for disclosing sexual assault?

- What, if anything, do you see as a barrier for anyone to report?

- What, if anything, would have made it easier for anyone to report?

- Do you know who you would turn to if you needed support reporting SA?

- If so, who?

- If not, what kind of support would you have liked?

- If you've witnessed others go through this experience, were they treated similarly or differently than you?

- **Requests for Change:** Now I'm going to ask you about any overarching suggestions you have improving the process. If you don't have any, that's also okay.

- What would you like to change about the way sexual assault complaints are handled in schools?

- What would it mean to make the system more survivor-centered?

- What would it mean to make the system more trauma-informed?

- **Magic Wand:** If you sense that the student only has energy for one synthesis question, this is a good one.

- If you had a magic wand and there was one thing you could change about your school's response, what would it be?

- Alternate closing question:

- Is there anything that you expected me to ask that I have not asked?

- Is there a question that you think it's important for me to ask of other students in the future?

Group Session Protocol

(age 13 and up)

Appropriate for reporting and non-reporting survivors and students with other experiences.

Enter Room

(10 mins)

- Sign consent + survey form

Introduction

(30 mins)

- Orientation to Project and Co-Participants
 - About Supporting Survivors (Mer)
 - Purpose of project, reporting your needs,
 - Words and priorities to the state legislature
 - Go Round (Sheena)
 - Pseudonyms
 - Pronouns
 - Favorite superhero or character
 - Grounding (Sheena)
 - Body in space
 - Breathwork
- About Trauma
 - Many people have lived experience of sexual assault
 - You know your own bodies, what being triggered looks and feels like, you know what feels okay or what doesn't
 - At any time, if you're not feeling okay, tell us or tell [group leader], you can pass or step out at any time (use cards with words "pass" "triggered" "step out" as desired)
 - Support person outside the room (if you invited one), Sheena's info is on the consent form for follow-up support
- About Confidentiality
 - We will share what you say in our report, but only with pseudonyms, if someone asks that something not be shared at all, respect that
 - Mandatory reporting responsibilities as facilitators
 - Reminder that the session is being recorded from now
- Community Guidelines
 - Write on butcher paper with group input
 - One Mic, One Speaker
 - Brave Space

- Confidentiality
- Take Space, Make Space
- What Else?

Policy Co-Design

(1 hour)

- Policy Mark-up
 - Example of using post-it to comment on policy
 - Post-it prompts
 - Works
 - good ideas
 - seen it work in the past
 - Problematic
 - bad idea
 - seen this cause harm in the past, missing
 - Missing or Unclear
 - Something needs to be added to make it work
 - Doesn't make sense
 - Using post-its, participants break into groups and make comments on topics in the 3205P sexual harassment policy:
 - Topic 1: Initial Response (Mer - verbal description)
 - Topic 2: Supportive Measures (Sheena)
 - Topic 3: Investigation (Mer)
 - Topic 4: Defining Terms (Mer)
 - Topic 5: Mandatory Reporting (Sheena)
- Plenary Review and Discussion
 - Each group reports back on their comments
 - Group discussion of key themes
 - Questions about requests made by previous groups

Closing

(10 mins)

- Desired Next Steps
 - What do you want from us as a next step?
 - What information do you want us to share back with you?
- Re-Grounding
 - Taking care of self, working toward change

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