**Hofstetter Elementary**

640 N Hofstetter Street

Colville, Washington 99114

(509) 684-7690

**Student/Parent Handbook**

2021-2022



Colville School District #115

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# PRINCIPAL’S WELCOME LETTER

Dear Hofstetter Families,

**Welcome (or welcome back) to Hofstetter Elementary – Home of the Hawks!** We are happy to welcome our students and families to what will be another great year. Teachers and other staff members are ready for a joyful and successful year for each student. Children are the focus of our work, and we take our responsibility for their learning very seriously. Hofstetter has an established tradition of elementary excellence. Today, we continue that tradition of excellence, and we’re proud of the work we do to support each student.

The “heart” of Hofstetter is our students, families, and staff. **Please plan on being an active part of our school.** Everyone is invited to attend Parent Advisory meetings and/or volunteer in your student’s classroom. Our Parent Advisory meetings occur once each quarter. The dates and times will be advertised in the monthly Hofstetter newsletter. I hope you’ll consider volunteering or being a part of the advisory meetings. Family involvement helps make our school a success.

Education is a team effort between home and school. Working together, we will help your student learn and grow throughout the year. Please know we are very grateful for your support and for your commitment to working with us. If you have any questions, please feel free to contact me at 684-7690 or by email at amckern@colsd.org. **Your involvement and willingness to partner with us is essential and welcomed!**

I’m looking forward to a year of learning, friendship, and fun! Thank you for being a part of the “Hofstetter Family!” Go Hawks!

Sincerely,

Ann McKern, Principal

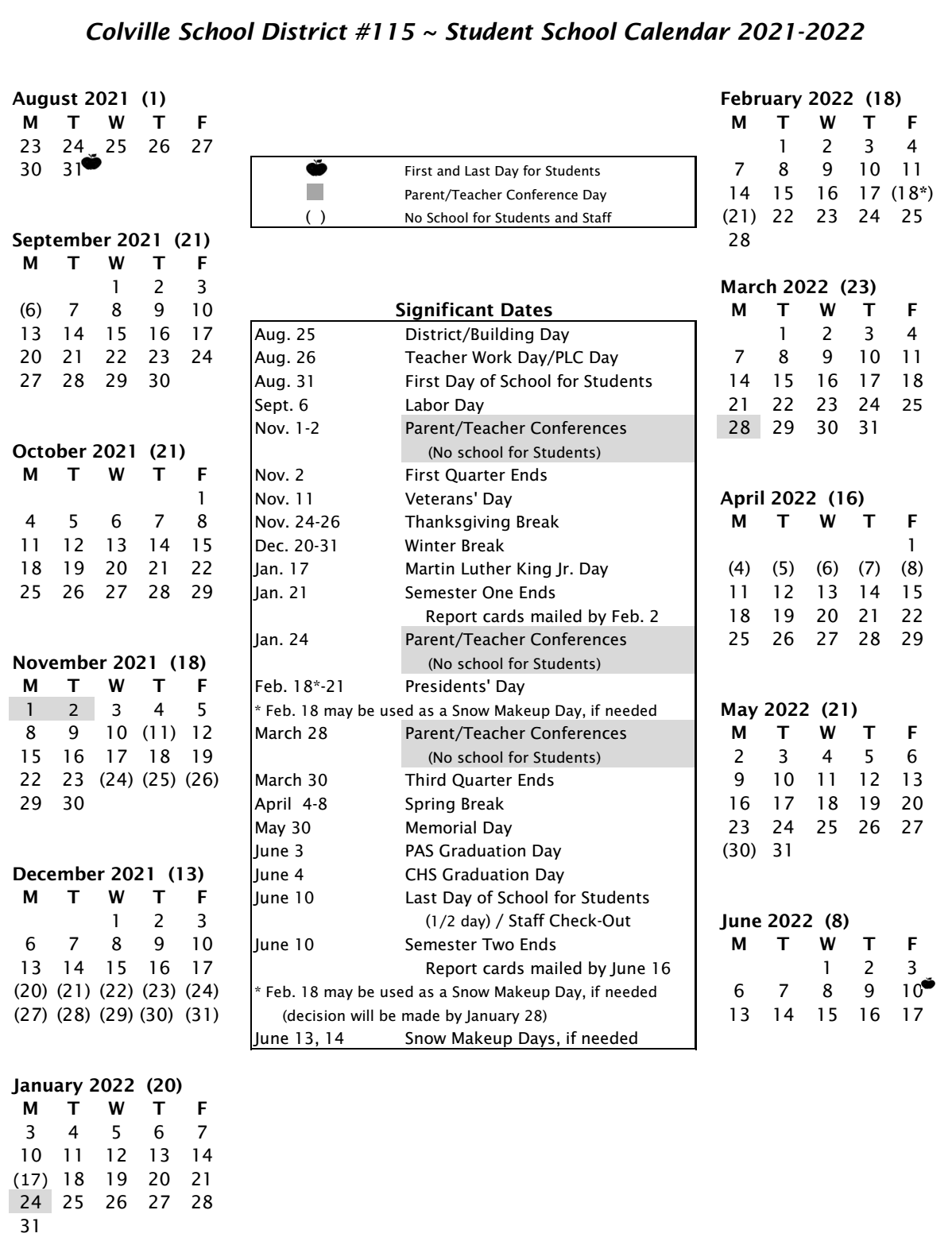
Hofstetter School

640 N. Hofstetter

Colville, WA 99114

(509) 684-7690

# DISTRICT CALENDAR



# DAILY SCHEDULE

**Hofstetter Elementary School**

**2021-2022**

7:45 a.m. Doors Open / Breakfast

7:45 a.m. Staff begin opening car doors for Drop-Off students

8:00 – 8:25 am. Breakfast in classrooms and class meetings

9:30 – 9:40 TK and K recess/mask break

9:45 – 9:55 1st and 2nd recess/mask break

11:05 – 11:25 TK and K lunch in classrooms

11:30 – 12:00 TK and K recess/mask break

11:45 – 12:00 1st and 2nd lunch in classrooms

12:10 – 12:40 1st and 2nd recess/mask break

2:10 Sped. & Group 1, including in-town (1-15, 19, 29, 31)

Bus students released

2:20 Group 2 (16 – 36) bus students released

2:22 Pick-up students and walkers released

# TEACHERS AND STAFF

Hofstetter School, 2021-2022

**Principal** **Secretaries**

Ann McKern Cathy Kitt

Alicia Morrison

**Kindergarten Grade 1**  **Grade 2**

Jenny Bohren Jennie Dalton Laura Ballance

Jessica Carmell Bee Jae Golden Angie Dumas

Kelly Cleveland Jennifer Kelley Liz Gill

Jordon Groce (TK) Josie Lutskas Tommie Tharaldson

Victoria Hansen Jackie Smoldon Michawn Vining Katie Mutton

Katy Phelps (TK)

**Special Education** **PE Specialist** **Physical Therapist**

Sheila DickinsonJamie Pond Jenyne West

Nanci Olsen

**Intervention Teachers School Psychologist**

Kerry Lawson William John

Kiana Payne

**Speech Pathologist Nurse** **Counselor**

Leah Heideman Becky Droter Dane Bassett

Merry Miller

**Occupational Therapist Custodians** **Kitchen**

Catherine Lochner Mike Goot Wendy Doney Burt Monroe Dianne Lentz

Leann Parrish

**Library/Technology Music**

Katy Hedrick Linette Richie

**Support Staff**

Kendie Barnett Britney Hodgson

Chelsea Broderson Cassy Jones

Afton Corbett Trea Weinmann

Trisha Dahl Tracy Vaughn

Deanne Gundersen

# MATERIALS ACCESSIBLE ONLINE

Please visit our website (colsd.org) to find the following forms and notices:

* Hofstetter Exempt/Opt Out Form
* Policy 3205 – Sexual Harassment of Students Prohibited
* Policy 3207 – Prohibition of Harassment, Intimidation and Bullying
* Policy 3241 – Student Discipline
* Policy 3413 – Student Immunization and Life-Threatening Health Conditions
* Title I Federal School Information
* Volunteer Packet

# EXPECTATIONS AND RESPONSIBILITIES

## SIX PILLARS OF CHARACTER – (CHARACTER COUNTS)

At Hofstetter Elementary we promote and teach the Six Pillars of Character:



### Trustworthiness

Be honest • Don’t deceive, cheat, or steal • Be reliable — do what you say you’ll do • Have the courage to do the right thing • Build a good reputation • Be loyal — stand by your family, friends, and country

### Respect

Treat others with respect; follow the Golden Rule • Be tolerant and accepting of differences • Use good manners, not bad language • Be considerate of the feelings of others • Don’t threaten, hit or hurt anyone • Deal peacefully with anger, insults, and disagreements

### Responsibility

Do what you are supposed to do • Plan ahead • persevere: keep on trying! • Always do your best • Use self-control • Be self-disciplined • Think before you act — consider the consequences • Be accountable for your words, actions, and attitudes • Set a good example for others

### Fairness

Play by the rules • Take turns and share • Be open-minded; listen to others • Don’t take advantage of others • Don’t blame others carelessly • Treat all people fairly

### Caring

Be kind • Be compassionate and show you care • Express gratitude • Forgive others • Help people in need

### Citizenship

Do your share to make your school and community better • Cooperate • Get involved in community affairs • Stay informed; vote • Be a good neighbor • Obey laws and rules • Respect authority • Protect the environment • Volunteer

## RESPONSIBILITIES

We must work together to have a safe, fun and effective school. EVERYONE at Hofstetter School has responsibilities.

### Principal

The **principal** is expected to:

* Set high expectations for achievement, behavior, attitude and attendance.
* Ensure a safe and pleasant learning environment.
* LISTEN to parents, students, and teachers.
* Prove leadership in curriculum and instruction.
* SUPPORT the professional activities and needs of the staff.
* MODEL professional growth, dedication to education, and concern for children.
* Be an example.

### Teachers

**Teachers** are expected to:

* Establish an atmosphere in which productive learning can take place.
* Involve students in activities that will increase student self-esteem.
* Implement quality instruction.
* Serve as positive models to students.
* Communicate regularly with parents and the principal regarding student and instructional concerns.

### Students

The **student** is expected to:

* Interact positively with peers.
* Follow rules/routines.
* Accept responsibility for own behavior.
* Respect rights, feelings, and property of others.
* Participate effectively as a group member.

## HELPING AT HOME

As a parent/guardian, you have been involved in the education of your student since the first day of his or her life. For many years you were the sole educator of your student. Now, as your student participates in formal schooling, you are still the most important teacher of your student. Although you teach many things other than academics, you can also support your student’s formal education. How many of these items do you already do?

* Ensure a regular study time every day, at the same hour.
* See that your student has a QUIET place to study.
* Supply materials such as pencils, paper, glue, ruler, scissors, calendar, dictionary, and a daily newspaper for your student to use for homework or free time.
* Establish and consistently enforce a regular bedtime.
* Talk with your student daily about life at school.
* Occasionally check over homework.
* Model reading by reading regularly.
* Speak positively about school in front of your student.
* Read and discuss the Student Job Description with your student.
* Keep in touch with your student’s teacher to find out early about any concerns.

# ACADEMICS

## HIGHLY CAPABLE STUDENTS

The Colville School District serves identified students from the point of identification through grade 12. Each student’s services are reviewed periodically to ensure appropriate placement. The district uses an in-class program model that may include enrichment activities, differentiation of curriculum, flexible grouping, choice activities, and secondary course options. See Appendix D for details. For more information, contact the Highly Capable Program Coordinator, Patsy Guglielmino, at 509-685-2106 or [patsy.guglielmino@colsd.org](mailto:patsy.guglielmino@colsd.org).

## INTERVENTION

Hofstetter Elementary qualifies as a School Wide Title I School. What does that mean? It means all students in our building can get timely academic intervention as soon as they need it. School Wide Title I schools no longer have to follow the lengthy and time-consuming process of “qualifying” a student for intervention. This reduction of red tape means that if your student is struggling in a specific area, an extra scoop of instruction can be provided immediately.

This instruction will be *in* *addition* to the classroom instruction provided by the teacher. It will focus on the *individual needs* of the student and will be provided only as long as needed. Students will be monitored for progress regularly. If progress is not being made within 6-8 weeks, a different approach will be tried. Sometimes a second scoop of additional instruction is needed.

The goal of a school-wide Title I intervention program is to immediately help students when they need it and provide them with more opportunities for success. Not all students who need help need Special Education, but **all** students need help at some time or another. Interventions, or different instructional strategies, will be provided for students who are struggling as well as for those who need to be challenged at the higher end.

We encourage families to have regular communication with teachers about their students’ progress and any additional help they may be receiving. You will be invited to school for collaboration with the teacher and other professionals who are familiar with your student and their needs, after different strategies have been in place for a while. At any time, you may request information regarding the professional qualifications of your student’s teachers. (Sec 11111(h)(6)(A); 34 CFR 200.61(a). The school board views the education of students as a cooperative effort among school, parents and the community.

Our vision is to provide effective support to meet the needs of ALL students through early and research-based interventions and careful system planning. If you would like more information, please stop by our Learning Intervention Room.

## PARENT/STUDENT/TEACHER COMPACT

School staff and parent advisors collaborated to develop this Compact for 2019-2020:

Because of the importance of learning at home and school we agree to work together to help your student reach their potential and achieve success to a proficiency level of age /grade appropriateness.

As a student, I will…

* Attend school regularly with a positive attitude.
* Successfully complete and return homework assignments.
* Read at home for at least \_\_\_\_ minutes every day.
* Follow the classroom and school agreements.
* Do my best.
* Other\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

As a Parent/Guardian, I will…

* See that my student is punctual and attends school consistently.
* Establish a time and place in the home for homework.
* Read with my student for at least \_\_\_\_ minutes each day.
* Communicate regularly with my student’s teacher.
* Support the school in its efforts.
* Other\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

As a School, we will provide…

* Highly qualified teaching staff.
* Quality curriculum and instruction that are aligned with the state standards.
* Opportunities to be involved in necessary academic interventions to support student needs.
* Strategies and resources to support your student’s progress.
* Effective and supportive learning environments.

Communication between parents and teachers is very important for the success of the student. Therefore, as a School Wide Title I school with individual interventions (RTI), we will …

* Be available for parent conferences to discuss student progress.
* Make available materials and training for parents to improve academic performance.
* Endorse school and classroom agreements fairly and consistently.
* Maintain open lines of communication with classroom teacher, student, and parent/guardian.
* Encourage parent/guardian to be involved in their student’s program.
* Make available informational meetings.
* Evaluate yearly through parent and staff surveys.

## PARENT-TEACHER CONFERENCES

Parent-Teacher Conferences are a valuable part of student learning. Families will have the opportunity to participate in Parent-Teacher Conferences. Please keep in mind that you do not need to wait for conferences to communicate with your student’s teacher. You are encouraged to call your student’s teacher anytime during the year if you have questions or concerns.

## READING PARTNERSHIP

As a staff, **we pledge** to work with all students to develop reading skills. Research shows that parent interest and involvement in reading **at home** enhances reading success at school. We urge all parents to listen to or read to your student a minimum of 15 minutes a day at least four days a week. Please include this practice in your family routine to promote success in reading.

# SCHOOL-WIDE RULES

## BASIC RULES

We believe that Hofstetter School should be a safe and fun place to learn. To accomplish this goal, students need to follow some established standards of conduct that are clear and well defined, with each student knowing what is expected of them. To achieve this, please review these basic rules with your student:

1. **Students will practice safety at all times.**  Examples: Walking to and from class, bus, playground; proper use of equipment (observe boundaries and play areas); no dangerous games or objects, and no doing anything that will cause harm to one’s self or others; walk bicycles on school property.
2. **Students will respect the rights and feelings of others.** Examples: Being polite, sharing, using appropriate language, following directions of supervisors, not destroying the personal property of others, not being disruptive.
3. **Students will demonstrate quietness at the appropriate times and places.** Examples: Being a good listener when a person is talking in a group; being quiet in the halls and restrooms.
4. **Students will assist with cleanliness at Hofstetter.** Examples: Picking up after themselves, helping to keep playground and building neat and attractive.

## COMPUTERS AND THE INTERNET

All students have the opportunity to use the Internet to enhance their learning experiences. In order for your student to participate in guided use of the Internet and school computer network, a permission slip must be completed and on file. **A form will be sent home the first week of school. Please sign and return it to your student’s teacher as soon as possible**.

Computers and the Internet are tools your student will use while attending Hofstetter School. Because technology is such an important part of today’s society, using technology during school is a critical component of your student’s learning. Please help us teach your student appropriate use of technology by discussing the information in this letter and encouraging them to follow the rules at all times. Please read the following with your student.

### *Responsibilities for Teachers:*

Teachers will select appropriate web sites and supervise student use.

### *Responsibilities for Students:*

Students will follow teacher directions for computer and Internet use policy. If inappropriate material shows up on a web page, students will:

* Back out of the page by clicking the back button.
* Tell the teacher right away.
* Tell parents when they get home.

Responsibilities for Parents:

Parents read and discuss the following information with their student.

Internet sites are selected to support and enhance the Hofstetter curriculum. Learn more about Internet safety and how your student can also be internet safe at home at [www.commonsense.org](http://www.NetSmartz.org) . If you have any questions, please contact Mrs. Hedrick, Library Media Specialist, at 684-7693. Thank you for your help and support.

The Colville School District has made every effort, through filtering, to guard against inappropriate material, language and pictures. No filtering device is 100% effective. We teach students to be “Safe & Smart” Digital Citizens when using the Internet and computers. Students will use teacher-selected sites and follow directions about when and where to use the Internet. Please go over the following with your student.

* Use of school computers and the Internet is a privilege. If I abuse the privilege, I will lose it.
* I will treat computers with care and respect. No food or drink will be near computers.
* I will follow all computer rules.
* I will only go to websites selected for me by my teacher.
* I will not type my name or personal information on the computer without direction from my teacher.
* If I see something that is inappropriate I will back out of the site and tell my teacher.
* I will use respectful words and actions when using the computers.
* I will use the Internet for school assignments and projects only.
* I will only use the Internet when my teacher is supervising.
* I will not download or save any programs, images, movies or sounds without my teacher’s permission.

# GENERAL INFORMATION

## ATTENDANCE (THE BECCA BILL)

In 1995, the Washington State Legislature passed a law known as the “Becca Bill”, RCW 28.A225.151, in regard to unexcused absences. According to this law, schools are required to do the following:

* One unexcused absence: parent is notified.
* Two unexcused absences in a month: a parent/school conference is held.
* Five unexcused absences in a month OR ten unexcused absences in a school year: will be reported to the judicial system.

Excused absences recognized by board policy include:

* Absence due to illness
* Absence due to a religious observance
* Absence due to family emergency
* Absence which the principal has given “prior approval” to and which does not adversely affect the student’s educational progress in school

All other absences will be recognized by the school as unexcused. Because of this required reporting system to the State, it is critical that you verify any absence to the school in writing within a two-day period following the absence. Please call us in the morning when your student will be absent. This is especially helpful to us when you are going to be away from your home. We will monitor absences here at Hofstetter by making phone calls home, home visits, and/or conferences. This daily phone calling is for your student’s protection.

Excused absences can also be detrimental to a student’s academic success. Therefore, students who have ten or more absences per semester will be monitored by the school’s success team.

When your student is absent, please call the school office the first morning they are absent. If we are unable to answer the phone, please leave a message on our voice mail.

If you have any questions concerning the Becca Bill or the mandatory attendance law, please feel free to call us at 684-7690.

## ATTIRE/APPEARANCE

### Appropriate Dress

STUDENTS ARE EXPECTED TO COME TO SCHOOL APPROPRIATELY DRESSED FOR LEARNING AND WEATHER! Hats are not to be worn inside the school building unless activities like “dress-up days” permit. A student coming to school dressed inappropriately will be asked to call home to get a change of clothes.

### Change of Clothing

We would like to ask parents to ***PLEASE*** pack an extra pair of sweats and socks in your student’s backpack. On occasion students have “accidents” or come in from recess wet and muddy. If your student is unable get in touch with you to bring dry clothes, they may be wet and uncomfortable the remainder of the day. Thank you!

## BICYCLES

Students may ride their bikes to school. We strongly encourage bike riders to wear helmets at all times. The school assumes no responsibility for stolen or damaged bikes; we recommend that each student bring a chain and lock. Students should NOT share a lock or lock their bikes together. Please remind your student to:

* Ride safely and in a manner that shows concern for others.
* Park bicycles in the bike rack immediately upon arrival and not ride during school or on school grounds. If you want your student to ride their bike home for lunch, please send us a note to that effect.
* Walk their bike the last half block to and from school. This will allow students to clear the main traffic area around the school before they get on/off their bikes.

## BULLYING OR OTHER SAFETY ISSUES (SAFESCHOOLS ALERT)

Safety is one of our district’s top priorities; that’s why we’re now using SafeSchools Alert, a tip reporting service that provides four ways for students, staff, and parents to submit safety concerns to our administration:

1. Phone: 1-855-4ALERT1, ext. 1145
2. Text: Text#1145@tip + your tip to ALERT1 or 253781
3. Email: 1145@alert1.us1145@alert1.us
4. Web: <http://1145/alert1.us> (this option allows you to remain anonymous)

We hope you will report your concerns about bullying, harassment, drugs, vandalism or other safety issues. More information, including the SafeSchools Alert Terms of Use and Privacy Policy, is available online at <http://1145.alert1.us>. Thanks in advance for helping.

## BUS

Bus service is provided by FIRST STUDENT. Their phone number is 684-5152.

If your student rides a bus, you must contact FIRST STUDENT to set up bussing; the school cannot do this for you.

If your student is to ride a bus that they do not ordinarily ride, we ask that you remember the following:

* Please send a note to school stating what you want your student to do. **Without a note** and parent permission, your student will be placed on their regularly scheduled bus.
* Students must give the note to their teacher to receive a bus pass.
* They will then give the bus pass to the driver when boarding.

Bus Line Courtesy applies whenever your student is going to ride a bus. Your cooperation is appreciated in discussing these guidelines with your student.

* WALK on your way to the bus line. Use the sidewalks rather than the grass.
* Wait in the line designated for your bus.
* Time spent waiting for the bus is not a recess. Do not throw balls or play games that involve leaving the line.
* The first person in line for each bus must remain behind the yellow line.
* Arrive promptly at your bus line after dismissal. Students should not attempt to purposefully miss a bus.

## CONTACTING STUDENTS

If you need to get an**emergency** message about your student’s going home plans delivered during the school day, please try to call before 2:15 p.m. After 2:15 p.m. we cannot guarantee delivery of messages to students.

## DISCRIMINATION & SEXUAL HARASSMENT

Students and staff are protected against discrimination and sexual harassment by anyone in any school program or activity, including on the school campus, on the school bus, or off-campus, such as a school-sponsored field trip.

### Discrimination

*Discrimination* is unfair or unlawful treatment of a person or group because they are part of a defined group, known as a protected class. Discrimination may include treating a person differently or denying someone access to a program, service, or activity because they are part of a protected class, or failing to accommodate a person’s disability.

*A protected class* is a group of people who share common characteristics and are protected from discrimination and harassment by federal, state, or local laws. Protected classes under Washington state law include sex, race, color, religion, creed, national origin, disability, sexual orientation, gender expression, gender identity, veteran or military status, and the use of a trained dog guide or service animal.

### Sexual Harassment

*Sexual harassment* is unwelcome behavior or communication that is sexual in nature when:

* A student or employee is led to believe that he or she must submit to unwelcome sexual conduct or communications in order to gain something in return, such as a grade, a promotion, a place on a sports team, or any educational or employment decision, or
* The conduct substantially interferes with a student's educational performance, or creates an intimidating or hostile educational or employment environment.

Examples of Sexual Harassment:

* Pressuring a person for sexual favors
* Unwelcome touching of a sexual nature
* Writing graffiti of a sexual nature
* Distributing sexually explicit texts, e-mails, or pictures
* Making sexual jokes, rumors, or suggestive remarks
* Physical violence, including rape and sexual assault

### Reporting

You can report concerns about discrimination and/or sexual harassment to any school staff member or to the district's Title IX Officer at 684-7850. See Appendix B for details about the complaint process. For a copy of your district’s Sexual Harassment policy and procedure, contact your school or district office or go to the District website ([www.colsd.org](http://www.colsd.org)) for a link to Policy 3205.

## DRILLS/EMERGENCIES

### Emergency Closures

Closure or changes in the school schedule will be posted on our website (colsd.org) and given to the following radio stations by 7:00 a.m. on the day of the change: KCVL AM 1240 and KCRK FM 92.1. Parents will also receive a message through our School Messenger system via telephone, cell phone, email and/or text messaging.

### Fire Drills/Evacuation

Fire drills are a serious matter and must be conducted as quietly, smoothly and quickly as possible. Student participation and cooperation is very important for the safety of all. Students are expected to exit the building quietly, following the directions of their teacher, and assemble in a designated area outside of the building. Classes will be called back into the building when it has been determined to be safe. In accordance with State law, fire drills will be held on a monthly basis.

In the event a building needs to be evacuated and is not safe to return, students will be assembled at a designated location and parents will be notified to pick up their student.

### Safety Drills

Periodically during the school year, Hofstetter School will conduct Student Safety Drills. The purpose of these drills is to teach students to respond appropriately if a safety threat arises in our school. The school works closely with local law enforcement to ensure student safety.

In the event of an emergency, local and school district communication systems will be used to contact parents at the earliest appropriate time.

## EMERGENCY CONTACT INFORMATION

It is **ESSENTIAL** that we have complete and accurate Contact Information in the office so we can reach you in case of an emergency, student illness, injury, or other necessity. If you have a change of workplace, address, phone number, baby-sitter, or emergency contact person, please inform the office. Your cooperation in this matter is greatly appreciated.

FIELD TRIPS

Students at Hofstetter have the opportunity to participate in a variety of field trips during the year. You will receive prior notification for each field trip. A completed Field Trip/Activities Medical Waiver Form is required in order for your student to participate in these sorts of activities. **Please complete this form and return it to your student****’s teacher as soon as possible.**

## HEALTH/MEDICATION

### First Aid

We are able to offer only minimal first aid treatment (band aids, ice packs, etc.). We will attempt to contact a parent if we consider an illness or an injury to be at all serious. If you plan to be out of town, we would appreciate a note or phone call telling us who we can contact in case of an emergency.

### Immunizations

In order to safeguard the school community from the spread of certain communicable diseases, students are required to present evidence of immunizations, as required by the State Board of Health, unless an exemption is allowed under RCW 28A.210.090. (Please see Policy 3413/3413P for further guidance.) On or before the first day of school, you must present proof of full immunization, initiation of an immunization schedule, or a certificate of exemption.

### Medication

Medications must be transported to and from school by the parent/guardian and given to the building secretary or school nurse. At the end of the school year, the parent/guardian should arrange to pick up any left-over medications, inhalers, or bee sting kits from the school. **ALL medications**, whether prescription or over the counter (Tylenol, etc.) must be in the original container with student’s name and dosage listed, and must be stored in the office. Parents/guardians must fill the “Authorization to Administer Medication” form and have it approved by the student’s physician for any medications. **NOTE: It is the parent’s/guardian’s responsibility to monitor expiration dates on all medication provided to the school and to keep track of when student medications need to be refilled.**

## LIFE SKILLS

“It’s all about teaching children!” So . . . what do we teach? At Hofstetter School we believe that life is simple: In every aspect of your life, if you do good, you feel good. If you do bad, you feel bad. Some of the terms and phrases we use to teach this concept include personal responsibility, self- respect, respect for others, intrinsic motivation, self-discipline, perseverance, acceptance, empathy, generosity, honesty, friendship, kindness, trustworthiness, compassion, character, courage, determination, integrity, hard work, accountability, positive outlook and more. Classrooms have activities that promote positive ways for students and staff to work, learn, and live together in school.

## LOST & FOUND

At Hofstetter School there are two locations for lost and found property. Large items such as jackets and lunch boxes are in the hall by the PR room. Students may look before and after school or during lunchtime. Students should ask the secretaries in the office for small items such as wallets, rings, or lunch money. Each year a number of perfectly good sweaters and jackets remain unclaimed and are donated. We encourage students to make a thorough search in the Lost and Found when an item is missing.

## LUNCH/BREAKFAST PROGRAM

The breakfast/lunch program will be in effect again this year. We would encourage parents to buy lunch credit by check if possible. Weekly/monthly buying eliminates the chance of students losing their change. Breakfast/lunch and milk purchases may be made starting at 7:40 a.m. daily in the gym. Please make checks payable to Hofstetter School.

### National School Lunch Program

You can pick up information on the National School Lunch Program/School Breakfast Program in our office.

Students from families whose income is at or below a certain level are eligible for free or reduced-price meals. Application forms are sent home with the students at the beginning of each school year to parents and guardians. Additional copies are available at the school office. Applications may be submitted at any time during the school year. The information provided on the applications will be used for the purpose of determining eligibility for free or reduced meals.

Households that are certified as of August 1, 2019, to receive food stamps or TANF will receive a letter or direct certification for meals from the Department of Social and Health Services during August 2019. This certificate may be returned to the student’s school in place of the complete application. The information provided by the household is confidential and will be used only for the purpose of determining eligibility and verifying data.

The identity of students who receive free or reduced meals remains confidential and all students receiving meals are treated the same, regardless of their payment status. No student will be discriminated against because of race, gender, color, national origin, religion, age, or disability.

If you have a decrease in your household income, an increase in household size, or become unemployed, please fill out a new application.

Meal Prices:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Breakfast | $1.50 | Breakfast (reduced) | $ .00 | Milk (daily) | $ .50 |
| Lunch | $2.75 | Lunch (reduced) | $ .00 |

If you have any questions or concerns regarding meals served, money owed, pending applications, etc., please contact the Food Service Supervisor at 684-7824.

## NEWSLETTER

Look for classroom newsletters along with monthly school newsletters coming home with your student. Newsletters are designed to help keep you informed of school programs, changes, and activities.

## PARENT ADVISORY GROUP

Get involved with the Hofstetter Parent Advisory. This group meets quarterly, with the principal, to discuss school issues. Your input is needed and welcome. Watch the monthly newsletter for dates and times.

## PERSONAL PROPERTY

The school will supply all playground balls and other equipment. Personal property and pets should be brought to school only with prior approval of the teacher. Since the school cannot accept responsibility for these items, we suggest that expensive items such as radios, cameras, video games, etc., not be brought to school.

## PLAYGROUND

Throughout the year we promote playground fair play and safety through our “Playground Cruiser” program. This program helps to develop personal leadership among our students. In addition to the adult supervision, students are selected from each classroom to participate in this program. While on the playground these students wear cruiser t-shirts, carry whistles, and help things to run smoothly. Their job includes reminding students of playground rules, suggesting ways to resolve conflict, and notifying adults of injuries or unresolved conflicts. We want to remind parents that electronic games, portable music players, remote control cars/toys, etc., are **not** allowed on the playground.

## RELEASE OF STUDENT INFORMATION/PHOTOS

### Student Information

Colville School District is prohibited from releasing any personally identifiable records or files about an individual without written parental permission. However, the district may release a list of students belonging to a group (e.g., graduating seniors). A student's name will be excluded from a listing of students upon written request by a parent/guardian. Information in a list may include:

* The student's name, address and telephone number
* Date and place of birth
* Major field of study
* Participation in officially recognized activities and sports
* Weight and height of members of athletic teams
* Dates of attendance
* Degrees and awards received
* The most recent previous educational agency or institution attended by the student
* The district may also release photographs of students for public information purposes.

This will be considered the once a year parent notification of their right to request that any or all of these categories of information, including personally identifiable photographs, not be released without their prior consent.

If you wish to exempt/opt out your student from any of these areas, please fill out and return the Hofstetter Exempt/Opt out Form which will be sent home the first week of school.

### Student Photos

You may also complete the Hofstetter Exempt/Opt out Form if you do not want your student’s picture to appear in the local paper, school web site, local TV channel, posters or any school PowerPoint presentations.

## REPORTING SAFETY ISSUES (SAFESCHOOLS ALERT)

Safety is one of our district’s top priorities; that’s why we’re now using SafeSchools alert, a tip reporting service that provides four ways for students, staff, and parents to submit safety concerns to our administration:

1. Phone: 1-855-4ALERT1, ext. 1145
2. Text: Text#1145@tip = your tip to ALERT1 or 253781
3. Email: [1145@alert1.us](mailto:1145@alert1.us)
4. Web: <http://1145/alert1.us> (this option allows you to remain anonymous)

We hope you will report your concerns about bullying, harassment, discrimination, drugs, vandalism or other safety issues. More information, including the SafeSchools alert Terms of Use and Privacy Policy, is available online at <http://1145.alert1.us>. Thanks in advance for helping.

## SCHOOL MESSENGER SYSTEM

The School Messenger System is a parent notification system that allows the District to send emergency and general messages to parents and is part of ongoing efforts to keep our schools safe, reduce absenteeism, increase parental involvement, and keep parents informed. It is very important that you keep your phone number and address updated with the School Office. Please do not hang up until you listen to the computerized message; the call is informing you of your student’s absence or providing other important information that affects your student. In the event of an emergency, the system allows the District to send notifications to all contact numbers of all students and can reach hundreds of households in a matter of minutes. It also allows schools to notify parents about important events such as: school holidays, school closings, half days, Parent Conferences, bus delays, testing dates, Open Houses, and concert dates. You may opt to receive messages on your home phone, cell phones, and at email addresses. If you do not wish to receive notifications using a particular method, please contact the School Office to have those options removed.

## STUDENT DROP-OFF/PICK-UP

### Morning Drop-off

If you drive your student to school in the morning, you may drop them off at the north entrance of the building in the back by the stairs or in front by the office. ***Students should not arrive before 7:30 am.***

### Afternoon Pick-up

Students should be picked up at the front entrance of the school in the loading zone. Staff will be present to assist you in this process. The following are some things that can be done to promote safety:

* Drive slowly.
* DO NOT get out of the vehicle – we have adults to assist your student.
* DO NOT have your student walk through traffic.
* Enter and exit through marked entrances and exits only.
* DO NOT USE YOUR CELL PHONE while in the pick-up line.

If you park across the street from school, please cross the street to escort your student back to your vehicle. As you enter the pick-up loop, please stay to the right (closest to the curb) while proceeding through. For the safety of all students, we ask you **not use your cell phone while picking up your student**. If your student is unable to buckle the seat belt on their own, you should not use the drive through pick up. If you have questions, please feel free to call us at 684‑7690.

### Early Pick-Up From School

There is a sign-in/sign-out sheet at the front office counter if you need to take your student out of school early, or if they are coming to school late. If you need to pick your student up before the end of the school day, please stop by the office and sign them out before 2:00 p.m., as we are teaching until the bell rings.

When class is interrupted for students to come to the office for early pick-up, it takes valuable learning time from the students who remain in class until the end of the day. If a student is to leave school without a parent picking them up, please **send a note** to that effect, clearly explaining where the student is to go. ***We cannot accept instructions from anyone other than the parent/guardian in charge of the student.* *Please do not have the student’s sibling call the office for you.***

## TELEPHONE/ELECTRONIC DEVICE USAGE

We discourage students having electronic devices (cell phones, iPods, MP3 players, or hand held games) at school. Cell phones and other electronic devices will be taken from students if they have them on their person or in the classroom. If cell phones and other personal electronic devices are taken from a student during the school day, parents will be called to pick them up in the office.

## TRADING

The trading of collectibles (cards, etc.), clothing, or personal items in general is disruptive in the school setting and is prohibited.

## VISITORS

If you plan to visit your student at school, check in at the office. All visitors need to wear a visible Visitor Pass. Parking facilities are provided on the south side of the Hofstetter School at the front entrance.

## VOLUNTEERS

We value and appreciate our community volunteers! To ensure student safety, we need our volunteers to complete a Volunteer Packet EACH YEAR. These packets are available from our office. Packets need to be completed and turned in with a copy of your drivers’ license at least one-week prior to volunteering in classrooms or attending a field trip. Thanks in advance for volunteering in our schools!

# DISCIPLINE PROCESS

In 2016, the Washington State Legislature made significant changes in the law governing public school discipline, with the goal of making sure discipline is equitably applied and results in the best possible outcome for students and schools.

The state’s former discipline rules, which had not been updated in decades, were more punitive than restorative, relying heavily on classroom exclusion, suspension, and expulsion. A growing body of research shows that students receiving exclusionary discipline are less likely to graduate and more likely to become involved in the juvenile justice system, in part because they miss valuable academic instructional time. Also of concern was the discovery that special needs students and students of color experience disproportionately high rates of exclusionary discipline. Furthermore, exclusionary discipline is associated with negative school climate, even for those students who are NOT disciplined.

Passage of the new school discipline law was followed by almost two years of stakeholder engagement and formal rulemaking. This process led to development of new school district policy and procedures to be implemented in the 2019-20 school year*.*

The goal of the new discipline process is to, “administer disciplinary action in a way that responds to the needs and strengths of students, supports students in meeting behavioral expectations, and keeps them within the classroom to the maximum extent possible.” **Here are some highlights of the new policy and procedures:**

* **Other Forms of Discipline**: Emphasis is placed on attempting “other forms” of corrective discipline prior to exclusion, with the goal of helping students meet behavioral expectations without missing class or school.
* **Limitations on Long-Term Suspension and Expulsion**: Schools may only impose long-term suspension or expulsion for those behavioral violations specifically listed in the law AND when the student poses an imminent risk to others or to the educational process. Students in grades K-4 cannot receive long-term suspensions.
* **Family Involvement**: Families will be informed of all exclusionary discipline and will have increased opportunities for involvement and input throughout the discipline process.
* **Educational Services**: Students will continue receiving educational services while they are excluded from school, to ensure they have the opportunity to meet standards and complete subject, grade-level, and graduation requirements.
* **Reengagement Plan**: If a student is excluded, the school district will meet with the student and parents/guardians to develop a reengagement plan “tailored to the student’s individual circumstances,” in order to support the student’s successful return to school.

Please refer to the new Colville School District Discipline Handbook to see the full text of Policy 3241 & 3241P: Student Discipline

# APPENDIX A – FORMS, NOTIFICATIONS, AND POLICIES

THE FOLLOWING REQUIRED NOTIFICATIONS AND FORMS MAY BE FOUND ON THE COLVILLE SCHOOL DISTRICT WEBSITE at www.colsd.org under the parent resources tab. You may also request a hard copy of the following from any Colville school building Office or the Colville School District Office.

## COLVILLE SCHOOL DISTRICT POLICIES

2125 – Health, Family Life and Sex Education

2145 – Suicide Prevention

3115 – Students Experiencing Homelessness: Enrollment Rights and Services

3124 – Removal/Release of Student During School Hours

3205 – Sexual Harassment of Students Prohibited

3207 – Prohibition of Harassment, Intimidation, or Bullying

3210 – Non-Discrimination

3211 – Non-Discrimination and Privacy

3241 – Student Discipline

3245 – Students and Personal Electronic/Telecommunication Devices

3413 – Student Immunization and Life-Threatening Health Conditions

3421 – Child Abuse, Neglect, and Exploitation Prevention

4130 –Title I Parent and Family Engagement

4210(A) – Regulation of Dangerous Weapons on School Premises

4220 – Complaints Concerning Staff or Programs

5011 – Sexual Harassment of District Staff is Prohibited

6895 – Pesticide Notification, Posting and Record Keeping

## OTHER ANNUAL REQUIRED NOTIFICATIONS

* CHILDFIND
* COLVILLE HIGH SCHOOL EXEMPT/OPT OUT FOR PRIVATE INFORMATION FORM
* NOTIFICATION OF RIGHTS UNDER THE FAMILY EDUCATIONAL

RIGHTS AND PRIVACY ACT (FERPA)

* ANNUAL NOTIFICATION OF RIGHTS UNDER THE PROTECTION OF PUPIL RIGHTS AMENDMENT (PPRA)

## NON-DISCRIMINATION STATEMENT

Colville School District does not discriminate in any programs or activities on the basis of sex, race, creed, religion, color, national origin, age, veteran or military status, sexual orientation, gender expression or identity, disability, or the use of a trained dog guide or service animal and provides equal access to the Boy Scouts and other designated youth groups. The following positions have been designated to handle questions and complaints of alleged discrimination: Civil Rights Coordinator - Exec. Director of Business & Operations, Section 504 Coordinator - Exec. Director of Student Services, Title IX Coordinator - Exec. Director of Student Services. Contact: 217 S. Hofstetter Street, Colville WA 99114 [services@colsd.org](mailto:services@colsd.org)

509-684-7850.

# APPENDIX B – SEXUAL HARASSMENT, DISCRIMINATION, AND COMPLAINT PROCESS

**SEXUAL HARASSMEN**T

Students and staff are protected against sexual harassment by anyone in any school program or activity, including on the school campus, on the school bus, or off-campus, such as a school-sponsored field trip.

**Sexual harassment is unwelcome behavior or communication that is sexual in nature when:**

* A student or employee is led to believe that he or she must submit to unwelcome sexual conduct or communications in order to gain something in return, such as a grade, a promotion, a place on a sports team, or any educational or employment decision, or
* The conduct substantially interferes with a student's educational performance, or creates an intimidating or hostile educational or employment environment.

**Examples of Sexual Harassment:**

* Pressuring a person for sexual favors
* Unwelcome touching of a sexual nature
* Writing graffiti of a sexual nature
* Distributing sexually explicit texts, e-mails, or pictures
* Making sexual jokes, rumors, or suggestive remarks
* Physical violence, including rape and sexual assault

**How do I report sexual harassment?**

You can report sexual harassment to any school staff member or to the district's Title IX Officer at 684-7850.

For a copy of your district’s Sexual Harassment policy and procedure, contact your school or district office, and/or go to District website for link to Policy 3205 [www.colsd.org](http://www.colsd.org) ***COMPLAINTS ABOUT DISCRIMINATION, DISCRIMINATORY HARASSMENT, AND SEXUAL HARASSMENT***

**What is discrimination?**

Colville School District does not discriminate in any programs or activities on the basis of sex, race, creed, religion, color, national origin, age, veteran or military status, sexual orientation, gender expression or identity, disability, or the use of a trained dog guide or service animal and provides equal access to the Boy Scouts and other designated youth groups. The following positions have been designated to handle questions and complaints of alleged discrimination: Civil Rights Coordinator - Exec. Director of Business & Operations, Section 504 Coordinator - Exec. Director of Student Services, Title IX Coordinator - Exec. Director of Student Services. Contact: 217 S. Hofstetter Street, Colville WA 99114 [services@colsd.org](mailto:services@colsd.org) 509-684-7850.

**What is a protected class?**

A protected class is a group of people who share common characteristics and are protected from discrimination and harassment by federal, state, or local laws. Protected classes under Washington state law include sex, race, color, religion, creed, national origin, disability, sexual orientation, gender expression, gender identity, veteran or military status, and the use of a trained dog guide or service animal.

**How do I file a complaint about discrimination?**

If you believe that you or your child has experienced unlawful discrimination or discriminatory harassment at school based on any protected class, you have the right to file a formal complaint. For a full copy of the school district’s nondiscrimination procedure, visit [www.colsd.org](http://www.colsd.org)or contact the school district at [**509-684-7850**](tel:509-684-7850)

Before filing a complaint, you may wish to discuss your concerns with your child’s principal or with the school district’s Section 504 Coordinator, Title IX Officer, or Civil Rights Compliance Coordinator. This is often the fastest way to revolve your concerns.

Title IX Compliance Coordinator

Phone [509-684-785](mailto:509-684-785)0

Civil Rights Compliance Coordinator

Phone [509-684-7850](tel:509-684-7850)

**Step 1: Complaint to the School District**

In most cases, complaints must be filed within one year from the date of the event that is the subject matter of the complaint.  A complaint must be in writing, describe what happened, and state why you believe it is discrimination. It is also helpful to include what actions you would like the district to take to resolve your complaint.

Complaints may be submitted by mail, fax, e-mail, or hand delivery to any district or school administrator or the district’s Compliance Coordinator.

When the school district receives your written complaint, the Compliance Coordinator will give you a copy of the district’s discrimination complaint procedure. The Compliance Coordinator will then make sure that the school district conducts a prompt and thorough investigation. You may also agree to resolve your complaint in lieu of an investigation.

 The school district must respond to you in writing within 30 calendar days after receiving your complaint, unless you agree on a different date. If exceptional circumstances related to the complaint require an extension of the time limit, the school district will notify you in writing about the reasons for the extension and the anticipated response date.

When the school district responds to your complaint, it must include:

1. A summary of the results of the investigation;
2. Whether or not the school district has failed to comply with civil rights requirements related to the complaint;
3. Notice of your right to appeal, including where and to whom the appeal must be filed; and
4. Any corrective measures determined necessary to correct any noncompliance.

**Step 2: Appeal to the School District**

If you disagree with the school district’s decision, you may appeal to the school district’s board of directors. You must file a notice of appeal in writing to the secretary of the school board within 10 calendar days after you received the school district’s response to your complaint.

The school board will schedule a hearing within 20 calendar days after they received your appeal, unless you agree on a different timeline. At the hearing, you may bring witnesses or other information related to your appeal.

The school board will send you a written decision within 30 calendar days after the district received your notice of appeal. The school board’s decision will include information about how to file a complaint with OSPI.

**Step 3: Complaint to OSPI**

If you do not agree with the school district’s appeal decision, you may file a complaint with the Office of Superintendent of Public Instruction (OSPI).  A complaint must be filed with OSPI within **20 calendar days** after you received the district’s appeal decision. You may send your complaint to OSPI by e-mail, mail, fax, or hand-delivery:

*E-mail:* [Equity@k12.wa.us](mailto:Equity@k12.wa.us)

*Fax:* [(360) 664-2967](tel:%28360%29%20664-2967)

*Mail:* OSPI Equity and Civil Rights Office, PO Box 47200, Olympia, WA 98504-7200

Complaints cannot be filed with OSPI unless they have already been raised with the school district and appealed, as outlined in Steps 1 and 2 above, or if the school district did not follow the correct complaint and appeal procedures.

For more information, visit [www.k12.wa.us/Equity/Complaints.aspx](http://www.k12.wa.us/Equity/Complaints.aspx), or contact OSPI’s Equity and Civil Rights Office at [(360) 725-6162](tel:%28360%29%20725-6162)/TTY: [(360) 664-3631](tel:%28360%29%20664-3631) or by e-mail at [equity@k12.wa.us](mailto:equity@k12.wa.us).

# APPENDIX C - ACCESS TO PUBLIC DOCUMENTS & TITLE I PARENTS RIGHT TO KNOW

## ACCESS TO PUBLIC DOCUMENTS

Any application and any required policies, procedures, evaluations, and reports will be made readily available to parents and other members of the general public through the district’s Special Education and Superintendent Offices located at **217 South Hofstetter, Colville, WA 99114**.

Please contact the **Superintendent at**

**509-684-7850 or Fax 509-684-7855** to make a request to review any of these public documents.

## PARENTS/GUARDIANS RIGHT TO KNOW TITLE I, PART A PROGRAMS

The Title I, Part A Program makes it possible to expand the basic educational programs schools and districts offer with services and interventions that support struggling learners. Title I, Part A is one of many programs governed by the Elementary and Secondary Education Act or ESEA.  
There are two kinds of programs that schools can fund through Title I, Part A — schoolwide and targeted assistance.

* *Schoolwide* means that all students—based on academic need—are eligible to receive the additional instruction this federal program will fund.
* *Targeted assistance* makes it possible to provide the same benefits but only to selected students based on academic need.

**Your Right to Know**

ESEA directs schools and districts to notify parents about four key requirements of a Title I, Part A program.

1. Professional qualifications of teachers and paraprofessionals who instruct
2. Notification if your child’s teacher is not highly qualified
3. Individual report card that lets you know how your child is progressing
4. Notification that the school has entered school improvement because its students did not make Adequate Yearly Progress—meet the state standard in math or reading or both—for two school years in a row.

**Your Right to Know —Professional Qualifications of Teachers**

Parents of children, who attend schools that receive Title I, Part A funding, have the right to request and receive information about the qualifications of the educators who teach their children core subjects—reading, English language arts and mathematics. The same applies to paraprofessionals who instruct.  
At a minimum, the information you receive must explain these 3 essential components of an educator’s qualifications.

1. Whether or not the teacher met state qualifications and certification requirements for the grade level and subject(s) he or she is teaching,
2. Whether or not the teacher has an emergency or conditional certificate by which state qualifications were waived.
3. What undergraduate and graduate degree(s) the teacher holds, including graduate certificates and additional degrees, and major(s) or area(s) of concentration.

**Your Right to Know—Qualifications of Paraprofessionals Who Instruct**

Districts employ paraprofessionals to provide instructional support— consistent with the instruction provided by the classroom teacher or teachers. In schools that operate a schoolwide program, all paraprofessionals who instruct must have special qualifications. In schools that operate a targeted assistance program, the paraprofessionals who instruct students served by the Title I, Part A program must also have earned these same qualifications.

1. Completed at least two years of study at an institution of higher education, or
2. Obtained an associate’s or higher degree, or
3. Meet a high standard of quality either through a) the ETS ParaPro Assessment, or b) a Para educator apprenticeship program approved by Washington state.

**Notification If Your Child’s Teacher Is Not Highly Qualified**

ESEA directs schools to send timely notice to parents and guardians IF their child has been assigned to, or taught for more than four consecutive weeks by a teacher of a core academic subject who is not highly qualified.

**Report Card for Every Student**

You have a right to know how well your child is progressing. Schools that operate Title I, Part A programs must generate a report card for every student that explains how well that student scored on the state assessment in, at least, reading, English language arts and mathematics.

**State Report Card**

The Office of Superintendent of Public Instruction—Washington’s education agency—publishes a State Report Card online, http://reportcard.ospi.k12.wa.us/summary.aspx?year=2012-13. Use this website to find important information about your school and district, such as the results of state testing, enrollment numbers, facts and figures about the teachers in your school and much more.

**Notification—Mandatory Throughout School Improvement**

Federal law—ESEA—sets a standard for state, district and school accountability, and directs public schools that receive Title I, Part funds to reach 100% proficiency: all students reach state academic standards in math and reading.

Under ESEA, schools, whose students have taken the state assessments and have not met these standards—two years in a row—begin a process of improvement in the next school year. There are five Steps to school improvement. At each Step, schools and districts must make sure parents and guardians receive a detailed explanation of the causes and consequences of the school’s performance and how to get involved in their student’s education.

These notifications must be clear and concise. You should be able to distinguish notifications related to school improvement from other information the school or district sends home. Here are the basics you should expect from your school district.

* What it means to enter a program of school improvement
* Reason this school was identified for improvement
* How the school compares—academically—to other schools in the district and state
* What the school is doing to address the problem.
* What the school district or state is doing to help this school
* How you can get involved, and how you can help to address the academic issues that led to the need for school improvement
* Public School Choice—the option to transfer your student to another public school not in a Step of improvement
* Supplemental Educational Services—the option to access remedial instruction for your student

We explain Public School Choice and Supplemental Services in companion brochures— *Parents’ Guide Public School*

*Choice & School Improvement and Parents’ Guide Supplemental Educational Services & School Improvement*.

Ask Us About Title I, Part A Programs & Your Right to Know

Title I, Part A Office at OSPI, 360-725-6100, online at www.k12.wa.us Office of Superintendent of Public Instruction (OSPI)  
Old Capitol Building, PO Box 47200  
Olympia, WA 98504-7200

U.S. Department of Education: 1-800-USA-LEARN (872-5327)

# APPENDIX D – HIGHLY CAPABLE PROGRAM

**PROGRAM OVERVIEW**

**State’s Definition of Highly Capable Students**

Highly Capable students “perform or show potential for performing at significantly advanced academic levels when compared with others of their age, experiences, or environments. Outstanding abilities are seen within students' general intellectual aptitudes, specific academic abilities, and/or creative productivities within a specific domain.” (WAC 392-170-035) “[S]tudents who are highly capable may possess, but are not limited to, these learning characteristics:

1. Capacity to learn with unusual depth of understanding, to retain what has been learned, and to transfer learning to new situations;
2. Capacity and willingness to deal with increasing levels of abstraction and complexity earlier than their chronological peers;
3. Creative ability to make unusual connections among ideas and concepts;
4. Ability to learn quickly in their area(s) of intellectual strength; and
5. Capacity for intense concentration and/or focus.” (WAC 392-170-036)

**Services**

The Colville School District serves identified students from the point of identification through grade 12. Each student’s services are reviewed periodically to ensure appropriate placement. The district utilizes an in-class program model that may include enrichment activities, differentiation of curriculum, flexible grouping, choice activities, and secondary course options.

**Annual Notification**

Information about the Highly Capable Program and application process is available annually on

the district website, in school newsletters K-12, and at district and school offices. The announcement is available in multiple languages.

**Nomination Procedure**

The identification process occurs at every grade level every year in the spring. The process for identifying students for highly capable services usually begins with nominations, but may also be initiated as a result of strong performance on standardized tests or other indicators. Nominations may come from any source including teachers, staff, parents, the students themselves, other students, or members of the community. Anyone nominating a student must complete a Nomination Form and submit it to the district office. These forms, which include the submission deadline, are available on the school district website, at district schools, and at the district office.

**Assessment Process**

There is no single prescribed method for identification of students. Multiple criteria are used to assess students for highly capable program consideration. The process may include achievement test scores, teacher and parent input, and other performance indicators.

All nominated students are assessed using multiple instruments that may include cognitive ability tests (e.g., CogAT, Otis-Lennon, etc.), achievement tests (e.g., Smarter Balanced or other standardized tests), formal teacher rating forms (e.g., Scales for Identifying Gifted Students, Gates Gifted and Talented Evaluation Scale), and other district-approved materials.

**Parent Information and Permissions**

Parental permission will be obtained in writing before assessments are conducted to determine a student’s eligibility. The parental permission notice shall include explanations of the procedures for identification, program options, and the appeal process. If their child is identified, parents/guardians are required to provide written permission to place their child in a district highly capable program

**Role of the Multidisciplinary Selection Committee**

The Colville School District Multi-Disciplinary Selection Committee (MSC) reviews relevant assessment data to determine the final selection of students to be recommended for highly capable program services. The MSC is comprised of:

* at least one classroom teacher with interest and/or training in teaching highly capable students;
* a school psychologist;
* the district administrator of the highly capable program; and
* at least one building principal.

**Selection Policy and Procedure**

An assessment matrix designed by the Multidisciplinary Selection Committee is used to document and summarize each student’s assessment data. Student profile information is gathered and includes information on cognitive abilities, academic performance, creativity, and other items of value in the assessment process. An Assessment Summary Report indicates whether the student qualifies or does not qualify for program services. A copy of the summary report is sent to the parent(s)/guardian(s) and placed in the student’s permanent file.

**Appeal Process and Exit from the Program**

Within 10 school days of written notification that a student was not selected for district-provided highly capable program services, the parent/guardian may request an appeal of the decision. This request must be submitted in writing to the district’s Highly Capable Program Coordinator and include additional supporting evidence. The Appeal Form is available on the school district website, at district schools, and at the district office. The Appeals Committee will consider all submitted appeals and make a final determination and mail written notification within 30 days of the 10-day appeals deadline. Decisions of the Appeals Committee are final.

A student or parent/guardian may decline services or may request the child be withdrawn from receiving highly capable program services. School district personnel may also request a child be reassessed – with parent/guardian permission – through multiple objective criteria to determine whether the program continues to appropriately serve the child’s needs.

**Students New to the District**

Information about the district Highly Capable Program will be provided to new students who enroll with the district. Appropriate services for students who received gifted or highly capable program services in a previous district will be determined on a case-by-case basis.

***For more information, contact the Highly Capable Program Coordinator***

***Patsy Guglielmino***

***509.685.2106 or*** [***patsy.guglielmino@colsd.org***](mailto:patsy.guglielmino@colsd.org)

*We are an* E*qual* O*pportunity* E*mployer and* E*ducator who fully and actively supports equal access for all people, regardless of sex, race, creed, religion, color, national origin, age, veteran or military status, sexual orientation, gender expression or identity, disability, and the use of a trained dog guide or service animal, and equal access to the Boy Scouts of America and other designated youth groups. We prohibit retaliation against individuals who bring forth any complaint, orally or in writing, to the employer or the government, or against any individuals who assist or participate in the investigation of any complaint, or otherwise oppose discrimination.* I*nquiries regarding compliance and*/*or grievance procedures may be directed to the school district’s Title* IX/*RCW 28A.640* O*fficer and*/*or Section 504*/*ADA Coordinator*: *Randy Clo*k*e, 217 S. Hofstetter, Colville WA 99114, (509) 684-7850, or the Civil Rights Compliance Coordinator at (509) 684-7850*

Colville School District Highly Capable Program-217 S. Hofstetter, Colville, WA 99114-509.685.2106

# APPENDIX E – NONDISCRIMINATION AND PRIVACY

Colville School District Policy No. 3211

Students

NONDISCRIMINATION AND PRIVACY

The board believes in fostering an educational environment that is safe, respectful of individual privacy, and free of discrimination for all students, regardless of sex, sexual orientation, gender identity or gender expression. To that end, the Board adopts an inclusive approach toward protecting the rights of students to participate and engage in school activities without being singled out or excluded for discriminatory reasons. All students have the right to pursue privacy options as outlined in Procedure 3211. The district will comply with local, state and federal laws concerning gender access, antiharassment, intimidation, bullying and nondiscrimination.

Adoption Date: October 18, 2017

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Colville School District does not discriminate in any programs or activities on the basis of sex, race, creed, religion, color, national origin, age, veteran or military status, sexual orientation, gender expression or identity, disability, or the use of a trained dog guide or service animal and provides equal access to the Boy Scouts and other designated youth groups. The following positions have been designated to handle questions and complaints of alleged discrimination: Civil Rights Coordinator - Exec. Director of Business & Operations, Section 504 Coordinator - Exec. Director of Student Services, Title IX Coordinator - Exec. Director of Student Services. Contact: 217 S. Hofstetter Street, Colville WA 99114 [services@colsd.org](mailto:services@colsd.org) 509-684-7850.