

Fort Colville School

1212 East Ivy Street
Colville, Washington 99114
(509) 684-7830

Student/Parent Handbook 2022-2023

***FORT
COLVILLE***



Colville School District #115

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PRINCIPAL'S WELCOME LETTER



Dear Fort Colville Families,

The staff at Fort Colville is excited to welcome our students to the 2022-2023 school year! We are looking forward to partnering with you to ensure our children are afforded the best possible learning experience this year. Without a doubt, it takes commitment from school and home for all children to be most successful.

At Fort Colville our mission is to educate and nurture every child, every day. We will continue to provide a strong academic program and this year we are implementing a program called PBIS to support our students social, emotional and behavioral learning. We will use the acronym SOAR.

S – Show self control
O – Offer kindness
A – Act responsibly
R – Respect self and others.

We have a number of volunteer opportunities every year. If you are interested in volunteering in our library, being a reading partner, or helping with classroom activities, you need to fill out a volunteer packet available in our main office.

We are looking forward to being partners in your student's education. Please call or email with any questions or concerns you have as the year progresses.

Respectfully,

Brian Cecil, Principal
Fort Colville School
1212 East Ivy
Colville, WA 99114
(509) 684-7830

DISTRICT CALENDAR

Colville School District #115 ~ Student School Calendar 2022-2023

August 2022 (3)

M	T	W	T	F
22	23	24	25	26
29	30	31		

September 2022 (21)

M	T	W	T	F
			1	2
(5)	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

October 2022 (21)

M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

November 2022 (18)

M	T	W	T	F
	1	2	3	4
7	8	9	10	(11)
14	15	16	17	18
21	22	(23)	(24)	(25)
28	29	30		

December 2022 (12)

M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
(19)	(20)	(21)	(22)	(23)
(26)	(27)	(28)	(29)	(30)

January 2023 (20)

M	T	W	T	F
(2)	3	4	5	6
9	10	11	12	13
(16)	17	18	19	20
23	24	25	26	27
30	31			

February 2023 (18)

M	T	W	T	F
		1	2	3
6	7	8	9	10
13	14	15	16	(17)
(20)	21	22	23	24
27	28			

March 2023 (23)

M	T	W	T	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

April 2023 (15)



M	T	W	T	F
(3)	(4)	(5)	(6)	(7)
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

May 2023 (22)

M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
(29)	30	31		

June 2023 (7)

M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16

	First and Last Day for Students
	Parent/Teacher Conference Day
()	No School for Students and Staff

Significant Dates

Aug. 23	District/Building Day
Aug. 24	Teacher Work Day/PLC Day
Aug. 29	First Day of School for Students
Sept. 5	Labor Day
Nov. 1	First Quarter Ends
Nov. 1-2	Parent/Teacher Conferences (No school for Students)
Nov. 11	Veterans' Day
Nov. 23-25	Thanksgiving Break
Dec. 19- Jan. 2	Winter Break
Jan. 16	Martin Luther King Jr. Day
Jan. 20	Semester One Ends Report cards mailed by Feb. 1
Jan. 23	Parent/Teacher Conferences (No school for Students)
Feb. 17-20	Presidents' Day
Feb. 17	may be used as a Snow Makeup Day, if needed
March 27	Parent/Teacher Conferences (No school for Students)
March 29	Third Quarter Ends
April 3-7	Spring Break
May 29	Memorial Day
June 3	CHS Graduation Day
June 9	Last Day of School for Students (1/2 day) / Staff Check-Out
June 9	Semester Two Ends Report cards mailed by June 15
Feb. 17	may be used as a Snow Makeup Day, if needed (decision will be made by January 27)
June 12, 13	Snow Makeup Days, if needed

DAILY SCHEDULE

Fort Colville School 2022-2023

Daily Schedule

8:00 a.m..... School Starts

8:05 a.m. Flag Salute/Announcements

8:10 a.m.....Tardy Bell

9:35-9:50 A.M. Recess

11:20-12:00.....1st Lunch/Recess – 3rd Grade

11:40-12:20 2nd Lunch/Recess – 4th Grade

12:00-12:40 3rd Lunch/Recess – 5th Grade

2:40 p.m. Dismissal for All Students

TEACHERS AND STAFF

Fort Colville School, 2022-2023

Principal

Brian Cecil

Secretaries

Loretta Burkey

Johni Morris

Custodians

Adam Brozik

Linda Krieger

Nurse

Marlee Seemann

Grade 3

Traci Andres

Emily Levchenko

Renae Long

Kathy Maier

Sharon Schneider

Grade 4

Paige Benson

Melissa Burkey

Sarah Franko

Ratnali Jaiswal

Melissa Petrey

Grade 5

Nathan Burkey

Christi Grittner

Elizabeth Monbouquette

Larrie Nokes

Allison Thompson

Music

Linette Richie

Kitchen

Wendy Doney

Patrick Heidinger

Rosa Smith

Title/Lap/Intervention

Stephanie Morehouse

Technology

John Andres

Librarian

Addie Johansen

Special Education

Megan Johns

Melissa Riker

Tawni Zerba

P.E. Specialist

Reed Benson

Counselor

Kathryn Orwig

Positive Reinforcement Para Educator

Candice Ruetsch

Psychologist

Kiana Eckersley

William John

Occupational/Physical Therapist

Jenyne West

Catherine Lochner

Speech Therapist

Shelley Malone

BrieAnn Rajewski

Para-Educators

Heather Anderson

Brenda Bennett

Amy Brown

Lori Hale

Kim Lembcke

Anna Vining

Diane Weaver

ELL

Kati Wright

MATERIALS ACCESSIBLE ONLINE

Please visit the Colville School District website (www.colsd.org) to find the following forms and notices:

- Fort Colville 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
- Policy 4130/4130P – Title I Parental Involvement
- Volunteer Packet

EXPECTATIONS AND RESPONSIBILITIES

SOAR

The goal of Fort Colville Elementary is to ensure students' safety and to increase responsible behavior by having clearly defined behavior expectations that are taught, practiced, modeled, and reinforced consistently through the school by all staff and students.

Our school-wide plan involves four major expectations-

Show self-control

Offer kindness

Act responsibly

Respect self and others

= SOAR!

Fort Colville Falcons Behavior Expectation Matrix

	Hallway	Playground	Bathroom	Cafeteria	Bus	Walkers/Pick Ups
S Show self control	*Walk on the right side, eyes looking forward. *Keep hands and feet to yourself.	*Be aware of others *Use equipment appropriately. *Control your body to keep others safe. *Stay in designated areas.	*Allow privacy for each person. *Use level 0-2 voice. *Stay in approved areas. *Keep stall walls clean and free from markings.	*Use time to eat wisely. *Walk in line and don't cut in front of others. *Stay seated until dismissed. *Walk at all times. *Feet on the floor.	*Stay seated and face forward. *Watch for traffic when entering and exiting. *Keep hands and feet to yourself.	*Keep hands, feet, and objects to yourself. *Watch for traffic. *Walk in all pick up areas.
O Offer kindness	*Use level 0-2 voice so others can continue learning. *Hold doors for others.	*Use positive and appropriate language. *Invite others to join in. *Be a good friend. *Work together to solve problems.	*Wait your turn. *Help pick up and keep the restroom clean.	*Raise your hand for help. *Use voice level 1-2 to visit with neighbors. * Include others.	*Use kind words. *Listen to the bus driver. *Use level 2 voice so the bus driver can pay attention.	*Use kind words. *Listen to the adults.
A Act responsibly	*Walk directly to your destination. *Return to class promptly.	*Line up at first signal. *Make good choices. *Leave toys, electronics, and other personal items in backpack. *Return equipment.	*Return to class promptly. *Clean up after yourself. *Wash your hands. *Put paper towels in the trash.	*Clean up after yourself. *Place all trash in the trash can.	*No eating or drinking. *Keep track of your belongings. *Walk directly to your bus.	*Go directly to destination. *Keep cell phone in backpack. *Look for your vehicle.
R Respect self and others	*Respect personal space. *Keep the hallway clean. *Be respectful of others' work.	*Take turns. *Use kind words and actions. *Show good sportsmanship.	*Respect privacy. *Use kind words and actions. *Use supplies properly.	*Use a respectful tone. *Use good table manners. *Say "please" and "thank you".	*Keep noise down. *Use kind words and actions. *Listen for your stop. *Remember your bus number.	*Pay attention to others around. *Keep noise down. *Respect others belongings.

RESPONSIBILITIES

We must work together to have a safe and fun school. EVERYONE at Fort Colville 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.

Provide 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.

FACE-TO-FACE & REMOTE/ONLINE INSTRUCTION

Our district will prioritize providing face-to-face instruction as public health conditions allow, instituting physical distancing and other preventative practices to keep students and staff healthy. When face-to-face instruction is not possible, the district will have a contingency plan in place for continuous remote/online learning should we need to close to preserve health and safety.

HELPING AT HOME

As a parent/guardian, you have been involved in the education of your student since the first day of their 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.
- 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.

HOMEWORK GUIDELINES

Definition

Homework is previously learned classroom material taken home for practice and reinforcement purposes. While the teacher may designate an incomplete assignment as homework, unfinished class work generally is not considered homework. An example of homework would be twenty minutes of reading from a library book.

Amount of Homework

While the amount of homework assigned varies with the grade of the student, it is expected that all students will have homework. A general guideline is a limit of one and one-half hours per week, Monday through Thursday. Specific limits by grade will be determined and stated in teacher homework statements submitted at the beginning of the year.

Responsibilities

Student Responsibility: It is the student's responsibility to take work home, share it with their family, complete it, and return it to school on time.

Parent Responsibility: It is the responsibility of the parent to ask to see homework, check for student understanding, and to give verbal support when the work is completed. Parents may clarify understanding and should notify the teacher if the student does not understand the work assigned. Parents should set a time for homework completion.

Teacher Responsibility: The teacher needs to plan student assignments of appropriate length and purpose. They need to communicate with other teachers serving the student and do their best to ensure success in learning. They also need to assess/monitor homework in a timely manner. Teachers should endeavor to regularly give recognition to parents and students following these guidelines.

Principal Responsibility: It is the responsibility of the principal to support, review and update homework guidelines and monitor the implementation of these guidelines. This includes informing parents of district guidelines, training staff, and checking for evidence of homework implementation.

INTERVENTION

Fort Colville qualifies as a School-Wide Title I School and receives federal Title I funds to intervene and help students who are falling behind. The goal of our intervention program is to immediately help students when they need it and provide them with more opportunities for success. Interventions, or different instructional strategies, will be provided for children who are struggling as well as for those who need to be challenged with harder work.

All Colville School District staff members meet the highly qualified federal conditions required to receive Title I funds. If a staff member were missing an endorsement, the school would let you know. At any time you may request information about the professional qualifications of your student's teachers.

Parents are an integral part of planning and evaluating the intervention programs in our schools. We invite you to:

- Help develop policy.
- Attend two annual meetings.
- Review information regarding the school and programs.
- Develop a compact with the school, yourself and your student.
- Attend student led conferences throughout the school year.
- Review quarterly progress reports and access daily updates via the Skyward Internet access program.
- Join our parent advisories to discuss programs throughout the year.
- Complete an annual evaluation of our school-wide programs and their effect on your student.

PARENT/STUDENT/TEACHER COMPACT

School staff and parent advisors collaborated to develop this Compact for the 2020-21 school year.

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. The school will provide high quality curriculum and instruction and an effective and supportive learning environment to meet the state's challenging student performance standards. Communication between parents and teachers is very important for the success of the student. There will be regular parent conferences at the end of grading periods to discuss student progress. Materials and training for parents will be offered at each student conference to help parents work with their students to improve their academic performance. Volunteering by parents is welcome.

As a student, I will:

- Attend school regularly and always try to do my best.
- Come to school each day with my supplies.
- Complete and return homework assignments.
- Conform to rules of student conduct.
- Other: _____

As a parent/guardian, I will:

- See that my student is punctual and attends regularly.
- Establish a time and place in the home for homework.
- Communicate regularly with my student's teachers.
- Support the school in its efforts to maintain proper discipline.
- Other: _____

We, the Title I/LAP staff will:

- Provide meaningful and appropriate learning activities.
- Encourage students to do their best and be successful in their work.
- Enforce school and classroom rules fairly and consistently.
- Maintain open lines of communication with teachers, student, and parents, keep parents informed of student progress and encourage parents to be involved in their student's education.
- Other: _____

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.

Because Parent-Teacher Conferences are such an important part of our school-to-home communication, the following suggestions are being offered to help you get the most out your conferences:

- Before the conference, jot down questions you want to be sure to ask or areas you want to be sure to cover. Ask your student if there is anything they would like you to ask the teacher.
- Please be on time. This enables the teachers to spend the time available discussing your student.
- If you don't understand what the teacher is saying or if the teacher doesn't answer your questions to your satisfaction, please ask them to explain more clearly.
- Conferences are a two-way exchange of information. Please provide the teacher with any information that would help them to help your student do better in school.
- Take notes – it will be helpful later.
- When the conference is over, it is often helpful to discuss what you and the teacher have talked about with your student. Be sure to talk about the positive things you and the teacher shared, then focus ways you and your student could work together in those areas that need improvement.
- If a plan of action for your student is agreed upon with the teacher, please follow up on it.
- Don't hesitate to call the teacher to check on your student's progress or to schedule another meeting.

We look forward to seeing you during conference times and feel it will help with your student's success.

SCHOOL-WIDE RULES

Staff, students, and parents all agree that Fort Colville School should be a safe and fun place in which to learn! To accomplish this worthy goal, our students need to have and follow clear and well-defined standards of conduct, with students knowing what is expected of them. Furthermore, all students should be apprised of the potential consequences for misbehavior or choosing not to abide by the standards of conduct set by the school community.

To this end, all families of students at Fort Colville receive a copy of the Fort Colville School-Wide Rules/Information as school begins each year listing clearly the **SOAR EXPECTATIONS** of all students:

S – Show self control
O – Offer kindness
A – Act responsibly
R – Respect self and others

To further assure student understanding of appropriate conduct, our staff at Fort Colville has devised a curriculum, which is covered in each class at the beginning of each year. The goals of the behavior curriculum are to help students **SOAR**:

- Contribute to a safe and orderly environment for learning
- Cooperate with others
- Respect rights and property of others
- Manage their behavior

Staff will educate students about the way they are expected to behave during arrival and departure from school, on the playground, inside the building, and while riding the school bus.

GENERAL INFORMATION

ATTENDANCE

Regular attendance is imperative to a student's academic success. It is our desire that all students be successful at Fort Colville Elementary. Learning at the elementary level is vital for future success at the secondary level.

Attendance Laws

New Washington State Laws have gone into effect starting in the Fall of 2016 regarding attendance for BOTH Excused and Unexcused absences. Now, excessive Excused absences require school and parent attention and action rather than just Unexcused absences.

Attendance Guidelines

The Attendance Guidelines require that a parent Pre-Becca Conference be held if a student has:

- 3 Unexcused absences in a month
- 5 Excused absences in a month
- 10 Excused absences in a year

If absences and/or excessive tardies are not remedied after the Pre-Becca Conference, the District shall file a Truancy Petition with the Court no later than when the student has:

- 7 Unexcused absences in a month, or
- Upon the 10th Unexcused absence in a year, or
- When Excessive Excused absences are impacting academic progress

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.

Tardies

Students who are tardy disrupt learning for themselves and others and miss out on morning instructions for the day. The BECCA Law requires that excessive Tardies be reported for follow-up with the Court system.

All absences, other than those listed above, 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 by phone, email, or written note 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 Fort Colville by making phone calls home, home visits, and/or conferences. This daily phone calling is for your student's protection.

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 684-7830.

ATTIRE AND APPROPRIATE APPEARANCE

STUDENTS ARE EXPECTED TO COME TO SCHOOL APPROPRIATELY DRESSED. There are a variety of situations to consider in determining what is appropriate such as field trips, P.E. and weather conditions. The following list covers some of the things that are never appropriate, but is not intended to be all inclusive.

The following are NOT considered appropriate for class:

- Writing on hands, face, legs, arms, or clothing.
- No hoods and bandanas
- Bare feet, flip-flops.
- Clothing with violent or vulgar language, pictures, racial slurs, or hate messages.
- Clothing that glorifies alcohol, drugs, gangs, sex, or tobacco products.
- Chains, collars, or jewelry with sharp protruding objects.

In addition, please consider whether the clothes fit as intended. Clothes that are too small or too large can result in inappropriately exposed body parts or undergarments. A student arriving at school dressed inappropriately will be asked to call home to get a change of clothes.

Make-Up

We discourage make-up use at this age level. However, if worn, it should be used in small amounts. It must NOT be:

- Applied while at school.
- Brought on school grounds and it cannot be shared with others (lip gloss, chap stick, etc., included).

BICYCLES/SKATEBOARDS/SCOOTERS

Bicycles/Scooters

Bicycles/Scooters are to be placed in the racks provided in the front of the school. The school cannot be responsible for lost or stolen bicycles/scooters. Bicycles/scooters are to be walked on the school grounds before and after school. This is for the students' protection.

We strongly encourage bicycles/scooters/skateboard riders to wear helmets at all times.

Skateboards

Skateboards will be stored in the office upon arrival to school.

BULLYING, HARASSMENT, OR INTIMIDATION

We strive to provide our students with optimal conditions for learning by maintaining a school environment where everyone is treated with respect and no one is physically or emotionally harmed. To ensure respect and prevent harm, it is a violation of district policy for a student to be bullied, harassed, or intimidated in the school community, at school sponsored events, or when such actions create a substantial disruption to the educational process.

Definition

Bullying, harassment, or intimidation includes: any intentional written, verbal or physical act, including, but not limited to, one shown to be motivated by any characteristic in RCW 9A.36.080 (3) (race, color, religion, ancestry, national origin, gender, sexual orientation, or mental or physical disability) or other distinguishing characteristics is strictly forbidden, when the act: (a) physically harms a student or damages the student's property; or (b) has the effect of substantially interfering with a student's education; or (c) is so severe, persistent or pervasive that it creates an intimidating or threatening environment; or (d) has the effect of substantially disrupting the orderly operation of the school.

For further information, please refer to District Policy 3207/3207P.

Reporting

Bullying, harassment, and intimidation complaints are taken very seriously. There are complaint forms available in the school office. Completed forms can be turned in to any staff member. Problems may also be reported by phone, online, and/or anonymously; for details see REPORTING SAFETY ISSUES (SafeSchools Alert) in this Handbook.

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 – please include the bus number, and name and address of the place they will be going.
- Students need to bring a note to the office or give it to their teacher before we can issue a bus pass.
- The student needs to give the bus pass to the driver when boarding the bus.

COMPUTERS AND THE INTERNET

Because technology is such an important part of today's society, using technology during school is a critical component of your student's learning. Computers and the Internet are tools your student will use while attending Fort Colville. For the safety of all, certain behaviors are not allowed. Students must NOT:

- Use any computer, network, control center, or teacher workstation without permission.
- Modify or alter on the network operating system.
- Bring up inappropriate or unauthorized websites.
- Vandalize equipment.
- Use software or passwords illegally.
- Install or store illegal hardware or software on any network, server or workstation.

CONTACTING STUDENTS

We greatly appreciate if parents call in **before 1:30 p.m.** with any messages that need to get to students before the end of the school day. Due to the high volume of calls at the end of the day, we need this time to ensure your student will receive your message.

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 Definition

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 Definition

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, Randy Cloke, at 684-7873. 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 (colsd.org) for a link to Policy 6590. Problems may also be reported by phone, online, and/or anonymously; for details see REPORTING SAFETY ISSUES (SafeSchools Alert) in this Handbook.

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 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, Fort Colville 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 accordance with State law, safety drills will be held on a monthly basis.

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. In the event of an emergency, this is where the school district's School Messenger automated calling system gets its information to contact parents.

FIELD TRIPS

Students at Fort Colville have the opportunity to participate in a variety of field trips during the year and parent volunteers help those trips run smoothly. To ensure student safety, we need parent volunteers to complete a Volunteer Packet YEARLY. These packets are available from our office. Packets need to be completed and turned in with a copy of your driver's license one week prior to volunteering in classrooms or attending a field trip. Thanks in advance for volunteering in our schools!

HEALTH/MEDICATION

First Aid

We are able to offer only minimal first aid treatment (bandages, ice packs, etc.). We 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 immunization, 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.

Injuries & Insurance

Our school district does everything in its power to keep your student safe and secure while attending school. However, we are unable to guarantee your student will not be hurt or injured while attending school. Our district's insurance **DOES NOT** provide medical insurance coverage for school accidents. This means that you are responsible for the medical bills if your student gets hurt during the school day or at school activities. The School's liability coverage will provide protection if the district is found to be negligent in some manner; however, "slip & fall" or playground accidents are rarely the fault of the school district. Student accident insurance is available for you to purchase. Contact the school office for more information.

Medication

To ensure the safety and health of all students, 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 leftover 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 must complete 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.**

LOST & FOUND

There are two locations for Lost and Found items at Fort Colville. Large items such as jackets, backpacks, and lunch boxes are placed in the Lost and Found bin located by the office. Small items such as wallets, jewelry, and money are kept at the front office. Each year a number of good sweaters and jackets remain unclaimed and are given away to local charitable organizations.

We encourage parents to make sure student names are marked inside of jackets/coats, backpacks, and lunch boxes so they can be returned to their owners. If your student is missing an item, please check the Lost and Found bin right away, or check with our front office. **Due to the large volume of lost and found items and lack of storage space, items remaining in the Lost and Found will be delivered to a local charitable organization on the last day of each school quarter.**

LUNCH/BREAKFAST PROGRAM

For the 2022-2023 school-year there will be no cost to students for lunch and breakfast. The breakfast/lunch program will be in effect again this year.

National School Lunch Program

Please call our office for 2022-2023 Food Service Changes. You can pick up information on the National School Lunch Program/School Breakfast Program in our office.

Family Income Survey forms were mailed home at the beginning of the school year to parents and guardians. Additional copies are available at the office. Surveys will need to be completed by the end of September.

Meal Prices (No Breakfast and Lunch Fees for 2022-2023)

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

NEWSLETTER

Look for the Fort Colville newsletters. The newsletter is designed to help keep you informed of school programs, changes, and activities. We also send home with students during the year our district hot lunch menu and other important information. Please take a few minutes to go through the papers your student brings home.

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, please complete the Colville School District Exempt/Opt Out form, available online when registering the student each year, or at the office.

PARENT ADVISORY GROUP

Get involved with the Fort Colville Parent Advisory. This group meets quarterly with the Principal to discuss school issues. Your input is needed and welcome. Watch the 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. We suggest expensive items such as, cell phones, cameras, video games, iPods, MP3 players, laptops, electronic notebooks, etc., be left at home. The school is **not** responsible for the theft or disappearance of these electronic devices. Skateboards, rollerblades and scooters are not allowed on school property.

PUBLIC DISPLAY OF AFFECTION

Good judgment should be used in personal relationships. Hand-holding, kissing, and full body embracing are prohibited at school or during school functions.

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. 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 complete the Colville School District Exempt/Opt Out form, available online when registering the student each year, or at the office.

Student Photos

You may also complete the Fort Colville 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
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

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

Arrival

Our day will start at 8:00 am. Students who will be eating breakfast at school should plan to arrive around 7:45 am (Please remember that all students will be provided breakfast and/or lunch free of charge this year). If your student eats before coming to school, closer to 8:00 is preferred. When students arrive, they will go to their classroom and drop off their backpacks, then go to the cafeteria if they are getting breakfast, or head out to the playground if they don't need to eat. At 8:00 teachers will bring kids into school to start our academic day.

Afternoon Pick-Up

Please help us make it safe for students when picking up your student from school. Students are released at 2:40 p.m. ***Please park on Madison St. or by the upper upper field on Ivy St. Do not park on the curb in front of the school in the bus lane.***

Late Arrival and Early Departure From School

There is a sign in/out sheet at the front office counter if you bring your student to school late or take them out of school early. Our first bell is at 8:00 a.m. and students are to be in their seats and ready to begin their day. The flag salute and announcements for the day are at 8:05 a.m. Students who arrive **after 8:10 a.m. are considered tardy, and a note is required from the parent.** If students are tardy, they must come to the office to receive a pass to be admitted to class.

Please avoid, whenever possible, picking your child up before school dismisses. If you need to pick up your student from school before 2:40 p.m., **please come to the office to sign him/her out.** We are responsible for your student during school hours. No student will be allowed to leave the building during the school day without being checked out by the legal parent or guardian, or if we receive prior written/verbal permission from the parent/guardian with other instructions. **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 to deliver messages.**

Cell Phones/SMART Watches/ELECTRONIC DEVICE USAGE

We discourage students having cell phones, SMART Watches, and other electronic devices at school. If brought, these devices must remain turned off and in the student's backpack. These devices will be taken from students if they have them out in the classroom or on the playground during school hours. If cell phones, SMART Watches 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. Students can turn their cell phones and SMART Watches ON after school hours. (If you feel for medical or emergency reasons that your student needs to have access to their cell phone/SMART Watch during school hours this will require prior approval with the building Principal). At no time is the school responsible for loss, theft, or damage of any electronic devices, including cell phones and SMART Watches. Their devices are not needed in school. It is the student's responsibility to secure any devices that they bring on campus.

Each classroom is equipped with a telephone. This phone is for **emergencies** only. Students should make arrangements for after school activities, i.e., going with a friend, riding a different bus, the night before. Taking time out of the class day to make these arrangements will not be allowed.

VISITORS

No visitors to classrooms for 2022-23 – all items that need delivered to a student will be left at the office for delivery. If you are dropping an item off for your student, you may leave it at the front office for delivery. If you need to see your student, the secretaries will call them out of class to come to the office to see you, so as not to disturb the whole class.

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 and online (colsd.org). Packets need to be completed and turned in with a copy of your driver's 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 that were 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.colstd.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 509-684-7850.

APPENDIX B – SEXUAL HARASSMENT, DISCRIMINATION, AND COMPLAINT PROCESS

SEXUAL HARASSMENT

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: Randy Cloke at 684-7873

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

COMPLAINTS ABOUT DISCRIMINATION, DISCRIMINATORY HARASSMENT, AND SEXUAL HARASSMENT

What is 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.

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 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 resolve your concerns.

Randy Cloke, Title IX Compliance Coordinator

Phone [509-684-7875](tel:509-684-7875); rcloke@colsd.org

Randy Cloke, Civil Rights Compliance Coordinator

Phone [509-684-7875](tel:509-684-7875); rcloke@colsd.org

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

Fax: [\(360\) 664-2967](tel:(360)664-2967)

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, or contact OSPI's Equity and Civil Rights Office at [\(360\) 725-6162](tel:(360)725-6162)/TTY: [\(360\) 664-3631](tel:(360)664-3631)

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 Pete Lewis** 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 paraeducator 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) Students 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

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 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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