

# **PANORAMA ALE**

225 S. Hofstetter Street  
Colville, Washington 99114  
(509) 684-7840

# **Student/Parent Handbook 2023-2024**

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## PRINCIPAL'S WELCOME LETTER

Dear Parents,

Welcome to Panorama ALE, a Colville School District program dedicated to supporting parents and students who are committed to teaching and learning at home and in the community.

Through Panorama ALE, you will have regular contact with a certificated teacher who will help you plan your instructional program. Our District's latest textbooks and other approved instructional materials are available. Your teachers can discuss instructional strategies that might be most effective with your child. They can interpret District testing information that can reinforce and guide your instruction.

We look forward to partnering with you and helping you design a meaningful, rigorous educational plan that will help you deliver quality education to your child(ren).

Sincerely,

Brad Groce, Principal  
Alternative Programs

## TEACHERS AND STAFF

Panorama ALE, 2023-2024

225 S. Hofstetter Street

Colville, Washington 99114

(509) 684-7840

Office Hours: 7:00 a.m. – 3:30 p.m.

### **Principal**

Brad Groce	684-7840	<a href="mailto:bradley.groce@colsd.org">bradley.groce@colsd.org</a>
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### **Program Secretary**

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Jera Donner	684-7840	<a href="mailto:jera.donner@colsd.org">jera.donner@colsd.org</a>
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### **Consulting Teacher**

Teri Suiter	685-2110	<a href="mailto:tsuiter@colsd.org">tsuiter@colsd.org</a>
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Kyla Struck	684-7840	<a href="mailto:kyla.struck@colsd.org">kyla.struck@colsd.org</a>
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Cassi Beardsley	684-7840	<a href="mailto:cbeardsley@colsd.org">cbeardsley@colsd.org</a>
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### **Colville School District Board of Directors**

Joe Fazzari

Bob Gumm

Joseph Schweitzer

Sarah Newman

Dave Naff

### **Superintendent**

Kevin Knight

## MATERIALS ACCESSIBLE ONLINE

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

- Access to Public Documents Notification
- Exempt/Opt Out Form
- Policy 3205 – Sexual Harassment of Students Prohibited
- Policy 3241 – Student Discipline
- Policy 3413/3413P – Student Immunization and Life-Threatening Health Conditions
- Title I Federal School Information
- Volunteer Packet

## EXPECTATIONS AND RESPONSIBILITIES

### RESPONSIBILITIES

Each participant in the Panorama ALE has responsibilities:

#### Certified Staff

- Identify appropriate K-12 Standards and Guidelines for each student.
- Develop the Written Student Learning Plan (WSLP) and share it with parent and student.
- Identify and help to provide appropriate instructional materials.
- Assess the success of the WSLP and student achievement in accordance with state rules, as adopted by the Office of Superintendent of Public Instruction.
- Refer students who are not substantially successful in the Panorama ALE to other courses of study.
- Document weekly contact as required by state rules.

#### Parents

- Supervise and assess daily progress.
- Discuss student progress monthly and sign monthly progress review.
- Keep records including samples of completed work.
- Take primary responsibility for the student's education and provide instruction in accordance with the WSLP.
- Document time spent on Written Student Learning Plan (WSLP) activities, when required.
- Assure appropriate behavior by students attending all activities.
- Accompany students on field trips.

#### Students

- Ask questions so the staff can assist you.
- Keep school materials in good condition.
- Bring current work and books to each meeting.
- Master the K-12 Learning Standards and Guidelines associated with the Written Student Learning Plan (WSLP) in a timely manner.
- Complete and document (if needed) sufficient hours of schoolwork each week to maintain adequate progress and fulfill course contracts.
- Attend scheduled meetings.
- Demonstrate appropriate behavior during activities.

# PANORAMA ALTERNATIVE LEARNING EXPERIENCE (ALE)

## PURPOSE

The purpose of the Colville School District's Panorama ALE is to support the district's mission "to equip our students with the knowledge and skills to succeed and prosper in an ever-changing global society" by providing consultation, instructional materials and curriculum to parents and students dedicated to teaching and learning at home. Panorama ALE recognizes the parents/guardians as the ones providing the majority of instruction to their children. Our role is to support that instruction – not replace it.

## PROGRAM DESCRIPTION

The Panorama ALE is designed to provide families of students in Kindergarten through 12th grade the opportunity to combine the best aspects of public schools and learning at home. Students are enrolled in the Colville School District. Enrolled students meet on a predetermined weekly basis with an experienced teacher who is knowledgeable in setting goals and learning targets, suggesting alternatives, recommending resources, and assessing progress. The consulting teacher is here to assist the student and parents and to provide a successful and rewarding educational experience.

## STATEMENT OF UNDERSTANDING

In accordance with the Alternative Learning Experience (ALE) rule (WAC 392-121-182) section (6) (j), parent(s) or guardian shall, prior to enrollment, be provided with and sign documentation attesting to the understanding of the difference between home-based instruction and enrollment in an alternative learning experience.

### Home Based Instruction

Home based instruction is authorized under RCW 28A.225.010 and RCW 28A.200. When a parent or guardian has filed a "declaration of intent to provide home-based instruction" with the District and is meeting the requirements for home-based instruction stated in RCW 28A.225, the student is eligible to receive home-based instruction.

Students receiving only home-based instruction are not enrolled in public education, and they do not have to comply with the rules and regulations regarding public schools. Since the student is not registered or enrolled in the public school system, the school district is under no obligation to provide instruction or instructional materials for these students. Home-based instruction students are not required to participate in any district or state testing and/or assessments. Additionally, home-based instruction students are not eligible for graduation through a public high school unless they meet all of the graduation requirements established by the state, district, and the local high school. This includes earning the Certificate of Academic Achievement.

### Part-time Enrollment

Home-based instruction students may have access to ancillary services and may enroll in a public school course, such as an alternative learning experience course, on a part-time basis where space is available. Part-time enrollment is defined as being less than full-time enrollment. In these cases, the student is responsible for maintaining acceptable attendance and meeting all course and school requirements. For an alternative learning experience, this will mean meeting the requirements of the Written Student Learning Plan (WSLP). The student continues to be considered a home-based instruction student when enrolled part-time in a public school setting. Therefore, except for the individual class requirements, school and district attendance rules, and school behavior policies, the limitations and restrictions noted in the paragraph above are in force.

### Full-time Enrollment

A student enrolling full-time in a public school alternative learning experience program is not receiving home-based instruction, even if the parent or guardian has filed a “declaration of intent to provide home-based instruction” with the school District. The student is considered a public school student and is subject to all the rules and regulations governing the actions of all public school students. This includes, but is not limited to, attendance, meeting course requirements, graduation requirements, and assessment requirements. Full-time students are eligible for graduation from a public high school upon meeting all of the school, district, and state requirements.

### Private School Students

Private School students are students enrolled in an approved private school in the State of Washington. Students receiving private school instruction are not enrolled in public education; they do not have to comply with the rules and regulations regarding public schools. The school district is under no obligation to provide instruction or instructional materials for classes the student is not registered or enrolled in public schools. Students enrolled in private schools are not required to participate in all district and state assessment. However, private school students are not eligible for graduation through a public high school until they meet all of the graduation requirements established by the state, district and local high school, including earning the Certificate of Academic Achievement.

Private School or Home Based Instruction students may have access to ancillary services and may enroll in a public school course on a part-time basis where space is available. Part-time enrollment is defined as being less than full-time enrollment. In these cases, the student is responsible for maintaining acceptable attendance and meeting all course and school requirements. The student is considered to be a Private School or Home Based Instruction student, when enrolled part-time in a public school setting.

School and district attendance rules, and school behavior policies, must be followed. For classes taken under home-based instruction or as a private school student, the limitations and restrictions noted in paragraphs one and two above, are in force.

### Public School Students

Students enrolling in a public school are neither Private School Students nor Home Based Instruction students – they are considered public school students and are subject to the rules and regulations governing the actions of all public school students. This includes, but is not limited to, attendance, meeting course requirements, graduation requirements, and assessment requirements. Full-time students are eligible for graduation from a public high school upon meeting all of the school, district, and state requirements.

All instructional materials used for public school instruction must meet the standards set forth by the local school district board policy.

## **ACADEMICS**

### **APPLYING FOR ADMISSION**

For admission to the Panorama ALE, parents must provide or complete the following:

- Submit an online enrollment application [www.colsd.org](http://www.colsd.org)
- An up-to-date immunization record
- Birth certificate
- Choice Transfer Request (If you reside outside the Colville School District boundaries, you must complete a Choice Transfer Request each year to be enrolled in the Panorama ALE).



## ENROLLMENT REQUIREMENTS

### Instruction

In Panorama ALE, the parent educator has direct supervision over their student's daily instruction, curriculum, and skill development. A state certified teacher has the responsibility to implement and assess the learning plan, and verify the student is making adequate academic progress. Each month, the student's educational progress must be reviewed and communicated to the student and to the parent. Each week, the consulting teacher and student are required to have direct contact until the student completes course objectives or the requirements of the learning plan. This weekly contact is for the purpose of instruction, review of assignments, testing, reporting student progress, or other learning activities.

Since the primary classroom is the home, parents need to structure the student's school day to facilitate his/her learning. The parent needs to be available during this structured time to provide an optimum learning opportunity. It is the parent's responsibility to correct assignments and keep testing materials and answer keys secure.

Full-time students are expected to engage in learning activities a minimum of 28 hours for grades K-12 each week. This may include seatwork, field trips, instructional time at a public school, audio-visual work, etc.

### Written Student Learning Plans (WSLP)

At the time of admission to Panorama ALE, the parent, student and certificated teacher will establish the year's individual learning goals for the student, which are derived from the Washington State and K-12 Learning Standards and Guidelines. The Written Student Learning Plan will contain a description of learning activities, books and materials to be used, grade level testing, and direct contact time.

### Monthly Review of Written Student Learning Plan (WSLP)

The Washington Administrative Code requires the certificated teacher to review the student's progress towards meeting the learning goals set forth in the Written Student Learning Plan each month and present the assessment to the parent. **Parents of K-8 students should make every effort to attend these meetings, as they are very difficult to reschedule. Should something prevent you from attending, please notify your teacher as soon as possible and reschedule your appointment.**

In addition to the monthly review of progress, each student is required to have weekly contact with the certificated teacher, until the student completes course objectives or the requirements of the learning plan. This weekly contact is for the purpose of instruction, review of assignments, testing, reporting student progress, or other learning activities.

Successful progress is defined as having a minimum of 50% of the weekly assigned work completed and/or a minimum of 60% on all scheduled tests and assignments. If the student fails to meet the minimum progress requirements, the teacher will modify the learning plan. If progress does not improve and become successful within two months, the student may be withdrawn from the program.

## GRADING SCALE

A 100-93% 4.0	A- 92-90% 3.7	B+ 89-87% 3.3	B 86-83% 3.0	B- 82-80% 2.7	C+ 79-77% 2.3	C 76-73% 2.0	C- 72-70% 1.7	D+ 69-67% 1.3	D 66-60% 1.0	F Below 60% 0.0
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## GRADUATION REQUIREMENTS

### CLASS OF 2019 & BEYOND

<u>Course</u>	<u>Credits</u>
English	4.0
Math	3.0
Science	3.0
Social Studies	3.0
• 0.5 Social Studies Elective	
• 1.0 CWP	
• 1.0 US History	
• .5 Civics	
Physical Education & Health	2.0
Occupational/Career & Tech. Education	1.0
Fine or Performing Art	2.0
World Language	2.0
Electives	4.0
Total Credits	24.0

## PROMOTION REQUIREMENTS

Eighth grade students must successfully pass eight (8) semesters of classes, comprised of at least one (1) semester of mathematics and one (1) semester of language arts to enter ninth grade.

<u>Class of 2020 and beyond</u>		<u>Credits</u>
Tenth Grade	Sophomore	6
Eleventh Grade	Junior	12
Twelfth Grade	Senior	18

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## RUNNING START

Current Washington State legislation allows high school juniors and seniors to participate in a program called Running Start that allows them to attend their local community college or public technical school and earn high school credits and college credits at the same time. The tuition for Running Start students is paid by the student's high school. Students may take any classes at the community college for which they qualify. High school students can attend the community college full-time as a Running Start student, or they can become dual students and take classes at both their high school and the community college. Close coordination with the high school is essential to ensure community college courses meet district requirements for high school graduation. College fees, class/lab fees, books and transportation are the responsibility of the student. Students participating in Running Start are permitted a total of 1.4 FTE worth of classes shared between Colville Community College and high school.

## SKILLS CENTER

Panorama ALE students may take advantage of Skills Center courses run through the Colville High School. This year, Panorama ALE students have available a Fish, Wildlife and Forestry Management course that runs for three hours Monday through Friday. Students will earn up to three credits per year in this program. Credits are offered in vocational education, science, and electives.

## **TESTING**

Testing dates will be mailed home or shared with parents during the weekly check-ins.

All students are expected to participate in their grade level testing. Testing is an important means of demonstrating student progress and it is a requirement for full-time students.

## **TEXTBOOKS AND RESOURCE MATERIALS**

Students are issued Panorama ALE adopted texts to support the K-12 Learning Standards and Guidelines, as well as objectives and activities. Parents may supplement with other texts and materials to achieve the goals set forth in the WSLP, as long as these materials support the individual learning goals for the student.

Panorama ALE has resource materials, library books, videos, science kits and other learning materials that may enhance student learning. Some of these materials may be checked out for a designated period of time. Teacher's editions and library reference materials are available for use in the building, but are not usually available for check-out. Students who fail to return texts and materials will be charged replacement costs. Students may not write in textbooks.

## **WITHDRAWALS (PARENT CHOICE)**

Should the need arise for students to withdraw during the school year, schedule a withdrawal appointment with your certificated teacher to complete the learning plan and return all materials.

## **WITHDRAWALS (PANORAMA ALE CHOICE)**

Colville School District provides Panorama ALE for students and parents dedicated to learning at home. By meeting the following requirements, parents can partner with the district in supporting a successful Off Campus Program experience. Parents must:

- Help develop a Written Student Learning Plan (WSLP) describing the learning activities the student is expected to complete.
- Sign a copy of the Statement of Understanding.
- Ensure students attend monthly meetings to review the success of the WSLP and the student's progress towards WSLP monthly goals.
- Ensure weekly student contact with the certificated teacher until the student completes learning standards or the requirements of the learning plan.

Every student who meets these requirements can be counted as an enrolled Panorama ALE student. Students who do not meet these requirements or who are not substantially successful may be withdrawn from Panorama ALE and referred to other courses of study.

## ATTENDANCE

Consistent attendance is important to the success of a student in school. Regular weekly contact is the responsibility of the student and parents. It is important to understand that missing weekly contacts has a negative impact on students' learning and is often reflected in their grades.

Under the Washington State Compulsory Attendance Law, parents or guardians have the primary responsibility for keeping their students in regular attendance.

## ATTIRE/APPEARANCE

Wear clothing that is appropriate to a school setting – just like you would wear on any other job where you meet the public. Clothing that is inappropriate and disruptive to the educational process, advertises illegal products, or that threatens the health and safety of others will not be allowed. Students are expected to come to school appropriately dressed for learning.

## BULLYING OR OTHER SAFETY ISSUES (SAFESCHOOLS ALERT)

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 every classroom and office throughout the building and completed forms can be turned in to any staff member. Safety is one of our district's top priorities, that's why we use Safe Schools 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 [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, drugs, vandalism or other safety issues. More information, including the Safe Schools Alert Terms of Use and Privacy Policy, is available online at <http://1145.alert1.us>. Thanks in advance for helping

## **BUSING**

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.

Safety is the top priority in the Colville School District. Students are informed each year of the District's policies for riding buses. Students must follow these rules to keep their riding privileges and avoid school discipline.

## **CALENDAR**

Panorama ALE follows the Colville School District delays and/or closures as they occur during the year. Individual appointments with consulting teachers will remain at the same appointed time.

## **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 child's learning. Computers and the Internet are tools your child may use while attending Panorama School. 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.

## **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 ([colsd.org](http://colsd.org)) for a link to Policy 3205.

## **DRILLS/EMERGENCIES**

### *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, Panorama 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

Off Campus sometimes offers educational field trips during the course of the school year. Information concerning the field trip and a permission slip is given out prior to the month the event will occur. A parent/guardian must accompany their student on all field trips.

## HEALTH/MEDICATION

### First Aid

We are able to offer only minimal first aid treatment (band aids, 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 Board Policy 3413 and 3413P for further guidance.)

### 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 must fill the "Authorization to Administer Medication" form and have it approved by the child's physician for any medications.

**NOTE: It is the parent/guardians responsibility to monitor expiration dates on all medication provided to the school and to keep track of when student medications need to be refilled.**

## PERSONAL PROPERTY

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.

## 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 child from any of these areas please fill out and return the Exempt/Opt Out Form, which can be found on our website: [colsd.org](http://colsd.org).**

### Student Photos

You may also complete the Panorama Exempt/Opt Out Form if you do not want your child's picture to appear in the local paper, school web site, local TV channel, posters or any school Powerpoint presentations.

## **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 child'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.

## **SPORTS ELIGIBILITY**

Students enrolled in the Off Campus Program are eligible for participation in sports programs at Colville High School and Colville Junior High School.

## **TELEPHONE/ELECTRONIC DEVICE USAGE**

### Electronic Devices

We discourage students having cell phones and other electronic devices at school and use of these devices is prohibited (unless authorized by administration) between 8:00 a.m. and 2:45 p.m. A student phone is available for students to use in the Office to make calls to parents. If a student takes out an electronic device during class or if the device rings or makes noise in class, the teacher may confiscate the item. After a second offense, the device will be placed in the School Office and the parent will be called to pick it up.

### Unacceptable Usage

As per Board Policy 3245:

- Students will not use personal electronic devices in a manner that poses a threat to academic integrity, disrupts the learning environment or violates the privacy rights of others;



- Students will not send, share, view or possess pictures, text messages, emails or other material depicting sexually explicit conduct, as defined in RCW 9.68A.011, in electronic or any other form on a cell phone or other personal electronic device, while the student is on school grounds, at school sponsored events or on school buses or vehicles provided by the District;
- When a school official has reasonable suspicion that a student is using a personal electronic device in a manner that violates the law or school rules, the official may confiscate the device, which shall only be returned to the student's parent or legal guardian; and
- By bringing a cell phone or other personal electronic devices to school or school-sponsored events, the student and their parent/guardian consent to the search of the device when school officials have a reasonable suspicion that such a search will reveal a violation of the law or school rules. Content or images that violate state or federal law may be referred to law enforcement.

## **VISITORS**

If you plan to visit your child at school, check in at the Office. All visitors need to wear a visible Visitor Pass.

## **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, & POLICIES

THE FOLLOWING REQUIRED NOTIFICATIONS AND FORMS MAY BE FOUND ON THE COLVILLE SCHOOL DISTRICT WEBSITE at [www.colsd.org](http://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 – Homeless Students: Enrollment Rights and Services  
3124 – Removal/Release of Student During School Hours  
3205 – Sexual Harassment of Students Prohibited  
3207 – Prohibition of Harassment, Intimidation and Bullying  
3210 – Nondiscrimination  
3211 – Nondiscrimination and Privacy  
3241 – Student Discipline  
3245 – Students and Personal Electronic Devices  
3413 – Student Immunization and Life-Threatening Health Conditions  
3421 – Child Abuse, Neglect, and Exploitation Prevention  
4130 – Title I Parent and Family Engagement  
4220 – Complaints Concerning Staff or Programs  
5011 – Sexual Harassment of District Staff Prohibited  
6895 – Pesticide Notification, Posting and Record Keeping

Other Annual Required Notifications:

- “OPT OUT” FOR PRIVATE INFORMATION FORM
- NOTIFICATION OF RIGHTS UNDER THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)
- A Parents’ Guide: The Right to Be Informed; Office of Superintendent of Public Instruction; Title I/LAP Department
- CHILDFIND
- Annual Notification of Rights Under the Protection of Pupil Rights Amendment (PPRA)

## 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 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 [colsd.org](http://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 [colsd.org](http://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.

Title IX Compliance Coordinator  
Phone [509-684-7850](tel:509-684-7850)

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:(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](http://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) or by e-mail at [equity@k12.wa.us](mailto:equity@k12.wa.us).

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 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 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](http://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 building level principal***

*We are an Equal Opportunity Employer and Educator 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. Inquiries regarding compliance and/or grievance procedures may be directed to the school district's Title IX/RCW 28A.640 Officer and/or Section 504/ADA Coordinator, Jessica Olberding, 217 S. Hofstetter, Colville WA 99114, (509) 684-7850, or the Civil Rights Compliance Coordinator at (509) 684-7850.*

## 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.