



Columbia Virtual Academy High School

Kettle Falls Campus

Grades 9-12

Personalized Learning for Every Student

2024-2025

Dear Columbia Virtual Academy Students and Families,

Welcome to an exciting new academic year at Columbia Virtual Academy! I am thrilled to extend my warmest greetings to each of you as we embark on the journey of learning, growth, and discovery together! Whether you are a returning student or joining us for the first time, I am confident that you will find our school to be a place where you can thrive academically and experience personalized learning, which is our mission.

At Columbia Virtual Academy, we believe in the power of education to transform lives and shape futures. We offer a flexible and innovative learning environment that empowers you to pursue your academic goals while balancing other commitments and interests. Our dedicated team of educators is committed to providing you with the highest quality of instruction and support, ensuring that you have everything you need to succeed.

As you explore this student handbook, you will find valuable information about our curriculum, policies, and resources that will help you navigate your virtual learning journey. Whether you need assistance with coursework, guidance on academic planning, or support for personal well-being, our staff is here to assist you every step of the way.

As we embark on this academic year together, let us approach it with enthusiasm, determination, and a commitment to excellence. I am confident that by working together, supporting one another, and staying focused on our goals, we will achieve remarkable things.

Once again, welcome to Columbia Virtual Academy! I am excited to embark on this journey with you and look forward to celebrating your accomplishments every step of the way.

Warmly,

Courtney Brunette

Principal, Columbia Virtual Academy

Who We Are: Columbia Virtual Academy High School

Certificated Staff Shelley Wood Tammy Thomas Summer Soltis Michelle Richartz Diane Germann Joe Kerns Matt Cox Jeff Jordan Marti Axtell Joy McIrvin Sydney Kohler Julie Engeland Trisha Chambers	Classified Staff Angelee Robinson, Sasha Blackman, Amy Chamberlain, Elizabeth Roberts, and Renee Kroiss.
	Counseling Staff Steven Porter
	Administration Michael Olsen, Superintendent Courtney Brunette, Principal

Basic Introduction:

Columbia Virtual Academy High School is a fully accredited, NCAA certified, Alternative High School in Washington State. We are part of the Kettle Falls School District, and our building is behind Kettle Falls High School. A unique component of our school system is that while our high school is part of the Kettle Falls School District, Columbia Virtual Academy Elementary and Middle Schools are part of the Valley School District. Regardless, our team of dedicated educators are here to help you, or your student meet your needs and goals.

At CVA KF, as a school, we are different, we want to be different, and we strive to personalize learning for all our students and families.

Students may work and learn at their own pace at CVA Kettle Falls. Courses are completely online, allowing students the ability to graduate early, or obtain credits if they have fallen behind. Students will need the internet and a laptop to access their coursework and communicate with instructors. We also honor learning in all forms; if you are a homeschool student looking to transition back into public education, we have a rigorous process to award credit for homeschool work that will apply to a Washington State High School Diploma. After you work with an enrollment advisor, you will be transitioned to an academic advisor, who will create an initial schedule for your student before transitioning them to their **homeroom instructor** who will review their transcripts in depth and guide you, or your student through the diploma requirements.

The homeroom instructor is your primary point of contact and advocate at Columbia Virtual Academy High School. Your homeroom instructor is the one who you report attendance to each week. They are also the person who you communicate with each month and who determines if you have made satisfactory or unsatisfactory progress. The homeroom instructor is your new bestie. If you or your student need something, reach out. We are here to help.

The Homeroom Instructor

The homeroom instructor is your new bestie. It is the homeroom teacher's responsibility to be the anchor for the students and families. The homeroom teacher is the leader of the educational team; the primary advocate works with the student and family and all subject teachers, the counselor, and the principal. The homeroom instructor will help personalize learning for you and your family. The homeroom teacher should have the best understanding of the student, the student's needs, and educational goals, as they have worked collaboratively with and for the student. Each homeroom instructor will communicate their contact information with you and strive to communicate with your family through your preferred method of communication. **If you or your student is struggling, reach out to the homeroom instructor.**

Communication

We want to hear from you. We value your opinion. We want to help you find what works... Download Teams and Verify your email! This will help a lot! A Basic Requirement of Alternative Learning in Washington State is weekly communication.

Communication means direct, two-way, personal interaction between the student and his or her CVA teachers that must happen each school week.

The primary mode of interaction happens when CVA teachers provide written feedback to activities, assignments, assessments, work samples and learning reflections submitted by students. Other opportunities for interaction include phone conversations, video and voice conferencing via Microsoft Teams, face to face meetings, and email communications. CVA teachers will respond directly and in a personalized way to CVA students.

Parents: please verify your email and ensure that the instructor has the most up-to-date contact information for you and your student.

The detailed information CVA teachers glean from these interactions with students will assist in determining satisfactory progress toward achieving course learning goals. Again, these interactions are also the basis for state-required attendance.

Students who do not interact with CVA teachers at least once every school week, will receive unexcused absences. Parents of these students will receive email notifications from CVA principals regarding student attendance and text communication. These emails are sent automatically, if one is sent in error, please reach out and we will update attendance. *As a public school in Washington, CVA follows the same attendance rules as all public schools, including filing truancy petitions due to multiple unexcused absences.*

Basic Requirements of ALE Schools in Washington State

The four basic requirements for students enrolled in an Alternative Learning Experience (ALE) program in Washington State include:

1. Written Student Learning Plan (WSLP)
2. Weekly Contact between CVA (Columbia Virtual Academy) Student and their teacher
3. Monthly Progress Reviews

4. Annual Assessment

Again, your homeroom instructor will help you and your student meet the above requirements.

Administration

How do I reach my principal? Email: courtney.brunette@cva.org; or by appointment - schedule through Sasha Blackman via **phone** 509-738-6625 ex. 650. **Teams chat;** have your student search Courtney Brunette in the Teams chat search bar- you can chat the principal! **Principal Time:** Each week on Wednesday at 1:00 pm, the Principal, Courtney Brunette will hold an open Teams session for any family that would like to quickly visit. Again, **appointments** with the principal can also be scheduled through our registrar, Sasha Blackman, via phone at 509-738-6625 ex 650. We are happy to hear from you on how we can better meet your needs!

Student Learning

Academic Integrity

Academic integrity means that all work you submit is created by **you** and is an original representation of your work. It means that what you submit as your work is **your work**.

When you submit an assignment that is not your own original work, you represent something incorrectly.

There are two issues involved:

1. You are earning credit for learning material for which you have not demonstrated mastery.
2. You may be violating the law.

What are some examples of academic integrity violations?

Artificial Intelligence

Columbia Virtual Academy High School recognizes AI as a tool that is changing the way we work and learn; however, like any tool, it can be misused. Please contact your homeroom instructor for specific ways to incorporate AI to enhance, not replace, learning. The misuse of AI, including applications such as Chat GPT, Snapchat My AI, etc., may be an academic integrity violation.

Plagiarism

According to Merriam-Webster online dictionary, plagiarism is “to steal and pass off (the ideas or words of another) as one’s own: use (another’s production) without crediting the source.”

Some examples are, but not limited to the following:

- Copying and pasting a report or other information from the Internet and representing it as your own work
- Copying any other work and not properly citing authorship

Cheating

According to Merriam-Webster’s online dictionary, cheating is defined in multiple ways. But for the purposes of CVA, two definitions are particularly relevant:

To influence or lead by deceit, trick, or artifice

a: To practice fraud or trickery b: To violate rules dishonestly <cheat at cards> <cheating on a test>

Some examples are, but not limited to the following:

- Providing questions/answers/ work to another student
- Receiving questions/answers/work from another student

Earning Credits

Columbia Virtual Academy High School believes that mastery can be demonstrated in a variety of ways and awards credit accordingly

For example,

1. **Demonstrating Mastery/Proficiency:** Mastery-based credit can be used either for awarding credit in place of a traditional course, or for credit recovery purposes. Mastery-based credit will be awarded as a non-numerical score (P/F) Note: Mastery based credit is not available for all courses due to course requirements, etc.
2. **Evidence of Homeschool Coursework:** If a student can demonstrate completion of homeschool coursework, they may be eligible for credit. Documentation and work samples must be provided. Non-numerical scores (P/F) will be issued.

Further a students may recover credits in English Math, and other select subjects...

1. Following a failed or incomplete course, if the student meets standard on a state assessment in English Language Arts or Mathematics.
2. Following a failed or incomplete course, if the student meets the standard on an end-of-course exam from the course when an end of course exam is available.
3. Following a failed or incomplete course, if the student meets standard on another approved state alternative that meets the graduation requirement.

General Education Development Test: Students may obtain (1) English Language Arts credit for achieving a passing score on a general education development test. A passing score will be determined by the State Board of Education in consultation with the Office of the Superintendent of Public Instruction

Successful completion of next higher-level course: Credit may be awarded for a course when the student successfully completes the next higher-level course in a sequence that includes a natural progression of the state learning standards from the previous course. State or locally determined learning standards will be used as the guide when making decisions regarding what courses should qualify.

Successful completion of a course to prepare for the general education development test: Students may receive credits for successfully completing a course or courses in preparation for taking a general education development test.

The district collects and annually reviews disaggregated data to see which subgroups of students are receiving mastery-based credit. If disproportionality is found, the district takes appropriate actions to ensure equitable access to these crediting opportunities.

A student may challenge **specific courses** by achieving an 80% or higher on both Segment Exams; .5 credit will be awarded per segment/

World Language Testing

Columbia Virtual Academy Kettle Falls partners with ALTA Language Services to provide assessment-based crediting options for our bilingual and multilingual students. Students who demonstrate a minimum qualifying score of 6/IRL 1+ will be awarded the Seal of Biliteracy, provided they also achieve a passing score on the Smarter Balanced Assessment. See more information on the Seal of Biliteracy below.

The Seal of Biliteracy is an achievement award enacted by Washington to recognize students who have attained strong proficiency in English and one or more other world languages by high school graduation. The Seal of Biliteracy is a special notation that appears on the transcript and diploma of the graduating senior. It is a statement of accomplishment that signals evidence of a student's readiness for career and college and to engage as a global citizen. Governor Jay Inslee signed the Washington State Seal of Biliteracy bill into law on March 27, 2014. As of the summer of 2016, 4,000 Seals of Biliteracy have been awarded to Washington state high school seniors. More information may be found on the OSPI (Office of Superintendent of Public Instruction) Washington state Seal of Biliteracy webpage.

NCAA Eligibility and Coordinator Services

Columbia Virtual Academy High School is an NCAA certified public high school in Washington State. For more information about personalized learning at CVA, please reach out to the NCAA coordinator, Mr. Jeff Jordan.

Jeff Jordan; jeff.jordan@cva.org

Counseling and Special Services

Who we are: CVA's comprehensive school counseling program is data driven and focused on providing students in a virtual school access and connection to services provided in a traditional brick and mortar environment. The counselor, Mr. Steven Porter, supports student well-being and helps connect students and families to needed services throughout the state. Further, our comprehensive counseling plan contains an advisory course as a vital component, which also integrates the social emotional curriculum. Through this course and with the support of counseling staff, students receive guidance and support to foster their holistic development. Our advisory curriculum focuses on various aspects, including social-emotional growth, career exploration, and academic counseling. Despite the virtual nature of our school, our counseling department leverages technology and resources to provide personalized guidance. Students have access to virtual aptitude assessments, online college and career resources, and individual counseling sessions, ensuring they receive tailored support for setting academic goals, exploring career pathways, and making informed decisions about their future. By blending virtual learning opportunities with the advisory course, our school ensures that students receive comprehensive counseling support that empowers them to succeed academically, personally, and professionally.

Beliefs

Kettle Falls School District Counselors Believe...

- School Counselors are advocates for every student and each student has the right to be heard.
- In the promotion of respect, equity, and diversity.
- School prepares individuals to contribute positively in a changing society.
- A positive home/school relationship promotes student success.

Kettle Falls School District Counselors align with ASCA Beliefs:

- M 1. Every student can learn, and every student can succeed
- M 2. Every student should have access to and opportunity for a high-quality education
- M 3. Every student should graduate from high school prepared for postsecondary opportunities
- M 4. Every student should have access to a school counseling program
- M 5. Effective school counseling is a collaborative process involving school counselors, students, families, teacher, administrators, other school staff and education stakeholders
- M 6. School counselors are leaders in the school district, state, and nation.
- M 7. School counseling programs promote and enhance student academic career and social/emotional outcomes.

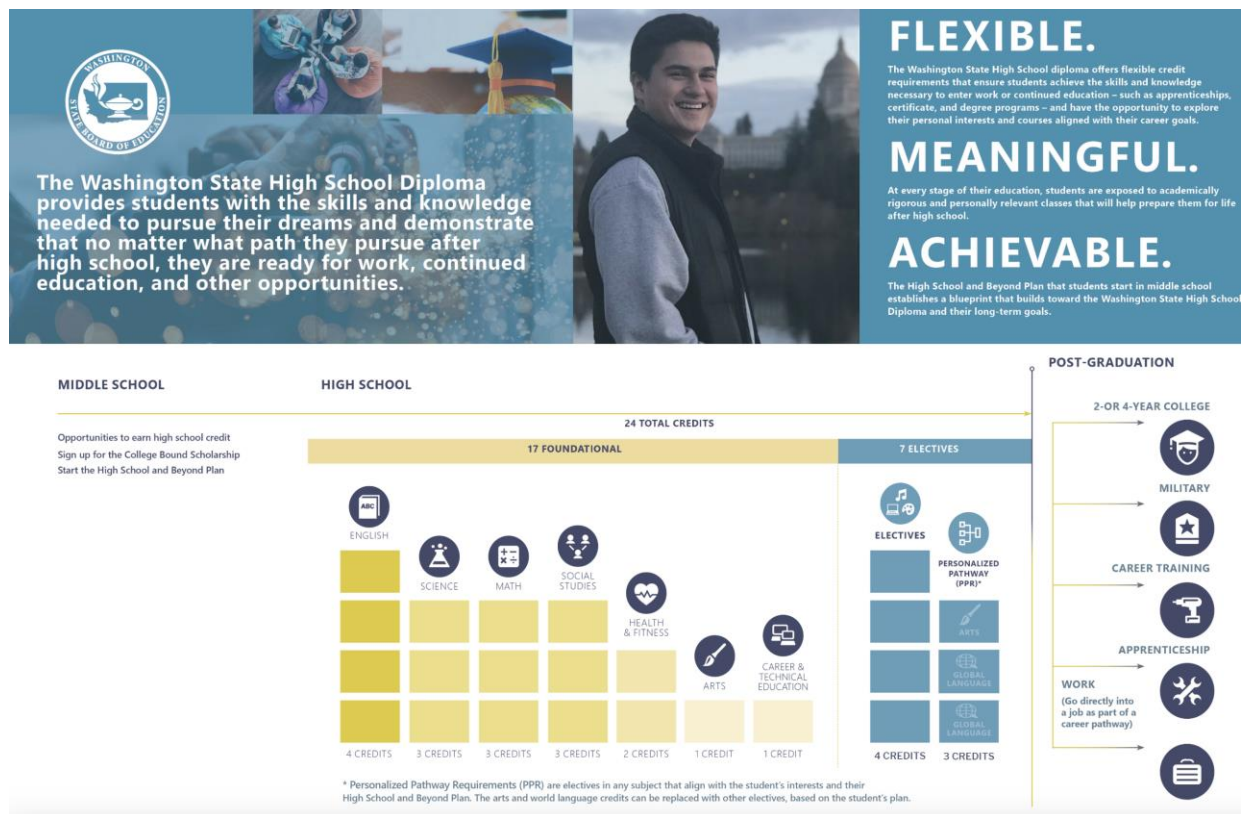
Graduation Information, Ceremonies, and Requirements

Columbia Virtual Academy High School is a fully accredited high school in Washington State.

Valedictorian and Salutatorian: The Valedictorian and Salutatorian honors are determined by the student's cumulative GPA at the end of their 1st semester of their senior year rounded to the nearest hundredths. The student with the highest GPA number would be the Valedictorian and the second highest would be the Salutatorian.

In the event of identical GPA, Co-Valedictorian and/or Co-Salutatorian honors would be given.

Graduation Requirements: Right is an infographic of the graduation requirements in Washington State. Please work with your homeroom instructor regarding your child's required coursework.



The PPR is short for Personal Pathway Requirement; Columbia Virtual Academy offers pathways in several areas including Biomedicine, Agriculture, Art etc.

Successful completion of High School & Beyond Plan, a graduation pathway, and Washington State History is required for a Washington State High School diploma.

Graduation Pathways: Washington state requires students to complete a graduation pathway. Several graduation pathways are available to Columbia Virtual Academy High School students. These options include the Smarter Balanced Assessment, the SAT/ACT, the ASVAB (Armed Services Vocational Aptitude Battery), a Career and Technical Education course sequence, and our newest pathway, the Performance Pathway. Work with your homeroom instructor to determine which pathway is right for you!

Graduation Ceremony Options: Columbia Virtual Academy High School, in Kettle Falls, WA hosts a “live,” in-person ceremony as well as a Family and Community luncheon for graduating seniors who elect to attend the live event. Additionally, **individual virtual graduation ceremonies** can be scheduled by appointment with the administrator, Courtney Brunette at the request of the student, through Sasha Blackman, at 509-738-6625 ex 650.

Honor Cords: Seniors with a cumulative grade point average (G.P.A.) of 3.50 or higher are eligible to wear Gold Honor Cords at graduation. Seniors with a cumulative grade point average (G.P.A.) of 3.0 to 3.49 are eligible to wear Silver Honor Cords at graduation. Honor Cords will be distributed to students electing to participate in the graduation ceremony during the Family and Community Luncheon.

Drop/Add Course Process

Requests for drop/add must be directed to the homeroom instructor. Drop/Add courses take 24 hours from the time of add/removal to appear in the learning management platform (Buzz).

Grade Appeals Process

All grade appeals must be made within one (1) year of completing the course. The following steps are required during the appeal process:

Step 1: The student must discuss the grade with the instructor

Step 2: The student must meet with the principal regarding the grade.

Step 3: The student and/or parent/guardian must request a hearing with the Superintendent.

Step 4: The student and/or parent/guardian must request a hearing with the Board of Directors if he/she does not agree with the decision of the Superintendent. The Board decision is final.

Grading Procedure

Final grades will be issued upon course completion, Teachers will identify in their introductory pages for each course the criteria used for determining grades. Grading policies for each course will be posted within it and individual assignments are graded promptly.

Grades will be communicated to students and families during the monthly review process and be a factor in determining if a student is overall satisfactory or unsatisfactory during their monthly review.

The minimum passing mark will be a 60.0% “D”. Grade point averages and Honor Roll will be based on a point range from 4.0 (A) to 1.0 (D).

Coursework that is awarded based on competency is awarded as a non-numerical score. (P/F).

Permanant Records

All students who attend school have permanent records. The records consist of identifying information, attendance records, and documents pertinent to the school. All information maintained in student files will be reviewed periodically to assure relevancy and appropriateness. All dissemination, inspection, and review of the student records will be in accordance with the requirements of the Family Educational Rights and Privacy Act of 1974.

Student records may be withheld until all fines, restitution, damages paid from lost or damaged school equipment, supplies, books, and/or facilities are paid for by students who willfully or accidentally damage CVA property, etc. Parents and guardians are responsible for the fines, damages, and debts of their young adults. Detailed information about School Board policies, laws, and the appeals process regarding disciplinary action is available in the pamphlet, “Students Rights and the Appeals Process.”

Withdrawal from Columbia Virtual Academy

We want to meet your needs, but if we do not, we want you to find the school that does.

Anyone who will be transferring schools during the year must first notify the homeroom instructor. The parent/guardian must make the request, which includes the date of withdrawal, and the school the student is

planning on attending. CVA will contact your child's resident school district to help transfer your student's educational records unless another district is specified. All materials loaned by CVA must be returned and all fines and bills settled before withdrawal can be made. Any questions about withdrawal from school must be directed to the homeroom instructor who will help facilitate the (RCW 28A.635.06)

EDUCATION

Highly Capable Program

Kettle Falls School District welcomes recommendations from parents, school staff, students, teachers, and community members for highly capable identification. Each year students new to the district and students currently enrolled may be recommended for evaluation. The process for identification is facilitated by a specialist at each of our schools and consists of multiple aspects including formal assessments, teacher input, and guardian input. As a community member, if you know of a student you consider to be highly capable, you are welcome to complete nomination paperwork, which can be found on our website at www.kfschools.org The evaluation process occurs in our district each fall. Kettle Falls School District strives for equitable identification across all populations. If you or someone you know would benefit from receiving this information in a language other than English, please contact our District Office at 509-738-6625.

See Policy and Procedure 2190 (Highly Capable Programs).

Required Home Schooling Declaration

In compliance with state law, parents providing home-based instruction to their children must file a Declaration of Intent with their local school district by September 15 or within two weeks of the beginning of any public-school quarter or semester. Parents living in our district may access this form from the Administration Office, 355 W. 3rd Ave.

See Policy and Procedure 3114 (Part-time, Home-based, or Off-campus Students).

ENROLLMENT INFORMATION

Resident & Non-Resident Transfers

Resident students are required to attend the school designated for their geographic attendance area. Parents or guardians may, however, request that their children attend another school. Requests must be submitted in writing to the principal of the school where the student is currently assigned. Policy 3131 describes the criteria that principals will review in determining whether a request should be granted.

Nonresident students may request to transfer into the Kettle Falls School District. The District will consider transfer requests in accordance with the process described in Policy 3141. Nonresident students wishing to transfer into the District must first be released from their resident school district.

Questions concerning transfers should be referred to the district office at 509-738-6625

Running Start

Running Start allows students in grades 11 and 12 to take college courses at Washington's community and technical colleges for part of or all of their schedule. Students who have completed grade 10 but have yet to begin grade 11 may enroll for up to ten quarter credits, or the semester equivalent, during the summer academic term.

Running Start students and their families do not pay tuition, but they do pay college fees, buy their own books, and provide their own transportation. Students receive both high school and college credit for these classes, therefore, accelerating their progress through the education system.

Students should see their school counselor for more information.

STUDENT BODY

McKinney-Vento Act

Students who become homeless may receive assistance to remain at their school as well as other assistance, including coordination of free and reduced meal status, assistance with arranging transportation services, community resource referrals (shelters, medical services, etc.), community connections (free meals, food banks, clothing banks, etc.), scholarship opportunities, FAFSA verification for college-bound McKinney-Vento students, school materials, and personal care items. If you become aware of students who qualify, please contact your school counselor or the McKinney-Vento liaison at your child's school.

See Policy and Procedure 3115 (Students Experiencing Homelessness – Enrollment Rights and Services).

Child Nutrition Program

Kettle Falls School District's comprehensive nutrition program is consistent with state and federal requirements for those districts participating in the National School Lunch Program and School Breakfast Program.

If your child has a food allergy, it must be listed on the child's school health form and a note sent to the district nurse. A healthcare provider's note or signature is required for diet modifications.

School breakfast and lunch are available to all students enrolled in school. Meals are served daily. The Nutrition Services Department would like to remind parents of the opportunity to apply for free and reduced-price meals for your student. Even if you are not sure if you qualify, feel free to complete a Free and Reduced-Price Meal Application Form, available at each building office. Return the form to either the Nutrition Services Office or your child's school. A letter will be sent to the e-mail address on file or mailed home if no e-mail address is listed.

See Policy and Procedure 6700 (Nutrition, Health, and Physical Education).

Life-Threatening Health Information

Prior to attendance at school, each child with a life-threatening health condition will present a medication or treatment order addressing the condition. A life-threatening condition means a health condition that will put the child in danger of death during the school day if a medication or treatment order providing authority to a registered nurse and a nursing plan are not in place. Following the submission of the medication or treatment order, a nursing plan will be developed. The medication or treatment order must be from the child's licensed health care provider.

It is vital to your child's safety during the school day that you immediately notify your school's principal or nurse if your child has a life-threatening health condition that may require medical services to be performed at school. The necessary forms will be provided and a time will be arranged for you to meet with your child's school nurse.

Students may not attend or begin attending school until a health care plan is in place.

Examples of life-threatening conditions include diabetes, severe bee sting or food allergies, heart conditions, severe asthma, severe seizures, etc. More information and assistance is available from the district nurse.

See Policy and Procedure 3413 (Student Immunization and Life-Threatening Health Conditions).

DRUGS AND ALCOHOL

Drug-Free Schools

Students will not possess, use, deliver, distribute, sell, offer to sell, or arrange to sell or be under the influence of, or show evidence of having used or abused any controlled, illegal, addictive, or harmful substance or any illicit drugs or alcohol, nor will they be in possession of drug paraphernalia:

5. On school grounds during
6. Off the school grounds at a school function or event.

7. On or off school property when the possession, use, transmission, distribution, or sale of said item(s) has a material and substantial adverse impact on any aspect of the educational process.

STUDENT RECORDS

Notification of Rights Under the Family Educational Rights and Privacy Act (FERPA)/Release of Information

The Family Educational Rights and Privacy Act (FERPA) gives parents and students who are 18 years or older (“eligible students”) certain rights with respect to the student’s education records: These rights include the following:

- The right to inspect and review the student’s education records within 45 days after the day the school receives a request for access. Parents or eligible students who wish to inspect their child’s or their education records should submit to the principal a written request that identifies the records they wish to inspect. The principal will make arrange for access and notify the parent or eligible student of the time and place where the records may be inspected.
- The right to request the amendment of the student’s education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student’s privacy rights under FERPA.

Parents or eligible students who wish to have the student’s records amended should write to the principal and clearly identify the part of the record they want changed and specify why it should be changed. If the school decides not to amend the record as requested, the school will notify the parent of eligible student of the decision and their right to a hearing regarding the request for amendment. See Procedure 3231 (Student Records) for the hearing procedures.

- The right to provide consent before the school discloses personally identifiable information (PII) from the student’s education records, except to the extent that FERPA authorized disclosure without consent.

One exception that permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official typically includes a person employed by the District as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the school board. A school official also may include a volunteer, contractor, or consultant who, while not employed by the District, performs an institutional

function for which the District would otherwise use its own employees and who is under the direct control of the District with respect to the use and maintenance of PII from education records. Examples include an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee; or a parent, student, or other volunteer assisting another school official in performing their tasks. A school official typically has a legitimate educational interest if the official needs to review an education record to fulfill his or her professional responsibility.

- The right to file a complaint with the U.S. Department of Education concerning alleged failures by the District to comply with the requirements of FERPA. The name and address of the office that administers FERPA are as follows:

Student Privacy Policy Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Directory Information and Photos

As pointed out earlier, FERPA requires the District to obtain written consent from parents or eligible students before disclosing PII from students' education records. However, the District may disclose appropriately designated "directory information" without written consent, unless parents or eligible students advise the District to the contrary. The primary purpose of directory information is to allow the District to include information from a student's education records in school publications like playbills, yearbooks, honor rolls, graduation programs, and sports rosters.

Directory information is generally not considered harmful or an invasion of privacy if released. Accordingly, it can be released to outside organizations without a parent's written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. Additionally, federal law requires the District to provide military recruiters with student's names, addresses, and phone numbers.

Directory information includes the following:

- Student's name, address, and phone number
- Date and place of birth
- Current and the most recent previous school attended
- Diplomas and awards received
- Weight and height of members of athletic teams
- Participation in officially recognized sports and activities
- Grade level, dates of attendance, withdrawal or graduation dates

- Photographs, videotapes, and other images in which the student appears

If you do NOT want your child's directory information to be released, including your student's photo or video image, please notify your child's school in writing. This includes sharing directory information with media outlets and partner organizations. The choice will remain in your student's record as long as he or she is enrolled in the District, or until a new writing is submitted. You have the right to make changes to your choice at any time. If no document is on file, it is assumed that permission for the release of directory information is granted.

See Policy and Procedure 3231 (Student Records).

PROTECTING STUDENTS

Nondiscrimination Statement

Kettle Falls 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 employees have been designated to handle questions and complaints of alleged discrimination:

Title IX Coordinator

Julie Peterson, HR

Address: PO Box 458 Kettle Falls, WA 99141

Telephone Number: 509.738.6625

Email: jpeterson@kfschools.org

Section 504/ADA Coordinator

Greg Price, Special Education Director

Address: PO Box 458 Kettle Falls, WA 99141

Telephone Number: 509.738.6625

Email: gprice@kfschools.org

Civil Rights Compliance Coordinator

Michael Olsen, Superintendent

Address: PO Box 458 Kettle Falls, WA 99141

Telephone Number: 509.738.6625

Email: molsen@kfschools.org

You can report discrimination, and discriminatory harassment to any school staff member or the Civil Rights Coordinator listed above. You also have the right to file a complaint. For a copy of our District's non-discrimination policy and procedure (Policy and Procedure 3210), contact your school or the District Office or view it online at <https://www.kfschools.org/Page/378>.

Our Schools Protect Students from Harassment, Intimidation, and Bullying (HIB)

Schools are meant to be safe and inclusive environments where all students are protected from Harassment, Intimidation, and Bullying (HIB), including in the classroom, on the school bus, in school sports, and during other school activities. This section defines HIB, explains what to do when you see or experience it, and our school's process for responding to it.

What is HIB?

HIB is any intentional electronic, written, verbal, or physical act of a student that:

- Physically harms another student or damages their property;
- Has the effect of greatly interfering with another student's education; or,
- Is so severe, persistent, or significant that it creates an intimidating or threatening education environment for other students.

HIB generally involves an observed or perceived power imbalance and is repeated multiple times or is highly likely to be repeated. HIB is not allowed, by law, in our schools.

How can I make a report or complaint about HIB?

Talk to any school staff member (consider starting with whoever you are most comfortable with). You may use our district's reporting form to share concerns about HIB (<https://www.kfschools.org/page/human-resource>) but reports about HIB can be made in writing or verbally. Your report can be made anonymously, if you are uncomfortable revealing your identity, or confidentially if you prefer it not be shared with other students involved with the report. No disciplinary action will be taken against another student based **solely** on an anonymous or confidential report.

If a staff member is notified of, observes, overhears, or otherwise witnesses HIB, they must take prompt and appropriate action to stop the HIB behavior and to prevent it from happening again. Our district also has a HIB Compliance Officer, Matt Stephens mstephens@kfschools.org, that supports prevention and response to HIB.

What happens after I make a report about HIB?

If you report HIB, school staff must attempt to resolve the concerns. If the concerns are resolved, then no further action may be necessary. However, if you feel that you or someone you know is the victim of unresolved, severe,

or persistent HIB that requires further investigation and action, then you should request an official HIB investigation.

Also, the school must take actions to ensure that those who report HIB don't experience retaliation.

What is the investigation process?

When you report a complaint, the HIB Compliance Officer or staff member leading the investigation must notify the families of the students involved with the complaint and must make sure a prompt and thorough investigation takes place. The investigation must be completed within 5 school days, unless you agree on a different timeline. If your complaint involves circumstances that require a longer investigation, the district will notify you with the anticipated date for their response.

When the investigation is complete, the HIB Compliance Officer or the staff member leading the investigation must provide you with the outcomes of the investigation within 2 school days. This response should include:

- A summary of the results of the investigation
- A determination of whether the HIB is substantiated
- Any corrective measures or remedies needed
- Clear information about how you can appeal the decision

What are the next steps if I disagree with the outcome?

For the student designated as the "targeted student" in a complaint:

If you do not agree with the school district's decision, you may appeal the decision and include any additional information regarding the complaint to the superintendent, or the person assigned to lead the appeal, and then to the school board.

For the student designated as the "aggressor" in a complaint:

A student found to be an "aggressor" in a HIB complaint may not appeal the decision of a HIB investigation. They can, however, appeal corrective actions that result from the findings of the HIB investigation.

For more information about the HIB complaint process, including important timelines, please see the district's HIB webpage (<https://www.kfschools.org/page/human-resource>) or the district's *HIB Policy 3207 and Procedure 3207P*.

Our School Stands Against Discrimination

Discrimination can happen when someone is treated differently or unfairly because they are part of a protected class, including their race, color, national origin, sex, gender identity, gender expression, sexual orientation, religion, creed, disability, use of a service animal, or veteran or military status.

What is discriminatory harassment?

Discriminatory harassment can include teasing and name-calling; graphic and written statements; or other conduct that may be physically threatening, harmful, or humiliating. Discriminatory harassment happens when the conduct is based on a student's protected class and is serious enough to create a hostile environment. A hostile environment is created when conduct is so severe, pervasive, or persistent that it limits a student's ability to participate in, or benefit from, the school's services, activities, or opportunities.

To review the district's Nondiscrimination Policy 3210 and Procedure 3210P visit [\[https://www.kfschools.org/o/kfsd/page/policies-and-procedures\]](https://www.kfschools.org/o/kfsd/page/policies-and-procedures).

What is sexual harassment?

Sexual harassment is any unwelcome conduct or communication that is sexual in nature and substantially interferes with a student's educational performance or creates an intimidating or hostile environment. Sexual harassment can also occur when a student is led to believe they must submit to unwelcome sexual conduct or communication to gain something in return, such as a grade or a place on a sports team.

Examples of sexual harassment can include pressuring a person for sexual actions or favors; unwelcome touching of a sexual nature; graphic or written statements of a sexual nature; distributing sexually explicit texts, e-mails, or pictures; making sexual jokes, rumors, or suggestive remarks; and physical violence, including rape and sexual assault.

Our schools do not discriminate based on sex and prohibit sex discrimination in all of our education programs and employment, as required by Title IX and state law.

To review the district's Sexual Harassment Policy 3205 and Procedure 3205P, visit [\[https://www.kfschools.org/o/kfsd/page/policies-and-procedures\]](https://www.kfschools.org/o/kfsd/page/policies-and-procedures).

What should my school do about discriminatory and sexual harassment?

When a school becomes aware of possible discriminatory or sexual harassment, it must investigate and stop the harassment. The school must address any effects the harassment had on the student at school, including eliminating the hostile environment, and make sure that the harassment does not happen again.

What can I do if I'm concerned about discrimination or harassment?

Talk to a Coordinator or submit a written complaint. You may contact the following school district staff members to report your concerns, ask questions, or learn more about how to resolve your concerns.

Concerns about discrimination:

Civil Rights Coordinator:

Michael Olsen, Superintendent

Address: PO Box 458 Kettle Falls, WA 99141

Telephone Number: 509.738.6625

Email: molsen@kfschools.org

Concerns about sex discrimination, including sexual harassment:

Title IX Coordinator:

Julie Peterson, HR

Address: PO Box 458 Kettle Falls, WA 99141

Telephone Number: 509.738.6625

Email: jpeterson@kfschools.org

Concerns about disability discrimination:

Section 504 Coordinator:

Greg Price, Special Education Director

Address: PO Box 458 Kettle Falls, WA 99141

Telephone Number: 509.738.6625

Email: gprice@kfschools.org

Concerns about discrimination based on gender identity:

Gender-Inclusive Schools Coordinator:

Michael Olsen, Superintendent

Address: PO Box 458 Kettle Falls, WA 99141

Telephone Number: 509.738.6625

Email: molsen@kfschools.org

To submit a written complaint, describe the conduct or incident that may be discriminatory and send it by mail, fax, email, or hand delivery to the school principal, district superintendent, or civil rights coordinator. Submit the complaint as soon as possible for a prompt investigation, and within one year of the conduct or incident.

What happens after I file a discrimination complaint?

The Civil Rights Coordinator will give you a copy of the school district's discrimination complaint procedure. The Civil Rights Coordinator must make sure a prompt and thorough investigation takes place. The investigation must be completed within 30 calendar days unless you agree to a different timeline. If your complaint involves exceptional circumstances that require a longer investigation, the Civil Rights Coordinator will notify you in writing with the anticipated date for their response.

When the investigation is complete, the school district superintendent or the staff member leading the investigation will send you a written response. This response will include:

- A summary of the results of the investigation
- A determination of whether the school district failed to comply with civil rights laws
- Any corrective measures or remedies needed
- Notice about how you can appeal the decision

What are the next steps if I disagree with the outcome?

If you do not agree with the outcome of your complaint, you may appeal the decision to the Board of Directors and then to the Office of Superintendent of Public Instruction (OSPI). More information about this process, including important timelines, is included in the district's Nondiscrimination Procedure 3210P and Sexual Harassment Procedure 3205P.

I already submitted a HIB complaint – what will my school do?

Harassment, intimidation, or bullying (HIB) can also be discrimination if it's related to a protected class. If you give your school a written report of HIB that involves discrimination or sexual harassment, your school will notify the Civil Rights Coordinator. The school district will investigate the complaint using both the Nondiscrimination Procedure 3210P and the HIB Procedure 3207P to **fully resolve your complaint**.

Who else can help with HIB or Discrimination Concerns?

Office of Superintendent of Public Instruction (OSPI)

All reports must start locally at the school or district level. However, OSPI can assist students, families, communities, and school staff with questions about state law, the HIB complaint process, and the discrimination and sexual harassment complaint processes.

OSPI School Safety Center (For questions about harassment, intimidation, and bullying)

- Website: ospi.k12.wa.us/student-success/health-safety/school-safety-center
- Email: schoolsafety@k12.wa.us
- Phone: 360-725-6068

OSPI Equity and Civil Rights Office (For questions about discrimination and sexual harassment)

- Website: ospi.k12.wa.us/policy-funding/equity-and-civil-rights
- Email: equity@k12.wa.us
- Phone: 360-725-6162

Washington State Governor's Office of the Education Ombuds (OEO)

The Washington State Governor's Office of the Education Ombuds works with families, communities, and schools to address problems together so every student can fully participate and thrive in Washington's K-12 public schools. OEO provides informal conflict resolution tools, coaching, facilitation, and training about family, community engagement, and systems advocacy.

- Website: www.oeo.wa.gov
- Email: oeoinfo@gov.wa.gov
- Phone: 1-866-297-2597

U.S. Department of Education, Office for Civil Rights (OCR)

The U.S. Department of Education, Office for Civil Rights (OCR) enforces federal nondiscrimination laws in public schools, including those that prohibit discrimination based on sex, race, color, national origin, disability, and age. OCR also has a discrimination complaint process.

- Website: <https://www2.ed.gov/about/offices/list/ocr/index.html>
- Email: orc@ed.gov
- Phone: 800-421-3481

Our School is Gender-Inclusive

In Washington, all students have the right to be treated consistent with their gender identity at school. Our school will:

- Address students by their requested name and pronouns, with or without a legal name change
- Change a student's gender designation and have their gender accurately reflected in school records
- Allow students to use restrooms and locker rooms that align with their gender identity
- Allow students to participate in sports, physical education courses, field trips, and overnight trips in accordance with their gender identity

- Keep health and education information confidential and private
- Allow students to wear clothing that reflects their gender identity and apply dress codes without regard to a student's gender or perceived gender
- Protect students from teasing, bullying, or harassment based on their gender or gender identity

To review the district's Gender-Inclusive Schools Policy 3211 and Procedure 3211P, visit [<https://www.kfschools.org/o/kfsd/page/policies-and-procedures>].

If you have questions or concerns, please contact the Gender-Inclusive Schools Coordinator:

Michael Olsen, Superintendent
 Address: PO Box 458 Kettle Falls, WA 99141
 Telephone Number: 509.738.6625
 Email: molsen@kfschools.org

For concerns about discrimination or discriminatory harassment based on gender identity or gender expression, please see the information above on page ##.

SCHOOL BUILDINGS

Annual Pesticide Notification

State law requires school districts to notify parents/guardians of students and employees of the school's pest control policies and methods upon request. For information regarding the use of pesticides in the school district, please contact the Maintenance Department at 509-738-6625, ext. 601 or visit our website. (RCW 28A.320.165; RCW 17.21.415(2)).

See Policy and Procedure 6895 (Pesticide Notification, Posting and Record Keeping Requirements)

Asbestos Hazard Emergency Response Act (AHERA)

In compliance with the Asbestos Hazard Emergency Response Act of 1988 (AHERA), the Kettle Falls School District engages in a continuous asbestos surveillance program to ensure that there are no asbestos problems or danger to students and employees. A copy of the District asbestos plan management plan is available for review at the District Office.

PERSONNEL

School Employee Disciplinary Actions

State law requires school districts to provide parents/guardians with information regarding their rights under the Washington Public Records Act to request public records regarding school employee discipline. (RCW 28A.320.160).

Teacher Qualifications

Under federal law, parents and guardians are entitled to request information about the professional qualifications of their child's teachers. Such requests can be made to the Human Resources manager at 509-738-6625. (No Child Left Behind Act /20 U.S.C. 6311; 34 C.F.R. 200.61)

STUDENTS WITH DISABILITIES

The Kettle Falls School District is committed to serving students with disabilities in accordance with the Individuals with Disabilities Education Act (the "IDEA") and Section 504 of the Rehabilitation Act.

As part of its obligation to locate, evaluate, and identify children with suspected disabilities in need of special education services, the District offers screening for district students, ages birth to 21, who may have a disability. The screening is completed by a team of professionals. If you believe a student may qualify for special education services, please contact Greg Price at 509-738-6625, ext. 331.

Additional questions regarding the IDEA or Section 504 should be directed to Special Services at 509-738-6625, ext. 321.

See Policy and Procedure 2161 (Special Education and Related Services for Eligible Students) and Policy and Procedure 2162 (Education of Students with Disabilities Under Section 504).