

Colville High School

154 Highway 20 East
Colville, Washington 99114
(509) 684-7800

Student/Parent Handbook 2026-2027



Colville School District #115

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PRINCIPAL'S WELCOME LETTER

COLVILLE HIGH SCHOOL

154 Hwy 20 East, Colville, WA 99114

(509) 684-7800 FAX (509) 684-7809

www.colstd.org



WELCOME TO COLVILLE HIGH SCHOOL

Colville High School is a great place to teach and learn. With just under five hundred fifty students, thirty certified staff, and tremendous community support, Colville High School is unique in its ability to offer almost as many programs as larger schools, while keeping the personal and friendly atmosphere where students excel at high levels.

Our goal is to make Colville High School the very best school in the state of Washington. The mission of Colville High School is to promote academic excellence in a safe and caring learning environment by providing all students an education that empowers them to reach their goals beyond high school.

Colville High School provides rigorous coursework and a wide array of academic opportunities for students. CHS currently offers College in the High School for college credit through Central Washington University, Advanced Placement Courses, and an Honors track.

In addition to high-quality academics, CHS offers a wide variety of extracurricular activities to meet the interests of all students. We believe it is important for students to be involved in the school community outside the regular school day. Comprehensive interscholastic athletic programs are offered by well-trained and enthusiastic coaches in football, wrestling, basketball, baseball, girls' volleyball, tennis, softball, track, cross country, soccer, and golf as well as unified sports; bowling, basketball, and soccer. There are also numerous clubs and activities ranging from Knowledge Bowl to FFA in which students may choose to participate.

Students and parents should also feel welcome. At CHS we strive to have an open and friendly environment where parents and students feel free to meet with staff or administration.

Brad Groce
Principal
Colville High School

DISTRICT CALENDAR



School District #115

STUDENT SCHOOL CALENDAR 2026-2027

August 2026 (1)

M	T	W	T	F
24	25	26	27	28
31				

September 2026 (21)

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

October 2026 (21)

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

November 2026 (17)

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

December 2026 (14)

M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
(21)	(22)	(23)	(24)	(25)
(28)	(29)	(30)	(31)	

January 2027 (19)

M	T	W	T	F
				(1)
4	5	6	7	8
11	12	13	14	15
(18)	19	20	21	22
25	26	27	28	29

Significant Dates

Aug. 25	District/Building Day
Aug. 26	Teacher Work Day/PLC Day
Aug. 31	First Day of School for Students
Sept. 7	Labor Day
Oct. 12	Staff In-Service Day (No school for Students)
Nov. 2-3	Parent/Teacher Conferences (No school for Students)
Nov. 3	First Quarter Ends
Nov. 11	Veterans Day
Nov. 25-27	Thanksgiving Break
Dec. 21 - Jan. 1	Winter Break
Jan. 18	Martin Luther King Jr. Day
Jan. 25	Parent/Teacher Conferences (No school for Students)
Jan. 26	Semester One Ends
Feb. 12-15	Presidents' Day
March 29	Parent/Teacher Conferences (No school for Students)
April 1	Third Quarter Ends
April 5-9	Spring Break
May 31	Memorial Day
June 5	CHS Graduation Day
June 11	Last Day of School for Students (1/2 day) / Staff Check-Out
June 11	Semester Two Ends
June 14, 15, 16	Snow Makeup Days, if needed

February 2027 (18)

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

March 2027 (23)

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

April 2027 (17)

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

May 2027 (20)

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

June 2027 (9)

M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18

- 🍎 First & Last Day for Students
- Parent/Teacher Conferences
- () No School for Students/Staff
- Staff In-Service Day



**Colville High School
2026-2027
DAILY SCHEDULE**

Office Hours: 7:30 a.m. – 4:00 p.m. daily
Teacher Arrival – 7:30 a.m.

MONDAY – FRIDAY SCHEDULE

1st Period 8:00 a.m. – 8:50 a.m.

2nd Period 8:54 a.m. – 9:42 a.m.

Break 9:42 a.m. – 9:57 a.m.

3rd Period 9:57 a.m. – 10:45 a.m.

4th Period 10:49 a.m. – 11:37 a.m.

Lunch 11:37 a.m. – 12:12 p.m.

5th Period 12:12 p.m. – 1:01 p.m.

6th Period 1:05 p.m. – 1:53 p.m.

7th Period 1:57 p.m. – 2:45 p.m.

TEACHERS AND STAFF

Administration

Brad Groce	Principal
Matt Bateman	Assistant Principal
Blake Sjoldal	Athletic Director
Peggy Lewis	Administrative Assistant

Non-Classroom Personnel

Christie Adams	Attendance/Discipline Assistant
Tia Amich	Counselor
Kristi Arms	Financial Secretary/Main Office Secretary
Nevaeh Bayne-Gariepy	Auditorium Manager
Cassi Beardsley	Online Programs
Corey Cleveland	Counselor
Becky Droter	Nurse
Brandi Flugel	Online Programs
Amanda Hedrick	Behavioral Health Counselor
Kelly Linn	Main Office Secretary
Cassie Moorhead	Print Center
Shelbie Karl	Speech/Language Pathologist
Sandy Smith	Counseling Secretary
Teri Suiter	Online Programs
Jenyne West	Physical Therapist

Classroom Teachers

Jared Bateman	Welding/3D Modeling
Nevaeh Bayne-Gariepy	Band/Choir
Maggie Broden	Learning Support Center/English
Anne Cecil	Science
Philip Chuprinov	Math/Science
Chase Clark	Fitness
Amy Cobos	Spanish
Curtis Corvino	Structured Learning Center
Tracey Delyea	Art
Brandi Flugel	Digital Media/Yearbook/Intervention
John Foulkes	Spanish/Social Studies
Gail Herbst	Math
Annie Hunt	Math
Chris Long	Carpentry
John Lytle	Social Studies
Meredith McCullough	English
Ivy Nelson	Floriculture/Forestry/AG Science
Larrie Nokes	Social Studies
Andy Peterman	Consumer Ed/Foods
Katy Peterman	Social Studies/Intervention
Jamie Pond	Fitness/Health
Brent Purvis	Electronics/Video Production/Work Site Learning
Cheri Rielly	Learning Support Center/Math
Dane Small	English
Lily Snow	Math
Christian Spencer	Science

Classroom Teachers Continued

Christopher Terry	Fish & Wildlife
Shyla Titus	Leadership/Social Studies
Aliyah Tucker	English

Instructional Assistants

John Brandon	Para Educator
Lyndsi Foral	Para Educator
Dorie Hoffer	Para Educator
Lisa Huff	Para Educator
Rose Kienbaum	Para Educator
Denise Lee	Para Educator
Kayleigh Magdiel	Para Educator
Heather Rassmussen	Para Educator
TBA	Para Educator

Food Service

Lydia Hale	Food Service Manager
Samantha Kent	Food Service Assistant
Diane Lentz	Food Service Assistant

Custodians

Brenda Albiston	Custodian
Tanner Hoffman	Custodian
Minh Hong	Custodian
Eric Riley	Head Custodian

MISSION STATEMENT

THE MISSION OF COLVILLE HIGH SCHOOL

The mission of Colville High School is to promote academic excellence in a safe and caring learning environment by providing all students an education that empowers them to reach their goals beyond high school.



November 2021

EXPECTATIONS AND RESPONSIBILITIES

EXPECTATIONS

Crimson Hawks SOAR

	S how Responsibility	O ffer Kindness	A ct with Integrity	R espect All
Classroom	-Attend class daily and be on time -Have materials ready -Be an engaged learner -Complete tasks on time -Engage in open, honest dialogue with others	-Use good manners -Be inclusive and compassionate -Assume good intent -Leave it better than you found it -Encourage new ideas	-Do your own work -Own your actions -Advocate for yourself -Do what's right even when nobody's watching -Be your best each day	-Be an active listener -Use school appropriate language -Take pride in school property -Be accountable when communicating with staff
Campus	-Pick up after yourself -See something, say something -Use school/work appropriate behavior	-Be considerate of others' personal space -Help others -Be inclusive of differences -Express gratitude -Leave it better than you found it	-Be a positive role model -Own your actions -Be honest -Keep your word -Do what's right even when nobody's watching	-Use school appropriate language -Take pride in school property -Act safely -Follow dress code -Follow instructions from all staff
School Events (On/Off Campus)	-Be appropriately engaged in the activity -Leave it better than you found it -Use school/work appropriate behavior	-Support all participants -Value diversity -Use good manners -Express gratitude	-Be a positive role model -Own your actions -Be honest -Represent C.H.S. in a positive/professional manner	-Show good sportsmanship -Display positive school spirit -Take pride in school property
Bus	-Follow bus rules -See something, say something -Leave it better than you found it	-Express gratitude -Use good manners	-Be a positive role model -Own your actions -Be honest -Represent C.H.S. in a positive/professional manner	-Be on time for the bus -Use school appropriate language -Follow instructions from all staff/chaperones

RESPONSIBILITIES

We must work together to achieve success. EVERYONE at Colville High School has responsibilities.

Principal

The **principal** is expected to:

- Set high expectations for achievement, behavior, attitude, and attendance.
- Ensure a physically and emotionally safe environment that is conducive to learning.
- LISTEN to parents, students, and teachers.
- Provide leadership in curriculum and instruction.
- SUPPORT the professional activities and needs of the staff.
- MODEL professional growth, dedication to education, and concern for students.
- Set a good example.

Teachers

Teachers are expected to:

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

Students

The **student** is expected to:

- Attend school regularly and be on time.
- Arrive prepared and with the appropriate materials.
- Keep schoolwork organized.
- Turn schoolwork in on time.
- Ask the teacher questions or meet with him/her individually for further explanation.
- Treat others with respect and compassion.

Parents

As a parent/guardian, you have been involved in the education of your student since the first day of their life and you continue to be your student's most important teacher. Although you teach many things other than academics, please continue to support your student's formal education.

- Have your student at school, on time, every day.
- Engage your student in daily discussions about their classes and assignments.
- Provide a distraction-free study area.
- Set (and enforce) specific family guidelines regarding homework and expected achievement.

ACADEMICS

COUNSELING/GUIDANCE SUPPORT

A school counselor is a person who is a specially trained professional working with and helping students understand their unique concerns, problems, feelings, or surroundings. A counselor's main goal is to help students understand themselves better so they can make better decisions about life. Our Counseling/Guidance Office will also assist with college, career, or military planning; standardized testing required for college admission; scholarship information; transcripts; and a variety of other career and academic support services. **The Counseling Office has a direct line at 685-2805.**

COURSE OFFERINGS AND SCHEDULE CHANGES

Schedule changes will be approved during the first ten days of the semester for students who:

- are scheduled in the wrong level of a class (Math, Science, or English).
- have a gap in their schedule (no class scheduled for a particular period).
- need to make up an academic requirement.
- are not scheduled in an academic requirement (Math, Science, History or English).
- have not met a core requirement for graduation (Juniors or Seniors only).

To request a schedule change, please go to the Counseling Office and pick up a *Request to Change Schedule* form. Return the completed form to the Counseling Office. Requests will be processed, and students will be notified if the requested schedule change can be implemented. After 10 school days into each semester, no changes will be made without credit and grade penalty. (Classes dropped after 10 days result in an "F" on the report card; new classes cannot be started after 10 days.)

COLLEGE CREDIT

Colville High School offers courses that can be taken for college credit. Please see the Colville High School Course Handbook located on the Colville High School website at <https://www.colsd.org/o/chs> for details.

DISABILITY SCREENING/SPECIAL EDUCATION/TITLE 1/LAP

The Colville School District provides many programs for the students in our schools at no cost to you. Colville High School offers special programs such as speech therapy, physical and occupational therapy, Title/LAP, and special education academic programs.

Developmental screening and/or comprehensive assessments for students who are suspected of having a disability that could adversely affect their educational development are available at no cost for people through 21 years of age.

GRADE VALUES

A grade point average of 3.0 is necessary to be on Honor Roll and 3.5 and above for High Honor Roll. A student must attend CHS at least four class periods and receive letter grades to be on the Honor Roll list. CHS is a two-semester school, consisting of four quarters. Grades are posted to transcripts at the end of each semester.

<u>Letter Grade</u>	<u>Point Value</u>	<u>Letter Grade</u>	<u>Point Value</u>
A	= 4.0	C	= 2.0
A-	= 3.7	C-	= 1.7
B+	= 3.3	D+	= 1.3
B	= 3.0	D	= 1.0
B-	= 2.7	F	= 0.0
C+	= 2.3		

GRADUATION REQUIREMENTS

The board will establish graduation requirements, which at a minimum satisfy those established by the Washington State Board of Education. The board will approve additional graduation requirements as recommended by the superintendent or designee. Graduation requirements in effect when a student first enrolls in high school will remain in effect until that student graduates. Specific graduation requirements are published for each graduating class annually in the Colville High School Course Description Handbook. See also Board Policy 2410 and Procedure 2410 for more information.

GRADUATION SPECIAL HONORS

Honors

Students with a minimum of 3.0 cumulative GPA will wear a white honor cord at graduation.

High Honors

Students with a minimum of 3.5 cumulative GPA will wear a crimson and white honor cord at graduation.

Vocational Distinction

Students who complete the minimum core curriculum with a minimum of a 3.75 cumulative GPA plus:

- Completion of 360 hours (four semesters) in vocational classes
- Demonstrate competency in one vocational sequence

Academic Distinction (Class of 2027)

Students who complete the minimum core curriculum with a minimum of a 3.75 cumulative GPA plus; two years of a foreign language, one extra year of either math or science, no more than one credit of pass/fail, and no more than three semesters of TA/Peer Tutor/Mentor.

Academic Distinction (Beginning with the class of 2028)

Students who complete the minimum core curriculum with a minimum of a 3.75 cumulative GPA plus:

- 2 years of the same foreign language
- A fourth year of math at CHS or Running Start – 3 years at CHS + 10 credits at Running Start or 4 years of science at CHS or Running Start – 2 years at CHS + 20 credits at Running Start
- No pass/fail in an academic subject
- No more than two semesters of TA or Study Hall
- No independent study courses or online courses that are offered at CHS
- Must take at least six classes each semester or the full-time equivalency of CHS per quarter through running start

Public (Community) Service

Silver Certificate: 50 to 99 hours of service. Gold Certificate: Over 100 hours of service.

Selection of Valedictorian and Salutatorian (Beginning with the class of 2028)

Valedictorian and Salutatorian will be the top individuals from the list of students with Academic Distinction. Their GPA will be rounded to the nearest hundredth. The top cumulative GPA will be Valedictorian and the second will be Salutatorian. If there is a tie, the following will be used for determination:

- Most Honors/AP/CiHS courses (Minimum of 16 semesters including 2 semesters senior year)
 - Honors - English 9, English 10, US History, Civics, English 11, English 12
 - AP - Biology, Chemistry, Comparative Government, Art History
 - CWU - English 101, Spanish 152 and 153, Political Science 101, Pre-Calc 153 and 154, Calculus 172 and 173
 - CWU/AP - English 105, Physics 111 and 112

- Highest SAT score - if there is still a tie.

If you decide to retake a class, your original grade remains on your transcript. You will not receive any credits for the original class. It will not affect your grade point in any way. You may notice that your GPA does improve; however, this increase in GPA will not be considered toward eligibility for Valedictorian/Salutatorian honors.

The student must be enrolled at CHS starting their junior year. The student must graduate with their incoming freshman class.

Final determination of Valedictorian and Salutatorian will include all grades obtained up to and including regularly scheduled final progress reports for the 4th quarter. There will be no exceptions.

*No special honors will be given to students receiving less than a 24-credit diploma.

HIGHLY CAPABLE STUDENTS

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

State's Definition of Highly Capable Students

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

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

Services

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

Annual Notification

Information about the Highly Capable Program and application process is available annually on the district website, in school newsletters K-12, and at district and school offices. The announcement is available in multiple languages.

Nomination Procedure

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

submission deadline, are available on the school district website, at district schools, and at the district office.

Assessment Process

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

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

Colville School District Highly Capable Program | 217 S. Hofstetter, Colville, WA 99114 | 509.684-7850

Parent Information and Permissions

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

Role of the Multidisciplinary Selection Committee

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

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

Selection Policy and Procedure

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

Appeal Process and Exit from the Program

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

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

Students New to the District

Information about the district Highly Capable Program will be provided to new students who enroll with the district. Appropriate services for students who received gifted or highly capable

program services in a previous district will be determined on a case-by-case basis.

For more information, contact the Highly Capable Program Coordinator at 509-684-7850

PARENT/TEACHER CONFERENCES

Parent/Teacher Conferences are an important opportunity for your student and their teacher to share your student's progress with you. We look forward to seeing you during conference times and feel it will help with your student's success.

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

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.

Title I Part A

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 — school wide and targeted assistance.

- *School wide* 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 school wide 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 Para Pro 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 A funds to reach 100% proficiency: all students reach state academic standards in math and reading.

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

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

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

We explain Public School Choice and Supplemental Services in companion brochures— *Parents' Guide Public School Choice & School Improvement* and *Parents' Guide Supplemental Educational Services & School Improvement*.

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

Title I, Part A Office at OSPI, 360-725-6100, online at www.k12.wa.us Office of Superintendent of Public Instruction (OSPI)

Old Capitol Building, PO Box 47200

Olympia, WA 98504-7200

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

PROMOTION/RETENTION POLICY

The Colville School District has a promotion policy in place that allows school personnel to recommend retention or promotion for students on an annual basis. Generally, students who are passing their classes are candidates for promotion to the next grade level. Students who do not pass may be:

- part of an Intervention Plan, which may include the After School Study Program.
- placed in classes that offer tutorial services.
- required to repeat classes not successfully completed.
- recommended to attend summer school.
- referred for special education or LAP services.

REPORT CARDS, PROGRESS REPORTS, and PARENT ACCESS

Report cards will be mailed out at the end of each academic quarter. School-wide Progress Reports will be provided at the half-way point of each quarter 4 ½ weeks after the first day of the quarter. This allows us to communicate academic performance on a consistent basis and monitor students who need extra support.

Parents may call the Office for a login and a password that will allow them to access the *Family Access* link on the Colville School District Website (www.colsd.org). This allows parents to see their student's attendance, food service account, schedule, as well as their grades and assignments for each class. Students, parents, teachers, or administrators may also request progress reports at any point by contacting the Counseling Office.

WITHDRAWALS

Students withdrawing from our school will need to do the following:

- Bring a parental notice to the Counseling Office AND obtain a Withdrawal Form.
- Return all books and materials to classes and get teachers' signatures on the Withdrawal Form.
- Clean out locker.
- Return the Withdrawal Form to the Counseling Office.

GENERAL INFORMATION

ACTIVITIES

Involvement in extracurricular activities is an important part of a high school experience. Students can get involved in school government, clubs, and sports. Participation enhances individual development and gives students the opportunity to meet and work on collective projects and goals. Participation also helps students create a sense of belonging to our school and provides for the exploration of a range of interests. *For more information, please refer to the ATHLETICS section in this handbook.* We encourage and facilitate student involvement in activities.

• ASB	Shyla Titus
• Choir	Nevaeh Bayne-Gariepy
• Club America	TBD
• Drama	Gail Herbst
• Equestrian Team	Renee Kroiss/Teri Suiter
• eSports	Christian Spencer
• FFA	Ivy Nelson
• Gaming Club	Chris Long
• Gardening Club	Andy Peterman
• Homecoming	Student Council
• Interact Club	Maggie Broden/Amy Cobos
• Jazz Band	Nevaeh Bayne-Gariepy
• Key Club	Katy Peterman
• Kindness Club	Amanda Hedrick
• Knowledge Bowl	Tracey Delyea/Meredith McCullough
• Letters for Rose	Shyla Titus
• Marching Band	Nevaeh Bayne-Gariepy
• National Honor Society	Gail Herbst
• Photography Club	Tracey Delyea
• Rocket Club	Jared Bateman

ASB Cards

All participants in school clubs and athletics are required to purchase an ASB card for \$30. (If your family qualifies for free or reduced-price meals, your student may qualify for a ASB card at no cost; please contact the office for details.)

Conflicting Events

CHS will try not to schedule events at conflicting times on the same date. However, if a conflict prevents a student from participating in two events, the Principal/Athletic Director/Advisor will:

- Communicate the student's choice to the leader of each conflicting school activity and ensure that the student will receive no repercussions because of the choice made.
- Ensure that if the school activity involves a grade, the student is given a comparable assignment that can take the place of the graded event.

Equipment

School equipment checked out for activities is the student's responsibility. The student is expected to keep it in good condition and may be charged for loss or damage (any resulting fees will need to be paid before grades are issued). A student may not begin a new activity until all outstanding equipment is paid for or returned.

School Conduct

Students involved in activities are expected to be good citizens in school at all times. Disruptive behavior, profane or obscene language, vulgarity, persistent tardiness, truancy, and other violations of school regulations are unacceptable, and may jeopardize student participation. Each of the many clubs and organizations at CHS has its own constitution and additional rules for the students to follow. The Activity Advisor and the Principal are responsible for deciding on disciplinary actions resulting from violations. All disciplinary action will be based upon sufficient reliable evidence. Infractions can jeopardize eligibility to participate. Please remember that the primary purpose of attending school is to acquire an education. Please also see DISCIPLINE/BEHAVIOR in this Handbook

Transportation

Authorized school district transportation will be used for activity events. Students are expected to follow the rules provided by the transportation department. A violation can result in loss of participation privileges.

- In general, all students must travel to and from events with the group and in transportation provided for this purpose.
- Each student must remain with the group and under the supervision of the advisor when attending away events.
- Under special circumstances, an advisor may grant a student permission to travel with a parent/guardian (with the approval of the Principal or designee). When possible, requests should be made prior to the event.

ARTIFICIAL INTELLIGENCE (AI)

AI can be a valuable tool when used appropriately in our school. It can enhance learning experiences by providing new ways to analyze data, automate repetitive tasks, and generate insights. Students may use AI under the guidance of teachers for research, data analysis, and creative projects where it can supplement their learning and broaden their understanding of complex concepts. However, it is important to remember that AI should never be used to replace critical thinking, creativity, or ethical considerations in academic work. Students should always ensure they understand how AI tools work and appropriately cite any AI-generated content used in their assignments. See *Academic Integrity* in the discipline section of this handbook. See also Plagiarism as well as Academic Integrity/Cheating/Artificial Intelligence in the Discipline Section of this handbook.

ASB CARDS

All students who participate in co-curricular activities (sports, music, and clubs) are required to purchase an ASB card at the school Office for \$30. (Some families qualify for free ASB cards. Ask at the school office.) This money goes into the ASB general budget with expenditures approved by the Budget Committee and Student Council. In addition to allowing students to participate in co-curricular activities, benefits of ASB cards include free admission to Colville High School athletic events (except District play-off games).

ASB OFFICERS/STUDENT COUNCIL

ASB Officers 2026-2027

President	Georgia Beardslee
Vice President	Jasmine Wolfe
Secretary	Madilynn Harper
Treasurer	Isaac Ballance
Assistant Treasurer	Logan Schwegel
Public Relations Manager	Rilynn Vaagen
Spirit Ambassador	Sam Bruce
Executive Representative	Snowlynn Coady

Student Council

Student Council Grades 9-12: The Student Council is composed of students who are elected by the student body, representing each grade level, plus an Executive Board and Budget Committee.

ATHLETICS

Available Sports

Football, Cross Country, Volleyball, Girls Soccer, Unified Bowling, Basketball, Wrestling, Unified Basketball, Baseball, Softball, Track & Field, Golf, Boys Soccer, Girls Tennis, Boys Tennis, Unified Soccer, and Cheer (includes student trainers, managers, statisticians, and other support personnel).

Requirements

Prior to a student athlete participating in practice on any athletic team or being issued any athletic equipment, they are responsible for registering for athletic teams on Final Forms. This will include the following information:

- Physical examination with a physician's signature (good for 24 months from date of exam)
- Parent permission form
- Emergency information card
- Proof of insurance
- Current ASB card
- Safety guidelines read and signed by parent/guardian
- Concussion Information Sheet
- Sudden Cardiac Arrest Information Sheet
- Signed Code of Conduct

The link to Final Forms can be found on CHS webpage <https://www.colsd.org/o/chs> under Athletics or on the district webpage at www.colsd.org. For more information about athletics, please refer to the Parent/Student Athlete Handbook posted on our website at <https://www.colsd.org/o/chs>.

ATTENDANCE

Consistent attendance is important to the success of a student in school. Regular and prompt attendance is the responsibility of the student and parents. It is important to understand that missing school has a negative impact on the student's 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.

Maximizing Student Attendance

Our focus on student attendance comes as a result of a few things:

1. An analysis of CHS student attendance from the previous school year
2. The accountability we have to WA State to accurately report and maximize student attendance.
3. Our responsibility, in partnership with students and families, in developing critical life skills that support student success beyond high school.

You can expect letters from the High School with information about your student's attendance if they fall into the yellow or red zones as described below.

- **GREEN ZONE** - Student has missed 10% or less of school days; both excused and unexcused
- **YELLOW ZONE** - Student has missed 11-20% of school days; both excused and unexcused
- **RED ZONE** - Student has missed 21% or more of school days; both excused and unexcused

*Absences due to an appointment (doctor/dentist/court/physical therapy/counseling/chiropractor, etc.) and are indicated as an appointment when clearing the absence do not count (See Clearing Absences and Tardies)

*4 or more missed class periods in the same day constitutes a full day absence.

*Absences due to school approved activities do not count.

Attendance Zone	Yearly Days Absent	Monthly days absent
Green zone	17 days or less	1-2 days
Yellow zone	19-36 days absent	3-4 days
Red Zone	37 or more days absent	5 or more

While we have an action plan for improving attendance, we also rely on parents/guardians to support your student(s) in developing important habits such as setting alarms, understanding the amount of time they need to get ready, knowing how long it takes to get to school and juniors/seniors returning to school from lunch on time. Additionally, we ask that you have conversations with your student(s) about prioritizing school and making the right decisions. We are confident that together as a team we can improve student attendance and increase success in school.

Pre-Excused Absence

Students who know in advance they will be absent may provide the office a written note from their parent/guardian or their parent/guardian may call/email the office to pre-excuse the absence. When students are aware they are going to be absent, it is their responsibility to ask for assignments before the absence occurs and will be given a Pre-Excused Absence Form for their use to do so. Please also see [Making-up Work Due to an Absence](#) to understand appropriate timelines to make-up work.

Early Departure

If students must leave school during the school day, they will need to provide the office with a written note from their parent/guardian or their parent/guardian may call/email the office to excuse the early departure. Freshmen and Sophomores desiring to leave campus at lunchtime must have a parent or guardians physically sign them out in person for lunch. Students departing school prior to dismissal MUST sign out at the office. Failure to sign out through the office will be considered truancy. Students who subsequently return to school the same day, must sign back in at the office as well.

School-Approved Activities

School-approved activities (teacher-organized, supervised field trips or activity-related events) are constructive attendance. In these cases, the person responsible will prepare a list of participating students and present it to the office. These absences are cleared in the Office and are shown on the attendance printout with an "O-CO" mark. Students are responsible for all schoolwork missed during School Approved Activities. See [Making-up Work Due to an Absence](#).

Clearing Absences and Tardies

All absences (in accordance with state law and school district policy 3122) require parent verification, which includes a reason for the absence. It is ultimately the responsibility of the School Administrator to determine if an absence is excused or unexcused according to guidelines set in school district procedure 3122P.

Unexpected absences should be cleared on the day a student returns to school. If a student has not been excused within 24-hours, the absence will remain classified as an unexcused absence.

Absences/tardies can be cleared by phone, e-mail, or written note by the student's parent/guardian. Please include the following information when excusing a student's absence:

- Your student's legal name (please spell last name)

- Your student's grade level (9, 10, 11, or 12)
- Brief reason for absence (cold, flu, dental appointment, doctor appointment, etc.) along with an approximate arrival time if late or the early-dismissal time for an appointment.
- Your relationship to this student (mother, father, guardian)

Parent Notifications and Access to Attendance Information

If a student is absent and we do not hear from a parent, the school will attempt to contact parents by telephone through the automated notification system on the evening of the absence. In addition, parents/guardians will be notified via letter anytime their student falls into the yellow or red attendance zone as indicated in the *Maximizing Student Attendance* section. Parents/guardians wishing to keep track of their student's attendance and/or sign up for attendance notifications may do so by logging into *Family Access* through Skyward.

Making up Work Due to an Absence

Requests for make-up work may be made in advance by the student when the absence is pre-excused using the Pre-Excused Absence Form. Requests for unexpected absences must be made on the day the student returns to school following an excused absence and completed within the same number of days equal to the excused absence (not counting the day of return). For classroom speeches and presentations, students need to refer to the policy outlined in the teacher's course syllabus or the specific presentation guidelines. If no policy is stated, then presentations will be treated the same as make-up work. If a student does not make up the work in the allotted days, it is no longer the obligation of the teacher to allow the student to make up the work. It is also understood that make-up work does not substitute for classroom participation. Following an unexcused absence, students do not have the right to make up schoolwork. The opportunity to make up work will be at the discretion of the principal and classroom teacher.

Tardies

See *Arriving Late to Class/Tardies* in the Discipline section of this handbook

The Becca Bill

In 1995, the Washington State Legislature passed a law known as the "Becca Bill," RCW 28A.225.030, regarding unexcused absences. According to this law, schools are required to address attendance issues regarding excessive student absenteeism by filing a truancy petition with juvenile court after a certain number of unexcused absences occur. Current information about the State of Washington Legislature and The Becca Bill can be found on their website at <https://app.leg.wa.gov/RCW/default.aspx?cite=28A.225.030>.

ATTIRE AND APPROPRIATE APPEARANCE

Dress to express your individuality and creativity if you do not disrupt the educational process or present health and safety problems. In order to provide a positive learning environment, the following will guide the CHS dress code:

- All clothing should be appropriate for the school setting.
- Clothing, drawings, tattoos, and accessories that display or promote negative messages are not permitted. These could include drug, gang, weapon, alcohol or tobacco-related information, obscenities, put-downs, stereotypes, sexual innuendo, offensive words, or graphics.
- Clothing should appropriately cover the body and not reveal undergarments.
- Sunglasses are not to be worn indoors during school hours.
- Chains, spiked or sharp collars or bracelets, and clothes that advertise illegal products or inappropriate messages are prohibited.

AWARDS

CHS has an annual Achievement Awards Assembly (during the school day) and a Senior Awards Night, as well as individual club and team awards nights. Recognizing outstanding student achievements helps us develop a positive group identity. We hope you and your student will join us as we honor individuals for exemplary performance, attitude, and ability. By showing pride in individual accomplishments, we show pride in our school.

BICYCLES

Students must keep their bicycles in the bike racks provided. To ensure security, students are encouraged to keep a lock on their bikes. We encourage bike riders to always wear helmets.

BOARD POLICY/PROCEDURES AND ANNUAL NOTIFICATIONS

All Board Policies, Procedures, and Forms may be found on the Colville School District Website. at www.colsd.org. Click on Board, then Board Docs, and then Policies. You may also request a printed copy from any Colville School building office or the Colville School District office. Please see the following list of required annual notifications and forms.

Colville School District Policies

2125 – Health, Family Life and Sex Education
2145 – Suicide Prevention
3115 – Students Experiencing Homelessness: Enrollment Rights and Services
3124 – Removal/Release of Student During School Hours
3205 – Sexual Harassment of Students Prohibited
3207 – Prohibition of Harassment, Intimidation, or Bullying
3210 – Non-Discrimination
3211 – Non-Discrimination and Privacy
3230 – Student Privacy and Searches
3241 – Student Discipline
3245 – Students and Personal Electronic/Telecommunication Devices
3413 – Student Immunization and Life-Threatening Health Conditions
3421 – Child Abuse, Neglect, and Exploitation Prevention
4130 – Title I Parent and Family Engagement
4210(A) – Regulation of Dangerous Weapons on School Premises
4220 – Complaints Concerning Staff or Programs
5011 – Sexual Harassment of District Staff is Prohibited
6895 – Pesticide Notification, Posting and Record Keeping

Other Annual Required Notifications

The following annual notifications may be found on the school district website under Student Services Forms and Documents at <https://www.colsd.org/page/parent-resources>

CHILDFIND

- NOTIFICATION OF RIGHTS UNDER THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)
- ANNUAL NOTIFICATION OF RIGHTS UNDER THE PROTECTION OF PUPIL RIGHTS AMENDMENT (PPRA)

BUS

Bus service is provided by FIRST STUDENT. Their phone number is 684-5152. If your student rides a bus, you must contact FIRST STUDENT to set up bussing; the school cannot do this for you.

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.

Appropriate Behavior at Bus Stops:

- Students should arrive at their assigned bus stop no earlier and no later than 3-5 minutes before the scheduled bus arrival time.
- Students must not play or stand in the roadway while waiting for the bus.
- Students who must walk for some distance along the roadway to the bus-loading zone must walk on the left side of the road, facing traffic. This also applies to students getting off the bus at the end of the day.
- Students should never play or scuffle while waiting for the bus.
- Students should not throw articles of any kind that can litter, damage public or private property, or injure others.
- Students must cross the roadway only with the signaled consent of the driver, and only in front of the bus, never behind it.

COMPUTERS AND THE INTERNET

Technology is an important part of learning at Colville High School. Students are expected to use district technology resources responsibly, safely, ethically, and in support of educational activities. All use of district devices, networks, internet access, and other technology resources must comply with the District's Acceptable Use Policy (AUP).

Students are expected to follow teacher, school, and district directions, practice responsible digital citizenship, report inappropriate online content or misuse of technology, protect passwords and personal information, and properly care for district-issued equipment. Students may not access inappropriate material, bypass internet filters or security measures, damage district technology, install unauthorized software, access accounts without permission, or use technology in violation of district policy or the law.

Students should have no expectation of privacy when using district technology resources. Violations of the AUP or district policies may result in the loss of technology privileges, disciplinary action, restitution for damaged equipment, and/or other appropriate consequences.

See Board Policy/Procedure 2022/2022P the District Acceptable Use Policy (AUP), and the Student & Family One-to-One Handbook for complete expectations and requirements.

CONTACTING SCHOOL PERSONNEL

We encourage you to contact us when questions arise. The CHS Office is open from 7:30 a.m.-4:00 p.m., Monday through Friday (684-7800).

Please contact:

- Secretaries – to arrange conferences with the Principal or Vice Principal, or regarding school fees, athletic fees, insurance, general information, and to leave a message for your student. We do not deliver messages to students during class except in emergency situations.
- Athletic Director – regarding sports schedules, eligibility, and facility use.
- Vice Principal – regarding attendance, discipline, and student affairs.
- Principal – regarding overall school operation.

- Teachers – regarding specific classroom questions, grades, and course requirements. Note: Teachers have one daily planning period and will usually return your call during this time or at the end of the school day.
- Counseling Office (Direct Line: 685-2805) to set up teacher conferences, to inquire about student progress and problems, and to access information regarding schedules, graduation requirements, scholarship and/or college information.

CONTACTING STUDENTS

If you must contact your student during the school day, please call the Office at 684-7800. Students are not allowed to use their cell phones during instructional time. We will deliver an emergency message to your student in a manner that does not interrupt class activities. Other messages will be delivered to students in a timely manner, generally at the end of class or during non-academic times like lunch or break.

DANCES

Dances are held periodically during the school year to promote school spirit and raise ASB funds. Only CHS students are allowed to attend dances, except for special events designated by administration. Once a student enters a dance, they will not be allowed to leave and re-enter. Each dance will be chaperoned, and school rules (including dress code) will be enforced.

Guests to CHS dances must be pre-approved by administration. Guest lists will be provided by the office for those dances for which guests are welcome. No Junior High students or guests over age 20 will be allowed to any dance. Students are responsible for ensuring their non-CHS guests are aware of appropriate dress and behavior at dances. Violations by guests may result in the CHS student who invited them losing the privilege of inviting future guests, and other consequences may be assigned as deemed appropriate by administration depending on the circumstances.

Students entering a dance must show their Student ID or have their identity verified by a school employee.

DELIVERY SERVICES

Delivery services such as Door Dash, Uber Eats, Grubhub, as well as deliveries from individual establishments are welcome at Colville High School. For safety and security reasons, all deliveries must be arranged to be made only to the school's front office. To minimize disruption to academic activities, students are permitted to pick up their deliveries before school, during breaktime, lunchtime, or after school.

DISCRIMINATION

Colville School District is committed to providing equal educational opportunities and a learning environment free from discrimination for all students. Discrimination or discriminatory harassment that limits or denies a student's ability to participate in or benefit from school programs, activities, or services will not be tolerated. Reports of discrimination will be promptly reviewed and addressed in accordance with district policy. *See Board Policy/Procedure 3210/3210P and 3211/3211P*

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

See also the *Harassment, Intimidation, Bullying, or Sexual Harassment* section of this handbook.

Reporting

Students who believe they have experienced or witnessed discrimination should report the incident to a teacher, counselor, administrator, or another trusted staff member as soon as possible. There are also complaint forms (3207F) available in APPENDIX A of this handbook, on the website, and available at the school office. Completed forms can be turned in to any staff member. Reports may also be given by phone, online, and/or anonymously; for details see REPORTING SAFETY ISSUES (HearMeWA Alert) in this Handbook. The district will promptly investigate reports and take appropriate action consistent with district policy and state law.

DRILLS/EMERGENCIES

Emergency Closures

Closure or changes in the school schedule will be posted on our website (www.colsd.org) and given to the following radio stations by 6:00 am on the day of the change: KCVL AM 1240 and KCRK FM 92.1. Parents will also receive a message through our automated notification system via phone, email and/or text messaging.

Fire Drills/Evacuation

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

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

Safety Drills

Periodically during the school year, CHS will conduct other Student Safety Drills. The purpose of these drills is to teach students to respond appropriately if a safety threat arises in our school. The school works closely with local law enforcement to ensure student safety. In accordance with state law, drills will be held monthly.

In the event of an emergency, the school district broadcast system will be used to contact parents at the earliest appropriate time.

EMERGENCY CONTACT INFORMATION

It is **ESSENTIAL** that we have complete and accurate contact information in the office so we can reach you in case of an emergency, student illness, injury, or other necessity. If you have a change of workplace, address, phone number, baby-sitter, or emergency contact person, please inform the office. In the event of an emergency this is where the school districts' automated calling system gets its information to contact parents.

FINES

Students are responsible for the reasonable care of school property such as books, lockers, and equipment. Damage or loss of school property will result in fines, which must be paid before class grades and credits will be issued.

HARASSMENT, INTIMIDATION, BULLYING, OR SEXUAL HARASSMENT

Colville School District is committed to providing a safe, respectful, and productive learning environment free from harassment, intimidation, bullying (HIB), and sexual harassment. This expectation applies to all students participating in academic, educational, extracurricular, athletic,

and other school-sponsored programs or activities, whether on school property, school transportation, or at school-sponsored events held off campus.

HIB includes intentional electronic, written, verbal, or physical acts that physically harm a student or damage property, substantially interfere with a student's education, create an intimidating, hostile, or threatening educational environment, or substantially disrupt the orderly operation of the school. HIB may be based on any protected class or other distinguishing characteristic, including but not limited to physical appearance, clothing, socioeconomic status, or weight. A student does not have to actually possess a particular characteristic to be the target of harassment, intimidation, or bullying.

Sexual harassment includes unwelcome conduct or communication of a sexual nature, including sexual advances, requests for sexual favors, acts of sexual violence, or other verbal, nonverbal, or physical conduct of a sexual or gender-directed nature that interferes with a student's educational performance or creates an intimidating, hostile, or offensive educational environment. Sexual harassment may occur between students, between adults and students, or involve third parties participating in school district activities. A single serious incident or a pattern of conduct may constitute sexual harassment.

Reporting

Students who believe they have experienced or witnessed HIB or sexual harassment should report the incident to a teacher, counselor, administrator, or another trusted staff member as soon as possible. There are also complaint forms (3207F) available in APPENDIX A of this handbook, on the website, and available at the school office. Completed forms can be turned in to any staff member. Reports may also be given by phone, online, and/or anonymously; for details see REPORTING SAFETY ISSUES (HearMeWA Alert) in this Handbook. The district will promptly investigate reports and take appropriate action consistent with district policy and state law.

See also District Policy 3205/3205P and 3207/3207P.

HEALTH/MEDICATION

First Aid

We can 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.

Illness at School

Students who become ill during the day should report to the office. The school will contact parents/guardians to obtain permission for these students to go home.

Immunizations

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. (See Board Policy 3413/3413P for further guidance.) On or before the first day of school, you must present proof of: full immunization, initiation of an immunization schedule, or a certificate of exemption.

Injuries & Insurance

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

Medication

To ensure the safety and health of all students, medications must be transported to and from school by the parent/guardian and given to the building secretary or school nurse. At the end of the school year, the parent/guardian should arrange to pick up any leftover medications, inhalers, or bee sting kits from the school. **ALL medications**, whether prescription or over the counter (Tylenol, etc.) must be in the original container with student's name and dosage listed and must be stored in the office. Parents must fill the "Authorization to Administer Medication" form and have it approved by the student's physician for any medications.

It is the parent/guardian's responsibility to monitor expiration dates on all medication provided to the school and to keep track of when student medications need to be refilled.

LOCKERS

Students will receive a personal locker at the beginning of the year; some students may receive a locker partner to accommodate student enrollment. You should not share your combination, nor should you leave your locker unlocked or switch with another student. You are responsible for the locker initially assigned to you. If you have a large amount of money or something of value, you may leave it in the office for safekeeping. The school cannot be responsible for theft. If theft does occur, it will be turned over to the administration and to the police. If there is a problem with your locker, go to the office and the custodian will schedule repairs. You may put up posters or pictures with scotch tape on the inside but may not write on the locker or deface it. A fine will be assessed for any damage to the locker including the locking mechanism caused by "jamming." Use the locking mechanisms provided. Personal locks are not allowed (and will be cut off, if necessary). Keep in mind that the principal (or his designee) can search your locker or bag.

LOST AND FOUND

The school cannot be responsible for losses; therefore, we urge all students to keep their personal items in their locked lockers and to leave valuable possessions at home. The lost and found area is in the main office. Several times during the year, unclaimed items are taken to local charitable organizations.

LUNCH/BREAKFAST PROGRAM

Food and drinks must be consumed in the cafeteria or in a supervised area with adult permission. The cafeteria, outside areas and some classrooms will be open during your lunchtime. All other areas are off limits unless designated by the administration. Trash always needs to be put in the trashcans. Please help us keep the campus litter-free. Breakfast and lunch are free for all students this year. Second chance breakfast is also offered at break for students who missed breakfast before school.

MAIN OFFICE

Students should go to the main office whenever they need assistance and do not know whom to ask. The staff in the main office will gladly assist any student or direct them to the proper person for assistance. Parents may also contact the office with questions or concerns at 684-7800. Office staff have many responsibilities,

including, but not limited to all telephone calls, messages, money transactions, accident forms, fees, lost & found, attendance paperwork, and parental notes.

NATIONAL HONOR SOCIETY

Membership in National Honor Society is a privilege bestowed by the school upon those Juniors or Seniors who are found to meet the criteria for selection, which include but are not limited to:

- *Scholarship* – Maintain a minimum high school cumulative G.P.A. of 3.5.
- *Service* - Have performed at least 10 hours of documented community service during high school.
- *Character* – Demonstrate good character as defined by the Six Pillars of Character: Trustworthiness, Respect, Responsibility, Caring, Fairness, and Citizenship, and the following:
 - Ethics* – Do the right thing for self and community.
 - Cooperation* - Assist others and works as part of a team.
 - Responsible* - Meet deadlines and thoroughly complete all paperwork.
 - Integrity* – Have no incidents of cheating or intentional dishonesty.
 - Positive Role Models* – Attend school consistently, have no record of civil offense within the community (any recorded school violation will be reviewed by the Faculty Council).
- *Leadership* – Have held at least three leadership roles in activities or clubs at CHS or in the community.

For additional information please contact the NHS adviser.

PARKING/STUDENT CARS

The student parking lot is the large parking lot at the front of the school. Please park correctly and within the outlined parking spaces. There is no student parking at any time in the front visitor row, in handicapped spaces, or in the drop-off lane. Even if you leave campus and return, do not park in these spaces. Students must park in the student parking lot from 7:30am to 2:45pm. This includes athletes, clubs, or classes traveling before or during the school day.

The student parking lot is off limits during the school day except for juniors and seniors who have permission to leave during lunch. Freshmen and sophomores desiring to leave at lunchtime must have a parent or guardian physically sign them out in person. Students are expected to help keep the parking lot clean and free of trash. Any driving, parking, or parking lot violations may cause you to lose your driving/parking privileges at CHS. Consequences for infractions may be more severe depending on the nature of the incident. Note: Students with revoked parking privileges may not park on HWY 20, neighboring businesses, or at the Grange.

PERSONAL PROPERTY

We suggest expensive items such as cameras, video games, laptops, and other electronic devices be left at home. The school is **not** responsible for the theft or disappearance of these items.

PLAGIARISM

Plagiarism is strictly prohibited at our school. Plagiarism is the act of using someone else's words, ideas, or work as your own without proper acknowledgment or permission. With the advent of AI, it is essential to emphasize that using AI to generate or reproduce work without attribution is also considered plagiarism. It undermines academic integrity, honesty, and the learning process. Students are expected to submit original work, properly citing any sources used, whether human-authored or AI-generated. Consequences for plagiarism may include academic penalties and disciplinary action. See also Artificial Intelligence (AI) as well as Academic Integrity/Cheating/Artificial Intelligence in the Discipline Section of this handbook.

PUBLIC DISPLAY OF AFFECTION

Exercise mature judgment by not publicly displaying your romantic feelings for another student. Anything more than a light kiss and a quick hug is unacceptable and prohibited at school or during school functions.

PUBLIC (COMMUNITY) SERVICE

Colville High School promotes student participation in Public Service provided in our community. Participating in public service not only benefits the community but also fosters personal growth and development in students, preparing them to become engaged and responsible members of society as well as help students build a resume and distinguish themselves for college applications and scholarships. Service hours may not be tied to any requirements for participation in a school district club or organization, grades, court-ordered community service, 4-H, religious activity, or completion for badges, ribbons, letters, or money. Service must benefit the people living in our area. All community service is to be reported on a CHS Public Service Form and turned into the Counseling Office. Public Service hours must be turned in no later than May 1st of the graduation year to contribute to the student's total hours for consideration towards either a Gold (over 100 hours) or Silver (from 50 to 99 hours) Certificate of recognition at graduation.

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 these categories of information, including personally identifiable photographs, not be released without their prior consent.

Student Photos

To celebrate our students, their achievements, and the successes within our school community, the Colville School District may feature images of students including individual photos, class photos, and images or videos captured during school activities, classes, clubs, and events (both on and off campus) in the following ways: school websites, social media, newsletters, yearbooks, other district publications, local newspapers and community media outlets, as well as displays within schools or at district-hosted events.

By default, parents/guardians grant consent, to allow the Colville School District to use photographs or videos in which your child appears in the above ways. We encourage families to consider how excluding their student's image may affect their sense of belonging and participation in the shared celebration of our school community. **If you wish to exempt/opt out your student, please do so when filling out your student's Required Yearly Updates in Skyward.**

REPORTING SAFETY ISSUES (HearMeWA ALERT)

Safety is one of our district's top priorities. We use HearMeWA Alert, a tip reporting service that provides ways for students, staff, and parents to submit safety concerns to our administration. A link to HearMeWA can be found on the Colville School District homepage. Additional ways to connect are:

1. Phone: 888-537-1634
2. Text: HearMeWA to 738477
3. Web: <https://www.hearmewa.org>

We hope you will report your concerns about harassment, bullying, intimidation, sexual harassment, drugs, vandalism, or any safety issues. For emergencies, please call 911.

REQUIRED YEARLY UPDATES

The Colville School District uses an online format to collect important information for students each school year. This is a yearly-required process for guardians. We recommend that guardians use a laptop, desktop, or chrome book computer to complete the Required Yearly Updates, however any internet connected device will work. Guardians may use their student's school issued device for this purpose.

What will happen if I do not complete the Required Yearly Updates? The Colville School District is committed to your student's safety. The information that we collect annually is designed to keep your student safe at school and is required. Needed information includes current demographic information, emergency contact information, health information, our district's computer use policy, and various other permissions, acknowledgments, and notifications for the following school year. Students who do not have their Required Yearly Updates completed may not be permitted to participate in certain school functions such as field trips, athletics, etc. In addition, students must have a current Required Yearly Update on file to check out a school laptop.

SCHOOL WIDE BROADCAST SYSTEM

The Colville School District uses a broadcast 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. When you receive a broadcast message, please do not hang up until you listen to the complete message; the call is informing you of your student's absence or providing other important information that affects your student.

In the event of an emergency, the system allows the district to send notifications to all parent/guardian 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.

STUDENT SIGN-IN/SIGN OUT

There is a sign in/out sheet at the main office for use if you bring your student to school late or take him/her out of school early. All students must enter through the main entrance during school hours.

TELECOMMUNICATION DEVICES

Office Phone

A phone is available for student use with permission from the office staff. Emergency calls to parents should be made through the school office or classroom phones.

Telecommunication devices/Cell Phones/Electronic Devices

To support a focused learning environment, CHS classrooms are cell phone-free zones. Students are expected to keep phones and other personal electronic devices out of sight during instructional time unless specifically authorized by the teacher. Devices may be used during non-instructional time. If you need to reach your student during the school day, please contact the CHS office, and we will ensure your message is delivered.

See also Board Policy/Procedure 3245/3245P and the discipline section of this handbook.

VENDING MACHINES

Use of the vending machines is a privilege at CHS. Please take care of them. Students deposit money at their own risk and refunds will not be given.

VISITORS/GUESTS

All visitors/guests entering our campus must report to the main office to receive a Visitor's Pass. Colville High School student's guests may visit during lunchtime hours as long as the principal or designee has cleared the guest at least one day prior to the visit. Guests must remain in the cafeteria with the student that they are visiting.

VOLUNTEERS

We value and appreciate our community volunteers. To ensure student safety, we need our volunteers to complete a Volunteer Packet and undergo a background check EACH YEAR. These packets are available from our main office and online (www.colsd.org). Once you have completed the packet, you may volunteer in all district schools for that school year. If you are volunteering as a coach, you are **also** required to have a current 1st Aid card. 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. Thank you in advance for volunteering in our schools.



DISCIPLINE/BEHAVIOR

The goal of the 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 students within the classroom to the maximum extent possible." For purposes of this section, *exclusion* means removing a student from their regular academic environment (such as being removed from class or school). In addition:

- **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
- **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.
- **Police Notification:** Students found to be in possession of illegal items may result in being reported to the local police.

Please refer to the full text of School Board Policy 3241 & 3241P: Student Discipline.

COLVILLE HIGH SCHOOL DISCIPLINE PROCESS

Colville High School staff members want to provide a positive atmosphere for learning and activity and will not allow abusive or disruptive behavior. To enable each student to understand the responsibility for acceptable behavior, the following are examples of the consequences that will occur for the listed infractions.

The forms of discipline set forth below are not intended to exclude the imposition of other appropriate forms of disciplinary action. This may include (but is not limited to) School Service (Work Detail), Lunch Detention, parent accompanying student to class, parent conference, student-counselor/administrator conference, restitution, loss of eligibility for co-curricular participation, and removal from class, subject, or activity. More serious and/or repeated offenses will result in suspension(s) or expulsion from school. The school administration reserves the right to determine the level at which the violations will be handled.

District Policy 3241 (Classroom Management, Corrective Actions or Punishment) requires that all students follow the rules and regulations of the district. Refusing to do so is sufficient cause for discipline, suspension or expulsion. The policy also states that any corrective action or punishment for misconduct must reflect good faith effort on the part of the staff. Please refer to Policy 3241/3241P for more details.

POSSIBLE CONSEQUENCES

Individual circumstances, record of the student, and severity of the incident will be used in determining the specific nature of the consequences. The consequences listed below are guidelines and is not a substitute for administrative judgment.

In-School Intervention (ISI)

Colville High School's In-School Intervention (ISI) program provides students with a structured, supportive setting when behavior interferes with learning. The goal of ISI is to minimize disruption to the classroom

while giving students an opportunity to regulate, reflect on their behavior, complete academic work, and develop strategies for making more successful choices.

Students assigned to ISI will continue their academic work while participating in reflection and restorative activities designed to help them understand the impact of their behavior and prepare for a successful return to class. ISI is intended to support students in learning from behavioral challenges and returning to the classroom with a fresh start and clear expectations.

Work Detail/Detention

Students assigned to Work Detail will work before school, during lunch, or after school with parent notification/approval. Parent notification will precede any after school assignment. Students serving Work Detail during lunch will see administration Groce for assignment. Students serving Lunch Detention will report to the lunch detention room immediately after getting their lunch. Students serving on Work Detail after school will report to administration immediately after school dismissal at 2:45 PM.

Note: When a student receives an after-school discipline assignment, parental transportation is required. There is no bus service available at that time.

In-School Suspension

In-School Suspension takes place from 8:00 a.m. to 2:45 p.m. on school days. Students scheduled for In-School Suspension are expected to work on unfinished school assignments. Students will not be allowed to leave the room except during scheduled breaks with an adult. Failure to comply may lead to Out-of-School Suspension.

Out-Of-School Suspension

Out of school suspension is a very serious consequence reserved for more serious offenses or repeated minor offenses. Students serving out-of-school suspension are not to be on campus at any time during the school day and are not to be on the grounds of any school in the district. A student on short term suspension **will be provided the opportunity upon his or her return** to make up assignments and tests missed while on the suspension if: such assignments and tests have a substantial effect on the student's semester grade, or if failure to complete such assignments and tests would preclude the student from receiving credit for the course(s). *Any student serving suspension time will not participate in any school activities, sports practices, games or events (dances, etc.) on any day they are serving suspension time.*

- **Short Term Suspension:** Up to 10 consecutive school days designated by the Principal/Vice Principal as out-of-school suspension. Suspension length is determined on an individual basis according to the severity of the offense and the student discipline record. Parents will be notified prior to the suspension and a parent conference is required before student returns to class. Suspensions of up to 10 consecutive days, even during a parent appeal, have recently been authorized by the State of Washington.
- **Long Term Suspension:** More than 10 consecutive days out of school designated by the Principal/Vice Principal as out-of-school suspension. A parent conference is required before a student can return to classes.

Expulsion

Expulsion is denial of attendance from any single subject or class or from any full schedule of subjects or classes and should not exceed the length of an academic term, as defined by the school board. An expulsion will also include a denial of admission to or entry upon real and personal property that is owned, leased, rented, or controlled by the school district. An expulsion also includes denial of participation in any/all school activities.

Emergency Expulsion

A student may be immediately removed from a class, subject or activity by a teacher or administrator when the student's presence poses an immediate and continuing danger to the student, other students or school personnel, or an immediate and continuing threat of substantial disruption of the class, subject, or educational process of the student's school.

Emergency Expulsion means the student cannot attend school, participate in school activities or be on any school district property prior to the opportunity for a hearing.

- An emergency expulsion may be imposed only if the expelling authority has good and sufficient reason to believe that the student is an immediate and continuing danger to himself or herself, other students, or school personnel, or presents an immediate and continuing threat of substantial disruption of the educational process.
- The emergency expulsion shall continue until the expelling authority reinstates the student or until a hearing is held and a final determination reached regarding the recommended sanction.

NOTE: The school administration reserves the right to determine the level at which the violation(s) will be handled based upon the nature of the offense(s), the severity of the offense(s), and the prior history of offense(s) committed. (Other acceptable forms of discipline are listed in WAC 392-400 Discipline.)

STUDENT PRIVACY AND SEARCHES

Colville School District respects students' right to privacy while also maintaining the responsibility to provide a safe and orderly school environment. School officials have the authority to conduct reasonable searches of students and their personal property when there are reasonable grounds to suspect that evidence of a violation of school rules or the law may be found. This includes searches of clothing, pockets, backpacks, purses, bags, desks, lockers, assigned storage areas, and automobiles located on school property, including the school parking lot. Lockers, desks, and storage areas are school district property and may be searched at any time in accordance with district policy and procedure.

The District may also use hand-held metal detector wands when administrators have reasonable suspicion that a search may uncover evidence of a violation of school rules or the law. Under certain circumstances, such as when a vape detector is activated in a restroom, an administrator may determine that all students present in the area should be checked. Only administrators or their designees may conduct these searches, and searches will be conducted in accordance with District Policy/Procedure 3230/3230P.

Students are expected to cooperate with reasonable requests to participate in a search. Refusal to cooperate may result in the student being held until a parent or guardian can be contacted to provide consent. If a parent or guardian cannot be reached within a reasonable time, the principal or designee may conduct the search without the student's consent. Refusal to cooperate may also be considered by administration when determining appropriate disciplinary action based on the circumstances.

RULE INFRACTIONS

The Colville School District has identified specific behaviors that are considered unacceptable or unsafe in any school setting. These behaviors are outlined here to help students understand the limits of acceptable behavior in school. Students who choose to engage in unacceptable behaviors that are listed here as well as any other behavior deemed inappropriate for school will be referred to the school Principal or designee for disciplinary action. Parents will be contacted by telephone and made aware of the problem. A follow-up letter will also be sent to the parent detailing the specific incident. The administration reserves the right to determine the degree and level at which the violation will be handled. The severity of the offense will dictate the severity of the consequence, including but not limited to: In-School Suspension (ISS), either short term or long term Out of School Suspension (OSS), possible expulsion, police notification, restitution, and/or requiring a parent conference prior to returning to school.

Academic Integrity-Cheating, Artificial Intelligence, and Plagiarism

Students are expected to submit original work and appropriately acknowledge the ideas and contributions of others. Academic dishonesty includes, but is not limited to, cheating, plagiarism, unauthorized collaboration, falsification of information, and unauthorized use of artificial intelligence or other technologies.

Students who engage in academic dishonesty may receive reduced or no credit for the assignment or assessment, be required to complete an alternative assignment, be subject to disciplinary action, and may fail the course when repeated behavior occurs.

Alcohol-Marijuana-Other Illegal Drugs: Possession or Use

This includes alcohol, marijuana, other illegal drugs including the improper use of over the counter or prescription medicine, showing evidence of being under the influence, and possession of drug paraphernalia.

- **1ST Offense:** Short-term suspension/parent and police notification/referral to substance abuse counselor for assessment, monitoring and/or treatment (at parent expense). Parent conference required before student returns to classes.
- **2ND Offense:** Long-term suspension/parent and police notification/recommended completion of treatment and monitoring at an approved agency (at parental expense)/counseling (at parental expense). Parent conference required before student returns to classes.
- **3RD Offense:** Expulsion/parent and police notification.

Arriving Late to Class /Tardies

Students are considered tardy any time they arrive to class (or their assigned work area) after the final bell has sounded. A note from a teacher or the office is required to excuse any tardy. Notes from parents/guardians excusing students from being tardy to school must be submitted to the office that day or before a student's first class the following school day. The following procedure will apply to a student's total number of unexcused tardies in all of their classes combined per semester:

- **3rd Tardy:** Warning. Student will be notified that he or she has 3 unexcused tardies.
- **5th Tardy:** Parent notification. One day of work detail or lunch detention.
- **10th Tardy:** Parent notification. Two days of work detail or lunch detention.
- **15th Tardy:** Meeting with parent and administrator. Three days of work detail or lunch detention.
- **20th Tardy:** Parent notification. Referral to Truancy Officer. After school detention and attendance contract.

*The limit for excused tardies is ten per semester. Any tardy that occurs after ten excused tardies will be considered unexcused unless it has been excused by the high school administration.

Assaults and Fighting

Assaults and fighting include any physical endangerment to students including hitting, using fighting words, or using electronic media to record, encourage, advertise or share a recording of an incident. Students must report all incidents to an adult and **MUST NOT RETALIATE**. Retaliation places a student in the same discipline category. Roughhousing may be considered physical endangerment.

- **1ST Offense:** Short-term suspension/parent notification/possible police notification/mediation and counseling at school/parent conference required before student returns to classes.
- **2ND Offense:** Short or long-term suspension/parent and police notification/counseling may be recommended/parent conference required before student returns to classes.

- **3RD Offense:** Long-term suspension or expulsion/parent and police notification/Out of building counseling may be required (at parental expense)/parent conference required before student returns to classes.

Cigarette-Tobacco-Vape: Possession or Use

This includes use or possession of tobacco or tobacco products at any time on school property. Tobacco includes, but is not limited to, cigarettes, cigars, snuff, smoking tobacco, smokeless tobacco, nicotine, nicotine delivering devices, pouches, chemicals, devices, or any other tobacco innovation on school property that produce the same appearance, flavor, or physical effect of nicotine substances.

- **1ST Offense:** Educational course/parent and police notification.
- **2ND Offense:** Short-term suspension/parent and police notification. Parent conference.
- **3RD Offense:** Short or long-term suspension/parent and police notification. Parent conference required before student returns to classes.

Computer or Network Offenses

This includes, but is not limited to, the prohibited activities outlined under *Computers and the Internet* (in the General Information section of this handbook) and the district's Acceptable Use Agreement. Discipline is based on severity at administration's discretion.

- **1ST Offense:** Short-term suspension/parent notification/restitution/possible police notification/restricted use of computers.
- **2ND Offense:** Short or long-term suspension/parent notification/restitution/possible police notification with possible charges filed/restricted from using school computers/parent conference and contract required before return to school.
- **3RD Offense:** Long-term suspension or expulsion for the remainder of the school year.

Controlled Substances: Sale or Transfer/Distribution

This includes any attempt to sell, give away, distribute, or transfer alcohol, marijuana, illegal drugs, tobacco, and vape and any efforts to solicit non-drug items as drugs.

- **1ST Offense:** Short-term suspension/parent and police notification/ completion of assessment, treatment and monitoring at an approved agency (at parental expense)/counseling required (at parental expense). Parent conference required before student returns to classes.
- **2ND Offense:** Long-term suspension or expulsion based on administrative decision/parent and police notification.

Dangerous Weapon Possession

Colville High School has a No Tolerance policy for any kind of weapon on school property, which includes on the school bus and at any school related activity. Students may not possess, bring, or transfer weapons such as (but not limited to): knives, guns, martial arts weapons, or any other weapons, flammables, explosives, and/or any object that poses physical danger to the health and/or safety of students and faculty, including all replicas. Consequences for possession of weapons on campus will be determined on a case-by-case basis. Consequences can range from confiscation of the weapon to emergency expulsion. Confiscated items will only be released to parents. (See RCW 9.41 for clarification.)

NOTE: Possession of a dangerous weapon could jeopardize a student's education as stated in the Common School Laws of the State of Washington, Section 28A.600.420: Firearms on School Premises, Transportation, or Facilities: any elementary or secondary school student who is determined to have carried a firearm onto, or to have possessed a firearm on, public elementary, or secondary school premises, public school provided

transportation, or areas of facilities while being used exclusively by public schools, shall be expelled from school for not less than one year under RCW 28A.600.010.

(Subject to appeal with notification to parents and law enforcement.)

Defiance/Disrespect to School Employees

Includes, but is not limited to, calling teachers or staff names, and direct defiance. Failure to follow a staff member's instructions or resolve issues appropriately could also fall into this category. As well as identifying yourself properly when asked by school district personnel or any authority in a school building, on school grounds, at school-sponsored events, or on school buses.

- **1ST Offense:** In school suspension/short-term suspension/parent notification/parent conference required before student returns to classes.
- **2ND Offense:** Short or long-term suspension/parent notification/out of building counseling recommended (at parental expense)/parent conference required before student returns to classes.
- **3RD Offense:** Long-term suspension or expulsion based on administrative decision/parent and police notification/out of building counseling recommended (at parental expense)/parent conference required before student returns to classes.

Harassment, Intimidation, Bullying, or Sexual Harassment

The district is committed to a safe and civil educational environment for all students, employees, parents/legal guardians, volunteers and patrons, that is free from harassment, intimidation, bullying, or sexual harassment. Any intentionally written message or image (including those that are electronically transmitted), verbal or physical act (including but not limited to one shown to be motivated by race, color, religion, ancestry, national origin, gender, sexual orientation, including gender expression or identify, mental or physical disability or other distinguishing characteristics), is unacceptable when the act:

- physically harms a student or damages a student's property.
- has the effect of substantially interfering with a student's education.
- is so severe, persistent, or pervasive that it creates an intimidating or threatening educational environment.
- has the effect of substantially disrupting the orderly operation of the school.

"Other distinguishing characteristics" can include but are not limited to: physical appearance, clothing or other apparel, socioeconomic status, and weight. "Intentional acts" refers to the individual's choice to engage in the act rather than the ultimate impact of the action(s).

Unacceptable Actions. Harassment, intimidation, bullying, and sexual harassment can take many forms including but not limited to: slurs, rumors, jokes, innuendos, demeaning comments, drawings, cartoons, pranks, gestures, physical attacks, threats or other written, oral, physical or electronically transmitted messages or images. Sexual harassment includes (but is not limited to): unacceptable touching, de-panting, or sexual comments, actions, innuendoes, or displays.

These behaviors are unacceptable **even if:** (1) a student who is the object of the harassment is not offended, or (2) the affected student does not actually possess a characteristic that is a basis for the harassment. This sort of conduct will not be tolerated in our school environment.

- **1ST Offense:** Short-term suspension/parent notification/possible police notification/out of building counseling may be required (at parental expense)/parent conference required before student returns to classes.
- **2ND Offense:** Short or long-term suspension/parent and police notification/out of building counseling may be required (at parental expense)/parent conference required before student returns to classes.

- **3RD Offense:** Long-term suspension or expulsion/parent and police notification/out of building counseling required (at parental expense)/parent conference required before student returns to classes.

Interruption of Orderly School Process

This includes, but is not limited to: tampering with alarm systems, tampering with the school bell system or intercom, bomb threats, arson, extortion, and illegal entry, as well as any other behavior or effort to cause disruption to the orderly school process, including intentionally making false reports or claims that may cause disruption, alarm, or unnecessary emergency response.

The Administration reserves the right to determine the degree and level at which the violation will be handled. The severity of the offense will dictate the severity of the consequence, including, but not limited to: suspension, possible expulsion, police notification, restitution, and parent conference prior to returning to school.

Property Damage, Vandalism, Malicious Mischief, Theft

This includes destruction or defacing school or personal property and stealing from the school, staff and/or peers.

- **1ST Offense:** Short-term suspension/compensating remuneration/police notification (at administration's discretion depending on the severity)/counseling recommended at parental expense/parent conference required before student returns to classes.
- **2ND Offense:** Short or long-term suspension/compensating remuneration/police notification/counseling recommended at parental expense/parent conference required before student returns to classes.
- **3RD Offense:** Long-term suspension or expulsion/compensating remuneration/police notification/counseling recommended at parental expense/parent conference required before student returns to classes.

Recording, Possessing, and Sharing Inappropriate Images or Videos

Students are expected to use personal devices and technology responsibly. The creation, possession, viewing, distribution, or sharing of images, videos, or recordings that are disruptive to the educational environment or that invade the privacy, dignity, or safety of others is prohibited.

Prohibited conduct includes, but is not limited to:

- Recording or photographing students or staff without their knowledge or consent in situations where privacy may reasonably be expected.
- Recording, photographing, possessing, viewing, or sharing images or videos depicting physical altercations, fights, bullying, harassment, threats, vandalism, or other violations of school rules or law.
- Posting, transmitting, forwarding, or otherwise distributing inappropriate images or videos through social media, text messages, email, or other electronic means.
- Encouraging, staging, or participating in incidents for the purpose of recording or sharing content.
- Using technology in a manner that causes substantial disruption to the educational environment or interferes with the safety and well-being of students or staff.

Students who witness a fight, safety concern, or other misconduct should seek assistance from a staff member rather than recording the incident.

Violation of this policy may result in disciplinary action, including but not limited to:

- Confiscation or restriction of device privileges in accordance with district policy.
- Detention, suspension, or other school disciplinary consequences.
- Loss of extracurricular participation privileges.
- Referral to law enforcement when required by law or when the conduct may constitute a criminal offense.

The severity of the disciplinary response will depend on the nature of the conduct, including whether the student created, possessed, shared, or promoted the content and the impact on individuals or the school community.

Telecommunication Device Usage

If a student's cell phone/electronic device is confiscated, the following consequences will apply.

- **1ST Offense:** Student must call a parent/guardian, and the device is released at the end of the day.
- **2ND Offense:** Student must call a parent/guardian, the device is released at the end of the day, and the student will receive one day of work detail or lunch detention.
- **3RD Offense:** Student must call a parent/guardian to come in to pick up the device, and the student will receive two days of work detail or lunch detention.
- **4TH Offense:** If within the same semester, student must call a parent/guardian to come in to pick up the device. If not all four offenses occurred within the same semester, the third offense discipline will apply. Administrators will put a plan in place to help the student succeed.
- **Additional Consequences:** If a student refuses to give up their device, he/she will be removed from class and more severe disciplinary consequences will apply.

If a telecommunication device is used inappropriately, additional or more severe consequences may apply. Inappropriate use can take many forms including: using the device to cheat on assignments or tests, sending messages that could be considered harassment or bullying, viewing/sharing pictures or messages of a sexually explicit nature, etc.

The severity of the incident will determine the severity of the consequence. When the offense includes sexting, harassment, bullying, or other major offenses, administration will investigate and assign more severe consequences. Consequences can include confiscation of the device until a parent retrieves it, search of the device by administration or police, police notification or other action deemed appropriate for the situation. See also other applicable sections in this handbook.

Threats, Intimidation, or Physical Assault on Students or Staff:

Threatening, intimidating, or assaultive behavior directed towards students, staff, or school property is prohibited. Any statement, action, or communication that reasonably causes concern for the safety of students, staff, or the school community may result in immediate administrative action, including removal from the educational setting pending investigation.

School administrators will investigate reported incidents and may conduct a threat assessment to determine the level of risk and appropriate response. Disciplinary consequences may include emergency removal, suspension, expulsion, exclusion from activities, behavioral interventions, safety plans, or referral to law enforcement, depending on the nature and severity of the conduct and in accordance with district policy and state law.

Before a student returns following a significant threat or assault incident, the district may require a safety meeting, behavior contract, threat assessment review, or other reasonable measures designed to ensure the safety of students and staff.

- **1ST Offense:** Short or long-term suspension based on administrative decision/parent notification/police notification /out of building counseling recommended (at parental expense)/parent conference and contract required before student returns to classes.
- **2ND Offense:** Long term suspension or expulsion/parent notification/police notification or serious violation prevent the student from demonstrating proficiency in the course standards.

School administration reserves the right to move to the 2nd offense discipline consequences based on severity of each situation.

APPEAL PROCESS

Appeal Process for Short-Term Suspension

Any parent or student who is aggrieved by the imposition of a short-term suspension has the right to an informal conference with the Principal/Vice Principal for the purpose of resolving the grievance. At such conference the student and parent will be subject to questioning by the Principal/Vice Principal and will be entitled to question staff involved in the matter being grieved.

The parent and student after exhausting this remedy will have the right, upon two (2) school business days' prior notice, to present a written and/or oral grievance to the Superintendent. If the grievance is not resolved, the parent and student upon two (2) school business days' prior notice shall have the right to present a written grievance to the School Board at its next regular meeting, or at a meeting held within thirty (30) days, whichever is earlier. A closed meeting may be held for the purpose of considering the grievance. The Board will notify the parent and student of its response to the grievance within ten (10) school business days after the date when the grievance was presented. The short-term suspension shall continue notwithstanding implementation of the grievance procedure unless the Principal, Superintendent or Board elects to postpone such action. (Colville School District Policy No. 3241)

Appeal Process for Long-Term Suspension or Expulsion

If a long-term suspension or expulsion is imposed, the parent and student will have the right to appeal the hearing officer's decision by filing a written notice of appeal at the office of the hearing officer within three (3) school business days after the date of the receipt of the decision. The School Board will schedule and hold a meeting to informally review the matter within ten (10) school business days from receipt of such appeal. The purpose of the meeting will be to confer with the parties in order to decide upon the most appropriate means of handling the appeal. At that time the student, parent and/or counsel will be given the right to be heard and will be granted the opportunity to present such witnesses and testimony as the council deems reasonable. Prior to adjournment, the Board will agree to one of the following procedures:

- Study the hearing record or other materials submitted and record its finding within ten (10) school business days.
- Schedule and hold a special meeting to hear further arguments on the case and record its findings within fifteen (15) school business days; or

Hear and try the case *de novo* before the Board within ten (10) school business days.

The Provisions Governing an Emergency Expulsion

1. Written notice of the emergency expulsion will be sent by certified letter deposited in the U.S. Mail within twenty- four (24) hours of the expulsion or by hand delivery to the student's

parent(s) or guardian(s) within twenty-four (24) hours of the expulsion and documenting delivery by obtaining their signature acknowledging receipt or the written certification of the person making the delivery

2. The parent and student will have ten (10) school business days after the receipt of the notice to request a hearing. A schedule of “school business days” potentially applicable to the exercise of such hearing right should be included with the notice.

APPENDIX A – 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 at www.colsd.org.

COMPLAINTS ABOUT DISCRIMINATION, DISCRIMINATORY HARASSMENT, AND SEXUAL HARASSMENT

What is discrimination?

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

What is a protected class?

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

How do I file a complaint about discrimination?

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

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

Fax: (360) 664-2967

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

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

For more information, visit www.k12.wa.us/Equity/Complaints.aspx, or contact OSPI's Equity and Civil Rights Office at (360) 725-6162/TTY: (360) 664-3631

**COLVILLE SCHOOL DISTRICT INCIDENT REPORTING FORM
(POLICY NO. 3207 – PROHIBITION OF HARASSMENT,
INTIMIDATION, AND BULLYING OF STUDENTS)**

BRIEFLY DESCRIBE WHAT HAPPENED, INCLUDING:

- **WHO WAS INVOLVED**
- **WHEN AND WHERE INCIDENT HAPPENED**
- **WHAT YOU DID AT THE TIME OF THE INCIDENT**

NAME: _____ **DATE:** _____

INCIDENT DESCRIPTION:

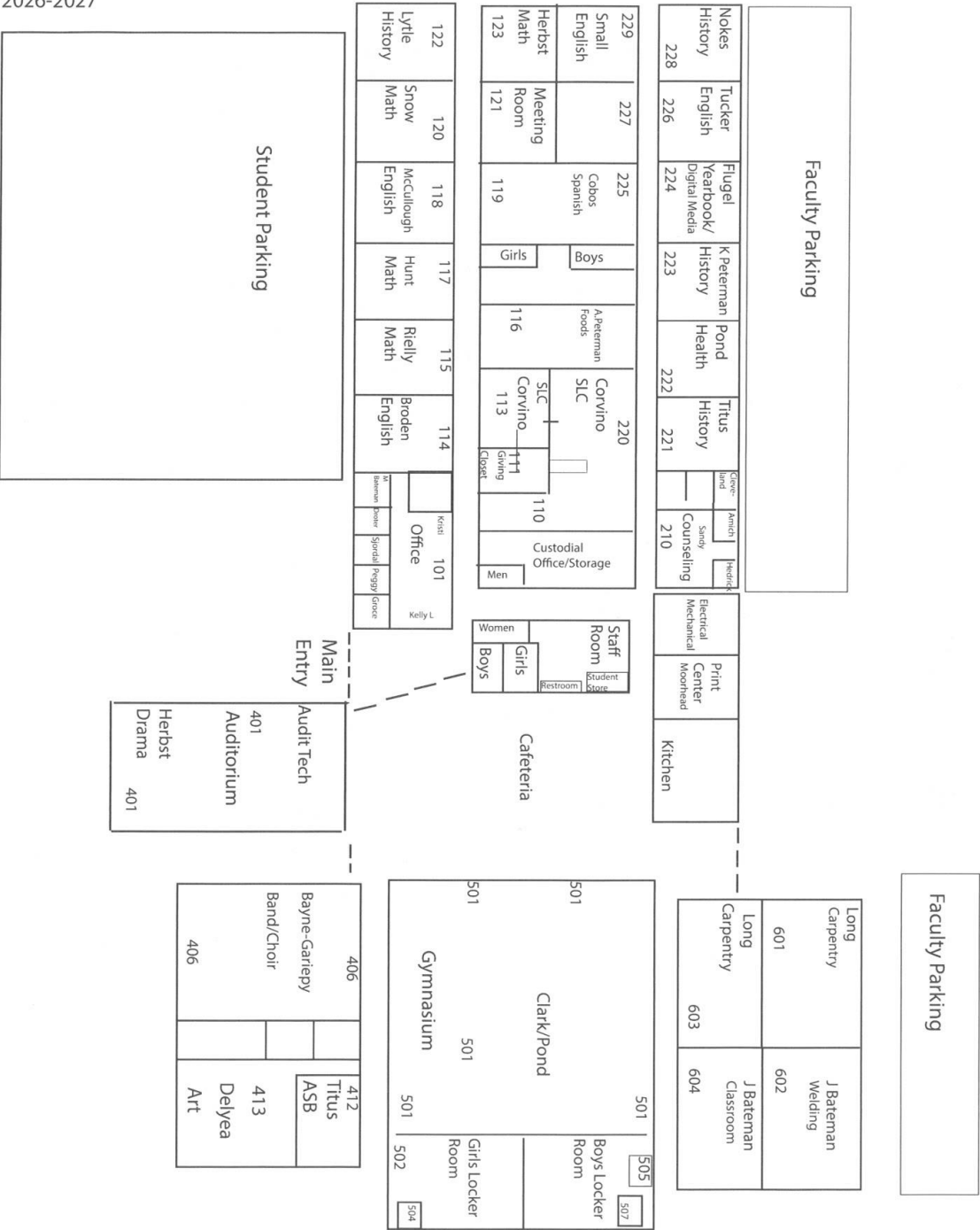
SIGNED: _____

**AFTER COMPLETION, SUBMIT INCIDENT REPORTING FORM TO YOUR
BUILDING PRINCIPAL.**

Resolution of the Incident/Investigation/Discipline Imposed (If applicable): _____

APPENDIX B: MAP OF COLVILLE HIGH SCHOOL

COLVILLE HIGH SCHOOL
MAIN FLOOR
2026-2027



COLVILLE HIGH SCHOOL
SECOND FLOOR
2026-2027

