

Chewelah School District #36 – *Where Dreams Begin*

Board of Director's Regular Work Session Meeting

November 4, 2021 at 6:30 PM

District Office 210 N Park and Virtually via Zoom

1. Call meeting to order
2. Flag salute
3. Modifications to the agenda
4. Approval of the agenda
5. Old middle school building
6. Emergency Remote Learning Plan (blue)
7. Approval of substitute teacher wage schedule (pumpkin)
8. Approve resignation of Paige Campbell as junior high girls basketball assistant coach
9. Approval to post for junior high girls basketball assistant coach
10. Approve hire of Paige Campbell as junior high girls basketball head coach
11. Third reading of Policy 2000 Student Learning Goals (canary)
12. First reading of Policy 2010 Renewal and School-Centered Decision Making (green)
13. First reading of Policy 2111 Instruction in Basic Skills and Work Skills (lavender)
14. First reading of Policy 2120 Curriculum Development (pink)
15. First reading of Policy 3112 Social Emotional Climate (gray)
16. First reading of Policy 3432 Emergencies (tan)
17. First reading of Policy 4310 Contacts with Staff/Safe and Orderly Learning Environment (blue)
18. First reading of Policy 4311 Visitors (cherry)
19. First reading of Policy 4314 Disruption of School Operations (pumpkin)
20. Superintendent Report
21. Executive session – review the qualifications of an applicant for public employment
22. Adjourn

Face coverings required for all in-person attendees

In accordance with Governor's Proclamation 20.25.15, which prohibits the Board of Directors from allowing individuals without face coverings to enter or remain in any indoor space, all in-person attendees must wear a face covering at all times during the meeting. Individuals who choose not to comply with the requirement may access the meeting virtually via Zoom at <https://us02web.zoom.us/j/84901121668>

Individuals with disabilities who may need a modification to participate in a meeting should contact the superintendent's office, at 685-6800, ext. 1002, no later than three days before a regular meeting and as soon as possible in advance of a special meeting so that special arrangements can be made.

Chewelah School District #36, North 210 Park Street, P.O. Box 47, Chewelah, Washington 99109, www.chewelah.k12.wa.us

Telephone: (509) 685-6800 ext. 1002, FAX (509) 935-8605, E-mail: kgaffney@chewelak12.us

Chewelah School District Emergency Remote Learning Plan

COVID-19 Outbreak

To meet outbreak criteria set by Stevens County Health, 10% of population must test positive. On average this is approximately 30 people per building. In the event of an outbreak the following general procedures will be followed.

Jenkins MS-HS

Full Remote Learning Plan

2021 - 2022

The Jenkins staff developed the following plan in the event of a COVID-19 outbreak. The staff and students will transition to a 14-day remote learning period. Students and staff will go through the screening process following the 14-day remote learning period to return to school. Depending on the time between the decision and the transition to remote learning time will be required to communicate with families and for teachers to prepare for transition. It is anticipated that no more than a half day will be needed to prepare staff, parents, and students for the transition.

Distance Learning

- Information regarding the transition to full remote learning would be sent via email, phone message, text, letter, and posted on social media. Instructions will be provided to parents and students of class schedules, expectations, and timelines.
- Staff and students will use Canvas, the Learning Management System (LMS), to provide a uniform communication, instruction, and assessment process for students and parents.
- Scheduled synchronous classes 5 days/week via ZOOM for all 6 periods. Daily attendance taken.
- Recorded lesson videos are an optional teaching method.
- No Advisory or Homeroom Period during full remote learning unless remote learning was projected to last longer than two weeks.
- To ensure learning for all students, Jenkins staff may need to offer some students hard copy packets. In addition, if Gess Elementary is not in remote learning, buses will run their normal routes which will enable those few students who do not have access to internet to come to school and work remotely in the school.
- Staff will continue to work from school at their classroom workstations unless previously agreed upon with their supervisor due to COVID related hardships.
- Breakfast and lunches will be provided for family pick up once a day. The general time for meal pick-up is anticipated to be between 9am to 12:00pm each day.
- Classified staff would be assigned duties as needed. In some cases, some paras may not be needed during the 14 days of remote learning. Those arrangements will be handled on an individual basis. For example, regular ed paras may not be needed while Special Ed paras would be.

- PCR testing will be provided to students by appointment

Jenkins Jr/Sr High School Full Remote Learning Schedule

Class schedule will reflect the traditional bell schedule during remote learning. Live synchronous video instructional sessions will follow the agreed upon schedule. These times will be chosen to closely mirror the regularly scheduled times, however, will set easier start and end times for working from home.

Period	Time
Morn. Prep	7:50
1 st	8:30
2 nd	9:30
3 rd	10:30
4 th	11:30
5 th	1:00
6 th	2:00

Gess Elementary

The Gess Elementary staff developed the following plan in the event of a COVID-19 outbreak. The staff and students will transition to a 14-day remote learning period. Students and Staff will go through the screening process following the 14-day remote learning period to return to school.

Distance Learning

Teacher Responsibilities: Teachers will report to school on a regular work schedule unless approved by Principal due to COVID related hardships.

- Teachers will utilize learning management system (See/Saw TK-5; Canvas 6)
 - Upload student learning to platform
 - Day 1 of shut down – contact each family. Teachers Identify/double check for students who need technology during shutdown i.e., laptops/hotspots
 - Arrange for parent pick up of needed materials/supplies
 - Any student materials will be labeled and dropped off in the gym at specifically identified tables

Day 2 and 3 – families will pick up needed materials/supplies through Gess foyer

Day 7 and 8 – families will pick up/drop off materials/supplies through Gess foyer

Zoom schedule: Half-hour increments. Daily attendance will be taken

8 a.m	Specialists
9 a.m.	6 th grade
10 a.m.	5 th grade/Kindergarten
11 a.m.	4 th grade
12 p.m,	3 rd grade
1 p.m.	2 nd grade
2 p.m.	1 st grade

- Students who have no access to technology (about 25-30 last year) will be provided access through Internet Café in the gym by appointment
- Classified staff would be assigned duties as needed. In some cases, some paras may not be needed, and those arrangements will be handled on an individual basis.

Support Staff

- Kitchen staff will provide meals similar to Summer Food service
 - Meals served out through Gess front door
- Curative testing support services
- Buses that run for the remainder of district (Jenkins) Gess will specifically identify students at Gess Elementary who would need to come to the school for remote learning (IEP students and no internet access students).
- The library will be open by appointment. It may also be a place for remote learning for students who do not have access to the internet at home.
- Classified staff would be assigned duties as needed. In some cases, some paras may not be needed during the 14 days of remote learning. Those arrangements will be handled on an individual basis. paras will be supporting the office, the materials/supplies handout; providing services for specifically identified students.
- PCR testing will be provided to students by appointment

****Quartzite Learning does not fall under the criteria for an outbreak.**

STUDENT LEARNING GOALS

~~A basic education is an evolving program. The goal of instruction that is intended the school district shall be to provide opportunities for all students with the opportunity to become responsible and respectful global citizens, to contribute to their economic well-being and that of their families and communities, to explore and understand different perspectives, and to enjoy productive and satisfying lives. With the involvement of parent and community members, the goal of the District is to provide opportunities for every student to develop the specific academic and technical skills and knowledge and skills essential to:~~

A basic education is an evolving program of instruction that is intended to provide students with the opportunity to become responsible and respectful global citizens, to contribute to their economic well-being and that of their families and communities, to explore and understand different perspectives, and to enjoy productive and satisfying lives. Additionally, Chewelah School District intends to provide for a public school system that is able to evolve and adapt in order to better focus on strengthening the educational achievement of all students, which includes high expectations for all students and gives all students the opportunity to achieve personal and academic success. To these ends, the goals of each school district, with the involvement of parents and community members, shall be to provide opportunities for every student to develop the knowledge and skills essential to:

1. Read with comprehension, write effectively, and communicate successfully in a variety of ways and settings ~~and with a variety of audiences;~~
2. Know and apply the core concepts and principles of mathematics; social, physical, and life sciences; civics and history, including different cultures and participation in representative government; geography; arts; ~~and~~ health and fitness;
3. Think analytically, logically, and creatively, and to integrate ~~technology literacy and fluency as well as~~ different experiences and knowledge to form reasoned judgments and solve problems; and
4. Understand the importance of work and finance and how performance, effort, and decisions directly affect future career and educational opportunities.

These goals will be placed within a context of a performance-based educational system in which high standards are set for all students. Parents are primary partners in the education of their children, and students take responsibility for their learning. How instruction is provided to meet these learning goals is the decision of the School Board and district educators. An assessment system for determining if students have successfully learned the essential academic learning requirements based on the student learning goals ~~will shall~~ be adopted by the District, as required by the state lawboard of education implements these assessments.

Commented [KG1]: Remove "A"?

Commented [KG2]: Replace "evolving" with "continuously improving"?

Commented [KG3]: Remove "that is intended"?

Commented [KG4]: Replace "to provide" with "provides"?

Commented [KG5]: Do not strike out "all"?

Commented [KG6]: Replace "opportunity"?

Commented [KG7]: RCW 28A.150.210 language discussed during 10/7/21 work session

RCW 28A.655.010

Washington commission on Student Learning — Definitions

Management Resources: *Policy News*, October 2007

Basic Education Act Revisions

Adoption Date: 01.16.08
Chewelah School District #36
Revised: 05.20.09
Classification: ~~Priority~~ Encouraged

RENEWAL AND SCHOOL-CENTERED DECISION-MAKING

Chewelah schools exist in an ever-changing environment to serve a changing clientele. The purpose of school "renewal" is to keep schools constantly adapting to those changes so that all students succeed. "Renewal" is an ongoing process which may include restructuring of schools and/or approaches to teaching and learning in order to assure the highest possible student performance.

Schools may offer diverse programs and services as they seek to meet the unique needs of their students. It is recognized that differences which may exist among schools, due to restructuring are acceptable. However, to preserve the common values of the Chewelah School District community, each school shall make decisions within a framework of state laws and regulations, board policies and procedures, and annual district goals.

Consistent with its mission statement and goals, the Chewelah Board of Directors believes that school renewal may best be achieved through the process of school-centered decision-making. This process shall provide for decisions concerning school renewal to be made:

1. Closest to where the students are educated;
2. Through the participation of those most directly in contact with, or concerned about, the students; and
3. Within the context of a district and state framework surrounding the school.

A cooperative partnership in which parents/guardians/custodians, staff, students (as appropriate) and community patrons work together on a School Improvement Team for Education (SITE) shall enhance the renewal process. Each school participating in school renewal activities is expected to:

1. Establish a fair system for selecting representatives for the school improvement team;
2. Be responsible for regular communications with their broader constituencies;
3. Provide a decision-making process marked by mutual respect and support among all of the participants;
4. Strive to achieve maximum effectiveness by seeking participant's commitment to support implementation of each decision;
5. Coordinate activities with district support staff to ensure effective implementation of school goals; and

6. Obtain prior board approval if the proposed activity or program is at variance with existing board policy, administrative procedures or district goals.

Interim information reports regarding renewal activities during concept development, planning and implementation shall be provided in a timely manner to the Superintendent and Board.

Each school shall assess its progress in school renewal activities and share the results with the school's community. Such assessment should be regular and frequent.

Each school shall also submit an annual written evaluation to the Superintendent and School Board. A description of the membership of the School Improvement Team for Education (SITE), decision-making process used, the goals achieved and how the renewal process has contributed to learning by individual students shall be included in this report.

Legal References:	RCW 28A.306.140	Waivers
	RCW 28A.320.200	Program Evaluation
	RCW 28A.630	Temporary Provisions-Special Projects
	RCW 28A.300.138	Student Learning Improvement Grants
	WAC 180-16-200	Total Program Offerings
	WAC 180-16-205	Classroom Teacher Contact Hours Recruitment Waiver
	WAC 180-19	Waivers for Restructuring Purposes

Adoption Date: 02.19.97
Chewelah School District #36
Revised:
Classification:

INSTRUCTION IN BASIC SKILLS AND WORK SKILLS

In order to assure compliance with the basic skills, work skills, and course requirements of WAC 180-16-200, the superintendent shall implement procedures for verifying compliance at the outset of each school year as well as monitoring continuing compliance throughout the year. The procedures shall provide for:

- A. Examining the proposed schedule and course offerings available to secondary students prior to each grading period for compliance with the state requirements;
- B. Reviewing any subsequent changes to the schedule of secondary course offerings to assure continued compliance;
- C. Reviewing the schedule of secondary courses after the beginning of each grading period to verify compliance;
- D. Reviewing the elementary curriculum and hours of attendance annually to assure its continued compliance with the state requirements; and
- E. Maintaining a record of the schedule of secondary course offerings for each grading period and the schedule of hours of instruction offered to elementary and secondary students which will verify compliance with the requirements.

Legal References:	RCW 28A.150.220	Basic Education Act of 1977--Definitions-- Program requirements--Program accessibility--Rules and regulations
	WAC 180-16-200(7)	Total program hour offering--Basic skills and work skills requirements

Adoption Date: 02.19.97
Chewelah School District #36
Revised:
Classification:

CURRICULUM DEVELOPMENT

The board recognizes its responsibility for the improvement and growth of the educational program of the schools. To this end, the curriculum shall be evaluated, adapted and developed on an ongoing basis and in accordance with Washington State curriculum guidelines and the District's plan for curriculum growth and improvement of student learning.

The goal with all curriculum adopted by the Board shall be: what is written in guides shall be taught in classrooms and shall be measured for evidence of student learning.

A course of study that is offered to students shall include a description of:

- Objectives to be achieved by students,
- Materials, textbooks, and/or equipment to be used to reach the objectives.
- Procedures to be used to measure student learning and determine course competencies should a student wish to challenge a course for a pass/fail credit.
- The relationship of the course to other courses offered within the school and the district.

All new courses or major modifications to existing courses must be approved by the superintendent prior to implementation. The superintendent, in turn, shall inform the board before the new course or major revision to an existing course is implemented.

The superintendent shall conduct ongoing reviews of selected areas of curriculum on a cyclical basis, and recommend changes that should be made as a result of the curriculum study. Such review shall take place at least once during each seven-year period. Purchase of reading materials will be done over a two-year period due to the high cost of these instructional resources.

Curriculum Adoption

A= Adopt T= Train M= Maintain R= Research P= Pilot

	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Math/ Fine Arts	A	T	M	M	M	R	P	A	T	M	M	M	M	R
Reading/ Foreign Language	R	P	A	T	M	M	M	M	R	A	T	M	M	M
Science/ Technology	M	R	P	A	T	M	M	M	R	P	A	T	M	M
Social Studies/ Counseling	M	M	M	R	P	A	T	M	M	M	R	P	A	T
English/Literature/ Writing	T	M	M	M	R	P	A	T	M	M	M	R	P	A
Health/Fitness Vocational Ed	T	M	M	M	M	R	P	A	T	M	M	M	R	P

The steps to curriculum development shall be:

1. Establish subject area committees, membership, and timelines a year before adoption process. Support attendance of committee chair and administrator or second designee assigned to sit on committee at national conference for area under study.
2. Review current curriculum documents, actual practice, and student performance within area under study.
3. Match and align state and federal curriculum guides with District curriculum.
4. Develop new curriculum after a review of professional literature and studies addressing best practices and curriculum within the content area under study.
5. Consider expert review depending on agreement within the committee.
6. Distribute new curriculum draft for review by staff and community.
7. Recommend scope and sequence and curriculum document for board adoption.
8. Pilot instructional resources.
9. Select instructional texts and resources necessary to implement the new curriculum.
10. Implement and train staff on new curriculum and use of instructional resources.
11. Develop assessments to demonstrate student proficiency on curriculum standards.
12. Conduct annual review of student performance in curriculum area and train or recommend modifications as needed.

Courses of study and/or program offerings must reflect the needs of students. As needs change, program offerings must respond. At the beginning of each school year, the superintendent shall advise the board of any program changes, additions or deletions that are planned for the year.

With the exception of certain music and physical education classes which may have specific entry level prerequisites and performance standards, and human sexuality classes or portions thereof, all classes, including but not limited to, health, physical education, industrial arts, business, vocational-technical and home economics, shall be accessible to students regardless of gender.

Curriculum Guides

A curriculum guide shall be identified for each content area of study offered within the school district. For purposes of this policy, a curriculum guide shall contain the objectives of the courses of study, concepts and skills to be taught, necessary prerequisite skills and/or knowledge, materials to be used, suggested activities designed to achieve the objectives, and student performance standards to be used to determine the extent to which objectives have been achieved. A guide may be in the form of a district-developed manual, a commercially developed product of a textbook accompanied with a teacher's manual, or a Washington State or nationally developed K-12 curriculum document.

Each teacher shall conduct the assigned course of study in accordance with the guide. Significant deviation from its content must be approved by the building principal.

The curriculum director shall be responsible for the preparation, distribution and use of curriculum guides. Copies of curriculum guides shall be available for public inspection.

RCW 28A.330.100 (5)
WAC 392-190-050

Instruction
Additional powers of board
Course offerings—Generally-Separate
sessions or groups permissible.

Adoption Date: 05.15.02
Chewelah School District #36
Revised: 11.17.04
Classification: Essential

SOCIAL EMOTIONAL CLIMATE

Goal

The Chewelah School District Board's goal for this policy and its accompanying procedure is to support and promote school and school district action plans that create, maintain, and nurture physically, emotionally, and intellectually safe, respectful, and positive school and classroom environments that foster equitable, ethical, social, emotional, and academic education for all students.

Nurturing a Positive Social Emotional Climate

The Chewelah School District believes that each and every school community member should be treated with dignity, should have the opportunity to learn, work, interact, and socialize in physically, emotionally, and intellectually safe, respectful, and positive school and classroom environments, and have the opportunity to experience high quality relationships.

The Board recognizes that there is not one best way to improve school climate. Each school needs to consider its history, strengths, and needs. The Board further recognizes the important role that students, families, and community members play in collaborating with the school and school district in creating, maintaining, and nurturing a positive social and emotional school and classroom climate. This collaborative role extends to the planning, implementation, and continuous improvement process around school climate and social emotional learning.

The Board therefore directs the superintendent to work with district schools to implement the accompanying procedures, which provide a framework for an effective climate improvement process, including a continuous cycle of 1) planning and preparation, 2) evaluation, 3) action planning, and 4) implementation. This framework is aligned with the social emotional learning standards and benchmarks developed by the social emotional learning committee created under RCW 28A.300.477. The framework is designed to support the district and district schools in developing research-supported action plans that work to meet the Board's goal for this policy.

Cross References:

2000 - Student Learning Goals

2140 - Guidance and Counseling

3241 - Student Discipline

4110 - Citizen Advisory Committees and Task Forces

4129 - Family Involvement

5520 - Staff Development

Chapter 28A.345.085 – Model Policy and procedure for nurturing a positive social and emotional school and classroom climate

Legal References:

Adoption Date:

Chewelah School District #36

Classification: Encouraged

Revised Dates: ;

EMERGENCIES

The Chewelah School District is committed to having current safe school plans and procedures in place to maximize safety for all students and staff. A commitment to safety enables teaching and learning. The District and its schools shall develop comprehensive all-hazard emergency operations plans that address prevention, mitigation, preparedness, response, and recovery strategies.

District and school plans shall:

- Include required school safety policies and procedures;
- Include provisions for the special needs of staff and students;
- Require the building principal to be certified on the incident command system;
- Consider community use of school facilities in emergencies;
- Be annually reviewed with emergency response agencies;
- Conduct inventory of all hazardous materials;
- Identify all staff members who are trained on the national incident management system and the incident command system;
- Collaborate with community agencies to update emergency first aid procedures, including training, use, funding, and placement of public access automated external defibrillators (AEDs);
- Identify school transportation procedures for evacuation;
- Provide information to all staff on the use of emergency supplies and alert procedures;
- Annually record and report information and activities required in subsection 28A.320.125

A. Fire Drills

~~Students shall receive instruction so that in case of fire or sudden emergency they shall be able to leave their particular building in the shortest time possible, or take such other steps as the particular emergency demands, and without confusion or panic. Fire drills shall be held monthly.~~

~~The superintendent is directed to develop emergency evacuation procedures for each building.~~

Drills

Drills are an essential component of safety planning. Drills teach students and staff basic functional responses to potential threats and hazards. The four functional responses are adaptable and can be applied to a variety of situations. Additionally, some threats or hazards may require the use of more than one basic functional response. Therefore, each school in the district will conduct at least one safety-related drill per month, including summer months when school is in session with students. Drill planning and implementation shall consider and accommodate the needs of all students.

Basic Functional Drills

The basic functional responses include shelter-in-place, lockdowns, evacuations, and earthquakes (drop-cover-hold -on):

- **Shelter-in-Place**

Shelter in place is designed to limit the exposure of students and staff to hazardous materials, such as chemical, biological, or radiological contaminants that are released into the environment by isolating the inside environment from the outside. Staff and students will receive instruction so that they will be able to remain inside and take the steps necessary to eliminate or minimize the health and safety hazard.

- **Lockdowns**

Lockdowns are meant to isolate students and staff from threats of violence, such as suspicious trespassers, armed intruders, and other threats that may occur in a school or in the vicinity of a school. Staff and students will receive instruction so that in the event of the breach of security of a school building or campus, staff, students, and visitors will be able to take positions in secure enclosures.

- **Evacuations**

When an emergency within a school or its surrounding area necessitates evacuation and/or total or partial closure of the schools within the district, staff will be responsible for aiding in the safe evacuation of the students within the endangered school or its surrounding area.

Staff and students will receive instruction so that in the event the school or district needs to be evacuated due to threats, such as fires, oil train spills, earthquakes, etc., they will ~~shall~~ be able to leave ~~the~~ their particular building in the shortest time possible and take the safest route possible to a designated reunification site.

Schools in mapped tsunami or mapped lahar hazard zones, will plan and participate in one pedestrian evacuation drill annually.

- B. Earthquakes: Drop-Cover-Hold on**

The Board recognizes the importance of protecting staff, students, and facilities in the event of an earthquake. Facilities ~~will shall~~ be designed and maintained in a manner that recognizes the potential danger from such an occurrence. Likewise, staff must be prepared to take necessary action to protect students and staff from harm.

“Drop – cover – hold on” is the basic functional earthquake response. The superintendent ~~will shall~~ establish guidelines and ~~the~~ action ~~fortaken by~~ building principals ~~to take~~ should an earthquake occur while school is in session.

- Additional Drills**

In addition to the above four functional response drills, the District shall, at a minimum, also develop response plans for the following:

- **Pandemic/Epidemic**

The Board recognizes that a pandemic outbreak is a serious threat that could affect students, staff, and the community. The superintendent or a designee ~~shall will~~ serve as a liaison between

the school district and local health officials. The district liaison, in consultation with local health officials, ~~shall~~ will ensure that a pandemic/epidemic plan exists in the district and establish procedures to provide for staff and student safety during such an emergency.

When an emergency within a school or its surrounding area necessitates evacuation and/or total or partial closure of the schools within the district, staff ~~shall~~ will be responsible for aiding in the safe evacuation of the students within the endangered school or its surrounding area.

C. Bomb Threats

The superintendent ~~will~~~~shall~~ establish procedures for action in the event that any threat is received toward the school by telephone, letter, orally, or by other means.

D. Emergency School Closure or Evacuation (Modified Shelter-in-Place)

When weather conditions or other circumstances make it unsafe to operate schools, the superintendent is directed to determine whether schools should be started late, closed for the day, or transportation will be provided only on emergency routes. Those decisions will be communicated through community media resources pursuant to a plan developed by the superintendent or designee.

The superintendent ~~shall~~ will establish procedures for the emergency closure of a building or department.

All safety plans and drills shall include protocols for both internal and external communications, as well as procedures for drill documentation. Evacuation plans shall also include reunification plans. Schools shall document the dates and time of such drills. Each school will maintain the time and type of drill in the school office. Note: customize this paragraph as accurate for your district.

Cross References:

4310 - District Relationships with Law Enforcement and other Government Agencies

Legal References:

RCW 19.27.110 International fire code — Administration and enforcement by counties, other political subdivisions and municipal corporations — Fees

RCW 28A.320.125 Safe school plans — Requirements — Duties of school districts, schools, and educational service districts — Reports — Drills — Rules

Management Resources:

2017 - July Issue

2013 - June Issue

[June 2008 OSPI School Safety Planning Manual](#)

[Policy News, August 2008 School Safety Plans](#)

[Policy News, October 2006 Pandemic Flu Planning for School Districts](#)

[Policy News, February 1999 Fire drills Required Monthly](#)

Adoption Date: 07.14.99
Chewelah School District #36
Revised: 01.17.07
Classification: Essential

CONTACTS WITH STAFF SAFE AND ORDERLY LEARNING ENVIRONMENT

The learning environment and the staff's time for students ~~shall~~ will be free from interruption. Except in emergencies, staff ~~shall~~ will not be interrupted in their work. Brief messages ~~shall~~ will be recorded so as to permit the staff member to return the call when free.

Certificated staff ~~shall~~ will be available for consultation with students and ~~patrons~~ community members one-half hour before and after school time. Students and ~~patrons~~ community members are urged to make appointments with staff to assure an uninterrupted conference.

No one ~~shall~~ will solicit funds or conduct private business with staff on school time and premises.

Visitors

The ~~b~~Board welcomes and encourages visits to school by parents/guardians, ~~other adult residents of the community~~ members, and interested educators. The superintendent ~~or designee shall~~ will establish guidelines governing school visits to ensure orderly operation of the educational process and the safety of students and staff.

Disruption of School Operations

The superintendent or staff member in charge will direct a person to leave immediately if any person is:

- A. ~~is~~ Under the influence of ~~drugs or controlled substances, including marijuana (cannabis) or~~ alcohol; or
- B. ~~is~~ disrupting or obstructing any school program, activity, or meeting;
- C. ~~is~~ threatening to do so or is committing, threatening to imminently commit;
- D. ~~is~~ inciting another to imminently commit any act which would disturb or interfere with or obstruct any lawful task, function, process or procedure ~~(of any student, official, classified or certificated staff member or invitee of the school district, the superintendent or staff member in charge shall direct the person to leave immediately.~~

If such a person refuses to leave, the superintendent or staff member ~~shall~~ will immediately call for the assistance of a law enforcement officer.

<u>Cross References:</u>	<u>Policy 3510</u>	<u>Associated Student Bodies</u>
	<u>Policy 3124</u>	<u>Removal-Release of Student During School Hours</u>

<u>Legal Reference:</u>	<u>RCW 28A.635.020</u>	<u>Wilfully disobeying school administrative personnel or</u>
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refusing to leave public property,
violations, when — Penalty

RCW 28A.635.030 Disturbing school, school activities, or
meetings - Penalty

RCW 28A.635.090 Interference by force or violence --
Penalty

RCW 28A.635.100 Intimidating any administrator,
teacher, classified employee, or
student by threat of force or
violence unlawful — Penalty

RCW 28A.605.020 Parents' access to classroom or school
sponsored activities – Limitation

~~20 U.S.C. § 95287908~~ ~~No Child Left Behind Act, Military
Armed Forces Recruiter
Provision~~ access to students and
student recruiting information

Management Resources:

2013 – February Issue

2018 – February Policy Issue

Adoption Date: 02.19.97
Chewelah School District #36
Revised Date: 01.17.07
Classification: Discretionary

VISITORS

The board welcomes and encourages visits to school by parents, other adult residents of the community and interested educators. The superintendent shall establish guidelines governing school visits to insure orderly operation of the educational process.

Legal References:

RCW 28A.605.020

Parents' access to classroom or
school sponsored
activities

WAC 180-16-240(2h)

Supplemental program
standards

Adoption Date: 02.19.97
Chewelah School District #36
Revised Date:
Classification: Essential

DISRUPTION OF SCHOOL OPERATIONS

If any person is under the influence of drugs or alcohol or is disrupting or obstructing any school program, activity, or meeting, or threatens to do so or is committing, threatening to imminently commit or inciting another to imminently commit any act which would disturb or interfere with or obstruct any lawful task, function, process or procedure of any student, official, classified or certificated staff member or invitee of the school district, the superintendent or staff member in charge shall direct the person to leave immediately. If such a person refuses to leave, the superintendent or staff member shall immediately call for the assistance of a law enforcement officer.

Legal References:	RCW 28A.635.020 Willfully disobeying school administrative personnel or refusing to leave public property, violations, when-- Penalty
	28A.635.030 Disturbing school, school activities, or meetings
	28A.635.090 Interfering by force or violence with any administrator, teacher or student unlawful
	28A.635.100 Intimidating any administrator, teacher or student

Adoption Date: 02.19.97
Chewelah School District #36
Revised Date:
Classification: