



SAINT FRANCIS COMMUNITY SCHOOLS UNIFIED SCHOOL DISTRICT 297

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Agenda for Regular Meeting of Board of Education November 10, 2022 7:00 a.m. CDST

- 1) Approval of Agenda**
- 2) Consent Calendar**
 - a) Minutes
 - b) Bills
 - c) Financial reports
 - d) Gift offer
- 3) Audiences**
- 4) Committee Reports**
- 5) Old Business**
 - a) Cheyenne County Childcare Initiative
- 6) New Business**
 - a) State Board of Education
 - b) Personnel items
 - i) Contracts returned for signature
 - ii) Resignation
 - c) Annual review of USD 297 Emergency Management Plan
- 7) Miscellaneous Items**
 - a) By Administration
 - b) By Board
- 8) Review of School-Improvement Process**
 - a) KESA/MTSS
- 9) Set Meeting Date and Time**
- 10) Adjournment**

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BOARD OF EDUCATION

Cale Rieger, President
Troy Hilt, Vice-President
Traci Neitzel, Clerk

Marilyn Raile, Treasurer
Dustin Andrist
Shawna Blanka

J.W. Milliken
Chris Hingst
Danielle McAtee

1) BUSINESS ITEM:

1) Approval of Agenda

2) ADMINISTRATION RECOMMENDATION OR COMMENTS:

I do not have any suggested changes to the agenda at the time the packet is being prepared.

3) QUESTIONS OR COMMENTS BY BOARD:

4) GENERAL INFORMATION ITEM YES

5) CONSENSUS OF BOARD NEEDED YES

6) OFFICIAL ACTION REQUIRED YES

Motion by: _____ Vote: _____ Affirmative

Second by: _____ _____ Negative

7) OFFICIAL NOTES BY CLERK

1)

BUSINESS ITEM:

2) Consent Calendar

2) ADMINISTRATION RECOMMENDATION OR COMMENTS:

The Board needs to consider approving the following items as part of the consent calendar:

- a) The minutes of the regular Board meeting on October 13, 2022. Copies are enclosed.
- b) The list of bills to be approved will be distributed at the meeting.
- c) The Cash Summary Report will be distributed at the meeting; other financial reports, if any, will also be distributed at the meeting.
- d) Gifts: None at the time the packet was prepared.

3) QUESTIONS OR COMMENTS BY BOARD:

4) GENERAL INFORMATION ITEM YES

5) CONSENSUS OF BOARD NEEDED YES

6) OFFICIAL ACTION REQUIRED YES

(a) Motion by:

Vote: _____ Affirmative

(b) Second by:

_____ Negative

7) OFFICIAL NOTES BY CLERK

1)

Minutes of the Regular Board Meeting – October 13, 2022

The meeting was called to order by Vice-President Troy Hilt in the administrative office on the above date at 7:00 a.m. with everyone present, except Cale Rieger.

Superintendent Penka made the following additions to the agenda: 6) i. Personnel; 6) j. Community Childcare Group Home discussion. A motion was made by J.W. Milliken to approve the agenda with the two additions; seconded by Chris Hingst and carried.

Audiences: Stephane Workman was present to discuss with the Board the possibility of a Junior High Cheer Squad beginning in the winter 2022-2023 school year.

Items on the Consent Calendar were next considered. Following review of these items, Chris Hingst moved, Dustin Andrist seconded, and it carried to approve the consent calendar, including the following items: 1) the minutes of the regular Board meeting on September 8, 2022. 2) The list of bills being paid on direct deposit slips numbering 0919001-0917070 and on checks numbering 12093-12107 on BANKWEST in the amount of \$223,340.22 and checks numbering 16103-16192 on First National Bank totaling \$634,864.21 for a grand total of \$858,204.43. 3) The Cash Summary Report including the Grade School Activity Fund Report, and the High School Activity Fund Report - all as of September 30, 2022. 4) One gift offer was approved from the Roland H. Hoffman Revocable Trust in the amount of \$9,081.88 to be added to the Roland H. Hoffman Revocable Trust Scholarship fund.

There were no committee reports.

There was no old business.

The board received a summary of the official enrollment on September 20, 2022. Official 2022-2023 FTE enrollment in USD 297 is 304, which is an increase of 19 from the 2021-2022 FTE enrollment (285).

The board also received a summary of the KSHSAA Classifications for activities in 2022-2023. St. Francis is a Class 1A Division I school in the KSHSAA Classifications, with an enrollment of 82 students in grades 9, 10, 11, and 12.

Next under new business, Superintendent Penka gave the Board an update on Dr. Watson's, Kansas Director of Education, visit to our district. Dr. Watson talked about initiatives the State board would be voting on.

Next, Superintendent informed the Board of the results of the 2022 Kansans Can Star Recognition Awards Program. These awards recognize the exceptional work Kansas districts are doing to reach the state's vision for education – Kansas leads the world in the success of each student. USD 297 was presented with the following recognition for 2022:

Social-Emotional Growth	Copper
Kindergarten Readiness	Copper
Academically Prepared for Graduation	Copper

The board and administration reviewed the Audit Report for FY 2022 (and the accompanying management letter and governance letter) that had been completed by Adams & Brown. Danielle McAtee made a motion to approve the Audit Report for FY22, seconded by Chris Hingst and carried.

Next, Superintendent Penka reported that we have three contract amendments to approve for additional college hours. Dustin Andrist moved to approve the contract amendments; motion was seconded by Danielle McAtee and carried.

Superintendent Penka recommended raising the base salary by \$1,000, certified staff will continue to take their steps as earned. Classified staff will get a pay increase at 2.36%. Chris Hingst made a motion to increase pay scale by \$1,000 for certified staff and give classified staff a 2.36% increase, seconded by Dustin Andrist, and passed. This will be effective with the November payroll.

Next, the board discussed junior high cheerleading. It was agreed to let Stephane Workman go ahead and get the program up and going. Principal Morrow will prepare an outline of expectations for the year. Danielle McAtee made a motion to approve junior high cheerleading, seconded by Chris Hingst and carried.

Next, Superintendent Penka and the Board discussed going ahead and utilizing the Teacher Apprentice Program "TAP". There was discussion on the size of the 2nd grade class and the need for a second teacher. In order to do what is absolutely best for the children J.W. Milliken made a motion to move Mrs. Megan Swihart into the 2nd grade teacher position and split the class, and move paraprofessional, Abby McWilliams into the At-Risk position. She is currently enrolled in the TAP program. The motion was seconded by Chris Hingst and carried.

Superintendent Penka reported that Sidnee Crabtree has agreed to be the high school girls' assistant basketball coach. A motion was made by Chris Hingst and seconded by Dustin Andrist to approve her as the assistant girls' coach; motion carried.

Next, a discussion was held regarding the implementation of a Community Childcare Group Home. The proposal was prepared by the Cheyenne County Childcare Initiative. This topic was tabled until more information could be obtained from the districts Auditors and Kansas Department of Education.

The next Board of Education meeting will be held on Thursday, November 10, 2022, at 7:00 a.m.

At 9:20 a.m., J.W. Milliken moved that the meeting adjourn; the motion was seconded by Chris Hingst and carried.

CLERK

DATE

BOARD PRESIDENT

BUSINESS ITEM:

3) Audiences

2) ADMINISTRATION RECOMMENDATION OR COMMENTS:

None at the time the packet was prepared.

The School Board is interested in hearing from the public and will do so in this section of the agenda. The Board requests that patrons limit their comments to three minutes. Personnel matters may not be discussed in public at a board meeting. Patrons who have personnel concerns should share them directly with the District Superintendent or Board President. The Board request that patrons limit conversation during the proceedings to eliminate disruptive influence.

3) QUESTIONS OR COMMENTS BY BOARD:

4) GENERAL INFORMATION ITEM YES

5) CONSENSUS OF BOARD NEEDED YES

6) OFFICIAL ACTION REQUIRED YES

(a) Motion by:

Vote: _____ Affirmative

(b) Second by:

_____ Negative

7) OFFICIAL NOTES BY CLERK

1) BUSINESS ITEM:

4) Committee Reports

2) ADMINISTRATION RECOMMENDATION OR COMMENTS:

No committee reports at the time the packet was prepared.

3) QUESTIONS OR COMMENTS BY BOARD:

4) GENERAL INFORMATION ITEM YES

5) CONSENSUS OF BOARD NEEDED YES

6) OFFICIAL ACTION REQUIRED YES

(a) Motion by:

Vote: _____ Affirmative

(b) Second by:

_____ Negative

7) OFFICIAL NOTES BY CLERK

1) BUSINESS ITEM:

5) Old Business – a

2) ADMINISTRATION RECOMMENDATION OR COMMENTS:

Cheyenne County Childcare Initiative

3) QUESTIONS OR COMMENTS BY BOARD:

4) GENERAL INFORMATION ITEM YES

5) CONSENSUS OF BOARD NEEDED YES

6) OFFICIAL ACTION REQUIRED YES

(a) Motion by:

Vote: _____ Affirmative

(b) Second by:

_____ Negative

7) OFFICIAL NOTES BY CLERK

- 1) **BUSINESS ITEM:**
6) New Business – a

2) **ADMINISTRATION RECOMMENDATION OR COMMENTS:**

State Board of Education on Indian Mascots

3) **QUESTIONS OR COMMENTS BY BOARD:**

- 4) **GENERAL INFORMATION ITEM** **YES**
5) **CONSENSUS OF BOARD NEEDED** **YES**
6) **OFFICIAL ACTION REQUIRED** **YES**

(a) **Motion by:**
Vote: _____ **Affirmative**

(b) **Second by:**
_____ **Negative**

7) **OFFICIAL NOTES BY CLERK**

Kansas Advisory Council for Indigenous Education - Working Group
Mascot Reform Statement and Recommendation to Kansas State Board of Education and
Kansas Board of Regents
Approved 9.16.22

As the Kansas Advisory Council for Indigenous Education Working Group, we affirm the rights of Indigenous peoples¹, communities, and nations to have a voice in how they are represented within our institutions of education. There are over 10,000 American Indian/Alaska Native (AI/AN) students attending public schools across almost every district in our state, and we recognize how historic policies of removal and relocation in Kansas have created a situation in which we share responsibilities for education decision making across federal, state, local and tribal agencies. Furthermore, we recognize the unique status of Native nations with sovereign and inherent rights to be involved in the education of their citizens. Therefore, we affirm our shared responsibility with Native nations and communities to ensure we are providing a culturally appropriate learning environment for not only AI/AN students, but all students.

In the wake of recent dialogue with leaders from the Native nations currently residing within the borders of Kansas, as well as leaders of American Indian education programs and organizations, we strongly recommend that institutions of education affiliated with the Kansas State Board of Education (KSBOE) and Kansas State Department of Education (KSDE), as well as the Kansas Board of Regents (KSBOR), retire American Indian-themed mascots and branding in our state². Furthermore, we commend the schools in Kansas that have already undertaken these endeavors, and we also recognize that this will likely affect KSBOE and KSDE more significantly than KBOR due to the number of institutions found in each system that are currently engaging in the practice.

Rationale:

American Indian mascots and branding practices are part of the educational atmosphere in our schools, and our students, teachers, administrators, and community members learn from them in problematic ways. These practices teach narrow-minded stereotypes that represent American Indians as exotic, warlike people who are stuck-in-the-past, making it difficult for people to understand how American Indians exist in contemporary ways. These practices have been shown through research to be harmful to American Indian students' self-esteem, as well as limit the way that they might see their future achievement-related possible selves (Fryberg et al., 2008). This negative outcome holds true even when the imagery is intended to honor American Indian peoples. The American Psychological Association as early as 2005 described how these practices

¹ We recognize that broad terms like Indigenous, American Indian, and/or Native American, and specific tribal affiliations are used differently in every community, and there are ongoing debates about which terms should be prioritized. As an example, terms like "Indian," "Tribal," and "Native American" are codified into federal law, policies, and bureaucracies, while terms like "Indigenous" tend to be used more often in modern academic research and scholarship. Furthermore, tribally specific phrases such as "tribe" or "nation" vary across communities. Whenever possible, we prefer to use what is preferred by your local Native nations. For the purposes of this document, however, we use various terms because we are speaking to a broad audience across the state that uses a variety of terminologies to describe Indigenous populations.

² We emphasize that this specific recommendation is aimed at schools using American Indian people (Redskins, Warriors, Chieftains, Braves, etc.) for the purposes of mascots and branding. Yet, schools that use other American Indian imagery, such as Thunderbirds, should engage in dialogue about the appropriateness of this practice. As an example, while Thunderbirds are affiliated with a variety of Native cultures, the imagery often associated with Thunderbird branding is more commonly tied to spiritual and/or artistic expression from Native nations and artists in the Pacific Northwest. Some of those images may be considered sacred symbols that have been taken and misused without any dialogue with relevant nations or communities associated with that imagery.

“undermine educational experiences of all communities – especially those who have had little or no contact with Indigenous peoples” and create “unwelcome and ...hostile learning environments for Native Americans” (p.1). Additionally, other research has shown how exposure to American Indian-themed mascots increases the likelihood that students stereotype other ethnic groups (Kim-Prieto et al., 2010).

We recognize that the choice to continue these practices, even when intending to honor, often has a ripple effect to other schools through sports competitions and league rivalries. As an example, one school may choose to keep American Indian-themed imagery as part of their brand, and also work to educate the students and community about how to express school spirit in respectful ways. However, these images and branding practices evoke the worst versions of these stereotypes in the bleachers and pep rally signs of rival schools, usually under the guise of school spirit and friendly competition. Specifically, these mascots prompt students to dress in fake stereotypical Indian clothes, to make fake Indian noises and chants, and write jokes about “sending them back on the trail of tears” and “scalping the Indians” on pep rally banners. Furthermore, these branding practices prompt non-American Indians to claim Native cultural symbols in unwelcome ways. Beyond the problematic practice of imitating American Indian chanting or singing through stereotypical caricatures, this branding practice also encourages students, staff, and community members to claim to be “tribal elders,” host “tribe time,” call younger generations “papooses,” make inappropriate “powwow” references, or create other unwelcome practices. In other words, these stereotypical branding practices ripple outward and affect Native students, faculty, and staff attending schools that do not have American Indian-themed mascots. These are not acceptable behaviors in Kansas schools, particularly as they relate to KSDE’s emphasis on improving social-emotional learning. We condemn any practice related to these types of behaviors.

Furthermore, we recognize the unfortunate reality that most of our teachers, administrators, and school board members working in schools that use this form of branding and imagery are not affiliated with American Indian communities; yet they are also the individuals making decisions about retiring and/or keeping American Indian imagery and branding. **As the Kansas Advisory Council for Indigenous Education Working Group, which includes American Indian representatives from our Native nations currently residing in Kansas and other Indian education leaders throughout our state, we ask that our state leadership do what is within its power to help eliminate the use of American Indian-themed mascots and branding in our schools.**

With this recommendation, we understand that many institutions of education may need some time to engage in community education and stakeholder dialogue to understand this issue more deeply, while also addressing concerns related to rebranding costs. Knowing this, we ask that KSBOE and KBOR take the following actions:

- 1. Affirm this statement.**
- 2. Review KBOR, KSBOE, and KSDE policies with specific attention to how the practice of using American Indian-themed mascots and branding may be in conflict with goals related to student learning and well-being.**
- 3. Ask that schools review their policies, as well as improvement plans, to determine if they are in conflict with goals related to student learning and well-being. This includes schools that may not have an American Indian-themed mascot or brand, yet are still affected by the mascots and branding of other institutions.**

- 4. Ask that schools with American Indian-themed mascots and branding retire these practices as soon as possible. When more in-depth community engagement and long-term planning is necessary, ask these institutions to develop plans to retire these practices within the next 3-5 years.**
- 5. Develop a support network for schools that may need help transitioning away from American Indian-themed mascots and branding. This includes helping school leaders have access to content area experts, as well as helping them connect with other school leaders who have already been involved in transitioning away from American Indian-themed mascots and branding. KACIE-WG is willing to support these efforts, as well.**
- 6. Explore funding opportunities to help institutions transition away from American Indian-themed mascots and branding issues.**

As found below in this document, this stance on American Indian-themed mascots aligns with similar statements from the Kansas Association for Native American Education (KANAE), the National Congress of American Indians (NCAI), the National Indian Education Association (NIEA), the American Psychological Association (APA), the Kansas Governor's Commission on Racial Equity and Justice, along with hundreds of other organizations nationwide. The NCAI, in particular, is tracking state level activity on mascots nationwide (NCAI, 2022), showing how states and districts are confronting this issue and retiring these practices. They are tracking the many districts that have retired these mascots, including Kansas schools, and they also show how some states have banned the use of Native mascots by passing laws. As an example, Maine passed a law in 2019 prohibiting this practice, and Maine now has zero schools in their state using American Indian mascots or branding. We recognize that not all American Indians agree on this issue, but recent research from Fyberg, Eason and Brady (2021) indicated that the more strongly individuals identified as Native American and the more they are engaged and active within Native communities, the more strongly they opposed Native-themed mascots. Considering this, as well as the request to retire these practices from the leaders of our Native nations in Kansas, and the clear opposition from American Indian professional organizations, we are asking that our institutions of education in Kansas retire these practices as we all do the continuous work of improving our schools. In other words, American Indian leaders in our state have indicated that these are their wishes, even if non-Native educators' and community members' intent is to honor them.

As indicated by the NIEA statement on mascots, an important distinction needs to be made, however, when Bureau of Indian Education schools (administered by federal and tribal governments) choose to employ this type of branding. In these unique cases, there is a layer of self-determination and representation that is absent from most other schools making decisions about Native-themed branding. These schools are run by American Indian community leaders, and within them they offer a much more culturally relevant and robust learning environment that connects their Native students to Indigenous customs, languages, arts, sovereignties, and much more. In other words, it is their choice to represent themselves in this way, and they have the local knowledge and cultural expertise to ensure their learning environments go much deeper than a stereotypical moniker as learning unfolds every day in their institutions of education. Because educational institutions in Kansas under the federal umbrella are out of the jurisdiction of KSBOE, KSDE, and KBOR, this advisory council believes their local governing structures comprised of all-Indian boards, should have the authority to make those decisions.

Furthermore, we recognize that the stereotypes inherently associated with American Indian mascots and branding are also found in our curricular systems, as well as textbooks and other media used in our schools. We, as the Kansas Advisory Council for Indigenous Education Working Group, recognize that there is a parallel need for curricular reforms, which we intend to address moving forward through ongoing dialogue with American Indian nations, communities, and stakeholders.

We look forward to our ongoing collaborative work as we all work to improve how our educational systems serve all our students.

Other Institutional Statements on Mascots

Kansas Association for Native American Education (KANA E):

<https://coe.ksu.edu/collaborations/partnerships/kanae/documents/KANA E-Statement-American-Indian-Mascots-Branding.pdf>

National Congress of American Indians (NCAI):

<https://www.nc ai.org/policy-issues/community-and-culture/anti-defamation-mascots/resolutions>

AND

<https://www.nc ai.org/proudtobe>

National Indian Education Association (NIEA):

<https://www.niea.org/niea-resolutions-2013/support-for-the-elimination-of-race-based-native-logos-mascots-and-names>

American Psychological Association (APA):

<https://www.apa.org/about/policy/mascots.pdf>

Kansas Governor's Commission on Racial Equity & Justice (2021 Report – see p. 25)

https://governor.kansas.gov/wp-content/uploads/2022/02/CREJ-Report-December-2021_FINAL_Print.pdf

For a much more complete list of institutions that have come out against American Indian mascots and branding, see:

<https://www.changethemascot.org/supporters-of-change/>

References

- American Psychological Association. (2005). Summary of the APA Resolution Recommending Retirement of American Indian Mascots. <http://www.apa.org/pi/oema/resources/indian-mascots.aspx>
- Kim-prieto, C., Goldstein, L. A., Okazaki, S., & Kirschner, B. (2010). Effect of Exposure to an American Indian Mascot on the Tendency to Stereotype a Different Minority Group. *Journal of Applied Social Psychology*, 40(3), 534–553. <https://doi.org/10.1111/j.1559-1816.2010.00586.x>

Fryberg, S. A., Eason, A. E., Brady, L. M., Jessop, N., & Lopez, J. J. (2020). Unpacking the Mascot Debate: Native American Identification Predicts Opposition to Native Mascots. *Social Psychological and Personality Science*. <https://doi.org/10.1177/1948550619898556>

Fryberg, S., Markus, H. R., Oyserman, D., & Stone, J. (2008). Of Warrior Chiefs and Indian Princesses: The Psychological Consequences of American Indian Mascots. *Basic and Applied Social Psychology*, 30(3), 208–218.
<https://doi.org/10.1080/01973530802375003>

National Congress of American Indians – NCAI (2022). Ending the Era of Harmful “Indian” Mascots. Retrieved May 1 at <https://www.ncai.org/proudtobe>. Additional State Activity Tracker information found at <https://ncai.org/Ending.Indian.Mascots.Initiative.State.Activity.Tracker.pdf> and [https://www.ncai.org/NCAI School Mascot Tracking Database - Overview and Numbers.pdf](https://www.ncai.org/NCAI_School_Mascot_Tracking_Database_-_Overview_and_Numbers.pdf)

- 1) **BUSINESS ITEM:**
6) New Business – b)

2) **ADMINISTRATION RECOMMENDATION OR COMMENTS:**

We have several contracts returned for signature

3) **QUESTIONS OR COMMENTS BY BOARD:**

- 4) **GENERAL INFORMATION ITEM** **YES**
5) **CONSENSUS OF BOARD NEEDED** **YES**
6) **OFFICIAL ACTION REQUIRED** **YES**

(a) Motion by:
Vote: _____ Affirmative

(b) Second by:
_____ Negative

7) **OFFICIAL NOTES BY CLERK**

- 2) **BUSINESS ITEM:**
7) New Business – b) ii

8) **ADMINISTRATION RECOMMENDATION OR COMMENTS:**

Tammy Bracelin has resigned as her cook position. Her resignation letter is attached. The board will have to make a motion to accept her resignation.

9) **QUESTIONS OR COMMENTS BY BOARD:**

10) **GENERAL INFORMATION ITEM** **YES**

11) **CONSENSUS OF BOARD NEEDED** **YES**

12) **OFFICIAL ACTION REQUIRED** **YES**

(a) **Motion by:**
Vote: _____ **Affirmative**

(b) **Second by:**
_____ **Negative**

13) **OFFICIAL NOTES BY CLERK**

11/1/2022

Due to ongoing health issues,
I am resigning from my
school cook position effective
immediately. Thank you for the
opportunity!

Tammy Bracelin

- 1) BUSINESS ITEM:**
6) New Business – c)

14) ADMINISTRATION RECOMMENDATION OR COMMENTS:

Annual review of USD 297 Emergency Management Plan

15) QUESTIONS OR COMMENTS BY BOARD:

16) GENERAL INFORMATION ITEM YES

17) CONSENSUS OF BOARD NEEDED YES

18) OFFICIAL ACTION REQUIRED YES

(a) Motion by:
Vote: _____ Affirmative

(b) Second by:
_____ Negative

19) OFFICIAL NOTES BY CLERK

USD 297 Crisis Management Plan

Bomb Threat

Mitigation:

- Exterior
 - Good housekeeping of grounds and exterior of buildings
 - Signs informing all visitors to check in at office
 - CCTV cameras
- Interior
 - Lock/close off out of the way areas and/or rooms
 - CCTV cameras
 - Lock lockers not in use
 - Periodic locker searches
 - Caller ID on office phones
 - Educate students on the seriousness of bomb threats
- Limit Access
 - One or two entrances with CCTV monitors
 - Limit access to keys; develop a system of check out for entrance door keys

Preparedness:

- Faculty trained for bomb threat response

Response:

- Bomb threat received via:
 - Phone – receiver complete bomb threat checklist (next page)
 - Email – do not delete or manipulate message. Contact superintendent immediately, if not available, contact principal.
 - Written – try to physically handle message as little as possible. Contact superintendent immediately, if not available, contact principal.
 - Verbal – try to detain person if possible. If not possible, watch where they go. Contact superintendent immediately, if not available, contact principal.
 - Rumor – get as many details as possible. Contact superintendent immediately, if not available, contact principal.
 - IN ALL CASES - wait for further instructions and do not report incident to anyone else.
 - The Crisis Management Team will evaluate the situation and respond as deemed appropriate.
- Crisis Management Team Responsibilities
 - Assemble the CMT in the superintendent's office (command center)
 - Review the situation
 - Gather additional information if needed

- Decide on action
 - Lockdown
 - Notify lockdown to building occupants
 - Notify Sheriff's office
 - Engage in search (see search procedures and assignments)
 - Resume school if search is negative
 - Evacuate if necessary
 - Evacuate
 - Notify Sheriff's office
 - Notify building occupants of the evacuation
 - Follow evacuation procedures for bomb threats
 - Avoid/barricade area presumed dangerous
 - Follow student release procedures after all students have been accounted for
 - Clear building with the aid of law enforcement as necessary

Recovery:

- Resume regular school as soon as possible
 - Communicate to the faculty
 - Communicate to the public
 - Communicate to the students
- Evaluate the procedures followed and make adjustments

Explosion

- Call 911
- Contact superintendent or building principal
 - Go into lockdown immediately
 - Secure the damaged area
 - First aid to injured
 - Direct EMS/Fire-Rescue/Law Enforcement to needed area
 - Investigate cause
 - Engage in search procedures if deemed to be a bomb
 - Evacuate if other cause is determined and safety of students is in jeopardy
 - Follow evacuation procedures for bomb threats when directed to do so by superintendent
 - Avoid/barricade area presumed dangerous
 - Follow student release procedures after all students have been accounted for

- Clear building with the aid of law enforcement

Recovery:

- Resume regular school as soon as possible
 - Communicate to the faculty
 - Communicate to the public
 - Communicate to the students
- Evaluate the procedures followed and make adjustments

BUS ACCIDENTS

- Notify transportation director of accident (785-332-8190)
- Transportation director notify superintendent (785-332-8182)
- Superintendent notify law enforcement and building principal
- Transportation director take a bus and transportation directory to the scene of the accident
- Superintendent take transportation directory to the scene
- Superintendent notify building principal with details of the accident
- Superintendent call parents of students on bus after assessing the situation
 - Know what the plan is for students before calling parents

Recovery:

- Resume regular transportation schedule as soon as possible
 - Communicate to the faculty
 - Communicate to the public
 - Communicate to the students
- Evaluate the procedures followed and make adjustments

Intruder

- Mitigation
 - One or two entrances to the building unlocked and monitored
 - All visitors check in at the office
- Preparedness
 - Faculty trained on procedures
- Response
 - Lockdown
 - See lockdown procedures
 - Evacuate
 - See evacuation procedures

Lockdown Procedure

- Inform staff and students of lockdown by means of intercom or other verbal means
- Administrator will notify law enforcement
- The following are guidelines for how the lockdown should work in various situations:
 - Students in the classroom – remain there
 - Students in hallways – get to the nearest classroom
 - Students in cafeteria with supervision (lunch, breakfast, seminar) – remain there; without supervision – get to the nearest office or classroom if practical
 - Students in gym for P.E. or sports practice – get to your assigned locker room or nearest locker room
 - Students in shops – get to classrooms
 - Students in band room – get to office and practice room areas
 - Students in restrooms or locker rooms – remain there until further notification
- In the situations above, do the following as applicable:
 - Lock all access doors and windows
 - Close blinds
 - Get people in the safest position possible within the room
 - Stay quiet
 - Wait for instructions
 - Do not let anyone in or out
- Lock exterior doors and windows

Evacuation

- Crisis Management Team will assess the situation and determine appropriate evacuation details
 - Use fire drill
 - Use intercom if specific routes are to be taken
- Inform staff and students of lockdown by means of fire alarm, intercom or other verbal means as determined most appropriate by the Crisis Management Team
- Administrator will notify law enforcement

1) BUSINESS ITEM:

7) Miscellaneous Items – Superintendent

2) ADMINISTRATION RECOMMENDATION OR COMMENTS:

I have not at this time

3) QUESTIONS OR COMMENTS BY BOARD:

4) GENERAL INFORMATION ITEM YES

5) CONSENSUS OF BOARD NEEDED YES

6) OFFICIAL ACTION REQUIRED YES

(a) Motion by:

Vote: _____ Affirmative

(b) Second by:

_____ Negative

7) OFFICIAL NOTES BY CLERK

1)

BUSINESS ITEM:

7) Miscellaneous Items – Principal and Board

2) ADMINISTRATION RECOMMENDATION OR COMMENTS:

There may be other miscellaneous items to be presented by the principal and by individual Board members.

3) QUESTIONS OR COMMENTS BY BOARD:

4) GENERAL INFORMATION ITEM YES

5) CONSENSUS OF BOARD NEEDED YES

6) OFFICIAL ACTION REQUIRED YES

(a) Motion by:

Vote: _____ Affirmative

(b) Second by:

_____ Negative

7) OFFICIAL NOTES BY CLERK

1) BUSINESS ITEM:

- 8) Review of School-Improvement Process

2) ADMINISTRATION RECOMMENDATION OR COMMENTS:

KESA update – had first official meeting to gather ideas. The administration has begun to work on the narrative and is hoping to present to the outside validation team in December or January (depending on their availability)

3) QUESTIONS OR COMMENTS BY BOARD:

4) GENERAL INFORMATION ITEM YES

5) CONSENSUS OF BOARD NEEDED YES

6) OFFICIAL ACTION REQUIRED YES

(a) Motion by:

Vote: _____ Affirmative

(b) Second by:

_____ Negative

7) OFFICIAL NOTES BY CLERK

1) Adjournment

The next scheduled meeting is scheduled for December 8th. We will have a Junior High Basketball game beginning against Greeley County. My recommendation would be to have the meeting at 7:00 a.m.

2) **GENERAL INFORMATION ITEM** **YES**

3) **CONSENSUS OF BOARD NEEDED** **YES**

4) **OFFICIAL ACTION REQUIRED** **YES**

(a) **Motion by:**

Vote: _____ **Affirmative**

(b) **Second by:**

_____ **Negative**

5) **OFFICIAL NOTES BY CLERK**