

**MINUTES OF THE BOARD OF EDUCATION  
 COFFEYVILLE UNIFIED SCHOOL DISTRICT 445**

**March 9, 2020**

**Regular Meeting 5:00 p.m.**

**Board of Education Office**

*"Building on a culturally diverse community, USD 445 will prepare all students for life-long learning by providing resources for a comprehensive quality education in a safe environment that promotes high academic achievement and responsible citizenship in a global society." – Mission Statement*

*"Valuing individuals, Celebrating Learning, Improving Life! USD 445 will provide a happy, caring, hopeful environment that will empower children to achieve their greatest potential." – Vision Statement*

The Board of Education of Coffeyville USD 445 met Monday, March 9, 2020 at 5:00 p.m. at the Board of Education Office, 615 Ellis, Coffeyville, KS 67337. President, Darrel Harbaugh called the meeting to order at 5:00 p.m.

**Roll Call:**

<b>Board Members Present</b>	<b>Others Present</b>
Gail Misch	Dr. Craig Correll...Superintendent
Darrel Harbaugh	Lora Stalford...Curriculum Director
Karen Rittenhouse	Michael Speer...Asst. Sup./Bus. Manager
Robert Roesky	Travis Stalford...Principal, FKHS
Jason Barnett	Amanda Cavaness...Principal, ELC
Dr. Jerry Hamm	Matt Jordan...KGGF Radio
LaKisha Johnson	Andy Taylor...Montgomery County Chronicle
	Valarie Suddock...Coffeyville Journal

**Adoption of Agenda:**

Motion made by Jason Barnett to adopt the agenda, second by Dr. Jerry Hamm. Motion carried 7-0.

**Adoption of Consent Agenda:**

Motion made by Robert Roesky to adopt the consent agenda, second by Karen Rittenhouse. Motion carried 7-0.

- A. Approval of Minutes of Regular Meeting, February 10, 2020
- B. Approval of Bills and Treasurer's Report

<b>Payroll</b>	\$ 583,528.69	<b>Special Ed.</b>	\$ 73,197.61	<b>Title I</b>	\$ 575.27
<b>General Fund</b>	\$ 78,331.72	<b>Vocational</b>	\$ 1,725.33	<b>Title II-A</b>	\$ -
<b>LOB</b>	\$ 38,428.68	<b>Indian Ed.</b>	\$ 2,846.81	<b>Title I-C Mig.</b>	\$ -
<b>4 Yr old AR</b>	\$ 68.98	<b>JOM</b>	\$ 1,107.00	<b>Title IV</b>	\$ -
<b>At-Risk</b>	\$ 692.66	<b>KPERS</b>	\$ -	<b>Title VI-B</b>	\$ 2,005.26
<b>Bilingual</b>	\$ 692.66	<b>Textbook</b>	\$ -	<b>21st CCLC-CES</b>	\$ 6,218.20
<b>Virtual</b>	\$ 7.36	<b>Activity</b>	\$ 2,865.42	<b>21st CCLC-ELC</b>	\$ 13,151.13
<b>Capital Outlay</b>	\$ 15,206.47	<b>Bond &amp; Int.</b>	\$ -	<b>ECBG Grant</b>	\$ 23,052.88
<b>Driver's Ed.</b>	\$ 3.30	<b>Rec. Comm.</b>	\$ -	<b>PAT MEICHV I</b>	\$ 884.69
<b>Food Service</b>	\$ 65,272.46	<b>Rec. Benefits</b>	\$ -	<b>PAT MEICHV II</b>	\$ 30.96
<b>In-Service</b>	\$ 50.00	<b>Misc Gifts/Grant</b>	\$ 154.83	<b>B&amp;G Club</b>	\$ 4.40
<b>Parent Ed.</b>	\$ 235.61				

C. Acceptance of Resignations/Retirement

1. Retirement – Karen Hall, Music Instructor, CES *(effective end of the year)*
2. Resignation – Emily Booth, Lead PK Teacher, ELC *(effective end of the year)*
3. Resignation – Austin Schopper, Language Arts Teacher, FKHS *(effective end of the year)*
4. Resignation – Tylar Dougan, Teacher Assistant, ELC
5. Resignation – Darrin Wegner, Assistant Track Coach, FKHS
6. Resignation – Catherine Stallbories, Agriculture Teacher, FKHS *(effective end of the year)*

**Open Forum:**

No One Spoke at Open Forum

**Miscellaneous Reports and Discussion:**

**Positive Comments:**

- Gail Misch commented on the recent high school play "All Shook Up" saying it was a great play, and great talent.
- Karen Rittenhouse commented on her attendance of the 6<sup>th</sup> grade WAX museum that was recently held at CES.
- Darrel Harbaugh commented on the 7<sup>th</sup> grade boys football and basketball that were recently recognized for having an undefeated season. Mr. Harbaugh also commented on the high school girls wrestling team for their first ever SEK meet with some of the participants qualifying for state.
- Robert Roesky commented on Olivia Roesky qualifying at KSPA to go to state.

**Central Office Reports:**

1. Superintendent
  - a. Coffeyville Recreation Commission Board Applicant
    - (i) Richard Voss was the only applicant for the position.
    - (ii) Mr. Voss currently serves in the position and has for the last several year.
2. Curriculum Director
  - a. Social/Emotional/Character Development (Kansas Can)
    - (i) Alexis McMillin, Director of Student Support presented to the board.
    - (ii) The journey of understanding social emotional learning and awareness start in 2016 and has continued each year.
    - (iii) During redesign process, we added the Direcotr position and tripled the district counseling staff, where now there is a one to 250 student ration.
    - (iv) The district team meets once a month from each building, including other partnerships such as CHC-SEK, Tri-County and Four County Mental Health
    - (v) The building teams also meet once a month.
    - (vi) Zones of Regulation are used throughout the district for students. This looks slightly different at the different buildings by similar.
    - (vii) "Chill Zones" and "Storm Shelters" are available in all buildings for students to go when they need to "calm down" or relax. This intervention does not replace the student handbook or subvert consequences for actions.
    - (viii) Student of Concern Meetings take place district wide. This are where concerns regarding students may be shared without actually creating a plan. It just brings awareness of issues that individual students might be having and brings awareness to the staff members.
    - (ix) Over 36 districts from Kansas and Oklahoma have come to USD 445 and visited what is currently taking place. At the same time, there have been numerous presentation at conferences throughout the state and nationally. All of the resources that the district has and items that have been created, the information

is shared with other districts so that other districts do not have to start from scratch.

b. Dr. Jerry Hamm Strategic Plan Question

- (i) Aspiring teachers and teachers who want to be in the classroom are starting to be required to have a background in reading research. Some states require teachers to have a specific amount of teaching reading in their coursework before they become teachers.
- (ii) Dr. Hamm stated that reading needs to be part of the new strategic plan.

3. Business Manager/Clerk of the Board

a. Bleacher Replacement at FKHS

- (i) Bid from Heatland Seating, Inc, which is part of the Greenbush Procurement, is for the replacement of the main floor level both east and west sides.
- (ii) Bid amount is for \$168,963
- (iii) Specifics include:
  - 1. West side bleachers will have two sections with seatbacks and two sections without seatbacks. The east side bleachers will not have any seatbacks.
  - 2. ADA cutouts for patrons located in various locations instead of just at the ends.
  - 3. Both sets of bleachers will have aisle handrails for improved assistance to patrons.
  - 4. Both sets of bleachers will telescope from the main floor all the way up to the mezzanine level, allowing patrons to access both levels without having to go through the existing stairs located in the corners of the facilities.
- (iv) Installation will take place during the month of July this summer.
- (v) Existing handrail will need to be removed and replaced to make way for the new bleacher design for the facility.

b. Handrail Replacement

- (i) There are several continuous concerns that are presented by patrons to the school district regarding the handrails.
  - 1. Patrons comment that the current railing is in the way of seeing the ball games, it is not safe as students and/or parents can crawl through, which not only looks bad, but it could be potentially dangerous, and the current railing design allows for students to sit on the floor and dangle their legs over the edge which does not look good and could be dangerous.
  - 2. Other concerns are debris that could slide under the bottom rail, landing on the court, and if in the middle of a game could be dangerous.
- (ii) The proposed railing design would eliminate these concerns and make the facility much for appropriate.

c. Capital Improvement Options

- (i) Possibility of a resolution to adopt a higher mill rate for the school year.
- (ii) The possibility would raise the current mill rate authority which is 5 mills.
- (iii) The increased authority does not mean the district has to adopt the higher mill rate it just gives the board the authority to do so if needed.
- (iv) The process takes about two months, assuming no protest petition is given, to complete.
- (v) If this is held off until next year, it would be over 18 months before any new funds would be received.

**Child Nutrition Report**

**Travel Report**

**Tri-County Special Education Report**

Tri-County Special Education Report was made verbally by Robert Roesky

All remaining reports as printed on the agenda and in the Board Booklet

**Action Items:**

**Board action to approve the Superintendent's recommendation and accept the bid for bleacher replacement from Heartland Seating.**

Motion made by Karen Rittenhouse to approve the Superintendent's recommendation and accept the bid for bleacher replacement from Heartland Seating, seconded by Robert Roesky. Motion carried 7-0.

**Board action to approve the Superintendent's recommendation of a special board meeting set for March 18, 2020.**

Motion made by Dr. Jerry Hamm to approve the Superintendent's recommendation of a special board meeting set for March 18, 2020, seconded by Jason Barnett. Motion carried 7-0.

**Board action to appoint an applicant to the Coffeyville Recreation Commission Board**

Motion made by Dr. Jerry Hamm to appoint an applicant to the Coffeyville Recreation Commission Board, seconded by Gail Misch. Motion carried 7-0.

**Action Items Personnel:**

**Board action to approve the Superintendent's recommendation for employment**

Motion made by Jason Barnett to approve the superintendent's recommendation for the employment of:

Angela Linthacum, Principal (Grades 3-6), CES (2020-2021 school year)  
Mark Scott, Assistant Principal, RMS (2020-2021 school year)  
Rachelle McGehee, Mathematics Teacher, FKHS (2020-2021 school year)

Seconded by Karen Rittenhouse. Motion carried 7-0.

**Board action to approve the Superintendent's recommendation of supplemental contract**

Motion made by Robert Roesky to approve the superintendent's recommendation for a supplemental position for:

Ashleigh Shields, Girls Assistant Swim Coach, FKHS  
Curtis Chapman, Boys Head Tennis Coach, FKHS  
Roman Lopez, Assistant Track Coach, FKHS

Seconded by Dr. Jerry Hamm. Motion carried 7-0.

**Executive Session:**

Motion made by Robert Roesky to go into executive session for 32 minutes to discuss an employee(s) performance pursuant to the nonelected personnel exception under the Kansas Open Meetings Act, and to discuss confidential negotiations related to the base pay rate of teacher and proposed language changes to the Negotiated Agreement pursuant to the exception

for employer-employee negotiations under the Kansas Open Meetings Act, and the open meeting will resume in this room at 7:00 pm. Seconded by Karen Rittenhouse. Motion carried 7-0.


Reconvened to Open Session at 7:00 p.m. with no action taken.

Motion made by Robert Roesky to go into executive session for 15 minutes to discuss an employee(s) performance pursuant to the nonelected personnel exception under the Kansas Open Meetings Act, and to discuss confidential negotiations related to the base pay rate of teacher and proposed language changes to the Negotiated Agreement pursuant to the exception for employer-employee negotiations under the Kansas Open Meetings Act, and the open meeting will resume in this room at 7:15 pm. Seconded by LaKisha Johnson. Motion carried 7-0.

Reconvened to Open Session at 7:15 p.m. with no action taken.

**Adjournment:**

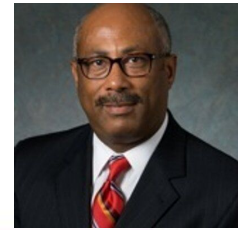
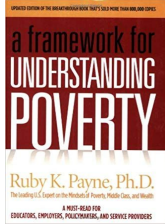
At 7:15 p.m., President, Darrel Harbaugh adjourned this March 9, 2020 regular session of the governing Board of Education for Coffeyville Unified Schools District 445.

  
Clerk of the Board



Coffeyville Public Schools  
*Social Emotional Learning*

#KSTOTHEMOON  
#CVILLESCHOOLSROCK



2016

**January**

- Dr. Ruby Payne

**March**

- ELC Staff with Dr. Tina Bryson

**July**

- Greenbush Consultation

**November**

- Behavior Training at Greenbush

2017

**January**

- Rebecca Lewis – pOVERty Training
- ACEs Training at RMS

**July**

- Greenbush - BaSES Consultation Partnership

**August**

- Mercury 7 Redesign
- District Social Emotional Team

**September**

- Hired Student Services Coordinator

**October**

- Moving the Needle Conference
- Heather Forbes In-service

**November**

- Trauma-Informed Conference

2018

**January**

- Jim Sporeleder In-service
- Regulation Pilot at RMS
- Twister Talk Times at CES
- SOC at RMS
- Neurosequential and Trauma Informed Practices In-service

**May**

- SOC at FKHS

**July**

- CES Pilot of SEL Training

**August**

- Hired 3 Counselors
- SOC at ELC and CES
- 1<sup>st</sup> Pilot Classrooms at CES
- SEL Curriculum & SRSS Screener

2019

**January**

- 2<sup>nd</sup> Pilot Classrooms at CES
- Hired counselor at ELC

**February**

- Bernard Franklin In-service
- Self-Care, Resilience, and Trauma In-service

**March**

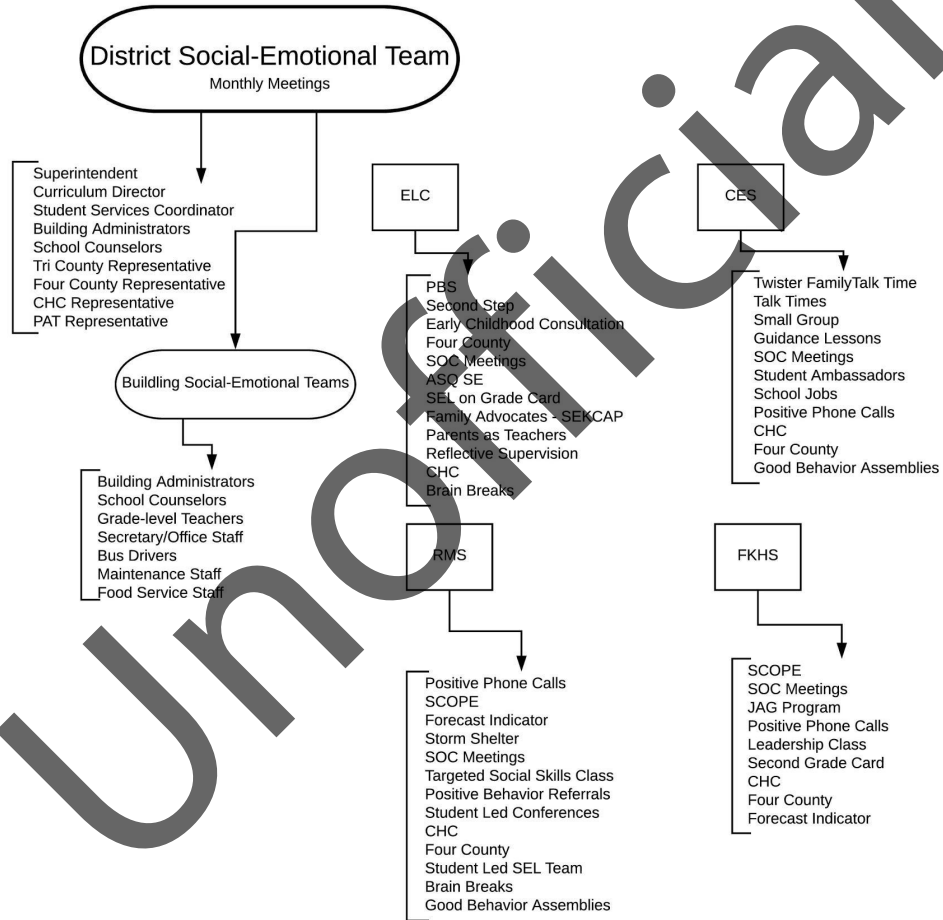
- 3<sup>rd</sup> Pilot Classrooms at CES

**May**

- Hired FKHS counselor,
- Drafted plan for Recovery Rooms

# Coffeyville Public Schools - USD 445

## Social-Emotional Learning Framework







# Three Year Plan

- 2018-2019 - Year One
  - Focus on Regulation and Relationships
  - Build and Strengthen Partnerships
  - SE Curriculum
  - Student of Concern Meetings
  - Screener
- 2019-2020 - Year Two
  - Focus on brain science training and Recovery Rooms/Restorative Practices
  - Parent Involvement
  - Train Support Staff
  - Tiered Interventions
  - Teacher Self-Care/Wellness
- 2020-2021 - Year Three
  - Mastery of Non-Negotiables
  - Utilize Data for Next Steps
  - Social-Emotional Learning Labs



# SEL Non-Negotiables

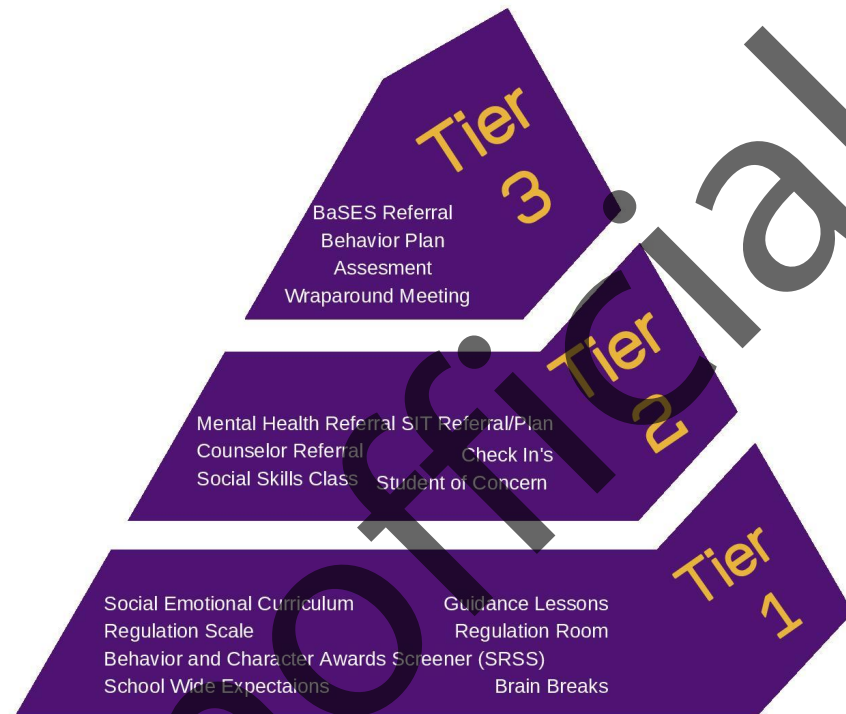
- Screener & Tiered Interventions
- Regulation Room & Chill Zones
- Recovery Room and Restorative Practices
- Zones of Regulation / Checks for Dysregulation
- SEL Curriculum & Lessons
- Student of Concern Meetings



# District SRSS Data

Fall 2019-2020

	Internalizing		Externalizing	
	Tier 3	Tier 2	Tier 3	Tier 2
K	13%	27%	36%	14%
1st	7%	24%	14%	25%
2nd	0.50%	21.50%	6%	18%
3rd	20%	24%	18%	23%
4th	29%	4%	13%	16%
5th	20%	9%	20%	11%
6th	5%	22%	14%	14%
7th	0.70%	17%	5%	15%
8th	2%	28%	5%	18%
9th	4%	13%	5%	22%
10th	8%	18%	6%	14%
11th	3%	9%	3%	15%
12th	0.90%	18%	5%	17%



**Social Emotional Team**  
Relationship Focused:  
Building Resilient Students

# THE ZONES OF REGULATION

## BLUE ZONE

*Sad  
Sick  
Tired  
Bored  
Moving Slowly*



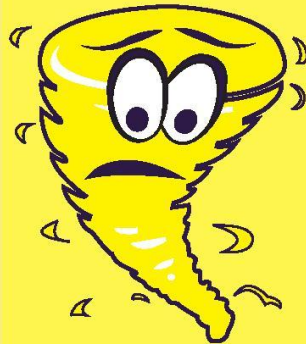
## GREEN ZONE

*Happy  
Calm  
Feeling Okay  
Focused  
Ready to Learn*



## YELLOW ZONE

*Frustrated  
Worried  
Silly/Wiggly  
Excited  
Loss of Some Control*








## RED ZONE

*Mad/Angry  
Mean  
Terrified  
Yelling/Hitting  
Out of Control*



# HEAT INDEX

<b>F1</b> <b>CALM</b>	<b>F2</b> <b>CHALLENGED</b>	<b>F3</b> <b>STRESSED</b>	<b>F4</b> <b>ANGERED</b>	<b>F5</b> <b>TOXIC MELTDOWN</b>
				
<p><b><u>LOOKS LIKE</u></b></p> <ul style="list-style-type: none"> <li>• READY TO LEARN</li> <li>• HAPPY</li> <li>• FOCUSED</li> </ul>	<p><b><u>LOOKS LIKE</u></b></p> <ul style="list-style-type: none"> <li>• FIDGETY</li> <li>• CONFUSED</li> <li>• SLOUCHED SHOULDERS</li> </ul>	<p><b><u>LOOKS LIKE</u></b></p> <ul style="list-style-type: none"> <li>• SHUTTING DOWN</li> <li>• ANXIOUS OR WORRIED</li> <li>• HEAD DOWN</li> </ul>	<p><b><u>LOOKS LIKE</u></b></p> <ul style="list-style-type: none"> <li>• TEARING UP</li> <li>• DISRESPECT</li> <li>• NO EYE CONTACT</li> </ul>	<p><b><u>LOOKS LIKE</u></b></p> <ul style="list-style-type: none"> <li>• AGGRESSION</li> <li>• NOT RESPONSIVE</li> <li>• CRYING</li> </ul>
<p><b><u>SOUNDS LIKE</u></b></p> <ul style="list-style-type: none"> <li>• POLITE</li> <li>• CALM TONE</li> </ul>	<p><b><u>SOUNDS LIKE</u></b></p> <ul style="list-style-type: none"> <li>• RAPID SPEECH</li> <li>• CHANGE OF TONE</li> </ul>	<p><b><u>SOUNDS LIKE</u></b></p> <ul style="list-style-type: none"> <li>• SHORT ANSWERS</li> <li>• RAISED VOICE</li> </ul>	<p><b><u>SOUNDS LIKE</u></b></p> <ul style="list-style-type: none"> <li>• CUSSING</li> <li>• LOUD</li> </ul>	<p><b><u>SOUNDS LIKE</u></b></p> <ul style="list-style-type: none"> <li>• SCREAMING</li> <li>• TROUBLE BREATHING</li> </ul>
<p><b><u>FEELS LIKE</u></b></p> <ul style="list-style-type: none"> <li>• CONTENT</li> <li>• PROUD</li> <li>• CONFIDENT</li> </ul> <p><b>I CAN HANDLE THIS!</b></p>	<p><b><u>FEELS LIKE</u></b></p> <ul style="list-style-type: none"> <li>• FRUSTRATED</li> <li>• SHORT TEMPERED</li> <li>• HOPELESS</li> </ul> <p><b>I'M A LITTLE NERVOUS</b></p>	<p><b><u>FEELS LIKE</u></b></p> <ul style="list-style-type: none"> <li>• PHYSICAL DISCOMFORT</li> <li>• ANNOYED</li> <li>• IRRITABLE</li> </ul> <p><b>PLEASE DON'T TALK TO ME</b></p>	<p><b><u>FEELS LIKE</u></b></p> <ul style="list-style-type: none"> <li>• FEELING HOT</li> <li>• RACING HEART RATE</li> <li>• EASILY IRRITATED</li> </ul> <p><b>I NEED SOME SPACE</b></p>	<p><b><u>FEELS LIKE</u></b></p> <ul style="list-style-type: none"> <li>• OUT OF CONTROL</li> <li>• OVERWHELMED</li> <li>• FURIOUS</li> </ul> <p><b>I NEED TO LEAVE</b></p>



# Storm Shelter and Chill Zones

## Purpose

Self Regulation

Proactive Intervention

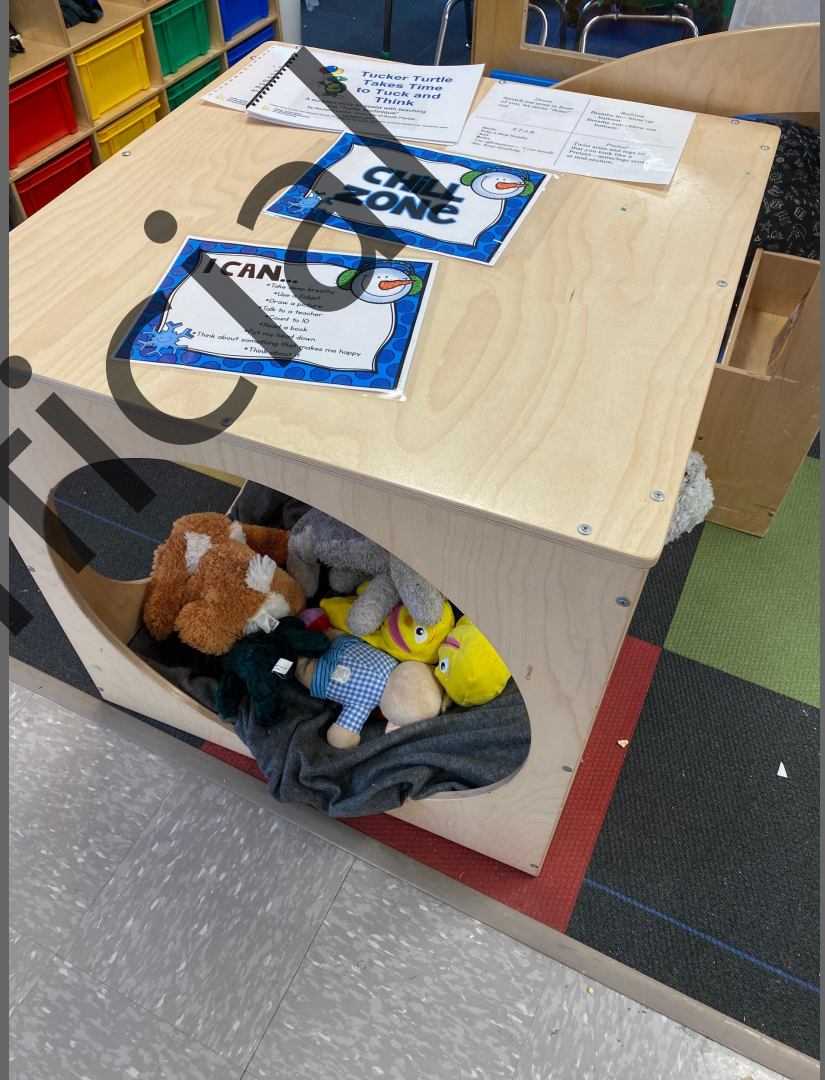
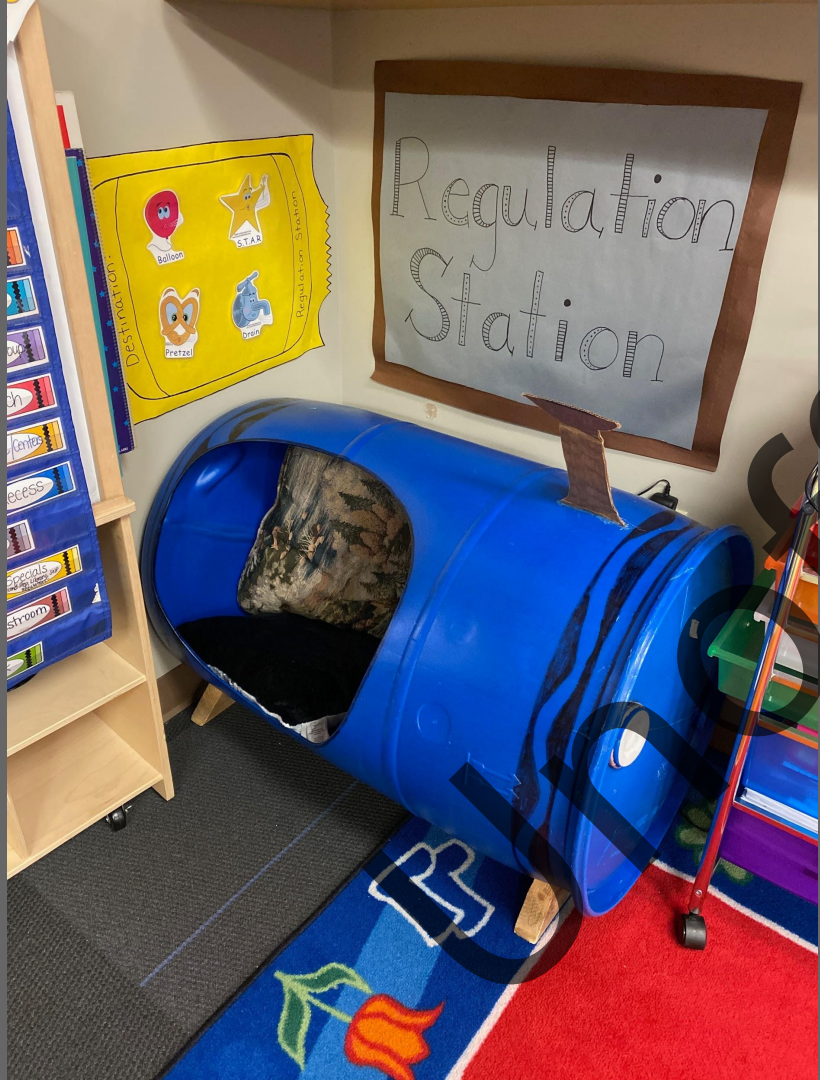
## Structure

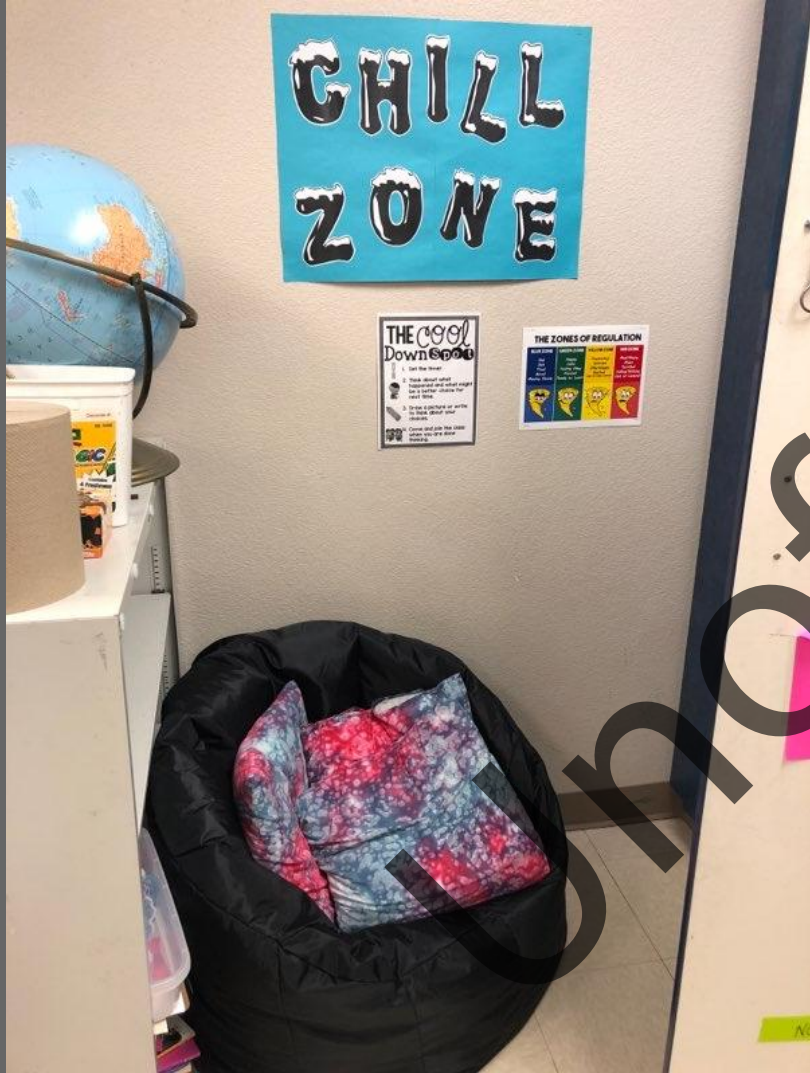
Education about processes

Student choice or staff recommendation

Individualized approach













# STORM SHELTER PROCESSING

What lead to me visiting the Storm Shelter?

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What was my number when I got here?

F1 F2 F3 F4 F5

What emotions was I experiencing?

---

---

What did I do to regulate my mood and emotions?

---

---

What is my number as I prepare to return to class?

F1 F2 F3 F4 F5

How can I continue to work on my self-regulation?

---

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STUDENT SIGNATURE

DATE

STORM SHELTER ATTENDANT

DATE

TIME OUT



# Student of Concern Meetings





# Student of Concern Form



Name: \_\_\_\_\_ Grade: \_\_\_\_\_ DOB: \_\_\_\_\_

Grade	Teacher

Reason for Referral:

Family History:

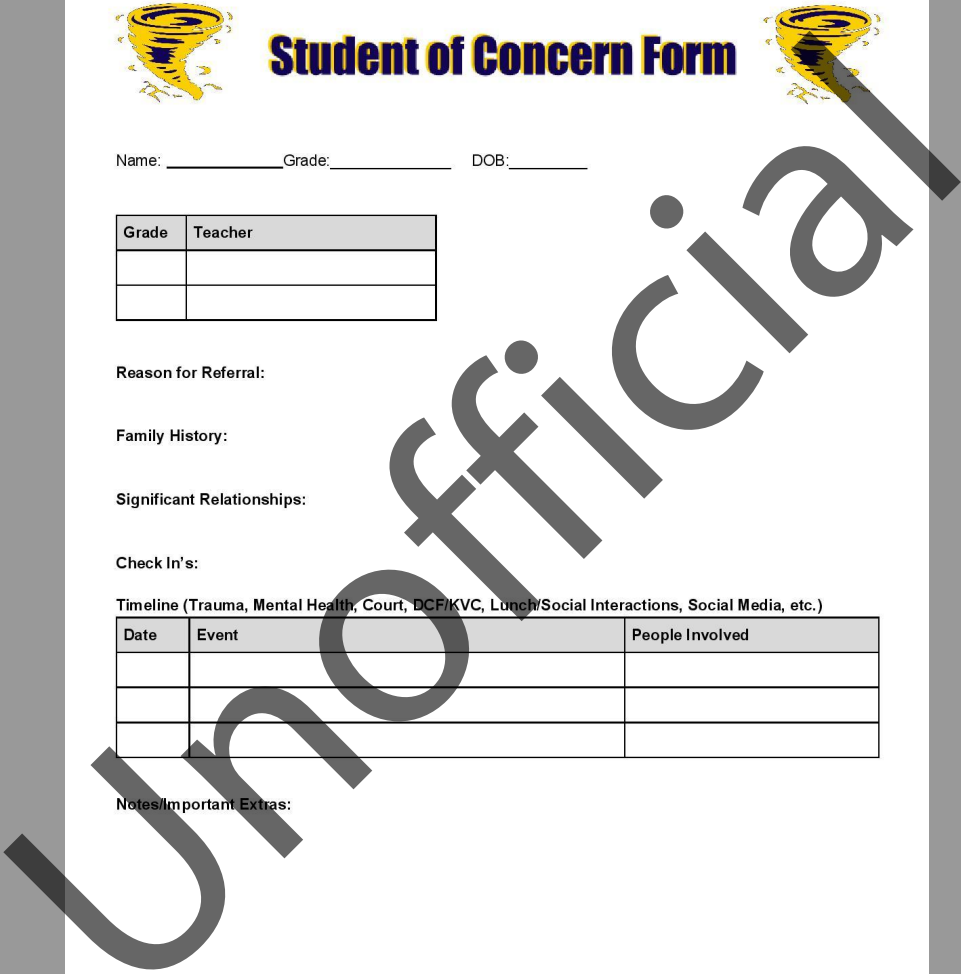
Significant Relationships:

Check In's:

Timeline (Trauma, Mental Health, Court, DCF/KVC, Lunch/Social Interactions, Social Media, etc.)

Date	Event	People Involved

Notes/Important Extras:





# Recovery Room and Restorative Practices

- Changed Handbooks
- Designed to Teach, not Punish
- Recovery Room replaces ISS
- Reflection documents
- Point System
- Restorative Conferences



# RMS Recovery Room

- Goal: To provide an alternative to suspension that allows students to own and make amends for their behavior, while completing all school work to an acceptable level.

## A Day in the Life

1. Rules and Procedures
2. Trigger sheet
3. Restorative Questions
4. Apology
5. All classwork
6. Mini Lessons based on behaviors

## Supports

- Hourly Admin Check Ins
- Daily meeting with Counselor/Social Worker
- Small group lunch with Social Worker
- Checkout with adult

## Point System

- 25 Total Points

### Required Points

- Expectation/Procedures (1 point)
- Trigger Worksheet (1 point)
- Restorative Questions (1 points)
- Meeting with Counselor/Social Worker (1 point for the meeting, 1 point for active participation, and 1 point for owning their behavior)
- Classwork (up to 7 points)
- Overall Behavior (1 point)

### Other Point Options

- Hourly Behavior (up to 9 points)
- Mini Lessons (points vary)
- Reading (1 point per 30 minutes)
- Missing Work (1 point per 30 minutes of productive work)

If a student reaches 25 points by 3:10 they may leave. If not, they have until the end of detention at 4:00 to get it. If they still don't get to 25 points, they have to come back and start over the next day.



# EMOTIONAL TRIGGERS



Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

## What things trigger me, or make it harder on me, when I'm getting upset?

- |   |   |
|---|---|
| <input type="checkbox"/> Being touched                                | <input type="checkbox"/> Being tired                |
| <input type="checkbox"/> Being separated from other students          | <input type="checkbox"/> Being hungry               |
| <input type="checkbox"/> Having to work in groups with other students | <input type="checkbox"/> People in uniform          |
| <input type="checkbox"/> Unexpected changes to my schedule            | <input type="checkbox"/> Being corrected by someone |
| <input type="checkbox"/> Having to ask for help or wait to be helped  | <input type="checkbox"/> Being bored                |
| <input type="checkbox"/> Loud noises /Yelling                         | <input type="checkbox"/> Others (please list):      |
| <input type="checkbox"/> When I feel like something isn't fair        | _____   |
| <input type="checkbox"/> Making an error or mistake                   | _____   |
| <input type="checkbox"/> A particular time of day (when _____?)       | _____   |
| <input type="checkbox"/> Not having control/input/choices             | _____   |
- Explain: \_\_\_\_\_

## How can someone else tell I am getting upset?

- |  |   |  |
|--|---|--|
| <input type="checkbox"/> I raise my voice        | <input type="checkbox"/> I talk back to staff         | <input type="checkbox"/> I glare at others |
| <input type="checkbox"/> I clench my fists       | <input type="checkbox"/> I distract other students    | <input type="checkbox"/> _____             |
| <input type="checkbox"/> I use curse words       | <input type="checkbox"/> I have trouble sitting still | <input type="checkbox"/> _____             |
| <input type="checkbox"/> I stop paying attention | <input type="checkbox"/> I don't listen to directions | <input type="checkbox"/> _____             |

## Now that I know my triggers, what coping skills could I use to help my brain calm down?

- Leave the situation/Walk away
- Go to the Storm Shelter
- Ask for help
- Three people I could ask for help are \_\_\_\_\_
- Use a self-control strategy such as:
- Deep breathing
  - Stretching
  - Exercise
- Other: \_\_\_\_\_

## What are my favorite coping skills?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



# RESTORATIVE QUESTIONS INDIVIDUAL

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

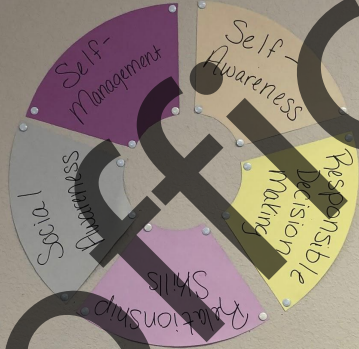
- 1) What events led to you being in the Radar Room?
- 2) What school rule or expectation was broken?
- 3) What part did you play in this?
- 4) When did you notice you were escalating on the Forecast Indicator?
  - What number were you when the event happened? 1    2    3    4    5
  - What number are you at right now?                    1    2    3    4    5
- 5) What were your triggers?
- 6) How were YOU affected by what happened?
- 7) What should I do instead?
- 8) What good things could happen to me if I do it this way?
- 9) How can we support you?





**Self-Management**

- Regulate Your Emotions
- Manage Stress
- Show Self-Control
- Show Self-Motivation
- Set and Achieve Goals



**Self-Awareness**

- Label and Explain your Feelings
- Relate Feelings and Thoughts to Behaviors
- Self-Assess Strengths and Challenges
- Self-Efficacy
- Be Optimistic

**Social Awareness**

- Look at other's perspectives
- Show empathy
- Respect diversity
- Understanding social and ethical behavior norms and expectations
- Recognize support resources

**RELATIONSHIP SKILLS**

- BUILD RELATIONSHIPS WITH DIVERSE INDIVIDUALS AND GROUPS
- COMMUNICATE CLEARLY
- WORK COOPERATIVELY
- RESOLVE CONFLICTS
- SEEK HELP WHEN NEEDED

**Responsible Decision Making**

- Consider the wellbeing of yourself and others
- Behave ethically
- Base decisions on safety, social, and ethical considerations
- Evaluate consequences to your actions
- Make constructive and safe choices for self, relationships, and school





## Self Care of Teachers

- Professional Development
- Tag in, Tag out
- Teachers Lounge
- Wellness Team
- Inventory of Self-Care Practices
- Professional Quality of Life Scale (PROQOL)
- Employee Assistance Program



## Early Learning Center

- Sarah Lange, Counselor
- Positive Behavior Supports
- Second Step Curriculum
- ASQ-SE
- DECA
- Mental Health Consultation
- Family Style Dining



## Community Elementary School

- Chelsey Martin, Counselor
- Madison Kester, Counselor
- Amy Ford, Counselor
- Paula Page, Resource Specialist
- Family Talk Time
- Mentor Times
- Small Groups
- Guidance Lessons
- Student Ambassadors
- School Jobs
- Good Behavior Assemblies



Family Talk Time



## Family Talk Time

- Multi aged groups
- Every adult has a family
- Meet once a week
- Pre designed lessons available



## Roosevelt Middle School

- Jennifer Foraker, Counselor
- Ashley Horick, Social Worker
- Good Behavior Assemblies
- Student of the Month
- Positive Contacts and Referrals
- Intense Social Skill Training
- Behavioral Coaching
- CARE Team/SIT Team
- Individualized Plan Based on FBA
- Soft Start Option



# Field Kindley High School

- Delia Northup, Counselor
- Roman Lopez, Resource Specialist
- Student of the Month
- Thinking for a Change Class
- JAG
- Positive Phone Calls
- Leadership Class
- Second Grade Card
- SMART Goals
- Mentoring
- Ramp Up to Readiness
- Service Learning

# Creating a Vision for Kansas -- State Outcomes



#KansasCan | KSDE | [www.ksde.org](http://www.ksde.org)

Social Emotional Growth

Kindergarten Readiness

Individual Plan of Study

High School Graduation Rates

Post Secondary Completion



# Common Misconceptions

- Letting kids get away with behavior
- Not meeting all kids' needs
- We are babying kids
- Kids will abuse interventions
- A ton of work for teachers
- Trauma is linked to Poverty
- Academics suffer



## What we have learned...

- Start with SOCs
- Focus on Resilience just as much as ACEs
- Mindset that the plan is fluid
- Be intentional with implementation
- Communication Plan
- Adapt Policy and Procedures
- Call it SEL, not Trauma

COFFEYVILLE



USD 445

**Social Emotional Team**

Relationship Focused:  
Building Resilient Students



# Mercury 7 Redesign

- 36+ Districts from Kansas and Oklahoma have toured USD 445 schools
- USD 445 staff have presented at:
  - Kansans Can
  - KSDE
  - USA
  - National Trauma Informed Conference
  - Moving the Needle (2018 & 2019)
  - KU Education Day

# FKHS Bleacher Replacement

## Heartland Seating, Inc.

- ▶ Part of the Greenbush Cooperative Bid process
  - ▶ Already bid and verified
  - ▶ Regionally known for quality installation and product
- ▶ Heartland seating is who we currently use to service all of our bleachers in the gym and football field.



## Why the need to replace the existing bleachers:

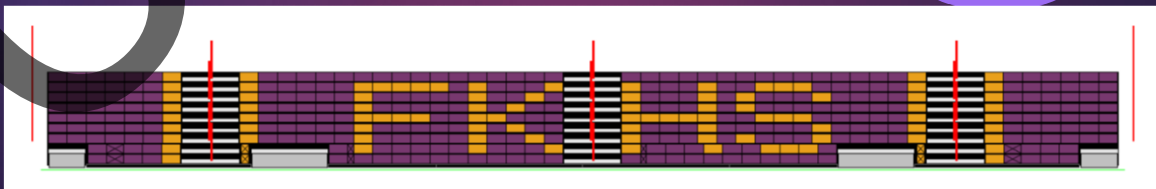
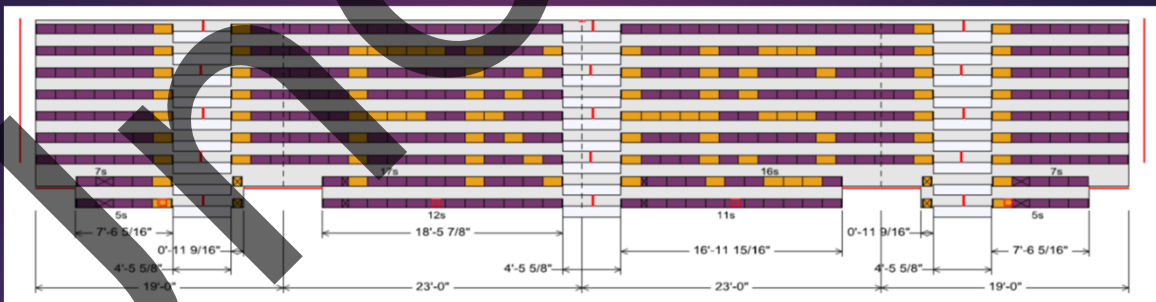
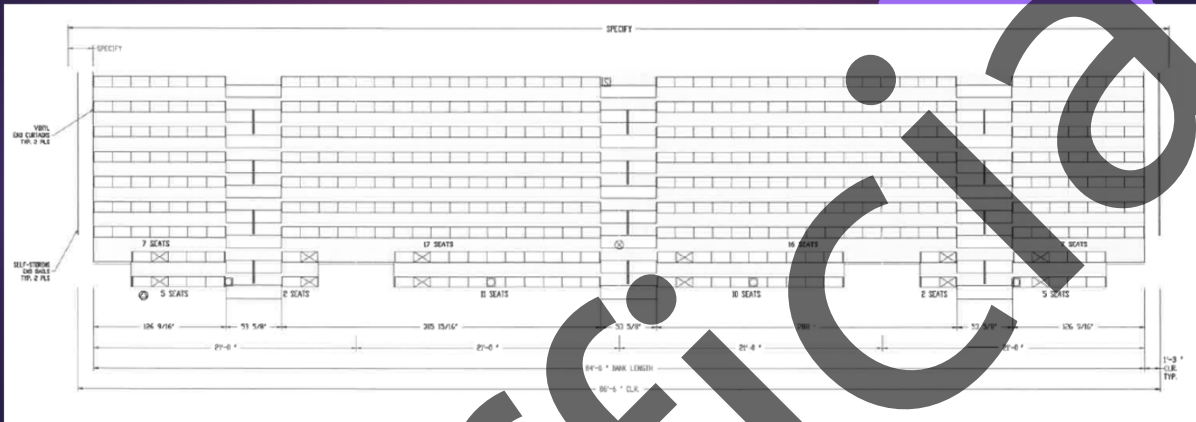
- ▶ Bleachers are the original installed in the early 1970's
- ▶ Over the years, parts have been replaced and fixed.
- ▶ Pulley's and cabling have been replaced twice
- ▶ Replacement of benches and footpad areas constantly need to be replaced throughout the school year.
- ▶ Patrons complain about the quality of the seating in the gym
- ▶ Patrons complain of no handrails in the gym
- ▶ Patrons complain about not being able to go from the mezzanine area to the lower level (or vice versa) without having to take the "long way around".

## Bid included:

- ▶ Removal and disposal of existing bleachers
  - ▶ Floor bleachers, East and west side
  - ▶ This would take place shortly after graduation and school being out.
- ▶ Installation of new bleachers
  - ▶ Electrical needs will be updated during the time between removal of old bleachers and installation of new bleachers.

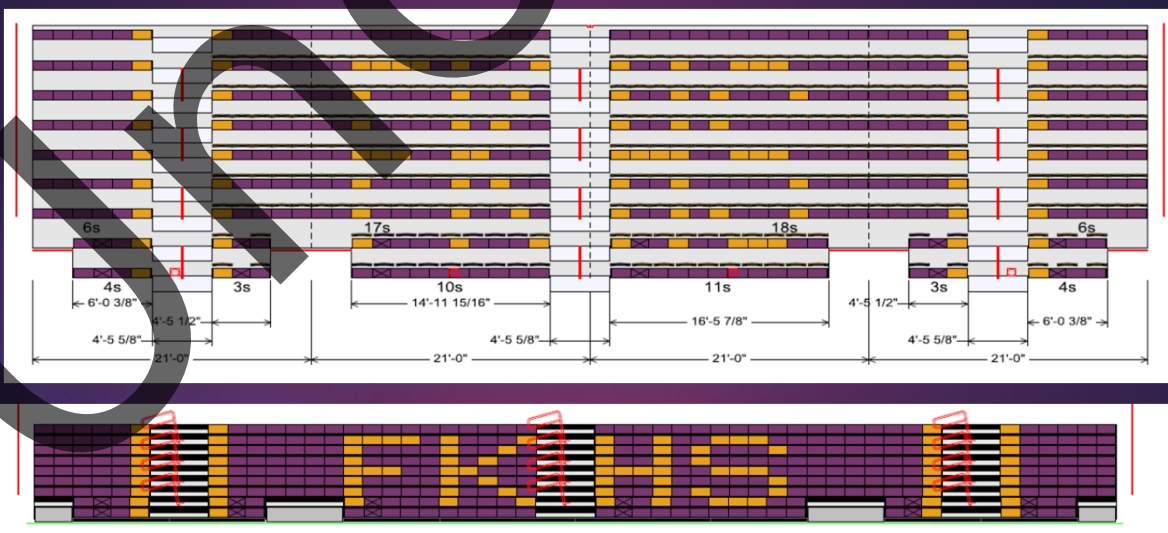
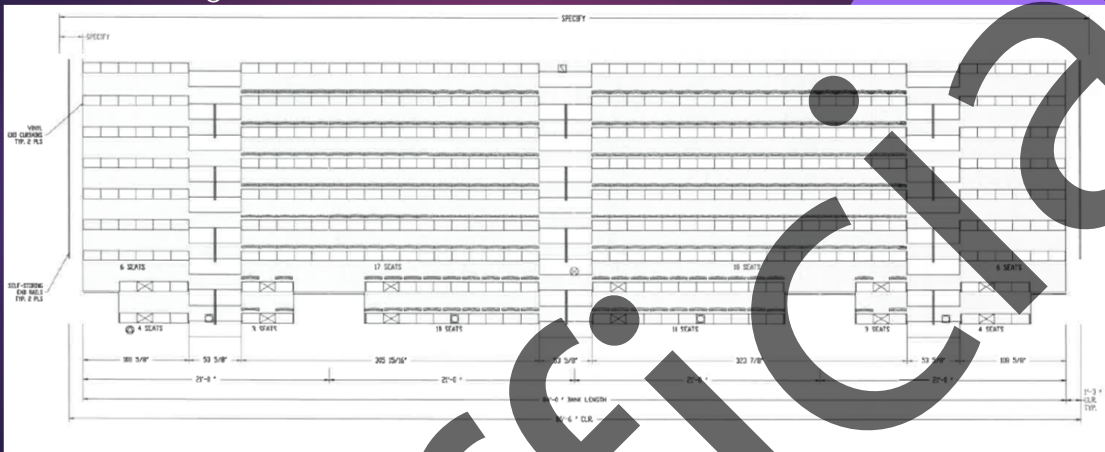
# East Side Bleachers

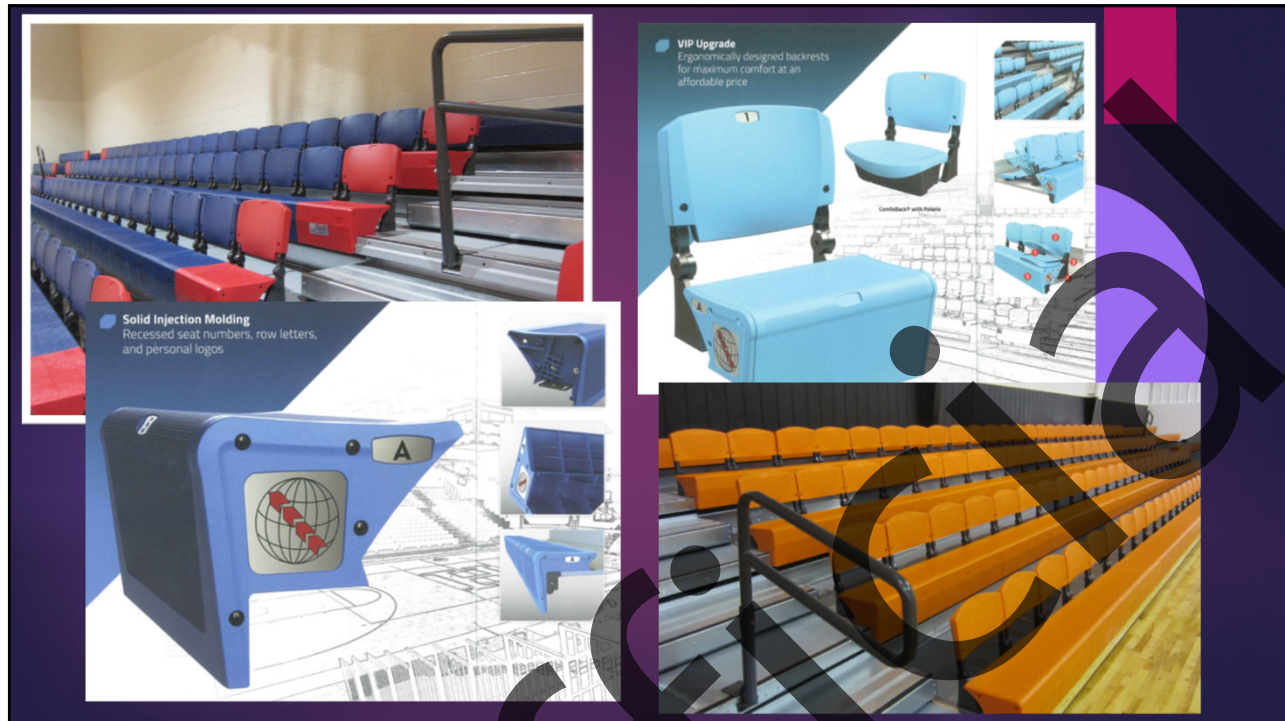
- ▶ East side will have regular seating, no seat backs.
- ▶ New ADA positions available in the middle and ends of the court
- ▶ Self- Storing Aisle Rails



# West Side Bleachers

- ▶ West side will have regular seating, and center seats with seat backs.
- ▶ New ADA positions available in the middle and ends of the court
- ▶ Self- Storing Aisle Rails





## Total cost of the project

**PROJECT NAME: COFFEYVILLE HIGH SCHOOL**  
**SCOPE OF WORK: TELESCOPIC BLEACHERS**

**DATE: MARCH 2, 2020**

- ◆ **Two (2) bank of wall-attached, electrically powered, telescopic bleachers, 9 rows x 84'**
  - 10" Excel seat modules
  - Fully automatic Comfo backs on the center section of West Bank (rows 1 thru 8)
  - 13.63" custom rise per row for ½ step Balcony Transition – both sides
  - 26" span on East Bank, 33" span on West Bank
  - Six (6) foot level aisles with intermediate steps with balcony access and aisle rails
  - Twelve (12) 1 row x 36" permanent ADA notchouts with rails
  - 4 self storing end rails
  - 4 vinyl curtains
  - Seat level filler board
  - L brackets for additional support of the understructure
  - Removal and disposal of existing bleachers

(208V, 3Phase) with disconnect responsibility of others. At the time of installation electrical contractor will need to coordinate hook up from bleacher control box to power supply.

**MATERIALS DELIVERED AND INSTALLED \$168,963**

## Additional Information

- ▶ Total number of seats is 798 (not including the ADA seating in the front)
  - ▶ This is about 150 seats less than current
- ▶ Aisle rails are self-storing completely on the east side
- ▶ Aisle rails on the west side will have to be “turned” to lock into place.
- ▶ Aisles will now reach completely to the top allowing access to the mezzanine area.
- ▶ There is a 10-Year warranty on the understructure and 5-Year warranty on material defect and workmanship on the topside of the bleachers.

## Capital Improvement Discussion

### Resolution to Levy Tax for Capital Outlay Fund

Unified School District No. \_\_\_\_\_, \_\_\_\_\_ County, State of Kansas,

#### RESOLUTION

Be It Resolved that:

The above-named school board shall be authorized to make an annual tax levy in an amount not to exceed \_\_\_\_\_ mills upon the taxable tangible property in the school district for the purpose of acquisition, construction, reconstruction, repair, remodeling, additions to, furnishing, maintaining and equipping of school district property and equipment necessary for school district purposes, including: (1) Computer software; (2) performance uniforms; (3) housing and boarding pupils enrolled in an area vocational school operated under the board; (4) architectural expenses; (5) building sites; (6) undertaking and maintenance of asbestos control projects; (7) school buses and (8) other fixed assets, and with respect to any redevelopment district established prior to July 1, 2017, pursuant to K.S.A. 12-1771, and amendments thereto, for the purpose of paying a portion of the principal and interest on bonds issued by cities under the authority of K.S.A. 12-1774, and amendments thereto, for the financing of redevelopment projects upon property located within the school district. The tax levy authorized by this resolution may be made, unless a petition in opposition to the same, signed by not less than 10% of the qualified electors of the school district, is filed with the county election officer of the home county of the school district within 40 calendar days after the last publication of this resolution. In the event a petition is filed, the county election officer shall submit the question of whether the tax levy shall be authorized to the electors in the school district at an election called for that purpose or at the next general election, as is specified by the board of education of the above school district.

# CRC Board Appointments

Coffeyville Recreation Commission Board Appointment USD 445						
Term Expires in June	Term		Position #1	Position #2		
	Begins	Ends	Ashley Rutherford	Richard Voss		
	3/10/2013	3/9/2014	Ashley Rutherford	Lisa Kuehn		
	3/10/2014	3/9/2015	Ashley Rutherford	Lisa Kuehn		
	3/10/2015	3/9/2016	Ashley Rutherford	Lisa Kuehn		
	3/10/2016	3/9/2017	Ashley Rutherford	Richard Voss		
	3/11/2017	3/9/2018	Ashley Rutherford	Richard Voss		
	3/11/2018	3/9/2019	Ashley Rutherford	Richard Voss		
	3/11/2019	3/9/2020	Ashley Rutherford	Richard Voss		
	3/11/2020	3/9/2021	Ashley Rutherford			
	3/11/2021	3/9/2022	Ashley Rutherford			
	3/11/2022	3/9/2023	Ashley Rutherford			
	3/11/2023	3/9/2024				
	3/11/2024	3/9/2025				
	3/11/2025	3/9/2026				
	3/11/2026	3/9/2027				
			Appointed Position for Remaining Term			

Unofficial