

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

February 14, 2022

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, February 14, 2022 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:

| Board Members Present | Others Present |
|--|---|
| Gail Misch | Dr. Craig Correll...Superintendent |
| Darrel Harbaugh | Lora Stalford...Curriculum Director |
| Karen Rittenhouse | Michael Speer...Asst. Sup./Bus. Manager |
| Robert Roesky | Andy Taylor...Montgomery County Chronicle |
| Jason Barnett | Ashley Hooper...CHC-SEK |
| Dr. Jerry Hamm | Martha Boucher...Coffeyville Journal |
| LaKisha Johnson <i>(arrived 5:48 pm)</i> | |

Adoption of Agenda:

Motion made by Robert Roesky to adopt the agenda, second by Jason Barnett. Motion carried 6-0.

Adoption of Consent Agenda:

Motion made by Dr. Jerry Hamm to adopt the consent agenda, second by Jason Barnett. Motion carried 6-0.

- A. Approval of Minutes of Regular Meeting, January 10 and Special Meeting, January 24, 2022.
- B. Approval of Bills and Treasurer’s Report

| | | | | | |
|-----------------------|---------------|------------------------|---------------|------------------------|--------------|
| Payroll | \$ 599,117.79 | Special Ed. | \$ 130,661.03 | Title I | \$ 538.42 |
| General Fund | \$ 160,515.82 | Vocational | \$ 1,493.28 | Title II-A | \$ - |
| LOB | \$ 62,000.47 | Indian Ed. | \$ 732.94 | Title I-C Mig. | \$ - |
| 4 Yr old AR | \$ 52.31 | JOM | \$ - | Title IV | \$ - |
| At-Risk | \$ 356.66 | KPERS | \$ - | Title VI-B | \$ 1,558.28 |
| Bilingual | \$ 21.09 | Textbook | \$ - | 21st CCLC-CES | \$ 2,158.39 |
| Virtual | \$ 3.99 | Activity | \$ 6,048.78 | 21st CCLC-ELC | \$ 8,736.20 |
| Capital Outlay | \$ 32,410.42 | Bond & Int. | \$ - | ECBG Grant | \$ 2,240.40 |
| Driver's Ed. | \$ 1.76 | Rec. Comm. | \$ 285,622.34 | PAT MEICHV I | \$ 879.65 |
| Food Service | \$ 91,355.37 | Rec. Benefits | \$ 55,895.53 | KDHE K-12 COVID | \$ 22,921.25 |
| In-Service | \$ 10.86 | Misc Gifts/Gra | \$ - | Afterschool | \$ 15.69 |
| Parent Ed. | \$ 191.64 | FKHS Pool | \$ 1,021.00 | ESSER/SPARKS | \$ 3,579.55 |

- C. Acceptance of Resignations/Retirement
 - 1. Resignation - Kirsten Waterman, Teacher, CES
 - 2. Resignation - Caitlyn Bernd, Teacher, CES

Miscellaneous Reports and Discussion:

Positive Comments:

- Karen Rittenhouse shared her appreciation of Dr. Correll's article in the Kansas Association of School Boards News Brief edition.
- Gail Misch commented on the student qualifying at the CES spelling bee competition and now moving on to the county spelling bee. Mrs. Misch also commented on homecoming this weekend.
- Dr. Jerry Hamm commented on the two new community health workers the district has employed through a grant with the University of Kansas. Dr. Hamm also commented that this fits well with the overall goals that the district and the CHC has in connecting schools with the community and will go far in building that relationship.
- Darrel Harbaugh commented on the upcoming Debate/Forensics tournament that will be held at CES instead of FKHS due to construction. The tournament Director is still in need of judges if anybody would like to volunteer. Mr. Harbaugh also commented on seeing set designs on social media for the upcoming plan Romeo & Juliet.

Central Office Reports:

1. Superintendent
 - a. Superintendent Report
 - (i) Dr. Correl gave a quick overview of the presentation he gave to the Kansas State Board of Education recently. The presentation included information dating back to 2010 and showing the progress the students and the district in Coffeyville has made since that time including graduation and attendance rates going from some of the lowest in the state to above the state rates.
 - (ii) Dr. Correll also commented on a few of the bills that have been introduced in the legislature.
 - b. CHC/SEK Update, Ashley Hooper (*Strategic Plan #1, #4*)
 - (i) Information was passed out to the board.
 - (ii) During the entire 2020-2021 school year the nurses provided 17,017 student visits. They saw 3,390 medical provider visits and 1,179 CHC/SEK nursing visits. CHC/SEK provided over \$113,900 in dental services during he 2020-2021 school year alone. During the 1st semester of the 2021-2022 school year alone, CHC/SEK have had 19,870 visits.
 - (iii) CHC/SEK invests over \$500,000 in services each year to the school system. The district currently contracts with CHC/SEK for \$35,000 per year. Prior to this agreement, the district employed 2 nurses at a cost of over \$80,000 each year.
 - c. Superintendent's Evaluation Instrument
 - (i) A copy of previous evaluation instruments was sent to the board along with the current Tri-County evaluation instrument.
 1. Tri-County's instrument is an online instrument through SurveyMonkey. The instrument breaks it down into "big-theme" ideas along with an analysis of the responses by board members.
 - (ii) Requested instruments from the state really did not present any good ones outside of what has currently been used.
 - (iii) The evaluation instrument is what the board is using to evaluate the superintendent, so if the board wants to create a new one, Dr. Correll is certainly willing to work with board members on that instrument development.
 1. The board could rewrite the whole thing or take pieces and put together a new instrument.
 2. Interested members to work on the committee need to email the Board Clerk who will share the list of names with the Board President and Vice-President

- (iv) Stay with the current instrument as it is in the middle of the cycle. But, the discussion needs to start now, so that it is ready for next year.
 - 1. Current evaluation instrument has been sent out. Board members are welcome to come in and visit with the Superintendent for review or questions, with an executive session to all discuss at the March board meeting.
 - 2. Evaluations are due back by March 7th
- 2. Curriculum Director
 - a. ESOL Update, Lisa Stockton (*Strategic Plan #1, #2, #5*)
 - (i) Currently, there are 242 students receiving ESOL services in the district with 48 newcomers. A newcomer is a student that is in their first 3 years of school in the United States.
 - (ii) Students qualify for ESOL services base on the KELPA test for English proficiency.
 - (iii) The department counts the number of students who qualify as ESOL, but also track the number of minutes that a student is receiving services. These minutes are counted for the entire week, not just count day as regular student count
 - (iv) Most of the services are “push-in” services at ELC. At CES, services include both “push-in” and “pull-out” services. For newcomers and students who are learning the language there tends to be more “pull-out” services. For FKHS and RMS, services are typically push-in, so it is what they can help with the assignments that are given. Some students do come to the office area for some additional help as needed.
 - (v) ESOL services are provided according to the state rules as to what identifies a student as ESOL even though a student may know the language. One example is a different language is spoken in the home even though the student knows the language used.
- 3. Business Manager/Clerk of the Board
 - a. Construction Update
 - (i) Updated photos to the district website each month to show patrons of progress taking place.
 - (ii) A very tentative timeline of upcoming events includes:
 - 1. Complete sheetrock in FKHS classrooms
 - 2. Start sheetrock in the mezzanine area
 - 3. Start painting in new FKHS offices area
 - 4. Completion of framing in RMS office area
 - 5. Finish masonry work in new restrooms FKHS
 - 6. Continue masonry work on elevator shaft
 - 7. Start framing of new restroom area FKHS
 - b. Board Clerk Update
 - (i) Upcoming dates include:
 - 1. Negotiation letters due March 31st.
 - 2. Final day to inform a teacher of non-renewal: “...on or before the third Friday in May,” which would be May 20, 2022
 - 3. Final day for a teacher to inform the district they are not returning: “...on or before the 14th calendar day following the third Friday in May...” which would be June 3, 2022
 - (ii) Coffeyville Recreation Commission Appointee.
 - 1. District has two appointees to the CRC board.
 - a. Position 1 term ends: March 9, 2023
 - b. Position 2 term ends: March 9, 2024

1. Information passed out to the board by Robert Roesky.
2. The state has currently been paying about 80% of what they are supposed to be paying the special education. The state is supposed to be paying 92% of special education and the district's make up the remaining. The state is currently using ESSER funds to augment the special education funds.
3. Tri-County did some reorganizing, moving teachers around to better focus based on needs of students and the number of students in the area. If numbers increase, then teachers will be moved back. Special Education teachers are even more difficult to find than regular teachers due to additional certifications needed.
4. Negotiations have started.

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

Action Items Personnel:

Board action to approve the Superintendent's recommendation of employment

Motion made by LaKisha Johnson to approve superintendent's recommendation for employment of:

Elly Gossard, Teacher Assistant P/T, CES
Donna O'Daniel, Teacher Assistant, CES
Nevaeh Huff, Teacher Assistant/ISS Supervisor, CES
Jessica Alspaugh, Teacher Assistant, ELC

Seconded by Jason Barnett. Motion carried 7-0.

Board action to approve the Superintendent's recommendation of supplemental contracts

Motion made by LaKisha Johnson to approve superintendent's recommendation for employment of:

Gordon McDaniel, Spring Trainer

Seconded by Jason Barnett. Motion carried 7-0.

Adjournment:

Motion made by Jason Barnett to adjourn the USD 445 Board of Education meeting. Seconded by Gail Misch. Motion carried 7-0.

At 6:07 p.m., President, Darrel Harbaugh adjourned this February 14, 2022 regular session of the governing Board of Education for Coffeyville Unified Schools District 445.

Clerk of the Board



USD 445
COFFEYVILLE

Board of Education Meeting
February 14, 2022

Superintendent's Report

- Superintendent's Evaluation Instrument
- State Board Presentation

STATE BOARD PRESENTATION

COFFEYVILLE PUBLIC SCHOOLS
USD 445



Talking Points

#KansasCan

Five Outcomes

The Kansas State Board of Education (KSBE) has selected five outcomes that will help measure the progress of their vision:

Social-Emotional Growth Measured Locally:

- Academics alone won't guarantee a student's success after high school. Students who lack nonacademic skills, such as conscientiousness, perseverance and the ability to communicate effectively, may find it more difficult to succeed in postsecondary education and the workforce.
- Social-Emotional learning is the process through which students and adults acquire the knowledge, attitudes and skills necessary to understand and manage emotions; set and achieve positive goals; feel and show empathy for others; establish and maintain positive relationships; and make responsible decisions.
- KSDE is working with Research Collaboration at the University of Kansas to provide implementation of a statewide, integrated tiered approach for social-emotional support.

Kindergarten Readiness:

- Kindergarten readiness is an important building block for a student's future achievement and success.
- A kindergarten readiness snapshot will provide educators with data to help determine where extra resources and supports should be delivered to students. It will be used to provide information to families, teachers and administrators about how many kindergarten students are developing at a rate that is appropriate for their age and where supports need to be provided if they aren't developing at the same rates. This information will support data-driven, decision-making by school, district and state policymakers who can consider targeted ways to increase readiness.
- The snapshot won't be used to keep a child from entering kindergarten, and it won't measure a teacher's abilities. It will measure a kindergarten's language, math and social-emotional development.

Individual Plan of Study Focused on Career Interest:

- An Individual Plan of Study (IPS) begins in middle school. It is:
 - developed cooperatively between the student, the student's school and family members;
 - based upon the student's interests and talents; and
 - reviewed and updated at least twice per year.
- KSDE identified Career Cruising as the state-preferred IPS vendor.
- Each IPS will include results of a series of career-interest inventories; coursework aligned with the student's educational and career goals; a general postsecondary plan; and a comprehensive personal portfolio.
- An IPS can help all Kansas students obtain a suitable vision of their path toward college and career readiness. It also can help address the gap between the percentage of students enrolling at postsecondary schools and the percentage of students completing a credential from two- and four-year postsecondary institutions.
- An IPS can provide exploration of all forms of postsecondary education; help a student and their family members plan a more cost-effective education pathway, including dual-credit courses; and allow a student to select courses based upon his or her career interest.

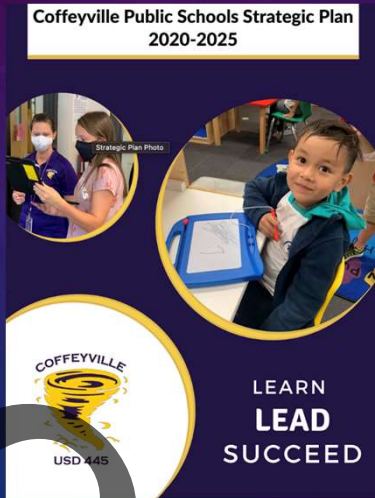
High School Graduation Rates:

- Kansas 2014-2015 overall high school graduation rate was 85.7 percent. While this is above the national average, it isn't enough. We need to make sure every student graduates with the skills needed to be successful as they enter college or the workforce.
- It is imperative to increase the percentage of students who earn at least a high school diploma so we can meet the projected education requirements for our future workforce.
- By 2020, 71 percent of all jobs in Kansas will require postsecondary education and training.
- People without a high school diploma qualify for only 17 percent of all jobs, primarily sales and office support, food and personal service and blue-collar jobs, many of which may not provide a living wage or health care benefits.
- The graduation rate goal in Kansas is 100 percent.

Postsecondary Completion/Attendance:

- Not every career requires a four-year degree. Technical colleges, community colleges and the military still play a critical role in preparing students for the workforce.
- The state will need more students not just enrolling in postsecondary programs, but completing a credential to meet the workforce needs in Kansas.
- With the labor market continually trending toward a higher set of skills, students will need to pursue higher levels of postsecondary education in order to remain competitive for jobs.
- Most new jobs or job openings will be "middle-skill" jobs — those requiring a diploma but less than a four-year degree.
- In 2020, the education demand for jobs in Kansas will be:
 - 11 percent master's degree.
 - 25 percent bachelor's degree.
 - 35 percent associate's degree.
 - 29 percent high school diploma or less.

STRATEGIC PLAN 2025



Action Item 2.2: Adopt Multiple Engagement Opportunities With Families To Help Plan For Their Child's IPS. E: 2.2 / 4.2

Reasoning:

Families play a critical role in student achievement.

Assigned to:

IPS Committee, Admin, and Counselors.

Implementations Steps/Details:

Schedule student-led conferences and other opportunities for families to be engaged in student career goals.

Starting Date:

September 2020

Monitor Date:

Yearly

Due Date:

September 2024

Action Item 2.3: Expand & Provide Transparency of CTE Course Opportunities in The District's Curriculum. E: 2.3 / 2.3

Reasoning:

CTE courses are excellent learning experiences for students who do not desire college.

Assigned to:

IPS Committee, Admin, and Counselors.

Implementations Steps/Details:

Recruit and retain CTE teachers, provide adequate resources to CTE courses, and create CTE exposure opportunities for students to learn and explore.

Starting Date:

September 2020

Monitor Date:

Yearly

Due Date:

September 2023

Action Step 2.1: Student Growth

Action Item 2.1: Embed SECD Standard/Core Competencies into School Culture

Reasoning:

SECD Standards/Core Competencies include: Self Awareness, Self Management, Social Awareness, Responsible Decision Making, Relationship Skills, and Core Principles.

Assigned to:

Building Administration, Counselors, and Teachers.

Implementations Steps/Details:

- SEL Curriculum Taught at least weekly
- Self Regulation Interventions
- Regulation Instruction including yearly refresh for every grade
- Restorative Practices integrated in discipline and conflict resolution
- Counselor lessons (small group & one-on-one)
- Each building will present a plan to address and teach SECD standards at a developmentally appropriate level.
- Each building will set goals to show growth in student competencies.

Starting Date:

August 2020

Monitor Date:

Twice Yearly

Due Date:

May 2025

Action Item 2.2: Tiered Supports

Reasoning:

Tier 1 behavior supports are behavioral strategies that all students have access to. These interventions set the foundation for behavior in the classroom. Tier 2 supports are for students who, according to data, do not respond to tier 1 supports or lack age-appropriate social skills needed to meet expectations. Tier 3 supports are for students who, according to the data, do not respond to tier 1 or tier 2 supports. At tier 3, schools provide highly intensive and individualized behavioral supports. Tiering is based on the designated SEL screener & coordinating data.

Assigned to:

Building Administration, Counselors, and Teachers.

Implementations Steps/Details:

- Students will be screened using the designated social emotional screener - Tier 1 supports (curriculum and school-wide expectations) will be evaluated and implemented in all buildings with fidelity measured twice a year.
- Students that are designated as at-risk will have tier 2 & tier 3 interventions with regular progress monitoring.
- Each building will present a plan to design and implement tiered interventions at a developmentally appropriate level annually.

THE COFFEYVILLE MODEL FOR

EARLY LEARNING



Parents as Teachers.
Blue Ribbon
AFFILIATE

Summary & Recommendations

- The population served by USD 445 is more racially diverse than Montgomery county and tends to more frequently qualify for free or reduced-price lunch. Families served by USD 445 also tend to have a higher percentage of caregivers who did not graduate high school and who speak a primary language other than English compared to the county.
- During the grant year, the percentage of children served by USD 445 with developmental risk was higher than the statewide average.
- CLASS scores indicated high quality in 100% of environments, which indicates appropriate focus on that metric.
- The majority of children with an initial assessment on the DECA showed they were on track for social-emotional skills. Additional conclusions may not be drawn based on the data available.
- Gains were made in both Alphabet Knowledge and Oral Language for children assessed on emergent literacy. The high percentage of children still in the At-Risk category in Alphabet Knowledge matches a need for continued focus on that skill.
- Gains were also made in four-year-old literacy with Language Comprehension skills showing more than Phonemic Awareness skills. These data support continued attention on Phonemic Awareness skills as an opportunity for improvement.
- Gains in three- and four-year-old numeracy occurred during the grant year as focus on these skills is also an opportunity for USD 445 to see



KINDERGARTEN READINESS

EARLY LEARNING PARTNERS

- Coffeyville Coalition for Early Education
- Head Start
- Tri County Special Education
- Four County Mental Health
- Parents As Teachers
- Children's Cabinet
- Community Health Centers of Southeast Kansas
- KU Med
- Boys and Girls Club of Coffeyville
- Coffeyville Community College

SOCIAL EMOTIONAL LEARNING/WELLNESS

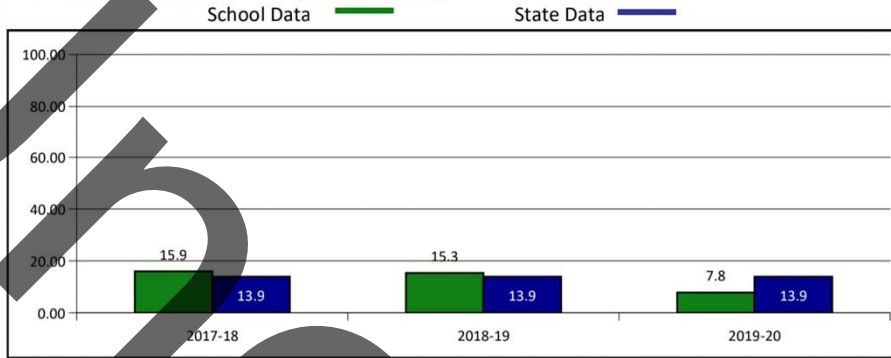
- Staffing Increases
 - 3 counselors and 2 nurses in 2008
 - 22 full-time SEL and Wellness staff, in addition to Four County Mental Health and KU Med staff
- Aligned Strategies and Purpose
- Embedded Throughout the District
- CHC/SEK
 - 11 full-time staff
 - Full array of services provided
- Partners, Partners, Partners

CHRONIC ABSENTEEISM

The calculation for attendance rate is days in attendance divided by days in membership. A student is deemed chronically absent if a student misses 10% or more of school days.

*For grade-level specific data, please refer to your AMOSS report.

PERCENT CHRONICALLY ABSENT (ALL STUDENTS):



*SOURCE: KSDE KansansCAN Report Card / Performance Indicators

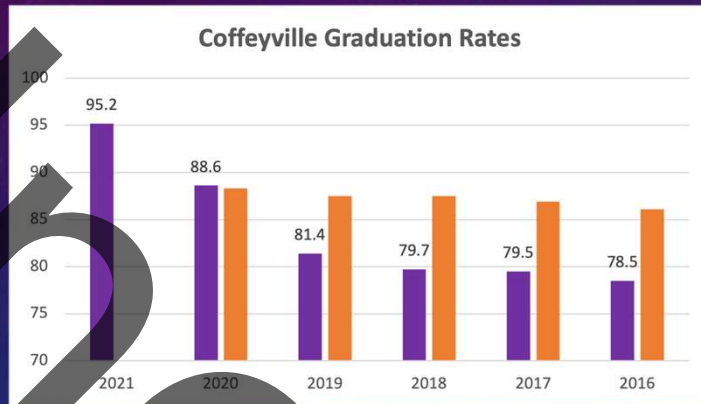
RECENT ACCOMPLISHMENTS

| College Credit Completers for Graduates | 3 or more college hours | 6 or more college hours |
|---|-------------------------|-------------------------|
| | 2018 Graduates | 54% |
| 2019 Graduates | 91% | 54% |
| 2020 Graduates | 92% | 56% |

Coffeyville Public Schools:

- 85% of classes district-wide, showed a decrease in tier 3 students from Fall 2019 to Spring 2020 on the Student Risk Screening Scale (SRSS).
- 64% of USD 445 secondary students responded favorably about their ability to manage their emotions, thoughts, and behaviors

SIX-YEAR GRADUATION TREND



Superintendent's Report

- CHC-SEK Update
 - Ashley Hooper Presenter

Curriculum Director

- ESOL Update
 - Lisa Stockton Presenter

Business Manager/Clerk of the Board

- Construction Update
 - Updated Photos on the district's website.
 - Tentative items in the next 3 weeks...
 - Complete sheetrock in FKHS classrooms
 - Start sheetrock in the mezzanine area
 - Start painting in new FKHS offices area
 - Completion of framing in RMS office area
 - Finish masonry work in new restrooms FKHS
 - Continue masonry work on elevator shaft
 - Start framing of new restroom area FKHS
 - Structural steel installed at RMS
 - Removal of interior and exterior wall RMS
 - Enclose of the new gym
- Board Clerk
 - Negotiation Letters due March 31st.
 - Final day to inform a teacher of non-renewal: "...on or before the third Friday in May." May 20, 2022
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Official