

**MINUTES OF THE BOARD OF EDUCATION
COFFEYVILLE UNIFIED SCHOOL DISTRICT 445
Regular Meeting 4:00 p.m.**

June 8, 2026

District 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, June 8, 2026 at 4:00 p.m. at the District Office, 615 Ellis, Coffeyville, KS 67337.

Vice-President, LaKisha Johnson called the meeting to order at 4:01 p.m.

Roll Call:

Board Members Present	Others Present
Cindy Price Matt Jordan Delia Northup Shanna Motl LaKisha Johnson	Dr. Craig Correll...Superintendent Michael Speer...Dep. Sup./Bus. Manager Lora Stalford...Asst. Sup/Curriculum Director Travis Stalford...Principal, FKHS Julie Dunham...Principal, RMS Angela Krause...Principal, CES
Board Members Absent	Andy Taylor...Montgomery County Chronicle Halie O'Connor...Public Relations Coordinator
Jason Barnett Denise Gates	

Adoption of Agenda:

Motion made by Shanna Motl to adopt the agenda, second by Delia Northup. Motion carried 5-0.

Adoption of Consent Agenda:

Motion made by Delia Northup to adopt the consent agenda, second by Matt Jordan.
Motion carried 5-0.

- A. Approval of Minutes of Regular Meeting, May 11, 2026
- B. Approval of Bills and Treasurer's Report
- C. Child Nutrition Report – May, 2026
- D. Acceptance of Resignations/Retirement
 1. Resignation – Lauren Roberts, Physical Education Teacher, FKHS
 2. Resignation – Shelby Pursley, Elementary Teacher, CES
 3. Resignation – Viera Miller, Teacher Assistant, CES
 4. Resignation – Mercedes Colbert, Teacher Assistant, CES

06-General	\$ 179,588.90	44-JOM	\$ 6.17	86-Rec. Benefits	\$ -
08-LOB	\$ 54,961.43	48-MEICHV	\$ 990.25	89-FKHS Pool	\$ -
11-PK-AR	\$ 1,027.39	49-MEICHV	\$ (14.16)	90-Title VI-B	\$ -
13-AR	\$ -	51-KPERS	\$ -	91-Title V	\$ -
14-Bilingual	\$ -	53-Contingency	\$ -	92-21st- CES	\$ 23,549.77
15-Virtual	\$ -	55-Textbook	\$ 41,254.00	93-Title I-C	\$ -
16-Cap Outlay	\$1,104,408.56	56-Activity	\$ 5,082.04	94-Title III	\$ -
18-Drivers Ed.	\$ 168.00	62-Bond & Int.	\$ -	95-Title I	\$ -
24-Child Nutritio	\$ 109,554.85	71-KU Com. Heal	\$ 90.52	96-Title II-A	\$ -
26-Inservice	\$ 353.10	72-KU-SIT Cord	\$ -	97-Title IV	\$ -
28- PAT	\$ 71.48	73-ECBG Grant	\$ 10,578.25		
29-Summer Schc	\$ -	77-Afterschool	\$ 0.79		
30-Special Ed.	\$ 138,887.84	78-ESSER III	\$ -	02-HS Activity	\$ 9,175.69
34-CTE	\$ 1,924.58	79-KDHE-COVIE	\$ -	03-MS Activity	\$ -
35-Gifts/Grants	\$ 1,030.49	80-21st- ELC	\$ 6,066.16	04-CES. Activity	\$ 2,772.16
40-Indian Ed.	\$ 1,895.26	81-Title II-D	\$ -	Payroll	\$ 1,415,350.04
43-ARE-HCY-II	\$ 833.67	84-Rec. Comm.	\$ -		

Miscellaneous Reports and Discussion:

Positive Comments:

- Shanna Motle and Cindy Price both commented on how nice and well done the high school graduation ceremony was, stated that it was great and exactly the time that Mr. Stalford said it would take. Mrs. Price also commented on how good it was to see the gymnasium filled with parents and students.
- Shanna Motle commented on how positive the staff was with the end of the year events including a meal that was provided by Wray Roofing in response to the inconvenience when the roof leaked during a thunderstorm. Wray Roofing provided a meal to the entire building.
- LaKisha Johnson thanked Mr. Stalford for allowing the Alumni Association to visit with the graduating seniors to get updated contact information.
- Dr. Correll commented on the recently remodeled city tennis courts and how nice it was to see them being used by lots of people and the fact that the city went with purple shade covers was very nice.

Central Office Reports:

1. Superintendent

- A. ParentSquare Presentation, Halie O'Connor, Public Relations
 - i. Halie O'Connor, Public Relations Coordinator
 - ii. Kansas legislature passed a statute that school personnel cannot communicate with students via social media platforms. They must use a platform where parents have full access to all communications. The law takes affect July 1.
 - iii. This will be implemented and brought on in sections. The hope s to start with the summer coaching staffs to work out the "kinks" before the entire staff comes back in August.
 - iv. This will be a great tool to use with our ECOL students.
 - v. ParentSquare will integrate with our current student information system Infinite Campus.
 - vi. Several other local districts have gone to, or are planning on using, ParentSquare.
 - vii. Main concern is to get the communication out to parents and students within the framework of the state statute.

- viii. The cost is about \$8,500 per year.
- B. Tri-County Interlocal Special Education Budget Shortfall and impact on USD 445 Coffeyville Operations
 - i. There were some financial oversight concerns that have been brought to attention.
 - ii. Reserve cash has been depleted and overspending have been going on for three to four years with leadership not aware of the issue.
 - iii. Out increase to the assessment was going to be about 10% of our already \$1.1 million. The Tri-County Director was asking for an additional 10% amount. Tri-County was able to reduce that amount down to 5% by making various cuts. There is still a lot of unknowns in the situation.
 - iv. This will make it difficult to negotiate. There is a hole that has to be filled and it has to be filled by the seven member districts.
- 2. Curriculum Director
 - A. Student Achievement Data
 - i. Lora Stalford, Assistant Superintendent/Curriculum presented information.
 - a. Each March and April are state assessment months. All buildings except ELC give state assessments to the students.
 - ii. Angie Krause, Principal CES, presented information to the board.
 - a. 55 students scored a perfect score on the state assessment test which was up from the previous year.
 - b. There were fewer students in the tier 3 group.
 - c. There is still a great need for ESOL student support
 - iii. Julie Dunham, Principal RMS, presented middle school information to the board.
 - a. State assessment participation was very strong this year which was a concern previously. The schedule for testing was modified which helped.
 - b. Little things like not having the bells sound seemed to play a big part as the students did not think they had to “hurry up and finish.”
 - c. There is great hope that the addition of the 6th grade students will allow three years of data to help students get prepared for high school.
 - iv. Travis Stalfrod, Principal FKHS, presented information regarding the high school to the board.
 - a. In 2025 the number system changed as well as the state restructured the math and reading tests.
 - b. The high school has been focusing on structured literacy is all of the academic areas.
 - c. The high school has several students who read at a very low level. High school English teachers, although knowledgeable, are not necessarily reading teachers. Efforts have been put in place to help teachers get these skills to teach students how to read.
 - B. Building Needs Assessment
- 3. Business Manager/Clerk of the Board
 - A. 2025-2026 Gifts/Grants Information
 - i. The district currently manages 74 separate grant accounts totaling just over \$3.5 million, most of which are in Fund 35.
 - ii. Several gifts and grants have been received from various sources including the Public School Foundation, Area Community Foundation, Junior Advisory Council, DonorsChoose, Cox Communications/Wichita Foundation, as well as others.

- iii. The level of grant funding has been maintained even without ESSER funds, which were completed last fiscal year.
- B. New Board Policy 1st Read, April 2026
 - i. JCDC Student Personal Electronic Communication Devices
 - a. 1st read discussions by the board were held on some language adjustments that will be incorporated into the 2nd reading.
 - b. Students may (*"shall not" was removed*) use or access personal electronic communication devices during school-sponsored activities and programs before and after the school day.
- C. Board Policy Updates, April 2026
 - i. IIBGC Staff Online Activities
- D. Board Policy Updates, June 2026
 - i. DEF, EBBE, EE, GAAC, IDAD, IHF, IIBGC, JB, JBC, JBCB, JBC, JBD, JGE, JGFGA, JGFGAA, JGFGBA, JQKA, JRB
- E. Board Policy Form Updates, April 2026
 - i. DFAC, ECH, GARA, GARI, IDAD, IDAE, IIBGA, JBCB, JDDC, JGCA, KG
- F. Board Policy Form Updates, June 2026
 - i. IDAD, JBCB
- G. Waste Removal Bid Results
 - i. Two bids were received: Waste Connections (Bartlesville, OK) and Republic Services (Galina, KS).
 - ii. The difference between bids was nearly \$100,000, a dramatic contrast to the ~\$15,000 difference in the previous bid cycle.
 - iii. Republic proposed 5% annual increases; Waste Connections guaranteed 3% annual increases.
 - iv. Recommendation is to approve the 5-year agreement with Waste Connections out of Bartlesville, OK.
- H. District Facilities Update
 - i. CES Roof Replacement (~\$2 million)
 - a. Wray Roofing started on the roof project on May 11th and is on track to be completed mid-September.
 - b. The elementary school is the largest elementary in Kansas at 150,000 square feet.
 - c. Three classrooms experienced rain intrusion but Ray Roofing responded by feeding the entire building at no additional cost, which was praised
 - d. The project involves both full tear-off sections (where the roof was saturated) and overlay sections.
 - e. Current concerns include playground damage from construction vehicles (ruts throughout), and protection of HVAC units.
 - ii. CES Playground
 - a. Concurrent playground improvements include two 22x22 foot concrete pads with shade awnings.
 - b. This is the first part of a broader accessibility plan to allow wheelchair-accessible paths through the playground.
 - c. Installation of visual communication signs for English language learners funded through a mini-grant written by a Julie Stukesbary will be placed up close to the school building.
 - iii. RMS Classroom Renovation (\$22,000)
 - a. Jon Graham Construction is converting the former library into new classrooms and remodeling Room 208 (former computer lab) on the second floor.

- b. The district's own maintenance crew handled electrical installation to save money.
 - c. Expected completion by end of June/early July..
 - d. New furniture from School Specialty expected mid-July.
- iv. Natatorium/Auditorium Remodel (\$2.4 million budget)
- a. Pool Viability Assessment:
 - a. Waters Edge (a Missouri-based pool engineering firm) was hired to conduct a systematic evaluation of all pool equipment — pumps, heater, boiler, sand filters, piping — and develop a sequential testing plan.
 - b. CRI Plumbing is assisting with pressure testing.
 - c. A major concern is piping buried in concrete that cannot be accessed visually. The plan after testing the equipment separately is to fill the pool incrementally to check for leaks to determine whether regrouting or other repairs are needed.
 - b. HVAC:
 - a. RTM Engineering recommends replacing the existing AAON unit (which was retrofitted for natatorium use and has ~10-year lifespan) that was originally purchased, with a Dectron unit specifically designed for natatorium humidity environments, projected to last 20 years.
 - b. The Dectron costs approximately \$80,000 more than the AAON unit but was deemed worth the investment.
 - c. The existing AAON unit (purchased in anticipation of this project and currently in storage) will be repurposed — likely to the elementary's multipurpose room, replacing two aging 15-ton units there.
 - c. Roof Replacement:
 - a. The roof and all the steel will be completely removed and replaced.
 - b. The design, although updated with current codes and engineering will largely be the same design as is currently in place.
 - d. Restrooms/Changing Rooms:
 - a. Four design iterations were discussed, navigating code requirements for ADA accessibility, state statute requiring sex-segregated restrooms, egress requirements, and space constraints.
 - b. The final preferred design uses family-style individual restrooms (fully walled to ceiling, locking doors) that eliminate the need for gendered signage, paired with multiple changing rooms.
 - c. A wider corridor was incorporated after earlier designs felt too narrow.
 - d. Glass doors were proposed to provide visual connection to the pool to add to the aesthetics of the natatorium area instead of solid metal doors.

Shanna Motl left the meeting at 5:45 pm.

- e. Other Items:
 - a. Some items are necessary for code compliance due to the amount of remodeling that is being suggested.
 - i. Ventilation of equipment room,
 - ii. Chemical room wash station,
 - iii. code-compliant guardrail on the balcony (preferred alternate option would be a glass rail matching the gymnasium guardrail,
 - b. Other items being looked into:
 - i. All the doors in the natatorium are rusted due to the corrosive environment and must be replaced. Doors would be replaced with either full glass or half glass doors (office)
 - ii. Uplighting with LED technology and a vestibule entrance are also being considered.
 - iii. Items like restrooms, vestibule, and glass guardrail are listed as alternates (not in the base bid) due to budget constraints.
- f. Timeline:
 - a. Construction documents to be issued June 17; pre-bid meeting July 1; bids due; award at a special board meeting July 20 at 9 AM; notice to proceed shortly after. Hope remains to have the pool operational for the girls swim season in February.
- v. Roosevelt Concrete Replacement
 - a. The concrete between Roosevelt and the NADO Café is severely deteriorating and water is infiltrating into the basement electrical conduits.
 - b. The proposed plan converts most of the current concrete to grass (creating a more campus-like feel), installs a switchback ADA-accessible ramp to replace a non-compliant steep ramp, and retains steps for general student use.
 - c. The project is still in early planning with contractors Tracy Dixon and Corey Batagglar.

Tri-County Special Education Report

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

Action Items:

Board action to approve the Superintendent's recommendation and enter into a three-year agreement with Parent Square for district communications compliance.

Motion made by Matt Jordan to approve the Superintendent's recommendation and enter into a three-year agreement with Parent Square for district communications compliance. Seconded by Cindy Price. Motion carried 4-0.

Board action to approve the Superintendent's recommendation and accept the 2025-2026 gifts and grants to the district.

Motion made by Matt Jordan to approve the Superintendent's recommendation and accept the 2025-2026 gifts and grants to the district. Seconded by Delia Northup. Motion carried 4-0.

Board action to approve the Superintendent’s recommendation and adopt updated April 2026 policy IIBGC.

Motion made by Delia Northup to approve the Superintendent’s recommendation and adopt updated April 2026 policy IIBGC. Seconded by Cindy Price. Motion carried 4-0.

Board action to approve the Superintendent’s recommendation and adopt updated June 2026 policies DEF, EBBE, EE, GAAC, IDAD, IHF, IIBGC, JB, JBC, JBCB, JBCC, JBD, JGEC, JGFGA, JGFGAA, JGFGBA, JQKA, JRB.

Motion made by Matt Jordan to approve the Superintendent’s recommendation and adopt updated June 2026 policies DEF, EBBE, EE, GAAC, IDAD, IHF, IIBGC, JB, JBC, JBCB, JBCC, JBD, JGEC, JGFGA, JGFGAA, JGFGBA, JQKA, JRB. Seconded by Delia Northup. Motion carried 4-0.

Board action to approve the Superintendent’s recommendation and adopt updated April 2026 required forms DFAC (5 forms), ECH, GARA, GARI, IDAD, IDAE (2 forms), IIBGA, JBCA, JBCB, JDDC, JGCA, KG.

Motion made by Cindy Price to approve the Superintendent’s recommendation and adopt updated April 2026 required forms DFAC (5 forms), ECH, GARA, GARI, IDAD, IDAE (2 forms), IIBGA, JBCA, JBCB, JDDC, JGCA, KG. Seconded by Matt Jordan. Motion carried 4-0.

Board action to approve the Superintendent’s recommendation and adopt updated June 2026 required forms IDAD and JBCB.

Motion made by Matt Jordan to approve the Superintendent’s recommendation and adopt updated June 2026 required forms IDAD and JBCB. Seconded by Delia Northup. Motion carried 4-0.

Board action to approve the Superintendent’s recommendation of an RFP for concrete work at RMS.

Motion made by Matt Jordan to approve the Superintendent’s recommendation of an RFP for concrete work at RMS. Seconded by Delia Northup. Motion carried 4-0.

Board action to approve the Superintendent’s recommendation and approve trash removal services for a five-year agreement.

Motion made by cindy Price to approve the Superintendent’s recommendation and approve trash removal services for a five-year agreement from Waste Connection out of Bartlesville, OK. Seconded by Delia Northup. Motion carried 4-0.

Board action to approve the Superintendent’s recommendation and forgive inclement weather days January 26 and January 27, 2026.

Motion made by Matt Jordan to approve the Superintendent’s recommendation and forgive inclement weather days January 26 and January 27, 2026. Seconded by Delia Northup. Motion carried 4-0.

Board action to approve the Superintendent’s recommendation of a special meeting on June 29, 2026 at 8:30 am to close the fiscal year.

Motion made by Matt Jordan to approve the Superintendent’s recommendation of a special meeting on June 29, 2026 at 8:30 am to close the fiscal year. Seconded by Cindy Price. Motion carried 4-0.

Action Items Personnel:

Board action to approve the Superintendent’s recommendation and terminate staff employment

Motion made by Delia Northup to approve the Superintendent’s recommendation and terminate the employment of:

Kimberley Jones, Lead Secretary, FKHS

Seconded by Matt Jordan. Motion carried 4-0.

Board action to approve the Superintendent’s recommendation of employment

Motion made by Matt Jordan to approve the Superintendent’s recommendation for the following district employment positions:

Arlecia Elkamil, Music Teacher, FKHS/RMS
Holly Denton, Elementary Teacher, CES
Kylee Autaubo, Secretary, FKHS
John Jimenez, Custodian, FKHS

Seconded by Delia Northup. Motion carried 4-0.

Board action to approve the Superintendent’s recommendation of employee transfers:

Motion made by Delia Northup to approve the Superintendent’s recommendation of the employee transfers within the district:

Becky Caresio, Teacher CES to Teacher RMS
Kayli Banzet, Teacher CES to Teacher RMS
Stephanie York, Teacher CES to Teacher RMS
Delenia Hamlin, Teacher CES to Teacher RMS
Carlee Turner, Teacher CES to Teacher RMS
Susan Lunt, Teacher CES to Teacher RMS

Seconded by Matt Jordan. Motion carried 4-0.

Executive Session:

To Discuss Negotiations

Motion made by Matt Jordan to move into executive session for 10 minutes to discuss the latest proposal of language changes in 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 6:10 pm. Seconded by Cindy Price. Motion carried 4-0.

Dr. Craig Correll, Superintendent, was invited into the executive session.
Michael Speer, Deputy Superintendent/Business Manager, was invited into the executive session.

Reconvened to Open Session at 6:10 p.m. with no action taken.

Delia Northup left the meeting at 6:10 pm

Michael Speer, Business Manager, finished the presentation of facility update slides.

Adjournment:

Motion made by Matt Jordan to adjourn the USD 445 Board of Education meeting.
Seconded by Cindy Price.

At 6:27 p.m., Vice-President, LaKisha Johnson adjourned this June 8, 2026 regular session of the governing Board of Education for Coffeyville Unified Schools District 445.

Clerk of the Board

Unofficial

Board of Education Meeting

USD 445 COFFEYVILLE
JUNE 8, 2026

1

ParentSquare

HALIE O'CONNOR
PUBLIC RELATIONS

2



Coffeyville Public Schools

Reaching every family.

Strengthening school communities, together.

parentsquare.com



3

Why ParentSquare for our district

Three commitments that protect every teacher, every family, and our board.

1

No teacher is left behind

- Every teacher gets a role-based live training option in their first 30 days
- Existing workflows continue with familiar message-and-reply patterns
- Coaches, clubs, and activity groups migrate at their own pace

2

No family loses a touchpoint

- 100% reach preserved across app, web, email, and two-way SMS
- Families using SMS-only continue to send & receive without an app
- Live two-way translation in 190+ languages, on by default

3

No surprises for the district

- Named Customer Success Manager and Implementation Manager
- Launch-day on-call SLA and weekly office hours
- Quarterly success reviews with deliverability & adoption data
- SOPPA Compliant

Source: ParentSquare Transition Plan — 30,000+ student district reference

4



How is ParentSquare Different?



Urgent Alerts

Send with a few clicks

Attendance/Lunch Balances

Day/period absences + excuse notes

Social & Web Share

Post to existing sites and channels

Secure Document Delivery

Save paper, maintain privacy



Direct & Group Messaging

Connect students, teachers, parents

Parent-Teacher Conferences

Save time, increase bookings

Volunteering & Sign-ups

Fill needs faster, chase less

Newsletters

Streamline, ensure brand consistency



Forms & Permission Slips

Save time and paper

Calendar & Event RSVPs

Increase attendance

Invoices & Payments

Accept secure online payments

Health Screening Forms

Fast, daily checks for students/staff



Streamline support, save time, and empower your organization through a single secure platform.

5

ParentSquare Difference



ParentSquare by the numbers



50

states



38,000+

schools



20+MM

students



40%+

US families



190+

languages



10 billion+

messages sent last year



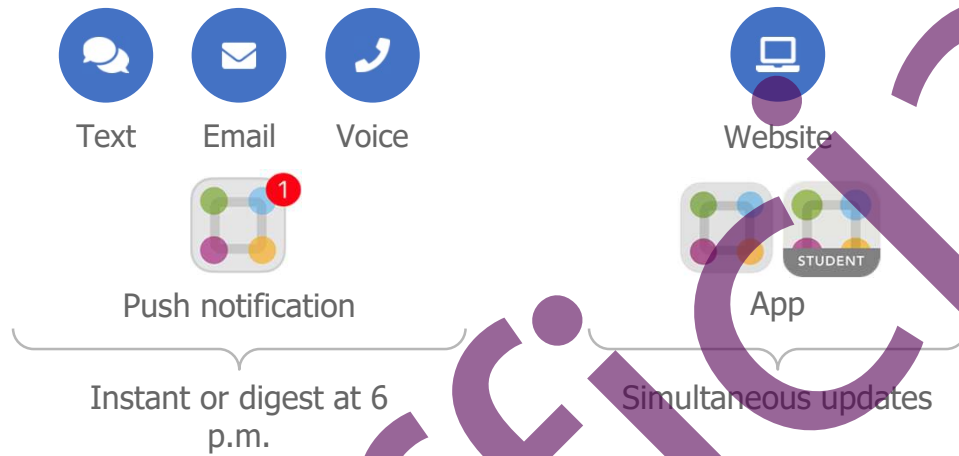
99%+

customer retention

6

The Solution

- With ParentSquare we move school-to-home communications into one experience, adding consistency for all stakeholders in the district.
- Communicate in the end users preferred language, modality and time of day.
- Obtain 100% contactability with real time, actionable data in one secure and convenient location.



7

Everything included in one platform

One source of truth for every classroom and district communication.

<p>Two-way SMS</p> <p>Reach every family — including the ~36% who rely only on text. No app required.</p>	<p>Live translation</p> <p>190+ languages, two-way, on by default. Parents reply in their native language.</p>	<p>Forms & eSignatures</p> <p>Permission slips, intake forms, and acknowledgments — signed digitally.</p>	<p>Conference & volunteer sign-ups</p> <p>Embedded scheduling — no external links, no third-party tools.</p>
<p>Skyward / SIS integration</p> <p>Direct API or SFTP sync — rosters update nightly, automatically.</p>	<p>Smart & Urgent Alerts</p> <p>Auto-notices for attendance and lunch balances; urgent broadcasts.</p>	<p>Single Sign-On</p> <p>One login for staff, parents, and students. Full audit log.</p>	<p>Analytics & 7-year archival</p> <p>Delivery and contactability dashboards; compliant message retention.</p>

Budget-neutral transition: matches current per-student spend with onboarding waived.

8

Email, Text, Push Notifications, Voice Calls



Text



Email



Push
Notifications



Voice Calls



Social



Website



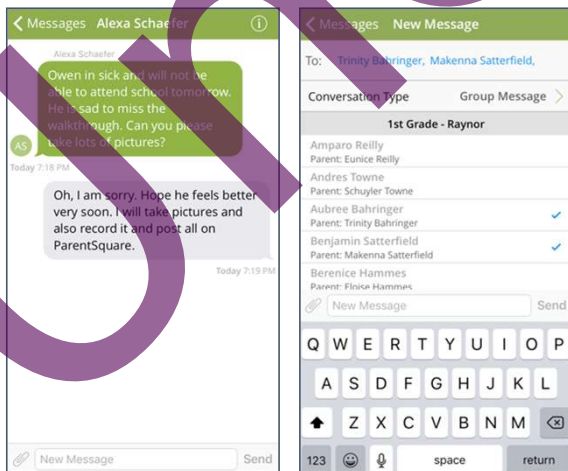
iOS App



Android App

9

Direct Messaging



James is having some trouble understanding the new Math unit. Can you suggest some videos or websites?

Ask him to come see me anytime before or after school or during recess. You can also ask him to visit...

Instant Real-Time Chat

Send and receive direct instant messages over text, email, web or app.

Quickly Select Recipients

Teachers can easily select all parents associated with a student by picking student names. You can also search by name, email or phone number to add a recipient.

Send Privately or as Group

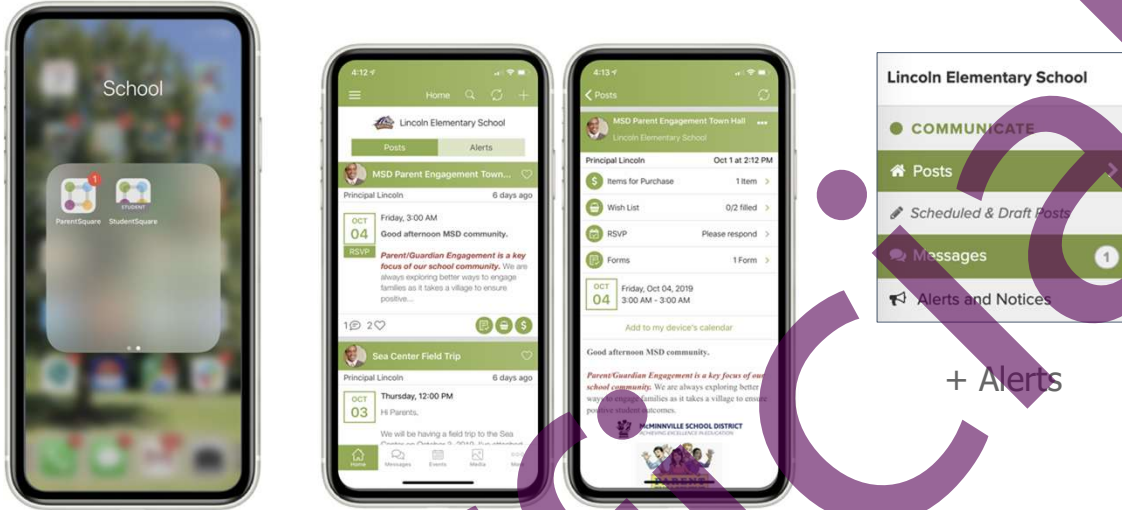
Send a single message privately to all recipients (BCC) or hold a group conversation, for instance, with parents, teacher and counselor.

Real-Time Two-Way Translation

All messages are two-way translated. A teacher can write message in English and it will get delivered in Spanish to a Spanish speaking parent and vice-versa.

10

The Parent Solution - Mobile



11

Data Privacy



iKeepSafe FERPA Certified

ParentSquare safeguards the privacy of student education records from unauthorized disclosure and fully complies with the Family Educational Rights and Privacy Act (FERPA).



iKeepSafe COPPA Certified

ParentSquare requires that schools obtain verifiable parental consent before disclosing personal information for students under the age of 13 (optional use).



iKeepSafe CA Student Privacy Certified

ParentSquare complies with what is considered the most stringent student data privacy and security legislation in the U.S.



No Advertising

ParentSquare does not do any targeted advertising, and no student profile is built by ParentSquare for reasons other than furtherance of school purposes.



Student Privacy Pledge 2020 Signatory

ParentSquare is a signatory of the updated Student Privacy Pledge to safeguard student privacy regarding the collection, maintenance, and use of student personal information.

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Superintendent's Report

DR. CRAIG CORRELL

13

Student Achievement Data Building Needs Assessments

LORA STALFORD

14



15

WHAT CES IS MOST PROUD OF



- 55 of our students scored a 4 on the KAP
 - 46 scored a 4 last year
- 2 students scored a 4 on ELA and Math
- Less students in our tier 3 group
- Completed LETRS training
- Capturing Kids' Hearts
- Implementation of HMH

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16

GROWTH AT CES



- FastBridge scores are improving

17

STUDENTS STILL NEED



- ESOL support
- ELA intervention support
- Small group instruction

18

WHAT IS CAUSING THE RESULTS



- 95% curriculum - focus on PA and Phonic skills
- Intentional intervention groups
- Used data to drive instruction (PLC)
- Changing intervention groups every 15 days

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PLANS FOR NEXT YEAR



- Purchase 95% curriculum for our 3rd teachers
- On site HMH training
- K-3 will have 2.5 hour reading block
- 4-5 will have 2 hour reading block
- Instructional Coaches will model lessons

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Roosevelt Middle School

21

Assessment/Data Goal Reflection

Participation during state assessments was strong this year. The implementation of an alternative testing schedule proved effective, helping to minimize disruptions and create a positive testing environment for students. Additionally, interim assessment data was utilized throughout the year to identify learning needs, guide instruction, and prepare students for the state assessments. These efforts contributed to improved student readiness and engagement during testing.



22

Next Steps/Continuous Improvement Plan

During the next school year, the Advisory period will be modified to provide more targeted Tier 2 instruction and intervention. Student assessment data will be used to identify specific skill deficits and to focus support on students who scored near the proficiency cut scores on the state assessment. Advisory lessons and interventions will be designed to address these targeted skills, helping students strengthen areas of need and increase the likelihood of reaching the next performance level on future assessments. This data-driven approach will allow for more personalized support and improved academic growth for all students.



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Field Kindley Memorial High School

COFFEYVILLE PUBLIC
SCHOOLS USD 445



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Building Needs Assessment - CES

(A) Identify the barriers that must be overcome for each student to achieve grade level proficiency on assessments.

There are always a number of challenges that should be considered when evaluating student success in a district. Some of the key barriers that impact our School District include, but are not limited to:

- Difficulty in scheduling and finding more time to provide teacher/staff collaboration that would support improved student learning
- Through not necessarily identified as at-risk using the free and reduced lunch calculation, a number of students are at a high risk of falling behind
- Lack of instructional time or changes in instructional opportunities faced during the COVID pandemic created learning loss
- High levels or an increase in absenteeism among our student population
- An increasing level of social emotional challenges and needs of students
- Diminishing local control limits our ability to provide support and services specific to our student and community population
- We do not receive disaggregated and approved state assessment scores until October of a school year, which limits the amount of time we have to make adjustments based on that data
- We believe using one assessment score is not an accurate measure of student success, especially because assessments are written in a way to avoid 100% success for every assessment participant.

(B) Identify the budget actions that should be taken to address and remove those barriers.

Our students face a growing number of barriers to success and our district continually works to support them. Current budget constraints that impact our ability to successfully remove barriers for our students include:

- Increased funding and time for staff development
- Additional substitute teachers for teacher release time
- Increase paraeducator support in special education classrooms
- Increased funding to expand extended school year and summer school programs for students
- Maintain low teacher/pupil ratio for greater individualized instruction
- Additional ESOL teaching staff for bilingual students
- Allocating budget to focus on prevention, identification, and intervention concerning trauma and mental health issues

(C) Identify the amount of time the board estimates it will take for each student to achieve grade level proficiency on the state assessments if the budget actions would be implemented.

We measure growth each year and document in our KESA plans our success on a variety of student success factors. We emphasize growth and strive to lead the world in the success of each student. Although we do this and are proud of the work we do, many factors make it impossible to estimate a time that every student will achieve a definition of grade level proficiency. Such factors include:

- The current and future levels of school funding have a significant impact on student learning and any increases or decreases have an affect on student success. Any changes to those funding levels, in either direction, impact the ability of students to meet proficiency criteria.
- Lack of constitutional funding of special education continues to impact our ability to fully meet the needs of all students
- While assessment scores are one measure, our district does not believe that student assessment scores should be the sole measure of student proficiency
- Many of the factors that affect student success, such as trauma, poverty, mental health and student disabilities, are out of the local board's control, so giving a time estimate on things that consistently change, or are under the control of other agencies, is not a realistic practice of

26

Building Needs Assessment - RMS

(A) Identify the barriers that must be overcome for each student to achieve grade level proficiency on assessments.

- Difficulty in scheduling and finding more time to provide teacher/staff collaboration that would support improved student learning
- Though not necessarily identified as at-risk using the free and reduced lunch calculation, a number of students are at a high risk of falling behind
- Lack of instructional time or changes in instructional opportunities faced during the COVID pandemic created learning loss
- An increasing level of social emotional challenges and needs of students
- Diminishing local control limits our ability to provide supports and services specific to our student and community population
- We do not receive disaggregated and approved state assessment scores until October of a school year, which limits the amount of time we have to make adjustments based on that data
- We believe using one assessment score is not an accurate measure of student success, especially because assessments are written in a way to avoid 100% success for every assessment participant.

(B) Identify the budget actions that should be taken to address and remove those barriers.

Increased funding and time for staff development. Additional substitute teachers for teacher release time. More support staff to make flexible classrooms. Increase paraeducator support in special education classrooms. Additional ESOL teaching staff for bilingual students. Allocating budget to focus on prevention, detection and intervention concerning trauma and mental health issues.

(C) Identify the amount of time the board estimates it will take for each student to achieve grade level proficiency on the state assessments if the budget actions would be implemented.

We measure growth each year and document in our KESA plans our success on a variety of student success factors. We emphasize growth and strive to lead the world in the success of each student. Although we do this and are proud of the work we do, many factors make it difficult to estimate a time that every student will achieve a definition of grade level proficiency. Including, current and future levels of school funding have a significant impact on student learning and any increases or decreases have an affect on student success. Lack of constitutional funding of special education continues to impact our ability to fully meet the needs of all students. Our school does not believe that student assessment scores should be the sole measure of student proficiency. Many of the factors that affect student success, such as trauma, poverty, mental health and student disabilities are out of the local board's control.

27

Building Needs Assessment - FKHS

(A) Identify the barriers that must be overcome for each student to achieve grade level proficiency on assessments.

- Difficulty in scheduling and finding more time to provide teacher/staff collaboration that would support improved student learning
- Though not necessarily identified as at-risk using the free and reduced lunch calculation, a number of students are at a high risk of falling behind
- Lack of instructional time or changes in instructional opportunities faced during the COVID pandemic created learning loss
- High levels of an increase in absenteeism among our student population
- An increasing level of social emotional challenges and needs of students
- Diminishing local control limits our ability to provide supports and services specific to our student and community population
- We do not receive disaggregated and approved state assessment scores until October of a school year, which limits the amount of time we have to make adjustments based on that data
- We believe using one assessment score is not an accurate measure of student success, especially because assessments are written in a way to avoid 100% success for every assessment participant.

(B) Identify the budget actions that should be taken to address and remove those barriers.

Our students face a growing number of barriers to success and our district continually works to support them. Current budget constraints that impact our ability to successfully remove barriers for our students include:

- Increased funding and time for staff development
- Additional substitute teachers for teacher release time
- Increase paraeducator support in special education classrooms
- Increased funding to expand extended school year and summer school programs for students
- Maintain low teacher/pupil ratio for greater individualized instruction
- Additional ESOL teaching staff for bilingual students
- Allocating budget to focus on prevention, identification, and intervention concerning trauma and mental health issues

(C) Identify the amount of time the board estimates it will take for each student to achieve grade level proficiency on the state assessments if the budget actions would be implemented.

We measure growth each year and document in our KESA plans our success on a variety of student success factors. We emphasize growth and strive to lead the world in the success of each student. Although we do this and are proud of the work we do, many factors make it impossible to estimate a time that every student will achieve a definition of grade level proficiency. Such factors include:

- The current and future levels of school funding have a significant impact on student learning and any increases or decreases have an affect on student success. Any changes to those funding levels, in either direction, impact the ability of students to meet proficiency criteria.
- Lack of constitutional funding of special education continues to impact our ability to fully meet the needs of all students
- While assessment scores are one measure, our district does not believe that student assessment scores should be the sole measure of student proficiency
- Many of the factors that affect student success, such as trauma, poverty, mental health and student disabilities, are out of the local board's control, so giving a time estimate on things that consistently change, or are under the control of other agencies, is not a realistic practice of a local school board.

28

Business Manager/ Board Clerk Report

MICHAEL SPEER

29

2025-2026 Gifts / Grants

Grant Awards		25-26	24-25	23-24
Fund	Description	Awarded	Awarded	Awarded
11	3-4 PK At Risk	115	124	120
24	Food Service Grants	2	1	7
28	PAT Grant	x	x	x
30	ESSER - SPED			
34	Carl Perkins (CPPI)	x	x	x
35	Behavioral Health- Mental Health	x	x	x
35	Behavioral Health- School Liaison	x	x	x
35	Miscellaneous Grants	54	41	36
40	Indian Education	x	x	x
43	Homeless Youth	x	x	x
44	Johnson O'Malley Grant (JOM)	x	x	x
48	PAT- MECHVP I Grant - Formula Funds	2025	2023	2023
49	PAT- NECHVP I Grant - Formula Funds	2025	2024	2022
71	KU - Community Health Worker	x	x	x
72	KU- SIT Coordinator	x	x	x
73	ECBG Grants- Matching Funds	x	x	x
78	ESSER III			
79	KDHE - Test to Stay	x	x	x
80	21st Century Grant - BGTots	x	x	x
90	Title VI-B Rural and Low Income Schools			
92	21st Century Grant - CES	x	x	x
93	Title I-C Migrant Grant			
94	Title II	x	x	x
95	Title I Grant	x	x	x
96	Title III-A Grant	x	x	x
97	Title III-A	x	x	x
99	ESSER II			
Total Number of Grants		74	61	65
Total Grant Values		3,585,625	3,579,715	9,430,801

Donations and/or Gifts 2025-2026 School Year

Solutions North Bank	\$100.00	Family Game Night at CES
Coffeyville Public Schools Foundation	\$7,620.00	CES "Melody Makers"
Terry Long	\$1,500.00	High school girls golf program
Terry Long	\$1,500.00	High school boys golf program
Solutions North Bank	\$700.00	6 th Grade Celebration
Ford-Wulf-Bruns Chapel	\$100.00	6 th Grade Celebration
Coffeyville Public Schools Foundation	\$4,949.00	CES "LEGO Education SPIKE Robot"
Coffeyville Area Community Foundation	\$700.00	5 th grade promotion signs
Coffeyville Public Schools Foundation	\$8,829.00	FKHS "Digital Microscopes"
Junior Advisory Council	\$350.00	5 th grade promotion signs
DonorsChoose.org	\$100.00	Preschool supply list
Coffeyville Public Schools Foundation	\$2,000.00	CES "Classroom Metamorphosis"
DonorsChoose.org	\$50.00	Preschool "Fantastic Field Day"
Coffeyville Public Schools Foundation	\$2,881.87	CES "Hands on Fun with Science"
Casey's Retail Company	\$10,000.00	CES Care Closet and Family Assistance
DonorsChoose.org	\$50.00	Preschool "Glowing out of Preschool"
Wichita Foundation COX	\$750.00	RMS Take What You Need Closet
Coffeyville Public Schools Foundation	\$4,324.25	CES "Readers are Leaders"
DonorsChoose.org	\$100.00	Preschool "Sparkly Decoration for Annual Preschool Ball"
Coffeyville Area Community Foundation	\$3,000.00	Horticulture Shed for Child Nutrition
Coffeyville Public Schools Foundation	\$3,920.34	ELC "Real-time Language Translator"
DonorsChoose.org	\$75.00	Preschool "Making Music and Movement Available to Our Littlest Learners!"
Junior Advisory Council	\$400.00	CES Counseling Care Closet
BlueCross BlueShield of Kansas	\$25,000.00	"Pathways to a Healthy Kansas" - Child Nutrition Grant
Junior Advisory Council	\$1,000.00	RMS Counseling "Take What You Need"
Coffeyville Public Schools Foundation	\$3,480.00	CES "Playground Communication Boards"
Junior Advisory Council	\$650.00	CES Care Closet "Fuel and Feelings"
Wichita Foundation COX	\$2,000.00	CES "Bridging the Gap for Student Support"
Coffeyville Public Schools Foundation	\$998.63	RMS "Take What You Need"

* Estimated costs (funds not given directly to the district)

30

Board Policies – New, Updated and Updated Updates

- **03/17/2026**
 - KASB Review of policies finished
- **04/13/2026**
 - 1st Read of new policies (31)
 - Updated policies presented (176)
 - Deletions (13 recommended)
 - No Change (127)
- **05/11/2026**
 - 2nd Read of new policies (31)
 - Deleted 13 old policies
 - Rescinded all policies
 - Adopted all policies (curr., updated, new)
- **April 2026 Updates & New**
 - New policy (JCDC)
 - Updated Policy (IIBGC)
 - Updates required policy forms (16)
- **June 2026 Updates**
 - Updated Policies (18)
 - Updated required policy forms (2)
- **06/08/2026**
 - 1st Read of New policy (April)
 - Update adopted new policy (April)
 - Updates to current policies (June)
 - Update required forms (March & June)

31

Board Policy JCDC – 1st Read

- JCDC – Student Personal Electronic Communications Devices
- **HB 2299 required that boards adopt policy to reflect changes in law regarding use and storage of student personal electronic communication devices during the school day on school premises.**
- **Under this legislation, students are prohibited from using or accessing personal electronic communication devices during the school day while on district owned or operated property, except as expressly permitted by this policy or by law.**
- **All such devices must be powered off and securely stored away from the student's person in an inaccessible location during the school day, unless an exception applies.**
- **As students will not have the ability to access or use such devices during the school day, students are encouraged to leave any personal electronic communication devices not necessary for the implementation of their Individualized Education Program (hereafter "IEP") or Section 504 accommodation plan (hereafter "504 plan"), communication during their commute to or from school, for work, or learning experience that is not located on the school premises at home. If students elect to leave such devices in their vehicle, students are encouraged to lock their vehicles to protect against theft of or damage to the devices.**
- This policy does not apply to any virtual school, as defined by Kansas law.



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Board Policy Updates (April and June 2026)

- IIBGC – Staff Online Activities (Apr.)
- DEF – Investment of Funds
- EBBE – Emergency Drills
- EE – Food Services Management
- GAAC – Sex-Based Discrimination
- IDAD – Title I Programs
- IHF – Graduation Requirements
- IIBGC – Staff Online Activities (June)
- JB – Attendance Records
- JBC - Enrollment
- JBCB – Foster Care Students
- JBCC – Enrollment of Nonresidents
- JBD – Absences and Excuses
- JGEC – Sex-Based Discrimination
- JGFGA – Administration of Emergency Opioid Antagonists
- JGFGAA – Stock Supply of Emergency Medication
- JGFGBA – Student Self-Administration of Medications
- JQKA – Foreign Exchange Student
- JRB – Release of Student Records

33

Board Policy Form Updates (March and June 2026)

- DFAC – Allowability of Costs (Federal)
- DFAC – Cash Management (Federal)
- DFAC – Grant Subrecipient (Federal)
- DFAC – Procurement (Federal)
- DFAC – Type of Costs Obligations and Property Management (Federal)
- ECH – Copyright
- GARA – Exposure Control Plan for Bloodborne Pathogens
- GARI – Family Medical Leave Act
- IDAD – Title I
- IDEA – Annual Notice of Authorized Student Data Disclosures
- IDEA – Protection of Pupil Rights
- IIBGA – Children Internet Protection Act Safety Plan
- JBCB – Foster Care Students
- JDDC – Bullying Plan
- JGCA – District Health and Wellness
- KG – Facility Use Rules
- IDAD – Title I Programs
- JBCB – Foster Care Students

34

Trash Disposal Bid Results

- Waste Connections, Bartlesville, OK and Republic Service, Galena, KS
- Service Requested:
 - ELC – 6-yard container pulled 3x per week
 - CES – 30-yard compactor, pulled on call
 - Food Service – 30-yard compactor, pulled on call
 - Maintenance – 20-yard open top container, pulled on call
 - Technical Academy – 4-yard container, pulled 1x per week
- Requested Items
 - 5-year agreement, 2026-27 – 2030-31 school years
 - Costs broken down by rate, rent, cost per haul, rate per ton
 - Additionally cost for rinse out, heater

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Trash Disposal Bid Results

Bid Summary - F27 - F31				5-Year Average Totals		12-Month Bid Republic Services Galena, KS		12-Month Bid Waste Connections Inc. Bartlesville, OK	
		Months	Fees						
Early Learning Site 6 yd container, x 3/wk	Months	12	Rate/Mo	\$	274.50			\$	375.00
Community Elementary Site 30 yd. Compactor	Months	12	Rent/Mo	\$	648.65			\$	300.00
	Tons	107.72	Per Tone	\$	62.50			\$	38.00
	Hauls	20.2	Per Haul	\$	352.45			\$	275.00
Food Service Site 30 yd. Compactor	Months	12	Rent/Mo	\$	648.65			\$	300.00
	Tons	66.16	Per Tone	\$	62.50			\$	38.00
	Hauls	18.6	Per Haul	\$	352.45			\$	275.00
Maintenance (Operations) 20 yd. open top container	Months	12	Rent/Mo	\$	65.00			\$	-
	Tons	15.57	Per Tone	\$	62.50			\$	38.00
	Hauls	10	Per Haul	\$	352.50			\$	275.00
Technical Academy 4 yd container, x 1/wk	Months	12	Rate/Mo	\$	97.20			\$	105.00
Bus Operation & Maintenance 20 yd. open top container		0	Rent/Mo	\$	-			\$	-
		0	Per Tone	\$	-			\$	-
		0	Per Haul	\$	-			\$	-
Five-Year Contract Figures									
Total Year 1				Base \$	49,848.69			Base \$	33,579.10
Total Year 2				5.0% \$	52,342.02			3.0% \$	34,586.47
Total Year 3				5.0% \$	54,958.56			3.0% \$	35,623.37
Total Year 4				5.0% \$	57,707.42			3.0% \$	36,692.16
Total Year 5				5.0% \$	60,593.07			3.0% \$	37,793.83
Total for Five Year Contract					\$ 275,449.75			\$	178,274.94

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Trash Disposal Bid Results

	Republic Services - Galena, KS					Waste Connections Inc. - Bartlesville, OK				
	F27 Year 1 Base Bid	F28 Year 2 5.00%	F29 Year 3 5.00%	F30 Year 4 5.00%	F31 Year 5 5.00%	F27 Year 1 Base Bid	F28 Year 2 3.00%	F29 Year 3 3.00%	F30 Year 4 3.00%	F31 Year 5 3.00%
Early Learning Site 6 yd container, x 3/wk	274.50	288.23	302.64	317.77	333.66	375.00	386.25	397.84	409.78	422.07
Community Elementary Site 30 yd. Compactor	648.65 62.50 352.45	681.08 65.63 370.07	715.13 68.91 388.57	750.89 72.36 408.00	788.43 75.98 428.40	300.00 38.00 275.00	309.00 39.14 283.25	318.27 40.31 291.75	327.82 41.82 300.50	337.65 42.77 309.52
Food Service Site 30 yd. Compactor	648.65 62.50 352.45	681.08 65.63 370.07	715.13 68.91 388.57	750.89 72.36 408.00	788.43 75.98 428.40	300.00 38.00 275.00	309.00 39.14 283.25	318.27 40.31 291.75	327.82 41.52 300.50	337.65 42.77 309.52
Maintenance (Operations) 20 yd. open top container	65.00 62.50 352.50	68.25 65.63 370.13	71.66 68.91 388.64	75.24 72.36 408.07	79.00 75.98 428.47	- 38.00 275.00	- 39.14 283.25	- 40.31 291.75	- 41.52 300.50	- 42.77 309.52
Technical Academy 4 yd container, x 1/wk	97.20	102.06	107.16	112.52	118.15	105.00	108.15	111.39	114.73	118.17
Bus Operation & Maintenance 20 yd. open top container	-	-	-	-	-	-	-	-	-	-
Five-Year Contract Figures	Yearly Expenses based on 5 year Average					Yearly Expenses based on 5 year Average				
Total Year 1	Year 1 Base Bid	Year 2 5%	Year 3 5%	Year 4 5%	Year 5 5%	Year 1 Base Bid	Year 2 3%	Year 3 3%	Year 4 3%	Year 5 3%
Total Year 2	\$49,848.69	\$52,342.02	\$54,958.56	\$57,707.42	\$60,593.07	\$33,579.90	\$34,596.47	\$35,623.37	\$36,692.16	\$37,793.83
Total Year 3										
Total Year 4										
Total Year 5										
Total for Five Year Contract				5-Year Total	\$276,449.75				5-Year Total	\$178,274.94

37

Facilities Update – CES Roof

- Wray Roofing
- Total Project Cost: \$1,998,985
- Started: May 11th
- Expected End : Sept. 15th



38

Facilities Update – CES Roof



39

Facilities Update – Concrete Pads

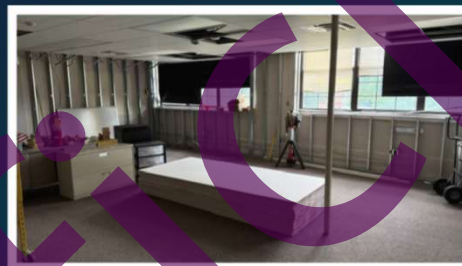
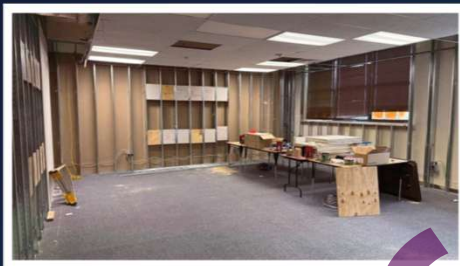
- 2 bids: Tracy Dixon (winning bid)
- Two 22' x 22' pads around the awning structures in the playground. One at the north, one at the south end.
- ~4' triangle wedge to hold the "Playground Communication Signs" at the north and south ends of the playground for students.
- Expected completion: July 31st.



40

Facilities Update – RMS Classrooms

- Jon Graham Construction
 - Cost: \$22,397.79



41

FKHS Natatorium Remodel – Update

- Budget: \$2.4 million
- General Schematic Design Phase completed now finishing up the Design Development Phase. Construction Documents almost completed.
- Bid Plans
 - We will use a General Contractor (GC) approach instead of a Construction Manager at Risk (CMAR) as with Phase I.
 - Construction Manager at Risk
 - Allowed for many bid packages for each different part of the project once a general contractor was awarded.
 - General Contractor
 - Process is a complete bid package that includes all possible subcontractors.

Reminder: This remodel design is addressing the natatorium facility and does not address the pool or any possible issues there may be.

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FKHS Natatorium Remodel

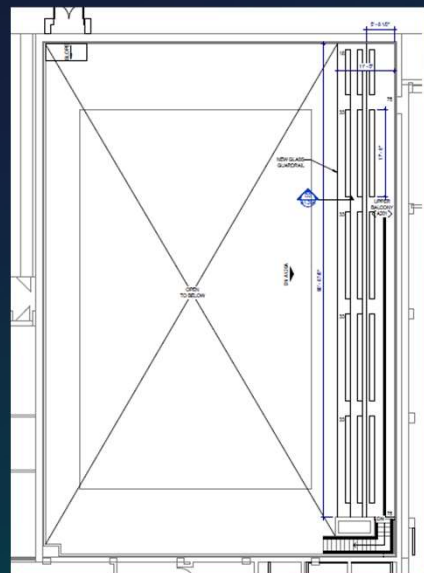
- HVAC System Design
 - Dectron Unit to be specified for installation
 - New ductwork will go completely around the natatorium space with forced air ducts
 - Utilizing fabric ductwork instead of hard ductwork for supply
 - Return air will be forced into two locations



45

FKHS Natatorium Remodel – Update

- Addition/New Suggestions and Ideas Requested
 - Restrooms
 - Changing Areas
 - Create a school security option to “separate” the natatorium from the rest of the school.
 - Vestibule Entrance
 - Equipment storage
 - New lighting
 - New scoreboard



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FKHS Natatorium Remodel – Update

- Restrooms/Changing Area
 - Commons area space would have to be utilized
 - Maintain access to current restrooms in commons area
 - Keep plumbing located in same space in basement

Code Requirement

- Egress out of the pool must be maintained in case of fire
- Impacts the security of the school building request for separation

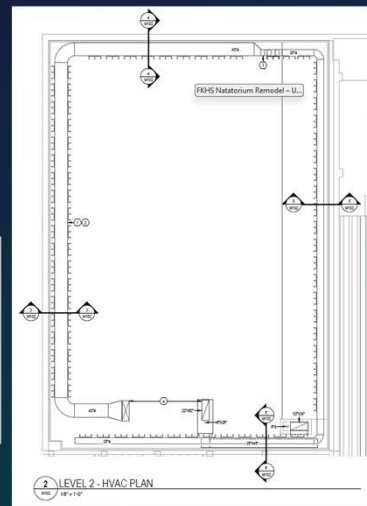
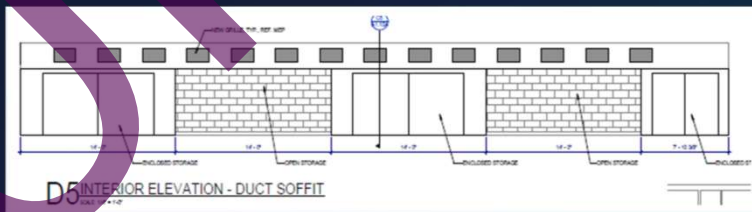


Design idea 04

47

FKHS Natatorium Remodel

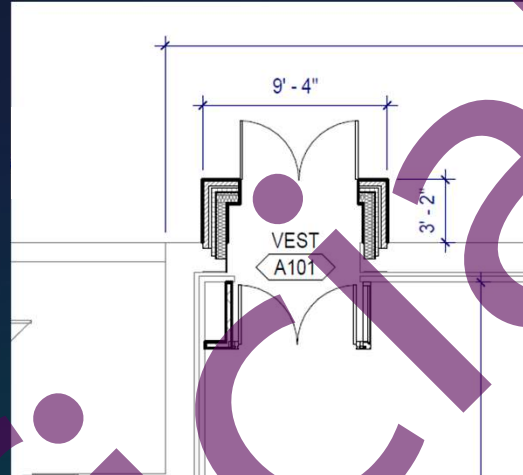
- Storage Space
 - Utilizing the space under the bleachers that will be under the new duct soffit
 - Still allows for team space
 - Lighting



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FKHS Natatorium Remodel – Update

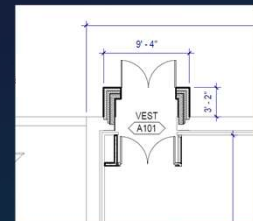
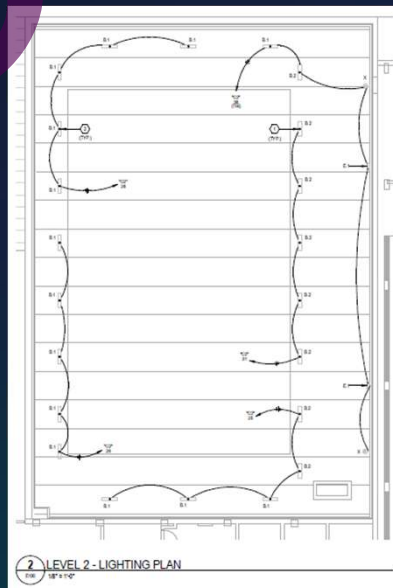
- Vestibule Option
 - Helps maintain environment
 - Eliminates air curtain
 - Provides option for the required “overflow drain” to be hidden
 - Keeps outside light able to come into the area



49

FKHS Natatorium Remodel – Update

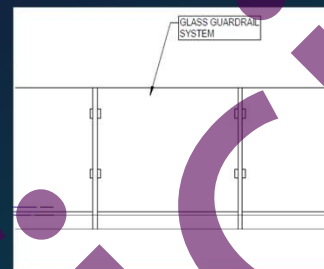
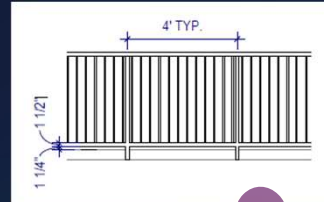
- Vestibule Option
- New Lighting - uplighting



50

FKHS Natatorium Remodel – Update

- Vestibule Option
- New Lighting – uplighting
- **Code Requirement – Guardrail**
 - **Guardrail must be replaced with new code/safety railing due to the extent of remodeling taking place**
 - Guardrail is like the old railing in the gym with only 2 horizontal bars spaced approximately 2' apart with support approx. 6' apart.



51

FKHS Natatorium Remodel – Other Items

- **Doors**
 - All doors are rusted out from the corrosive environment and must be replaced
 - **Code Requirement: - Balcony Door must remain for egress of the balcony area**
 - Egress doors to commons area will be solid wood like the gym doors
 - Remaining doors in natatorium will be either half glass or full glass
- **Code Requirement – ventilation of equipment room**
- **Code Requirement – Chemical room must have a wash station and be ventilated**
- Low voltage items such as fire alarm/strobes, sound, security cameras, intercom, etc.
- New scoreboard and timing system

52

FKHS Natatorium Remodel – Project Scope: Base

- Roof demo
- Steel replacement and steel coatings
- Roof replacement
- Filling in vents on the north side
- HVAC installation, duct work, soffit, storage underneath (HVAC purchased separately)
- Boiler movement from RMS to equipment room FKHS
- Painting of facility
- Equipment room exhaust
- New uplighting
- Replacement of all doors
- New guardrail (expecting it to cost less than glass guardrail)
- Required new roof drain
- Chemical room wash station
- Low voltage items

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FKHS Natatorium Remodel – Project Scope: Alternate

Alternate Bid Items

- Bathrooms
- Changing rooms
- Vestibule
- Glass guardrail instead of metal rail guardrail
- Audio system

Items for district discussion

- New scoreboard and timing system

54

FKHS Natatorium Remodel – Timeline

- **Construction Documents: 06/16/2026**
- **Bid Documents Issued: 06/17/2026**
 - Bid Docs sent to plan room for viewing
- **Pre-Bid Meeting: 07/01/2026**
 - Mandatory, held on site, in-person for all interested **General Contractors**
- **Addendum Issued/Question Answered: 07/08/2026**
- **Bid Receiving: 07/15/2026**
 - Receiving will be held on site, bids opened read aloud, location **TBD**
 - Verification of bid information/contractors/subcontractors
- **Award: 07/20/2026 (special meeting at 9:00 am)**
- **Notice to Proceed: 07/21/2026**

55

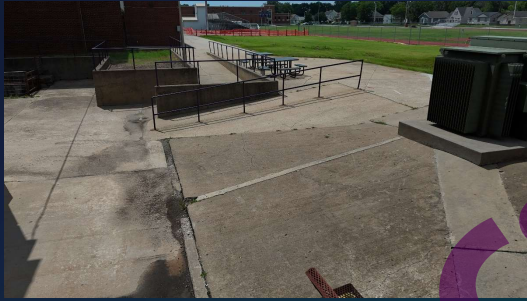
Things to Remember...

- **During the Natatorium Remodel**
 - **The faculty parking lot to the north of FKHS will be blocked off**
 - Construction will be taking place during football, volleyball, basketball and wrestling season.
 - All will be affected as access will be blocked off.
 - **Most of the commons area inside the building will be blocked off**
 - **Noise, dust, etc. will be evident in the school**
 - **Discussion of facility use, accessibility and expectations**
- **After completion of Natatorium Remodel**
 - **In this same area...**
 - North parking lot will need to be addressed
 - ISE Athletic field lights will need to be addressed

56

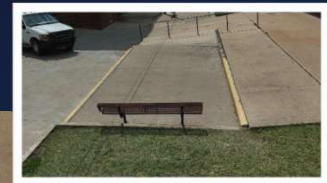
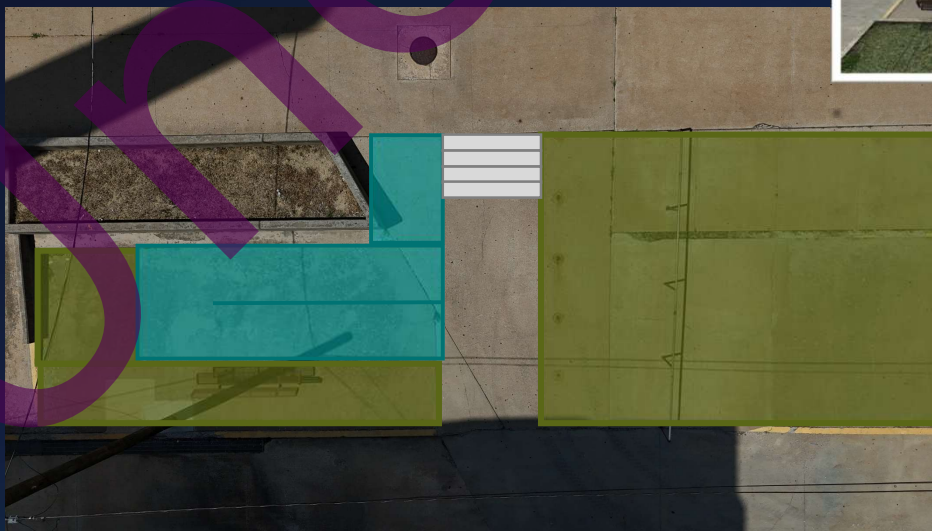
Facilities Update – RFP Concrete Work

- Currently not ADA compliant
- Concrete is crumbling
- The whole area needs to be replaced and made functional



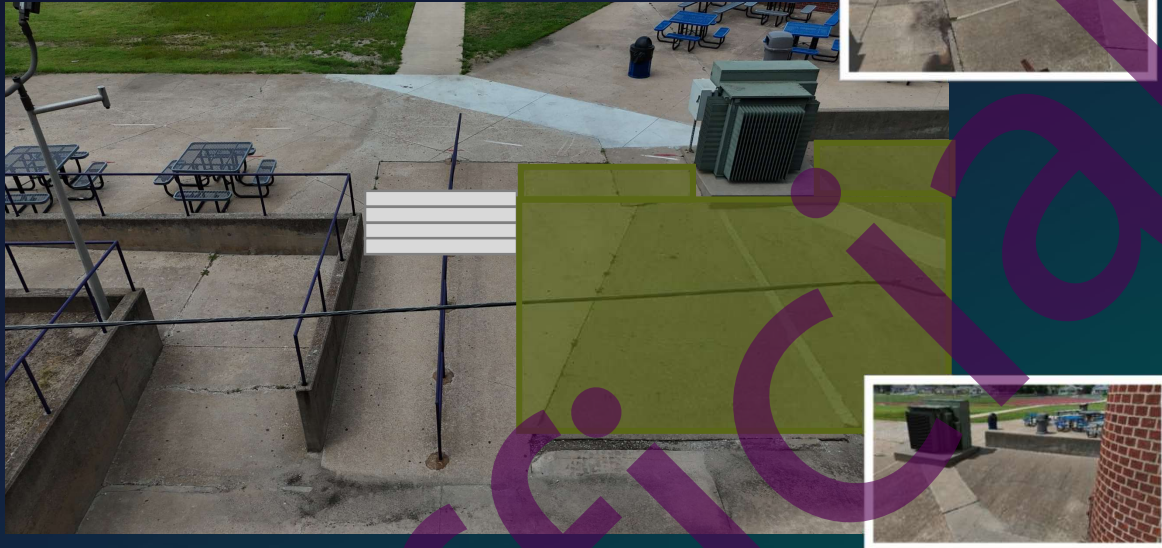
57

Facilities Update – RFP Concrete Work



58

Facilities Update – RFP Concrete Work



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Other Facilities Items - Summer

- Summer Painting Crew will be starting soon
- 6th grade furniture moved from CES to RMS
- Classroom wall patching (high school)
- Regular district-wide repairs
 - Plumbing, electrical, doors, windows, etc.
- Greenhouse remodeling
- Summer mowing

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Board of Education Meeting

USD 445 COFFEYVILLE
JUNE 8, 2026