MINUTES OF THE BOARD OF EDUCATION
COFFEYVILLE UNIFIED SCHOOL DISTRICT 445

November 9, 2026 **Regular Meeting 4:00 p.m.** **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, November 9, 2026 at 4:00 p.m. at the District Office, 615 Ellis, Coffeyville, KS 67337.

President, Jason Barnett called the meeting to order at 4:00 p.m.

Roll Call:

Board Members Present	Others Present
Cindy Price Denise Gates Delia Northup Jason Barnett Shanna Motl LaKisha Johnson (arrived at 4:02 pm)	Dr. Craig Correll…Superintendent Michael Speer…Dep. Sup./Bus. Manager Lora Stalford…Asst. Sup/Curriculum Director
Board Members Absent	
Matt Jordan	

Adoption of Agenda:

Motion made by Denise Gates to adopt the agenda, second by Cindy Price. Motion carried 5-0.

Adoption of Consent Agenda:

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

A. Approval of Minutes of Regular Meeting, October 12, 2026
B. Approval of Bills and Treasurer's Report
C. Child Nutrition Report – October, 2026
D. Acceptance of Resignations/Retirement
    1. Resignation – Wesley Kimmel, Maintenance
    2. Resignation – Donna O'Daniel, Teacher Assistant, CES
    3. Resignation – Jessica Vanderpool, Secretary, FKHS
    4. Resignation – James Thompson, Assistant Principal, CES

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06-General	$	354,733.16	44-JOM	$	58.73	89-FKHS Natatoriun	$ -
08-LOB	$	121,746.06	48/49-MEICHV	$	605.49	90-Title VI-B	$ -
11-PK-AR	$	718.08	51-KPERS	$	-	91-Title V	$ -
13-AR	$	8,157.51	53-Contingency	$	-	92-21st- CES	$ -
14-Bilingual	$	45.80	55-Textbook	$	-	93-Title I-C	$ -
15-Virtual	$	6.94	56-Activity	$	4,666.22	94-Title III	$ -
16-Cap Outlay	$	5,136.62	62-Bond & Int.	$	-	95-Title I	$ 2,973.15
18-Drivers Ed.	$	2.17	71-KU Com. Heal	$	81.27	96-Title II-A	$ 140.00
24-Child Nutritic	$	119,388.96	72-KU-SIT Cord	$	-	97-Title IV	$ -
26-Inservice	$	633.18	73-ECBG Grant	$	83.48		
28- PAT	$	232.15	77-Afterschool	$	2.36		
29-Summer Schc	$	-	78-ESSER III	$	-		
30-Special Ed.	$	481,465.45	79-KDHE-COVID	$	-		
34-CTE	$	2,730.06	80-21st- ELC	$	-	02-HS Activity	$ 34,897.30
35-Gifts/Grants	$	3,762.75	81-Title II-D	$	-	03-MS Activity	$ 505.13
40-Indian Ed.	$	496.85	84-Rec. Comm.	$	-	04-CES. Activity	$ 1,290.06
43-Homeless	$	1,966.69	86-Rec. Benefits	$	-	Payroll	$ 1,429,263.60

Miscellaneous Reports and Discussion:

Positive Comments:

- Cindy Price commented on the recent Coffeyville Public Schools Foundation mini-grants that were awarded to USD 445 teachers and the classrooms. Mrs. Price stated that 13 of the 16 grant applications were approved for funding and that the grants ranged from individual classrooms to multiple grade levels to entire buildings. The Coffeyville Public Schools Foundation has been in existence for over 30 years supporting Coffeyville Public Schools.
- Denise Gates and Delia Northup both commented on the site council meeting they attended at CES with several parents in attendance stating the information presented by the school were items the parents were not aware of.
- Denise Gates commented on the "Storybook Parade" event the Early Learning Center students were involved in and how excited both students and parents were of the event.
- Shanna Motle commented on her attendance of the children's parade at CES in their Halloween costumes.
- Jason Barnett commented on attending the high school's Interact Club BINGO night.
- LaKisha Johnson commented on the JAG-K event recently held at the high school.

Central Office Reports:

1. Superintendent
   - A. National Johnson O'Malley Award
     - i. Erin Lee was awarded this national award for her efforts in implementing the Cherokee Nation Johnson O'Mally program with the Native American Students within USD 445 and the community.
     - ii. This is the first time that a Kansas school district has one this award which is a credit to Erin's efforts and dedication.
   - B. Grant Updates
     - i. GRDA is going to be giving some funds towards the purchase of a new timing system for the swimming program.
     - ii. CVR Energy has awarded a grant to the FKHS Football team for new practice equipment.
   - C. Instructional Technology Changes
     - i. Survey was sent out to the staff regarding the technology in the classroom, primarily focused on student devices and screen time involved.

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ii. The goal of the survey was to try and be proactive in gathering information in light of possible future legislation.
iii. Only 19 responses of the 58 came from the elementary level with the remainder from high school and middle school.
iv. 78% of the responses say students spend 30 minutes or less on screen time. However, this might be skewed as elementary are thinking in a complete day where high school may be thinking in a class period.
v. 37% of the staff thought students are able to circumvent blocks and filters to find games and not be focused on the curriculum. Outages and broken devices are a continual expense and evident that happen.
vi. 87% of the responses say limitation should be locally and not left to legislators.
vii. 50% of responses say a parent opt-in would be very difficult to manage and work around.
viii. K-8 district devises stay in a cart in the classrooms/buildings with the high school being the only grade levels that may take devices home.

2. Curriculum Director
   A. Kansas Education System Accreditation (KESA) Information
      i. This was our 3rd year utilizing structured literacy.
      ii. Formal action plan prioritized teacher learning and stronger Tier 1 instruction in the classrooms.
      iii. Last year the task was to find out from the parents what they knew about what was going on with literacy in the classroom. Only 126 responses were received by the parents. The majority of the responses were from parents who are also staff members with children in the district. The survey will be sent out again in hopes of more responses.
      iv. Grade cards are a huge conversation with parents, but if there is significant change to the grade card language showing the literacy growth of students, many parents will be lost and confused just on the language as it is different than what they are used to. This requires additional conversations with our parents so they understand how the literacy skills are recorded.
      v. Items changing in the classroom:
         a. Aligned high quality materials HMH into Reading K-5 and Into Literature 6-8
         b. 95% Group foundational instruction K-3 and intervention K-8
         c. Clarifying CES literacy blocks for intervention time, and instructional expectations.
         d. Secondary professional learning with Greenbush: vocabulary, background knowledge and the reading brain.
      vi. There are encouraging signs, but still work to do. There were 5 tested grades that improved, 1 tested grade remained flat and 1 tested grade declined.
      vii. The more data we get with students, the more we are able to target specific areas with specific students to help them achieve.
      viii. Still have a need for modeling and collaborative planning at the grade levels as well as data accountability.

Jason Barnett left the meeting at 4:40 pm
Jason Barnett returned to the meeting at 4:41 pm

      ix. A discussion of how to share more information with the parents is in preliminary work. Parents don't know exactly what their students are deficient in. This will be developed further and expanded on so parents will

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have the necessary information and process to help their students at home. Could be integrated into parent nights as well as other outreach options.

Tri-County Special Education Report

Tri-County Special Education Report was made verbally by Cindy Price and Dr. Correll.

- The meeting is this upcoming Wednesday.
- There are 7 members on the board, 5 members were there but 2 of those were an alternate. Alternates are still eligible to vote. They come from the actual school board of that district.
- Dr. Correll stated that according to Dr. Pegram, who was hired to look at the budget, the trend is in the right direction. Admittedly though the information is according to AI generated reports. The AI generated report is overly simplified and not very detailed nor does it include all relevant information regarding the situation with Tri-County budget.
- One of the immediate concerns is the Tri-County Director, Emily McCambridge, is pushing the Tri-County Board to adopt a carryover amount for the districts to pay. Each district would be required to pay a portion to make up the set amount. The seven area Superintendents are wanting more information before an arbitrary amount is set as this is a direct payment from the individual districts. Currently that requested information has not been provided to the member districts or Superintendents.
- Carryover amount is used for essentially payroll expenses in July-September. Tri-County has been dipping into these reserve funds over the past several years which has not created the budget issue.
- Dr. Correll stated the Tri-County Director insisted Tri-County Interlocal needs $1.6 million for carryover funds. When asked at the Superintendent's meeting, Tri-County Director McCambridge could not state the amount that Coffeyville would be assessed nor how the spreadsheet information actually works as it was an AI generated calculation. The vote on this has been placed on the agenda is up for adoption by the Tri-County board on Wednesday, November 11, 2026. There are serious financial concerns/consideration to USD 445.

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 transfers

Motion made by Delia Northup to approve superintendent's recommendation for the following district employment transfers:

Rylee Blome, Teacher Asst. P/T, ELC to Teacher Assistant, ELC (effective 01/05/2027)

Seconded by LaKisha Johnson. Motion carried 6-0.

Board action to approve the Superintendent's recommendation of employment

Motion made by Delia Northup to approve superintendent's recommendation for the following district employment positions:

Merrick Phillips, Teacher Assistant, CES
Tina Daniel, Community Health Worker
Tristlyn Sharpe, Teacher Assistant P/T, ELC (effective 01/05/2027)
Michele Handshumaker, Building Secretary, FKHS

Seconded by LaKisha Johnson. Motion carried 6-0.

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

Motion made by Delia Northup to approve superintendent's recommendation for the following supplemental position employments:

Emmett Starnes, Assistant Girls Tennis Coach, FKHS
Ryan Welch, Head Boys Swim Coach, FKHS

Seconded by LaKisha Johnson. Motion carried 6-0.

Executive Session:

To Discuss Negotiations

Motion made by LaKisha Johnson to move into executive session for 20 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 5:41 pm.
Dr. Correll, Superintendent of Schools, was invited into the executive session.
Michael Speer, Business Manager, was invited into the executive session.
Seconded by Cindy Price. Motion carried 6-0.

Reconvened to Open Session at 5:41 p.m. with no action taken.

Motion made by LaKisha Johnson to move into executive session for 15 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 5:56 pm.
Dr. Correll, Superintendent of Schools, was invited into the executive session.
Michael Speer, Business Manager, was invited into the executive session.
Seconded by Cindy Price. Motion carried 6-0.

Reconvened to Open Session at 5:56 p.m. with no action taken.

Adjournment:

Motion made by LaKisha Johnson to adjourn the USD 445 Board of Education meeting. Seconded by Shanna Motl. Motion carried 6-0.

At 5:56 p.m., President, Jason Barnett adjourned this November 9, 2026 regular session of the governing Board of Education for Coffeyville Unified Schools District 445.

_____
Clerk of the Board

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Unified School District No. 445 Coffeyville
Board of Education Meeting

November 9, 2026

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USD 445 · INSTRUCTIONAL TECHNOLOGY STAFF SURVEY

What Our Teachers Told Us About Classroom Technology

Board of Education · November 9, 2026

Dr. Craig A. Correll, Superintendent

2

WHY WE ASKED

The state is debating screen time. We wanted Coffeyville data first.

The context

Legislators and the State Board are discussing limits on student screen time, including a possible parent opt-in requirement for device use.

The survey

21 questions on current use, perceived impact, policy preferences and open-ended comments. Fall 2026.

The goal

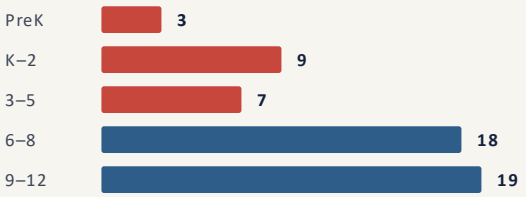
Base our local guidance and our legislative advocacy on what our own classrooms look like.

USD 445 Instructional Technology Staff Survey · October–November 2026 · 54 responses

WHO RESPONDED

54 staff responded, most from middle and high school

Grade levels taught (staff could choose more than one)



Roles: 34 general education, 12 specials/electives, 3 special education, 5 other. Experience: 6 in their first three years, 16 with 21+ years.

READ WITH CARE

Only 19 of 58 grade selections came from PreK–5, yet the early grades are where the state debate is focused. That's the group we heard from least.

USD 445 Instructional Technology Staff Survey · October–November 2026 · 54 responses

CURRENT USE

Student screen time in our classrooms is modest and stable

78%
say students spend 30 minutes or less on screens per day (42 of 54)

0
report more than 2 hours a day

94%
say screen time is the same as or less than three years ago (51 of 54)

9
of 54 agree students are on screens more than is good for them

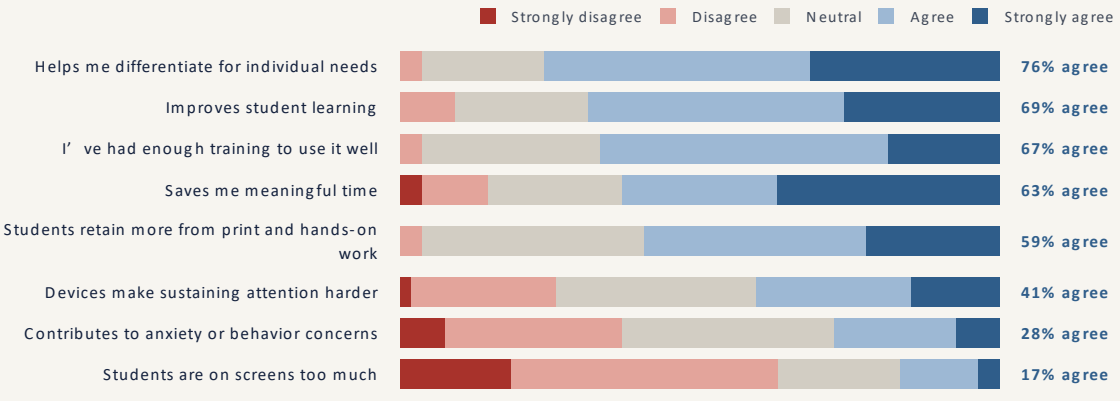
Most common use: **assessments and quizzes** (31 of 53), including preparation for online state tests.

Questions 4, 5, 6 and 10b · staff estimates, not measured minutes

5

VIEWS ON IMPACT

Staff see real value, and real trade-offs



Question 10 · 54 responses per statement · statements shortened

6

THE REAL PROBLEM

Staff worry about distraction, not minutes

37%

report device distractions interrupt learning weekly or more (20 of 54). Twelve say daily or more.

34 say rarely, or a few times a month.

What staff described

Games
Most frequent complaint, especially in free time and SCOPE

Filters
Students get around blocks; Lightspeed is hard to manage

Reliability
Outages and broken devices interrupt instruction

Questions 8 and 18 · themes from 49 open-ended comments

7

POLICY PREFERENCES

Staff want local decisions, but early grades are open

87% say limits should be set locally: by teachers, principals or the board. **None** chose the Legislature.

50% prefer no set daily limit, leaving it to teacher judgment. 14 chose up to 30 minutes.

46% favor some limits in the early grades. 14 say current practice is fine; 15 aren't sure.

50% say a parent opt-in requirement would be difficult or very difficult to manage.

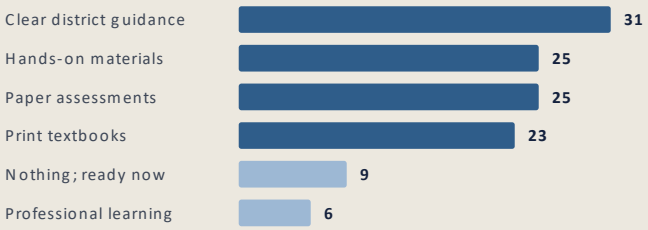
Questions 11, 12, 14 and 16 · 54 responses each

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WHAT CHANGE WOULD REQUIRE

Reducing screen time would cost money and need clear rules

If we reduce screen time, staff say they would need:



LEGAL OBLIGATIONS

Students with IEPs and 504 plans rely on read-aloud, speech-to-text and communication devices. A blanket limit could conflict with those plans.

Question 15 (choose all that apply) and Question 19 · 54 responses

9

PROPOSED NEXT STEPS

Act locally on what we can fix

1. **District guidance on purposeful use,** including what counts as screen time and expectations for PreK–2
2. **Tighten filtering and support classroom management,** especially games and SCOPE time
3. **Clarify which devices go home;** five staff weren’ t sure
4. **Hear more from PreK–5 staff** before taking a position on early grades
5. **Carry a clear message to Topeka:** local decisions, flexibility, and funding for any mandate

No action requested tonight · questions and discussion

10

KESA SCHOOL IMPROVEMENT

Helping More Students Become Strong Readers

Coffeyville Public Schools • Home of the Golden Tornado

November 9, 2026 • Board of Education Update

11

COFFEYVILLE PUBLIC SCHOOLS | KESA SCHOOL IMPROVEMENT

Helping More Students Become Strong Readers

> *Our goal is simple: help every student become a better reader.*

1. Literacy screening and skill data showed too many students below expectations.
2. Our formal action plan prioritized teacher learning and stronger Tier 1 instruction.
3. Our goal: explicit, systematic, intentional reading instruction across grade levels.

12

What We Have Done

We started by investing in our teachers.

126

family responses

PK–12 Parent Literacy Survey, September conferences

01

Continued LETRS implementation with two district facilitators; Cohort 2 is in its final year.

02

Developed the PK–12 Parent Literacy Survey in April 2026.

03

Administered the survey at September conferences: 126 family responses.

04

Teacher feedback shows stronger reading knowledge and confidence.

What Is Changing in Classrooms

Training is only valuable when it helps students.

1

Aligned high-quality materials: HMH Into Reading K–5 and Into Literature 6–8.

2

95 Percent Group foundational instruction K–3 and intervention K–8.

3

Clarifying CES literacy blocks for intervention time, and instructional expectations.

4

Secondary professional learning with Greenbush: vocabulary, background knowledge, and the reading brain.

Are We Seeing Progress?

There are encouraging signs, but we still have work to do.

5 tested grades improved
2026 KAP ELA

1 remained flat
2026 KAP ELA

1 declined
2026 KAP ELA

- Teachers report applying science-of-reading practices and identifying skill gaps more precisely.
- 2026 KAP ELA results improved in five tested grades, remained flat in one, and declined in one.
- Early FastBridge and intervention-group movement is promising.
- Family survey findings will inform communication and next steps.

What Challenges Remain?

We are being realistic about what still needs attention.

1. Time, implementation consistency, and staff adjustment to new materials & expectations.
2. More students needing intervention than available space at Roosevelt Middle School.
3. Need for modeling, collaborative planning, clear expectations, and data accountability.
4. Ensuring FKHS has high-quality ELA instructional materials, at least through 10th grade.

COFFEYVILLE PUBLIC SCHOOLS | KESA SCHOOL IMPROVEMENT

Where We Go From Here

Our next step is making sure the work reaches every student.

1

Continue LETRS and targeted professional learning into 2027–28.

2

6 Mon. Target: Finalize the classroom walkthrough tool.
1 YR. Target: Implement the classroom walkthrough tool and use collect evidence of high-quality instruction.

3

Strengthen intervention access, instructional consistency, and family engagement.

4

Track both fidelity of instruction and measurable student reading outcomes.

Unified School District No. 445 Coffeyville
Board of Education Meeting
November 9, 2026