

UNOFFICIAL MINUTES OF THE BOARD OF EDUCATION
ST. JOHN-HUDSON U.S.D. #350
REGULAR SESSION
September 12, 2022

CALL TO ORDER

The Board of Education of Unified School District 350, State of Kansas, Stafford County, met in regular session at 7:00 p.m. in the Board room, on Monday September 12, 2022. The meeting was called to order by Derek Foote.

MEMBERS PRESENT

Derek Foote, Carl Behr, Darin Brummer Vance Fisher, Shawn Ward, Raymond Long,

STAFF PRESENT

Josh Meyer, Blain White, Angela Petersen, Alisa Fisher, Mac Knight, Natalie Clark

REVENUE NEUTRAL RATE HEARING

Hearing was called to order at 7:00 p.m. Hearing was closed at 7:00 p.m.

BUDGET HEARING FOR 2018-2019 BUDGET

Hearing was called to order at 7:00 p.m. Hearing was closed at 7:00 p.m.

WELCOME VISTORS

NONE

ADDITIONS/CHANGES TO THE AGENDA

APPROVE THE AGENDA

Vance Fisher moved and Carl Behr seconded the motion to approve the changes to the agenda as amended.

YES: 6

NO: 0

MOTION CARRIED

APPROVE CONSENT AGENDA

- (a) Minutes of the August 8 regular board meeting
- (b) Bills for payment
- (c) Financial Reports
- (d) Activity Fund Report

Raymond Long moved and Shawn Ward seconded that the Board approve the consent agenda as presented.

YES: 6

NO: 0

MOTION CARRIED

PATRON COMMENTS

Ian Dunn, Fabian Gracia and Mrs. Clark gave invites out to the Board for the ribbon cutting and grand opening for the St. John Tiger Bank.

BUSINESS ITEMS

Revenue Neutral Rate Resolution

Mr. Meyer discussed with Board the district's budget and provided information to the board members on the supporting documents file.

Vance Fisher moved and Darin Brummer seconded that the Board approve resolution number 2023-14 as presented.

YES: 6

NO: 0

MOTION CARRIED

Local Option Budget Resolution

The LOB budget resolution was provided to the board members on the on the supporting documents file.

Raymond Long moved and Shawn Ward seconded that the Board approve resolution number 2023-15 as presented.

YES: 6

NO: 0

MOTION CARRIED

Needs Assessment and State Assessment Review

Mr. Meyer provided the building needs assessments to the board of education. The board evaluated the needs assessment for each building. The board used these needs assessments to determine that the needs are greater than the resources available and that the local option budget and the capital outlay levies should be set at levels allowed by state law.

Mr. Meyer reviewed state assessment results with the board and the board discussed the barriers that must be overcome to have all students achieve proficiency above level 2 for grade level academic expectations on state assessments, budget actions, including, but not limited to, recommendations on reallocation of resources that should be taken to address and remove barriers identified and, the estimated amount of time it will take for all students to achieve proficiency above level 2 for grade level academic expectations on the state assessments if such budget actions are implemented.

YES: 6

NO: 0

MOTION CARRIED

Raymond Long moved and Shawn Ward seconded to accept the list of supplemental positions as presented.

YES: 6

NO: 0

MOTION CARRIED

School Facilities Tour

The Board toured the building and looked at the updates in the school and the St. John Tiger bank.

FUTURE AGENDA ITEMS

- (a) Superintendent Evaluation
- (b) Enrollment Report
- (c) Strategic Planning
- (d) ESSER Plans

AJOURN

Shawn Ward moved and Carl Behr seconded the motion to adjourn the meeting at 9:03 p.m.

YES: 6

NO: 0

MOTION CARRIED

APPROVED AND SIGNED THIS _____ DAY OF _____ 2022

PRESIDENT

BOARD CLERK

2020-2021 State Assessments Review for 2022-2023 Budget Considerations

District: 350 St John-Hudson

Based upon your schools Needs Assessment and State Assessment results, please identify the following:

- (A) The barriers that must be overcome for each student to achieve grade level proficiency on assessments
- (B) The budget actions that should be taken to address and remove those barriers
- (C) 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.


Board President

9/12/2022
Date

School	Grades Served	(A) Barriers Related to Student Needs	(B) Budget Actions	(C) Time for students to Achieve	Board Rationale/Comments
St. John Elementary	PK-6	<p>Learning loss from Covid disruptions Trauma and challenges in students' lives Disabilities Lack of qualified teaching candidates Lack of applicants for classified staff positions Exposure to grade-level curriculum Student motivation Substance abuse Lack of adequate resources and technology</p>	<p>Hire and retain effective staff members – remain competitive with salary and benefits Hire an elementary principal Hire an intervention specialist Provide quality professional development for staff Improve and maintain adequate facilities Ensure students have a safe learning environment Provide teachers and students with quality curricular resources and technology Provide for basic needs – breakfast and lunch program, transportation Make up the difference between the statutorily required state funding for special education and the actual dollars appropriated by the legislature</p>	<p>The ultimate goal is to have all students performing at grade level each year. With unlimited resources, this might be possible. Some research tells us that the learning loss from the pandemic disruption could take 5 years to recover. So 5 years would be our best estimate. If we teach specifically to the test, that timeframe will be less.</p>	<p>The partisan politicization of once-per-year summative test results have very little bearing on what we do as a school district staff. The data we get from these tests is one indicator of the effectiveness of our schools. It is by no means the only indicator of effectiveness let alone the primary indicator. KSDE research has shown that parents, community members, and employers cite the primary characteristics of student success as primarily academic skills at 15% compared to 85% non-academic and other skills. This tells us that our constituents do not want schools to focus primarily on teaching to a test. Additionally, there are only 3 of the 9 grade levels assessed. We must be focused on all grade levels when allocating resources. The definition of "grade-level proficiency" as defined in this law is levels 3 and 4. However, since Kansas adjusted standards performance levels a few years ago, KSDE informed schools that levels 2 and above are considered "at or above academic expectations for grade level." There is dissonance between how grade-level proficiency is defined in practice and in this requirement for establishing school district budget needs. It must be noted that for math and reading, levels 3 and 4 on Kansas assessments correlates to roughly a score of 22 or 23 on the ACT. Expecting that every single student in our school district will perform at a 22 or 23 on the ACT is a commendable goal for sure. Consider that the average ACT score in the nation is 20.3. If we were able to achieve the goal of every student scoring at level 3 or 4 on state assessments (which is roughly 22/23 on the ACT), that would mean that ALL of our students are above average.</p>
St. John Jr/Sr High	7-12	<p>Learning loss from Covid disruptions Trauma and challenges in students' lives Disabilities Lack of qualified teaching candidates Lack of applicants for classified staff positions Exposure to grade-level curriculum Student motivation Substance abuse Lack of adequate resources and technology</p>	<p>Hire and retain effective staff members – remain competitive with salary and benefits Hire an intervention specialist Addition of a Jobs for American Graduates (JAG) program Provide quality professional development for staff Improve and maintain adequate facilities Ensure students have a safe learning environment Provide teachers and students with quality curricular resources and technology Provide for basic needs – breakfast and lunch program, transportation Make up the difference between the statutorily required state funding for special education and the actual dollars appropriated by the legislature</p>	<p>The ultimate goal is to have all students performing at grade level each year. With unlimited resources, this might be possible. Some research tells us that the learning loss from the pandemic disruption could take 5 years to recover. So 5 years would be our best estimate. If we teach specifically to the test, that timeframe will be less.</p>	<p>The partisan politicization of once-per-year summative test results have very little bearing on what we do as a school district staff. The data we get from these tests is one indicator of the effectiveness of our schools. It is by no means the only indicator of effectiveness let alone the primary indicator. KSDE research has shown that parents, community members, and employers cite the primary characteristics of student success as primarily academic skills at 15% compared to 85% non-academic and other skills. This tells us that our constituents do not want schools to focus primarily on teaching to a test. Additionally, there are only 3 of the 6 grade levels assessed. We must be focused on all grade levels when allocating resources. The definition of "grade-level proficiency" as defined in this law is levels 3 and 4. However, since Kansas adjusted standards performance levels a few years ago, KSDE informed schools that levels 2 and above are considered "at or above academic expectations for grade level." There is dissonance between how grade-level proficiency is defined in practice and in this requirement for establishing school district budget needs. It must be noted that for math and reading, levels 3 and 4 on Kansas assessments correlates to roughly a score of 22 or 23 on the ACT. Expecting that every single student in our school district will perform at a 22 or 23 on the ACT is a commendable goal for sure. Consider that the average ACT score in the nation is 20.3. If we were able to achieve the goal of every student scoring at level 3 or 4 on state assessments (which is roughly 22/23 on the ACT), that would mean that ALL of our students are above average.</p>

RESOLUTION NO. 2023-14


A resolution expressing the property taxation policy of Unified School District No. 350, Stafford County, Kansas, with respect to exceeding the Revenue Neutral Tax Rate for financing the annual budget for 2022-2023.

Whereas, 2022 HB 2239 amending K.S.A 79-2988, provides that a levy of property taxes to finance the 2022-2023 budget of USD 350 exceeds the Revenue Neutral Tax Rate to finance the 2022-2023 budget of USD 350, be authorized by a resolution.

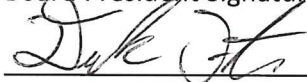
NOW, THEREFORE, BE IT RESOLVED by USD 350 that the 2022-2023 budget with a levy of property taxes exceeding the Revenue Neutral Tax Rates calculated for 2022-2023, as adjusted pursuant to 2022 HB 2239 amending K.S.A 79-2988 is hereby adopted.

Adopted this 12th day of September, 2022 by USD 350 St. John-Hudson in Stafford County, Kansas.

Board Clerk Signature



Board President Signature



Board Member Name	Vote	
	Yes	No
1. Derek Foote	X	
2. Raymond Long	X	
3. Darin Brummer	X	
4. Shawn Ward	X	
5. Carl Behr	X	
6. Vance Fisher	X	
7. Debby Waddle	X	