

UNIFIED SCHOOL DISTRICT NO. 113
Board of Education office
1619 South Old HWY 75
Sabetha Kansas 66534

Preparing Kids, Shaping the Future

Minutes of the Regular Meeting, Monday September 12, 2022 6:00 PM
Held at the USD 113 BOE Office, 1619 Old Hwy 75, Sabetha, KS

Board President Leslie Scoby called the meeting to order at 6:00 p.m. President Scoby led the meeting with the Pledge of Allegiance and prayer. Board members present were Kathy Lippert, Anissa Bloom, Phillip Buessing, Kent Saylor, Stan Keim, and Jim Scoby. Also present were Superintendent Todd Evans, Board Clerk Deb Damman, and others listed on the attached sign-in sheet. The meeting was broadcast on YouTube for the public.

Mr. Evans announced the following changes to the agenda:

5.A.I. Consent Agenda Item L. Add Axtell co-concessions: Linda Hopp 33%, Leigha Papa 33%, and Katie Sandmann 34%; Alec Duryea, Axtell, ISS;

Add Item 11A. A.I. Alana Seddon, APS Principal Resignation

1. A.I. Adopt the agenda as prepared or amended.

Motion was made by Kathy Lippert, seconded by Anissa Bloom, to adopt the agenda as amended. Motion carried 7-0.

2. A.I. Open the USD 113 [Budget Hearing](#) (6:05 p.m.)

President Scoby opened the Budget Hearing at 6:05 p.m. Mr. Evans presented a summary of the State Aid Rates, mill rates, and Code 99. No one from the public had any comments at this time.

3. A.I. Open the USD 113 [Revenue Neutral Hearing](#). (6:10 p.m.)

President Scoby opened the Revenue Neutral Hearing at 6:10 p.m. Mr. Evans presented a summary of the Revenue Neutral requirements and the District's mill levies. No one from the public had any comments at this time.

4. I.I. Public Comment, Administrative Reports, and other updates:

Mr. Evans updated the Board on numerous topics, including Bus Behavior Code, Sabetha Bluejay Activity Bus, Signage donation for Sabetha Elementary School, Nemaha County Health Department COVID guidelines, Food Service Administrative Review, a Tech Electronics bid for Axtell security, and Year-to-Date Expenditures.

Mr. Evans announced that Ken Kickhaefer would present the audit at the October board meeting. The board discussed budget issues related to declining enrollment.

5. A.I. Consent Agenda:

- A. Approve minutes from the [August 8, 2022](#) regular Board meeting
- B. Approve payment of September bills for the amount of \$1,241,248.41
- C. Approve August Payroll for the amount of \$628,846.86
- D. [Approve payment to AHRS for the construction project: Capital Outlay for \\$301,280.04, Lease Purchase for \\$304,842.15](#)
- E. [Approve payment to Civium Architects for \\$5,603.70 from the Contingency Fund](#)
- F. Approve Early dismissal (11:45 a.m.) for Sabetha High School on March 1, 2023 to host League Forensics
- G. Approve "[Special BOE Meeting](#)" for the purpose of 5 USD 113 BOE members speaking to district high school students at the USD 113 Career Symposium at 9:05 a.m., Nov. 14, 2022, at the SHS Varsity Gym. Public welcome to attend this portion of the event.
- H. [Approve Student Laptop Handbook](#)
- I. Accept donations for student meals of \$600 each to SES, SMS, and SHS (\$1,800.00 total) from Ron and Kim Rettele on behalf of the Kids Kloset
- J. [HSEC First Amendment \(Revised from July\)](#)
- K. Resignations: Scott Burger effective at the end of 2022-23, SHS teacher & coach; Kay Duncan, SHS Cheer;
- L. Contracts: Mason Chanay, SHS Scholars Bowl; Tim McCoy, WAC NHS; Kylah Foote, WAC MS VB; Caryl Schell, Axtell Pre-K para; Lindsey Willey, SHS Junior Class Sponsor; Kelsi Bloom, WHS VB; Christine Krebs, SMS Asst. VB; Reuben Sullivan and Harlan Suther (Co-WAC Head Coach/Reuben 70% and Harlan 30%); Yalana Edelman, SHS Cheer; Kelsi Strahm SES p/t ISS; Axtell co-concessions: Linda Hopp 33%, Leigha Papa 33%, and Katie Sandmann 34%; Alec Duryea, Axtell, ISS;
- M. Termination: Curtis Goodman, WAC Bus Driver;
- N. Correction: Aaron Duryea will not be on the Axtell BLT as approved on the Aug. Agenda
- O. Request for LWOP Liz Badertscher, SHS Math Teacher;

Motion was made by Kathy Lippert, seconded by Stan Keim, to approve the Consent Agenda as amended. Motion carried 7-0.

6. I.I. Remodel/New Construction Update

Mr. Evans provided updates on the APS science and SES kitchen equipment deliveries, the SHS and APS HVAC installations, and the SES window installation.

7. A.I. [Needs Assessment For Budget](#)

The needs assessment was provided to the board, the board evaluated such assessment, and the board used such assessment in the approval of the school district's budget.

Motion was made by Kathy Lippert, seconded by Stan Keim, to approve the Needs Assessment for the Budget. Motion carried 7-0. ([Attachment](#))

8. A.I. [Adopt LOB Resolution](#)

Motion was made by Jim Scoby, seconded by Kathy Lippert, to adopt LOB Resolution # 23.2.9.9. Motion carried 7-0. ([Resolution attached](#))

9. A.I. [Approve Revenue Neutral Resolution](#)

President Scoby asked if anyone from the public had comments on the Revenue Neutral Resolution. There were no comments.

At 7:05 p.m., motion was made by Kathy Lippert, seconded by Kent Saylor, to close the hearing on the Revenue Neutral Resolution. Motion carried 7-0.

Motion was made by Kent Saylor, seconded by Kathy Lippert, to approve Resolution No. 23.3.9.10 to exceed the Revenue Neutral Tax Rate. A roll call vote was taken with the following votes:

Leslie Scoby – Yes
Kathy Lippert – Yes
Jim Scoby – Yes
Anissa Bloom – Yes
Phillip Buessing – Yes
Stan Keim – Yes
Kent Saylor – Yes

Motion carried 7-0. ([Resolution attached](#))

10. A.I. [Approve USD 113 Budget for 2022-23](#)

President Scoby asked if anyone from the public had comments on the Budget. There were no comments.

At 7:30 p.m., motion was made by Kathy Lippert, seconded by Kent Saylor, to close the Budget Hearing. Motion carried 7-0.

Motion was made by Kathy Lippert, seconded by Phillip Buessing, to adopt the budget as presented. Motion carried 6-1, with Jim Scoby voting no.

11. A.I. Enter into executive session for attorney consultation for the district which would be deemed privileged in the attorney-client relationship at _____ and will return to regular session at _____.

Motion was made by Kathy Lippert, seconded by Kent Saylor, to enter into executive session for attorney consultation for the district which would be deemed privileged in the attorney-client relationship at 7:30 p.m. and return to regular session at 7:55 p.m. Present with the BOE in executive session were Martin Mishler and Todd Evans. Motion carried 7-0.

11A. A.I. Alana Seddon, APS Principal Resignation

Motion was made by Kathy Lippert, seconded by Phillip Buessing, to accept the resignation of Alanna Seddon. Motion carried 7-0.

12. I.I. [Boardsmanship](#)

Mr. Evans and the Board discussed Boardsmanship expectations.

13. A.I. Adjourn

At 8:03 p.m., motion was made by Kathy Lippert, seconded by Stan Keim, to adjourn. Motion carried 7-0.

Board President

Board Clerk

Unofficial

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

District: 113 Prairie Hills

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

9-12-22
Date

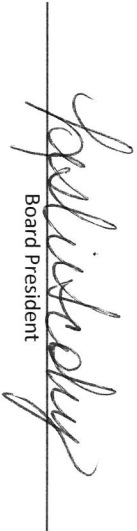
School	Grades Served	(A) Barriers Related to Student Needs	(B) Budget Actions	(C) Time for students to Achieve	Board Rationale/Comments
AES	PK - 8	<p>*Difficulty in scheduling and finding more time to provide teacher/staff collaboration that would support improved student learning</p> <p>*Though not necessarily identified as at-risk using the free and reduced lunch calculation, a number of students are at a high risk of falling behind due to trauma or SEL high needs</p> <p>*Difficulty in retaining and attracting highly qualified teachers and replacing teachers as they retire</p> <p>*High levels or increased levels of student trauma (Adverse Childhood Experiences, ACE Study)</p> <p>*Special Education funding shortfall has limited supports of our highest need students</p> <p>*Increased Special Education student needs without additional staffing</p> <p>*Lack of instructional time or changes in instructional opportunities faced during the COVID pandemic created learning loss</p> <p>*An increasing level of social emotional challenges and needs of students</p> <p>*Increased student discipline issues, making it harder for teachers to focus on instruction, and more difficult for the principal to focus on instructional leadership.</p> <p>*It is difficult to encourage a student's highest performance on an assessment that does not impact their future.</p>	<p>There are always more desires than available funding. Some areas of emphasis that are desired, but not necessarily funded include:</p> <p>*Increased salary to recruit and retain high quality certified and classified staff</p> <p>*Additional staff members hired to meet the individual learning (including MTSS interventions) and SEL needs of all students</p> <p>*Additional substitute teachers for teacher release time</p> <p>*Additional social worker or SEL counselor to meet the emotional needs of students.</p> <p>*Allocating budget to focus on prevention, identification, and intervention concerning trauma and mental health issues</p>	<p>There is no way to accurately predict how children will respond to our interventions because we can't fix the daily challenges they face. Many factors impact students' academic achievement, such as socioeconomic status, IQ, household trauma, and early childhood programming. If the state makes preschool mandatory and funds it appropriately, we believe we would see significant gains in the next 10 - 15 years. We also believe that fully funding special education plays a critical role in the success of our most at-risk children. The goal of all students achieving grade level proficiency is attainable within the current parameters set by the Kansas State Department of Education. Until these parameters are reviewed and looked at through the clear lens of all students, Kansas schools will be unable to attain this goal. All student learning needs are not equal and cannot be met in any specific time frame, nor can they be measured using a state assessment that assesses all students in the same manner. Until special education needs are fully funded and state assessment guidelines are modified to meet our individual student needs, Kansas schools will not meet this goal.</p>	<p>The consensus of the Board is that hiring and retaining an effective teaching force is the backbone of education. As we consider this, we recognize that the demands on teachers are increasing proportionally to the needs of students. The challenges of meeting the needs of the learning needs of students, as well as students who have experienced adverse childhood experiences continue to be a growing challenge for the educational process.</p> <p>The Board is interested in beginning a "teacher recognition program." The purpose of this would be to incentivize retention and effective instruction and programs characterized by high expectations for students through academic rigor as well as creativity and innovation.</p> <p>We are pleased at the efforts to address student needs through the MTSS process and encourage the educational staff of USD 113 to continue to provide a rigorous education to students in order to prepare them to be successful in life after their PK-12 education.</p> <p>It is important to note that the "Budget Actions" on this document have been recommended at the building level. As a board, we recognize the desire by all of our</p>

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Board President

9-12-22
Date

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AHS	9th - 12th	<p>Difficulty in scheduling and finding more time to provide teacher/staff collaboration that would support improved student learning</p> <p>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 due to trauma or SEL high needs</p> <p>Difficulty in retaining and attracting highly qualified teachers and replacing teachers as they retire</p> <p>High levels or increased levels of student trauma (Adverse Childhood Experiences, ACE Study)</p> <p>Lack of instructional time or changes in instructional opportunities faced during the COVID pandemic created learning loss</p> <p>An increasing level of social emotional challenges and needs of students</p> <p>Increased student discipline issues, making it harder for teachers to focus on instruction, and more difficult for the principal to focus on instructional leadership.</p> <p>It is difficult to encourage a student's highest performance on an assessment that does not impact their future.</p> <p>Restructuring the Student Intervention Team process to better identify protocols, strategies, and interventions to support students struggling with academic challenges.</p> <p>Ability to hire trained staff to specifically</p>	<p>Increased salary to recruit and retain high quality certified and classified staff</p> <p>Additional staff members hired to meet the individual learning (including MTSS interventions) and SEL needs of all students</p> <p>Additional substitute teachers for teacher release time</p> <p>Additional social worker or SEL counselor to meet the emotional needs of students.</p> <p>Allocating budget to focus on prevention, identification, and intervention concerning trauma and mental health issues</p>	<p>There is no way to accurately predict how children will respond to our interventions because we can't fix the daily challenges they face. Many factors impact students' academic achievement, such as socioeconomic status, IQ, household trauma, and early childhood programming. If the state makes preschool mandatory and funds it appropriately, we believe we would see significant gains in the next 10 - 15 years. We also believe that fully funding special education plays a critical role in the success of our most at-risk children. The goal of all students achieving grade level proficiency is attainable within the current parameters set by the Kansas State Department of Education. Until these parameters are reviewed and looked at through the clear lens of all students, Kansas schools will be unable to attain this goal. All student learning needs are not equal and cannot be met in any specific time frame, nor can they be measured using a state assessment that assesses all students in the same manner. Until special education needs are fully funded and state assessment guidelines are modified to meet our individual student needs, Kansas schools will not meet this goal.</p>	<p>The consensus of the Board is that hiring and retaining an effective teaching force is the backbone of education. As we consider this, we recognize that the demands on teachers are increasing proportionally to the needs of students. The challenges of meeting the needs of the learning needs of students, as well as students who have experienced adverse childhood experiences continue to be a growing challenge for the educational process.</p> <p>The Board is interested in beginning a "teacher recognition program." The purpose of this would be to incentivize retention and effective instruction and programs characterized by high expectations for students through academic rigor as well as creativity and innovation.</p> <p>We are pleased at the efforts to address student needs through the MTSS process and through social-emotional learning. We encourage the educational staff of USD 113 to continue to provide a rigorous education to students in order to prepare them to be successful in life after their PK-12 education.</p> <p>It is important to note that the "Budget Actions" on this document have been recommended at the building level. As a board, we recognize the desire by all of our</p>

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 Board President

9-12-22
 Date

School	Grades Served	(A) Barriers Related to Student Needs	(B) Budget Actions	(C) Time for students to Achieve	Board Rationale/Comments
WES	PK - 8	*Increased salary to recruit and retain high quality certified and classified staff *Additional staff members hired to meet the individual learning (including MTSS interventions) and SEL needs of all students *Additional substitute teachers for teacher release time *Allocating budget to focus on prevention, identification, and intervention concerning trauma and mental health issues	*Increased salary to recruit and retain high quality certified and classified staff *Additional staff members hired to meet the individual learning (including MTSS interventions) and SEL needs of all students *Additional substitute teachers for teacher release time *Allocating budget to focus on prevention, identification, and intervention concerning trauma and mental health issues	There is no way to accurately predict how children will respond to our interventions because we can't fix the daily challenges they face. Many factors impact students' academic achievement, such as socioeconomic status, IQ, household trauma, and early childhood programming. If the state makes preschool mandatory and funds it appropriately, we believe we would see significant gains in the next 10 - 15 years. We also believe that fully funding special education plays a critical role in the success of our most at-risk children. The goal of all students achieving grade level proficiency is attainable within the current parameters set by the Kansas State Department of Education. Until these parameters are reviewed and looked at through the clear lens of all students, Kansas schools will be unable to attain this goal. All student learning needs are not equal and cannot be met in any specific time frame, nor can they be measured using a state assessment that assesses all students in the same manner. Until special education needs are fully funded and state assessment guidelines are modified to meet our individual student needs, Kansas schools will not meet this goal.	The consensus of the Board is that hiring and retaining an effective teaching force is the backbone of education. As we consider this, we recognize that the demands on teachers are increasing proportionally to the needs of students. The challenges of meeting the needs of the learning needs of students, as well as students who have experienced adverse childhood experiences continue to be a growing challenge for the educational process. The Board is interested in beginning a "teacher recognition program." The purpose of this would be to incentivize retention and effective instruction and programs characterized by high expectations for students through academic rigor as well as creativity and innovation. We are pleased at the efforts to address student needs through the MTSS process and through social-emotional learning. We encourage the educational staff of USD 113 to continue to provide a rigorous education to students in order to prepare them to be successful in life after their PK-12 education. It is important to note that the "Budget Actions" on this document have been recommended at the building level. As a board, we recognize the desire by all of our

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WHS	9th - 12th	<ul style="list-style-type: none"> *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 *Difficulty in retaining and attracting highly qualified teachers and replacing teachers as they retire *High levels or increased levels of student trauma (Adverse Childhood Experiences, ACE Study) *Special Education funding shortfall has limited supports of our highest need students *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 *It is difficult to encourage a student's highest performance on an assessment that does not impact their future. *Restructuring the Student Intervention Team process to better identify protocols, strategies, and interventions to support students struggling with academic challenges. *Ability to hire trained staff to specifically address and help students build resilience skills related to student trauma. 	<ul style="list-style-type: none"> *Increased salary to recruit and retain high quality certified and classified staff *Additional staff members hired to meet the individual learning (including MTSS interventions) and SEL needs of all students *Additional substitute teachers for teacher release time *Allocating budget to focus on prevention, identification, and intervention concerning trauma and mental health issues 	<p>There is no way to accurately predict how children will respond to our interventions because we can't fix the daily challenges they face. Many factors impact students' academic achievement, such as socioeconomic status, IQ, household trauma, and early childhood programming. If the state makes preschool mandatory and funds it appropriately, we believe we would see significant gains in the next 10 - 15 years. We also believe that fully funding special education plays a critical role in the success of our most at-risk children. The goal of all students achieving grade level proficiency is attainable within the current parameters set by the Kansas State Department of Education. Until these parameters are reviewed and looked at through the clear lens of all students, Kansas schools will be unable to attain this goal. All student learning needs are not equal and cannot be met in any specific time frame, nor can they be measured using a state assessment that assesses all students in the same manner. Until special education needs are fully funded and state assessment guidelines are modified to meet our individual student needs, Kansas schools will not meet this goal.</p>	<p>The consensus of the Board is that hiring and retaining an effective teaching force is the backbone of education. As we consider this, we recognize that the demands on teachers are increasing proportionally to the needs of students. The challenges of meeting the needs of the learning needs of students, as well as students who have experienced adverse childhood experiences continue to be a growing challenge for the educational process.</p> <p>The Board is interested in beginning a "teacher recognition program." The purpose of this would be to incentivize retention and effective instruction and programs characterized by high expectations for students through academic rigor as well as creativity and innovation.</p> <p>We are pleased at the efforts to address student needs through the MTSS process and through social-emotional learning. We encourage the educational staff of USD 113 to continue to provide a rigorous education to students in order to prepare them to be successful in life after their PK-12 education.</p> <p>It is important to note that the "Budget Actions" on this document have been recommended at the building level. As a board, we recognize the desire by all of our</p>

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SES	PK - 5	<p>*Difficulty in scheduling and finding more time to provide teacher/staff collaboration that would support improved student learning.</p> <p>*Restructuring the Student Intervention team process to better identify techniques and strategies to support students struggling with academic challenges.</p> <p>*Difficulty in retaining and attracting highly qualified teachers and replacing teachers as they retire.</p> <p>*Keeping class sizes lower in order to achieve the optimum teacher-to-student ratio for student success.</p> <p>*High levels or increased levels of student trauma (Adverse Childhood Experiences, ACE Study)</p> <p>*Lack of instructional time or changes in instructional opportunities faced during the COVID pandemic created learning loss</p> <p>*An increasing level of social emotional challenges and needs of students</p> <p>*Ability to hire trained staff to specifically address and help student build resilience skills related to student trauma.</p>	<p>*Reorganize any necessary funds to increase PLC time to 90 minutes twice a month. (Should be nil or minimal)</p> <p>*Allocate funds to increase staff salaries. (This could be achieved through a restructure of positions due to retirement)</p> <p>*Allocate funds to order supplies and time to travel to early recruitment events.</p> <p>*Allocate possible funds to hire more teachers to lower teacher-to-student ratio.</p> <p>*Allow for restructure of current positions, or hire new staff to cover trauma-specific instruction of tiered behavior students.</p>	<p>There is no way to accurately predict how children will respond to our interventions because we can't fix the daily challenges they face. Many factors impact students' academic achievement, such as socioeconomic status, IQ, household trauma, and early childhood programming. If the state makes preschool mandatory and funds it appropriately, we believe we would see significant gains in the next 10 - 15 years. We also believe that fully funding special education plays a critical role in the success of our most at-risk children. The goal of all students achieving grade level proficiency is attainable within the current parameters set by the Kansas State Department of Education. Until these parameters are reviewed and looked at through the clear lens of all students, Kansas schools will be unable to attain this goal. All student learning needs are not equal and cannot be met in any specific time frame, nor can they be measured using a state assessment that assesses all students in the same manner. Until special education needs are fully funded and state assessment guidelines are modified to meet our individual student needs, Kansas schools will not meet this goal.</p>	<p>The consensus of the Board is that hiring and retaining an effective teaching force is the backbone of education. As we consider this, we recognize that the demands on teachers are increasing proportionally to the needs of students. The challenges of meeting the needs of the learning needs of students, as well as students who have experienced adverse childhood experiences continue to be a growing challenge for the educational process.</p> <p>The Board is interested in beginning a "teacher recognition program." The purpose of this would be to incentivize retention and effective instruction and programs characterized by high expectations for students through academic rigor as well as creativity and innovation.</p> <p>We are pleased at the efforts to address student needs through the MTS process and through social-emotional learning. We encourage the educational staff of USD 113 to continue to provide a rigorous education to students in order to prepare them to be successful in life after their PK-12 education.</p> <p>It is important to note that the "Budget Actions" on this document have been recommended at the building level. As a board, we recognize the desire by all of our</p>

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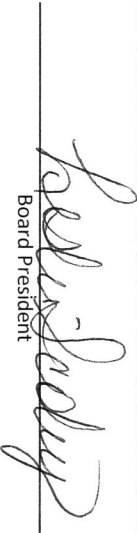
School	Grades Served	(A) Barriers Related to Student Needs	(B) Budget Actions	(C) Time for students to Achieve	Board Rationale/Comments
SMS	6th - 8th	<p>*Difficulty in scheduling and finding more time to provide teacher/staff collaboration that would support improved student learning</p> <p>*Though not necessarily identified as at-risk using the free and reduced lunch calculation, a number of students are at a high risk of falling behind</p> <p>*Difficulty in retaining and attracting highly qualified teachers and replacing teachers as they retire</p> <p>*High levels or increased levels of student trauma (Adverse Childhood Experiences, ACE Study)</p> <p>*Special Education funding shortfall has limited supports of our highest need students</p> <p>*Increased or high levels of student discipline issues, including high numbers of suspensions and/or expulsions</p> <p>*Lack of instructional time or changes in instructional opportunities faced during the COVID pandemic created learning loss</p> <p>*An increasing level of social emotional challenges and needs of students (low student motivation)</p> <p>*It is difficult to encourage a student's highest performance on an assessment that does not impact their future.</p> <p>*We do not receive disaggregated and approved state assessment scores until October of a school year, which limits the</p>	<p>*Increased salary to recruit and retain high quality certified and classified staff</p> <p>*Additional staff members hired to meet the individual learning (including MTSS interventions), and SEL needs of all students</p> <p>*Additional substitute teachers for teacher release time</p> <p>*Increase paraprofessor support in special education classrooms</p>	<p>There is no way to accurately predict how children will respond to our interventions because we can't fix the daily challenges they face. Many factors impact students' academic achievement, such as socioeconomic status, IQ, household trauma, and early childhood programming. If the state makes preschool mandatory and funds it appropriately, we believe we would see significant gains in the next 10 - 15 years. We also believe that fully funding special education plays a critical role in the success of our most at-risk children. The goal of all students achieving grade level proficiency is attainable within the current parameters set by the Kansas State Department of Education. Until these parameters are reviewed and looked at through the clear lens of all students, Kansas schools will be unable to attain this goal. All student learning needs are not equal and cannot be met in any specific time frame, nor can they be measured using a state assessment that assesses all students in the same manner. Until special education needs are fully funded and state assessment guidelines are modified to meet our individual student needs, Kansas schools will not meet this goal.</p>	<p>The consensus of the Board is that hiring and retaining an effective teaching force is the backbone of education. As we consider this, we recognize that the demands on teachers are increasing proportionally to the needs of students. The challenges of meeting the needs of the learning needs of students, as well as students who have experienced adverse childhood experiences continue to be a growing challenge for the educational process.</p> <p>The Board is interested in beginning a "teacher recognition program." The purpose of this would be to incentivize retention and effective instruction and programs characterized by high expectations for students through academic rigor as well as creativity and innovation.</p> <p>We are pleased at the efforts to address student needs through the MTSS process and through social-emotional learning. We encourage the educational staff of USD 113 to continue to provide a rigorous education to students in order to prepare them to be successful in life after their PK-12 education.</p> <p>It is important to note that the "Budget Actions" on this document have been recommended at the building level. As a board, we recognize the desire by all of our</p>

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Date

School	Grades Served	(A) Barriers Related to Student Needs	(B) Budget Actions	(C) Time for students to Achieve	Board Rationale/Comments
SHS	9th - 12th	<p>*Difficulty in scheduling and finding more time to provide teacher/staff collaboration that would support improved student learning</p> <p>*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</p> <p>*Difficulty in retaining and attracting highly qualified teachers and replacing teachers as they retire</p> <p>*High levels or increased levels of student trauma (Adverse Childhood Experiences, ACE Study)</p> <p>*Increased or high levels of student discipline issues, including high numbers of suspensions and/or expulsions</p> <p>*An increasing level of social emotional challenges and needs of students</p> <p>*It is difficult to encourage a student's highest performance on an assessment that does not impact their future.</p> <p>*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</p>	<p>*Increased salary to recruit and retain high quality certified and classified staff</p> <p>*Additional staff members hired to meet the individual learning, and SEL needs of all students</p> <p>*Additional substitute teachers for teacher release time</p> <p>*Increase paraeducator support in special education classrooms</p>	<p>There is no way to accurately predict how children will respond to our interventions because we can't fix the daily challenges they face. Many factors impact students' academic achievement, such as socioeconomic status, IQ, household trauma, and early childhood programming. If the state makes preschool mandatory and funds it appropriately, we believe we would see significant gains in the next 10 - 15 years. We also believe that fully funding special education plays a critical role in the success of our most at-risk children. The goal of all students achieving grade level proficiency is attainable within the current parameters set by the Kansas State Department of Education. Until these parameters are reviewed and looked at through the clear lens of all students, Kansas schools will be unable to attain this goal. All student learning needs are not equal and cannot be met in any specific time frame, nor can they be measured using a state assessment that assesses all students in the same manner. Until special education needs are fully funded and state assessment guidelines are modified to meet our individual student needs, Kansas schools will not meet this goal.</p>	<p>The consensus of the Board is that hiring and retaining an effective teaching force is the backbone of education. As we consider this, we recognize that the demands on teachers are increasing proportionally to the needs of students. The challenges of meeting the needs of the learning needs of students, as well as students who have experienced adverse childhood experiences continue to be a growing challenge for the educational process.</p> <p>The Board is interested in beginning a "teacher recognition program." The purpose of this would be to incentivize retention and effective instruction and programs characterized by high expectations for students through academic rigor as well as creativity and innovation.</p> <p>We are pleased at the efforts to address student needs through the MTS5 process and through social-emotional learning. We encourage the educational staff of USD 113 to continue to provide a rigorous education to students in order to prepare them to be successful in life after their PK-12 education.</p> <p>It is important to note that the "Budget Actions" on this document have been recommended at the building level. As a board, we recognize the desire by all of our</p>

Resolution to Adopt LOB Percentage

23.2.9.9

All boards of education shall adopt annually a local option budget percentage resolution. The maximum percent that may authorized is the statewide average (31%) unless the district has adopted a resolution to exceed the statewide average up to the maximum state prescribed percent (33%). The maximum percent that may be authorized by the resolution below **CANNOT** exceed the percent certified to KSDE (see letter (h) above).

See Resolution to Exceed the Statewide Average Percent section for information on adopting a resolution that authorizes a percent higher than the statewide average and up to the state prescribed percent.

(b) ...The adoption of a resolution... shall require a majority vote of the members of the board. Such resolution [for the current school year] shall be effective upon adoption and shall require no other procedure, authorization or approval.

- Below is a sample resolution form that may be used by the local board of education at the time the budget is adopted in August or September and retained at the district level.

Unified School District No. 113, Nemaha County, Kansas. Resolution: **23.2.9.9**

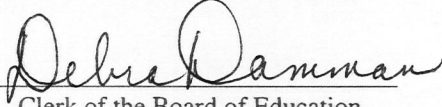
RESOLUTION

Be It Resolved that:

The above-names school board shall be authorized to make a Local Option Percentage in an amount of 33 percent for the 2022-23 school year.

CERTIFICATE

THIS IS TO CERTIFY that the above Resolution was duly adopted by the board of education of Unified School District No. 113, Nemaha County, Kansas, on the 12th day of September, 2022.


Clerk of the Board of Education



Kansas leads the world in the success of each student.

RESOLUTION NO. 23.3.9.10 _____

A resolution expressing the property taxation policy of USD 113 Prairie Hills 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 113 exceeds the Revenue Neutral Tax Rate to finance the 2022-2023 budget of USD 113, be authorized by a resolution.

NOW, THEREFORE, BE IT RESOLVED by USD 113 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 _____ day of Sept. _____ 12, 2022 by USD 113 Prairie Hills in Nemaha County, Kansas.

Board Clerk Signature

Debra Damman

Board President Signature

[Signature]

Board Member Name	Vote	
	Yes	No
1. <u>Kathy Lippert</u>	X	
2. <u>Jim Scoby</u>	X	
3. <u>Anissa Bloom</u>	X	
4. <u>Phillip Dressing</u>	X	

Board Member Name	Vote	
	Yes	No
5. <u>Stan Keim</u>	X	
6. <u>Kent Saylor</u>	X	
7. <u>Leslie Scoby</u>	X	