

**BOARD OF EDUCATION MEETING U.S.D. # 261
BUDGET WORKSHOP / NEEDS ASSESSMENT
ADMINISTRATION BUILDING, 1745 W. GRAND AVE.
HAYSVILLE, KANSAS**

August 15, 2022 – 5:30 P.M.

(A live link to this meeting has been made available on the USD 261 website.)

Subject to Board Approval

The meeting of the Board of Education of Haysville School District # 261, Haysville, Kansas was called to order at 5:30 p.m., by Board President Tom Gibson. Six Board members were present.

MEMBERS PRESENT

Tom Gibson, President
Jennifer Bain, Vice President
Courtney Williams
Jeremy Bennett (arrived at 5:31 p.m.)
Dr. Susan Norton
Greg Fenster
Kelly Ramseyer

OTHERS PRESENT

Mr. Jeff Hersh, Superintendent
Debbie Coleman, Clerk of the Board
Dr. Clint Schutte, Assoc. Supt. of Business and Finance
Jennifer Reed, Asst. Supt. of Learning Services
Gillian Macias, Asst. Supt. of Personnel
Dr. Angie Karraker, Director of Special Services
Others

1.0 MEETING OPENING

1.1 Call to Order

Board President, Tom Gibson called the meeting to order at 5:30 p.m. with six members present.

2.0 BUDGET WORKSHOP/NEEDS ASSESSMENT

Dr. Clint Schutte and Jennifer Reed presented the Budget Workshop/Needs Assessment to the Board regarding the 2022-2023 budget.

Board member, Jeremy Bennett stated for the record “Legislators are setting unrealistic goals.”

See the attached information regarding Budget Development and Needs Assessment.

3.0 ADJOURN BUDGET WORKSHOP

Meeting adjourned at 6: 50 p.m.

Tom Gibson, Board of Education President

Debra M. Coleman, Board of Education Clerk

Jennifer Reed and Clint Schutte presented information to the Board on Budget Development and Needs Assessment. The Board was asked to Address the following questions.

1. What barriers must be overcome to have all students achieve proficiency above level 2 for grade level academic expectations on state assessments?

- It is one test on one day
- Basic needs/parental involvement (things we can't control) affecting them in school)
- Identification of test taking tools and needs (read alouds, etc.)
- Money (school district)
- Shifting hours we test our children
- Identifying special needs beyond children with disabilities (test anxiety, etc.)
- Fully fund Special Education
- Personnel
 - Social-Emotional needs being met for EACH student?
 - Learning styles of every student
 - Meeting IEP needs
 - Individual Learning Needs
 - Social Needs
- Facilities
- Parental buy-in
- Focus on sub-groups
- Consider budget allocation for certified and classified staff compensation
- Fidelity of implementation to the curriculum
- Professional development aligned to meet the needs of the deficiencies
- Attendance
- Number of contract days
- New ELA & Math Curriculum
- Ongoing cost of technology
- TIME - Data Analysis, Determine steps, Provide PD, MTSS Time
- Data is always a year behind

2. What budget actions should be taken to address and remove those barriers?

- The state needs to fund special education fully.
- Increase funding to ensure the continuation of ESSER initiatives
- Additional staff added to the budget
 - Social workers
 - Liaisons
 - High quality certified and classified/support staff
- Summer Activities for students
- Evening Tutoring
- Activity Bus
- Increase in compensation to ensure staff retention
- Access to Technology
- Curriculum Adoption(s)
- Funding for Professional Development

- Facilities for smaller class sizes
- Additional tutoring options
- Expanding after school programs - to all students that need it
- myPath for all students who need it
- Additional security at Campus High School

3. What amount of time does the board estimate it will take for each student to achieve proficiency above level 2 for grade level academic expectations on the state assessments if such budget actions would be implemented?

- Until the state fully funds special education, we cannot set a timeline to achieve this goal.
- Coming out of a pandemic will take many years.
- It is difficult to answer this question because there are so many factors that go into this that we do not have control over.
- This is unattainable