

MINUTES
KELSO SCHOOL DISTRICT
MEETING OF THE BOARD OF DIRECTORS
1/24/22

The work session meeting of the Board of Directors of Kelso School District No. 458 was called to order at 5:00 p.m. at the RoyParsons Executive Board Room through a Zoom online/phone platform.

Board Members:	Leah Moore (Zoom) Karen Grafton (In-Person) Jeane Conrad - President (In Person) Mike Haas - Vice President (Absent - Approved) Ron Huntington (Zoom)
Cabinet Members:	Scott Westlund – Chief Financial Officer (In-Person) Holly Budge – Director of Human Resources (Absent) Don Iverson – Director of Student Services (Zoom) Heather Ogden – Director of Special Programs (Zoom) Kim Yore – Director of Teaching & Learning (Absent)
Superintendent:	Mary Beth Tack (In Person)
Asst. Secretary:	Molly Guler (In Person)

OTHERS PRESENT – This meeting was held remotely and in person. Not all of the names of people in attendance were available, or partial names were listed. The names of people in attendance are listed as they were shown and included: Ray Byers, Lauren LaBelle Morin, Freya Townsend 5th Grader, Sandy DeBruler

Workshop Agenda

- I. Budget Development Calendar and Process
 - a. Budget Calendar (handout)
- II. Budget Advisory Council
 - a. Council Members and Roles/Responsibilities (handouts)
- III. Budget Development Parameters (handout)
- IV. Outlook Kelso School District Finances (handout)
- V. Use of ESSER Funds (handout)
- VI. Budget Funding Priorities & Challenges (handout)
- VII. Education Association's Legislative Priorities for 2022 session (handouts)



KELSO SCHOOL DISTRICT Fiscal Year 2022/23 Budget Development Calendar

December 2021	Governor Releases Preliminary State Budget Proposal
January 10, 2022	2018 Washington State Legislative Session Begins
January 24, 2022	Board of Director's Workshop 5:00 pm Budget Development Process <i>Location: Board Room District Office</i>
February 7, 2022	Budget Information Available on District Website. Budget email address opens up for questions: budget.input@kelsosd.org
February 9, 2022	Preliminary School Enrollment and Staffing Projections by HR/Fiscal
February – March, 2022	School, Program, and Department Staffing Reviews with HR
February – April 2022 February 24, 2022 March 24, 2022 April 28, 2022	Budget Advisory Council (BAC) Topics of Discussion: Review Budget Development Process, Budget Assumption Revenue Updates, Staffing, Enrollment, Budget Advisory Council Staff Budget Presentations, Provide Feedback on Budgetary Decisions, Review Superintendent/Cabinet Budget Proposal <i>Location: District Board Room 4:00 – 5:30 p.m.</i>
February – April, 2022	Board of Director Meetings – Budget Update
March-April, 2022	Staff/Parent/Community Input (Forums, Listening Posts, Surveys, as needed)
March 10, 2022	2022 Washington State Legislative Session Ends
April 29, 2022	School/Director Budgets due to HR and Business Offices
May 15, 2022	Reduction in Force Date for Certificated Staff (if necessary)
June 3, 2022	Personnel Budget Submitted to Business Office
June 6, 2022	Board Budget Presentation and Superintendent Recommendation
July 10, 2022	Budget Available for Public Review
August 15, 2022	Budget Workshop; Public Budget Hearing & Board Adoption



BUDGET ADVISORY COUNCIL MEMBERS 2021/22 School Year

Non-Voting Facilitators:

Superintendent	Mary Beth Tack
Chief Financial & Operations Officer	Scott Westlund

Voting Committee Members:

KEA Representative	Kelly Sims
PSE 1 Representative	Nicole Nickel
PSE 2 Representative	Darlene Dagleish
Elementary Administrator	Tim Yore
Secondary Administrator	Greg Gardner
Supervisor	David McDaniel
Cabinet Representative	Holly Budge
Community Member	Darr Kirk
Community Member	Patty Wood

Non-voting/At-Large Members:

Board Member (s)	Mike Haas & Jeane Conrad
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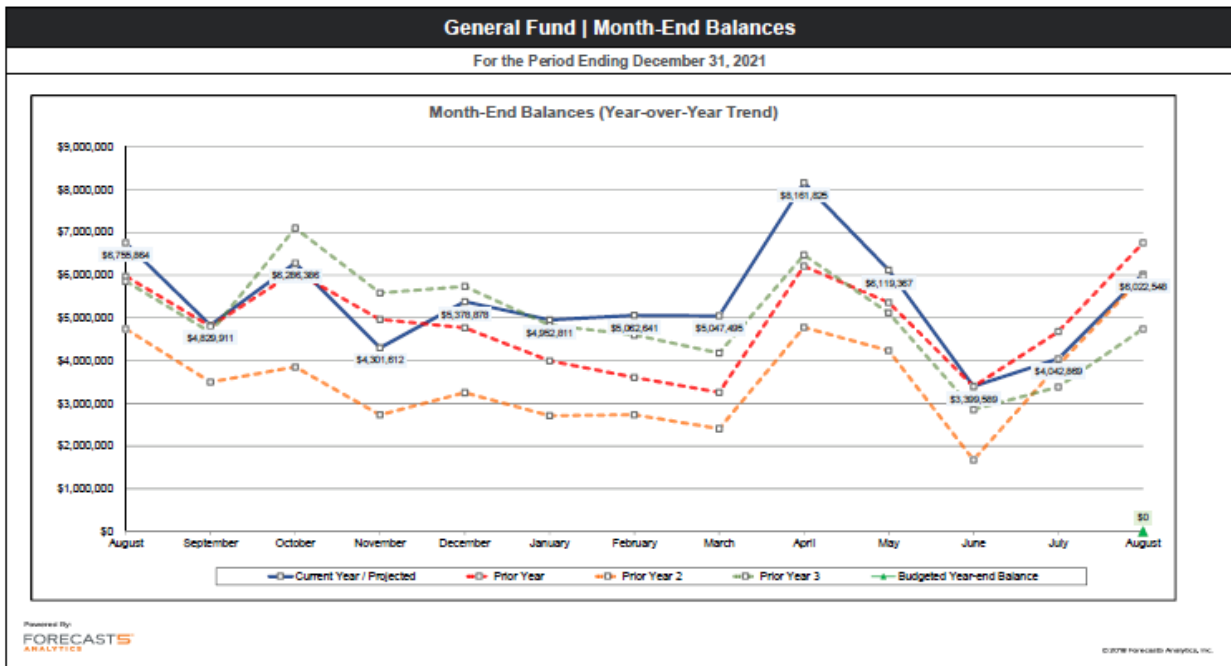
Roles & Responsibilities of Budget Development Staff

Entity	Role/Responsibility
Budget Advisory Council (BAC) <i>*Sharing Association/Union impacts to budgetary decision is encouraged as part of the BAC process. However, the BAC's role is not to negotiate salaries/benefits or other association related issues.</i>	<ul style="list-style-type: none"> • Generate ideas for developing the budget through discussion, consultation with constituents, and information gathered through the BAC process • Provide feedback to the Superintendent on District budget proposals • Seek understanding of issues related to budget process in order to communicate with those you represent
Cabinet	<ul style="list-style-type: none"> • Work with principals, associations, department supervisors, staff, and other stakeholders as needed to generate budget proposals and seek feedback • Present budget proposals for discussion at weekly Cabinet budget workshops • Work cooperatively with other Cabinet members to present budget proposals and develop a draft budget to be shared with BAC
Director of Human Resources	<ul style="list-style-type: none"> • Provide relevant staffing information and data to Board of Directors, Superintendent, Cabinet and BAC • Work with building principals and HR staff to develop personnel plans and budgets
Chief Financial and Operations Officer	<ul style="list-style-type: none"> • Coordinate the efforts of the BAC and budget development process • Provide relevant financial information and data to Board of Directors, Superintendent, Cabinet and BAC • Assist the Superintendent to ensure the budget development process and Board parameters are adhered to • Prepare and present overall District budget for Board consideration and approval
Superintendent	<ul style="list-style-type: none"> • Facilitate Cabinet discussions and decision making process regarding budget development • Make final decisions on budget development options to be included in the budget presented to the school board
School Board	<ul style="list-style-type: none"> • Work with Superintendent to establish budget parameters, budget calendar, and priorities • Approve final budget, and/or provide feedback to Superintendent for revisions

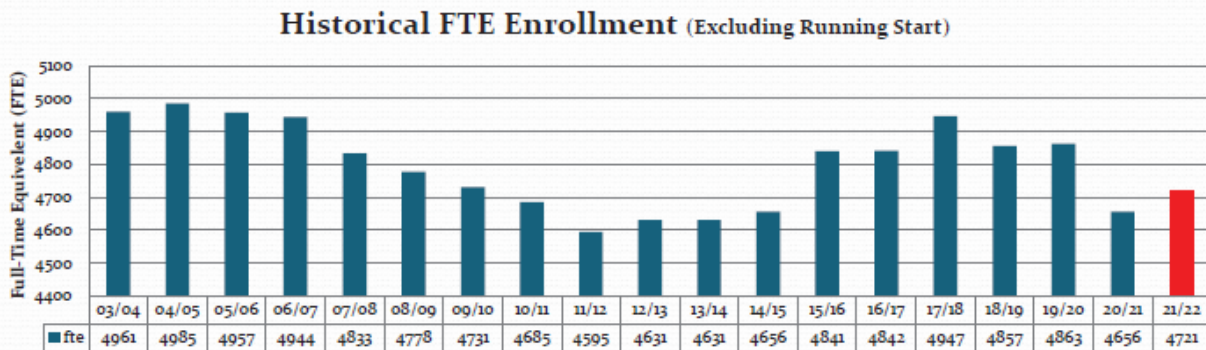


Budget Development Parameters 2022/23 Kelso School District Budget

- The established Budget Calendar and Process will be utilized for the development of the 2022/23 budget;
- The Superintendent will recommend a budget to the Board that is aligned to the Mission, Vision, and District Goals outlined in the strategic plan, Road to Student Success;
- The Superintendent will recommend a budget to the Board that addresses the School Board's Priority Goals;
- The Board desires to maintain a minimum total ending fund balance of 8%;
- The Superintendent will utilize input from staff, parents, community, and other stakeholders in the development of the recommended budget to the Board;
- The recommended budget will address efficiency and effectiveness of operations, and the responsive and productive management of school district resources; and,
- The Board recognizes the District must continue to prioritize and invest in the core instructional program closest to the classroom, and recognizes that a balanced approach to reductions, if needed, is necessary to ensure continuity of overall District operations.



Enrollment Trend 2003 – 2022



KELSO SCHOOL DISTRICT
"DRAFT" STUDENT FORECAST 2021-26
District Summary Report

Grade	Historic Resident Counts			Current	Forecasted Resident Counts					Grade
	2018	2019	2020	2021	2022	2023	2024	2025	2026	
K	308	345	283	291	311.7	275.8	305.5	297.5	292.3	K
1	361	322	317	348	312.6	332.6	293.9	321.6	313.2	1
2	374	346	310	324	349.3	312.0	330.9	289.3	316.5	2
3	370	374	310	335	326.4	351.4	312.2	327.5	286.3	3
4	388	370	340	334	336.4	325.8	349.7	307.8	322.9	4
5	380	380	333	327	321.1	324.1	314.7	333.0	293.3	5
6	369	381	357	346	330.7	322.9	324.4	313.0	331.3	6
7	363	359	344	366	338.6	323.5	316.0	313.9	303.1	7
8	397	366	344	354	371.2	341.4	325.1	315.3	313.6	8
9	341	386	344	371	354.5	372.3	341.2	323.9	313.4	9
10	369	354	369	343	370.8	354.7	371.3	338.4	321.7	10
11	326	364	336	368	337.5	366.2	348.8	364.1	330.2	11
12	342	331	357	320	367.2	335.2	364.5	346.3	359.3	12
Resident Student Totals by Grade Configuration										
K-5	2,181	2,137	1,893	1,959	1,958	1,922	1,907	1,877	1,825	K-5
6-8	1,129	1,106	1,045	1,066	1,041	988	966	942	948	6-8
9-12	1,378	1,435	1,406	1,402	1,430	1,428	1,426	1,373	1,325	9-12
K-12	4,688	4,678	4,344	4,427	4,428.0	4,337.9	4,298.2	4,191.6	4,097.1	K-12
Out-of-District Students										
K-5	114	120	158	120	120.0	120.0	120.0	120.0	120.0	K-5
6-8	57	49	96	93	93.0	93.0	93.0	93.0	93.0	6-8
9-12	138	168	197	185	185.0	185.0	185.0	185.0	185.0	9-12
K-12	309	337	451	398	398.0	398.0	398.0	398.0	398.0	K-12
Total Students*										
K-5	2,295	2,257	2,051	2,079	2,077.5	2,041.7	2,026.9	1,996.7	1,944.5	K-5
6-8	1,186	1,155	1,141	1,159	1,133.5	1,080.8	1,058.5	1,035.2	1,041.0	6-8
9-12	1,516	1,603	1,603	1,587	1,615.0	1,613.4	1,610.8	1,557.7	1,509.6	9-12
K-12	4,997	5,015	4,795	4,825	4,826.0	4,735.9	4,696.2	4,589.6	4,495.1	K-12
Annual Change										
K-5 Difference	-38	-206	28	-1.5	-35.8	-14.8	-30.2	-52.2		
6-8 Difference	-31	-14	18	-25.5	-52.7	-22.3	-23.3	5.8		
9-12 Difference	87	0	-16	28.0	-1.6	-2.6	-53.1	-48.1		
K-12 Difference	18	-220	30	1.0	-90.1	-39.7	-106.6	-94.5		
Notes										
Forecast based on student data as of 10/5/2021.										

ESSER & American Recovery Act

Grant Revenue		
CARES (ESSER I)	\$	1,123,991.00
CARES (Cowlitz County)	\$	195,244.00
FEMA	\$	118,286.00
CARES (ESSER II)	\$	4,344,950.00
American Recovery Act (ESSER III)	\$	9,766,338.00
Total Grant Resources	\$	15,548,809.00

Use of ESSER Funds in Kelso SD

- ESSER 1 – Technology/software, Nutrition Services losses from Spring/Summer 2020, Safety/PPE
- ESSER 2 – Nutrition Services & Enrollment Losses, Safety/PPE, Technology and instructional software, printing/mailings for learning, instructional materials, facility/infrastructure
- ESSER 3 funds must include at least 20% for academic and learning recovery (A&LR)
- ESSER 3 – Academic and social/emotional learning supports & Infrastructure
 - Add Elementary Counseling including KVA to bring all schools to full-time services (A&LR)
 - Add additional FTE to accommodate lower class sizes and reduce grade level splits (A&LR)
 - Summer school and academic recovery programming K-12 (A&LR)
 - Expansion of Social Emotional Learning services district-wide (A&LR)
 - Technology purchases to refresh current equipment for student use for online instruction
 - Instructional teaching support for mathematics and English language arts
 - Professional development around learning communities (WASA PLC at Work Project)
 - Facility & infrastructure projects to address indoor air quality and reduce the risk of virus transmission and exposure to environmental health hazards.
- All funds are on a reimbursement basis and available through 2023 (ESSER 2) & 2024 (ESSER 3)



ESSER Funds Allowable Uses & Requirements


Allowable Uses

Local educational agencies (LEAs) may use federal Elementary and Secondary School Emergency Relief funds (ESSER funds) for the following activities:

- A. Activities authorized by the Every Student Succeeds Act (ESSA).
- B. Activities authorized by the Individuals with Disabilities Act (IDEA).
- C. Activities authorized by the Adult Education and Family Literacy Act.
- D. Activities authorized by the Carl D. Perkins Career and Technology Education Act of 2006.
- E. Activities authorized by subtitle B of Title VII of the McKinney-Vento Homeless Assistance Act.
- F. Coordination of preparedness and response efforts of LEAs with state, local, tribal, and territorial public health departments and other relevant agencies to improve coordinated responses among such entities to prevent, prepare for, and respond to COVID-19.
- G. Providing principals and other school leaders with the resources necessary to address the needs of their individual schools.
- H. Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
- I. Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs.
- J. Training and professional development for staff of the LEA on sanitation and minimizing the spread of infectious diseases.
- K. Purchasing supplies to sanitize and clean the facilities of an LEA, including buildings operated by such agency.
- L. Planning for and coordinating during long-term closures, including how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the IDEA (20



Washington Office of Superintendent of
PUBLIC INSTRUCTION



U.S.C. 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all federal, state, and local requirements.

- M. Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.
- N. Providing mental health services and supports.
- O. Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
- P. Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the LEA.

Private School Equitable Services Requirements

Providing services to eligible private schools is a requirement of receiving ESSER funds. The local educational agency's (LEA's) superintendent or designee must assure the following:

1. The LEA receiving ESSER funds will provide equitable services to students and teachers in non-public schools located within the LEA in the same manner as provided under section 1117 of the Elementary and Secondary Education Act (ESEA), as determined through timely and meaningful consultation with representatives of non-public schools.
2. The LEA will maintain control of funds for the services and assistance provided to a non-public school under the ESSER Fund.
3. The LEA will maintain the title to materials, equipment, and property purchased with ESSER funds.
4. Services to a non-public school with ESSER funds will be provided by the LEA directly, or through contract with, another public or private entity.

Old Capitol Building
PO Box 47200
Olympia, WA 98504-7200

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Washington Office of Superintendent of
PUBLIC INSTRUCTION
Chris Reykdal, Superintendent

November 19, 2021

(X) Action Required
Due date: December 17, 2021
(X) Informational

BULLETIN NO. 086-21 EXECUTIVE SERVICES

TO: Educational Service District Superintendents
School District Superintendents
School District Business Managers
Charter School Leaders
Tribal Compact School Leaders

FROM: Chris Reykdal, Superintendent of Public Instruction

RE: Academic and Student Well-Being Recovery Plan: Phase 2

CONTACT: Cindy Rockholt, Assistant Superintendent
recoveryplan@k12.wa.us, 360-725-4991

PURPOSE/BACKGROUND

In June 2021, Local Education Agencies (LEAs) completed Phase 1 of the [Academic and Student Well-Being Recovery Plan](#) which included obtaining school board approval for the plan and posting those plans on the LEA website.

To meet federal monitoring requirements of Elementary and Secondary School Emergency Relief (ESSER) funding, the next phase of the plan consists of the following:

1. By December 17, 2021, LEAs must complete and submit to the Office of Superintendent of Public Instruction (OSPI) a form to attest that it has actively and authentically engaged in meaningful consultation "to the extent present in, or served by the LEA", with community members and stakeholders in decisions around LEA ESSER fund spending to address the academic impact of lost instructional time as per the Department of Education [State Plan for the American Rescue Plan Elementary and Secondary School Emergency Relief Fund](#).
2. As outlined in Phase 2 and 3 of the [Academic and Student Well-Being Recovery Planning Guide](#), LEAs may continue to make changes to their original Academic and Student Well-Being Recovery Plan based on data collected since the plan was submitted. Updates to the plan may include changed activities aligned with the identified equity analysis tool, or changes based on ongoing engagement with

stakeholders. LEAs may continue post changes to the original plan on their website. LEAs will not be required to submit those changes to OSPI.

OSPI is awaiting a response from the U.S. Department of Education regarding the proposed state ESSER plan. Upon receiving that response, OSPI may need to request additional action from LEAs in the future to comply with federal monitoring requirements.


The information below is the template for LEAs to use to prepare prior to submitting the attestation form to OSPI. The link to submit the attestation form will be sent directly to Superintendents.

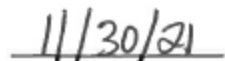
Attestation Form

This document serves to attest that "LEA name" actively and authentically engaged in meaningful consultation with community members and stakeholders in decisions around LEA ESSER fund spending to address the academic impact of lost instructional time, with **each** of the following to the extent present in or served by the LEA:

- Students
- Families
- School and district administrators (including special education administrators)
- Teachers, principals, school leaders, other educators, school staff, and their unions
- Tribes
- Civil rights organizations (including disability rights organizations); and
- Stakeholders representing the interests of students who have a disability and/or are English Learners, in foster care, homeless, migratory, receiving institutional education services or are incarcerated, and/or other underserved students

LEAs are encouraged to collect evidence to share with the school board, members of the community and the public that is evidence of meaningful consultation.


Signature of Superintendent


Date of Attestation



Budget Development Priorities/Challenges 2022/23 Kelso School District Budget



- Closely monitor the impacts of COVID-19 on school district resources and expenditures
- Monitor fund balance closely to ensure adequate cash flow into FY2023
- Ensure programming and reimbursement of federal Elementary and Secondary School Emergency Relief and American Recovery Plan funds to ensure fiscal stability and operational integrity, and recover from academic and learning challenges faced through this pandemic.
- Overcome challenges with enrollment, staffing levels, academic programming and student social & emotional learning issues
 - Variable enrollment at lower grades (K-1), and lower enrollment due to declining birth rates
 - Academic learning recovery and SEL programming needs
 - Counseling, health services, and discipline issues
- Look to finish Capital Improvement/Bond Program in 2022/2

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PUBLIC INSTRUCTION
Chris Reykdal, Superintendent

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BULLETIN NO. 086-21 EXECUTIVE SERVICES

TO: Educational Service District Superintendents
School District Superintendents
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Charter School Leaders
Tribal Compact School Leaders

FROM: Chris Reykdal, Superintendent of Public Instruction

RE: Academic and Student Well-Being Recovery Plan: Phase 2

CONTACT: Cindy Rockholt, Assistant Superintendent
recoveryplan@k12.wa.us, 360-725-4991

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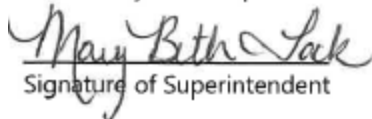
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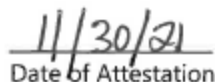
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Director Conrad - Are all schools across the state showing lower enrollment?

Director Westlund - Yes, it is a trend all across the state.

Superintendent Tack and Director Conrad - We are lucky to have Scott and his leadership in this area.

Adjourn at 5:42 p.m.

X _____

President

X _____

Secretary