

MINUTES
KELSO SCHOOL DISTRICT
WORK SESSION & COMMITTEE MEETING OF THE BOARD OF DIRECTORS
9/9/19

The regular meeting of the Board of Directors of Kelso School District No. 458 was called to order at 4:00 p.m. in the boardroom of the Ruth B. Clark Administration Building.

Board Members: Leah Moore – President
Karen Grafton – Vice President
Howard Sharples
Mike Haas
Darr Kirk

Cabinet Members: Scott Westlund – Chief Financial Officer
Tim Peterson – Director of Human Resources
Don Iverson – Director of Student Services
Holly Budge – Director of Special Programs
Kim Yore – Director of Teaching & Learning
Lacey DeWeert – Associate Director of Teaching & Learning

Superintendent: Mary Beth Tack

Asst. Secretary: Molly Guler

OTHERS PRESENT – Don Sharer - Parent/Citizen, Ray Byers - Media, David Kaitz - Davis Demographics, Julie Owens-Birch Vice Principal, Gabby Lopez - Community Member, Gary Schimmel - Maintenance Supervisor, David McDaniel - Transportation Supervisor, Heather Barfus - Catlin, Tara Micheletto - Catlin, Tim Yore - Catlin Principal

ABSENT - Mike Haas - excused. Lacey DeWeert

COMMENTS & QUESTIONS –

The purpose of Boundary Review Committee is to:
Seek an understanding of the issues related to the boundary review process.
Examine material presented with an open mind, and in consideration of diverse thinking and ideas.
Generate ideas for developing the new boundary plan through discussion, consultation with

constituents, and information gathered through the BRC process.
Provide feedback and recommendations to Superintendent and School Board.

Next Meeting Dates (Tentative):

October 1, 2019 (BRC)

November 5, 2019 (BRC)

December 3, 2019 (BRC)

February 18, 2019 (BRC)

*All BRC meetings will begin at 4 p.m. in the Board Room

February 24, 2020, 6 p.m. (School Board Presentation)

March 9, 2020 6 p.m. (Public Hearing at School Board Meeting)

March 23, 2020, 6 p.m. (Board Action on Revised Boundaries)

Team Members:

Superintendent Mary Beth Tack

Exec. Director of Business & Operations Scott Westlund

School Board Member Mike Haas

Staff Representative Tara Micheletto

Staff Representative Claudia Broschat

Staff Representative Heather Barfuss

School Admin Representative (Catlin) Tim Yore

School Admin Representative (Beacon Hill) Julie Owens-Birch

Facility Supervisor Gary Schimmel

Transportation Supervisor David McDaniel

Community Member Don Sharer

Community Member Gabby Lopez

Consultant David Kaitz (Davis Demographics)

Boundary Review Goals

The KSD School Boundary Review Committee (BRC) has been charged with analyzing the attendance areas for elementary schools within the Kelso School District. The goal of the committee is to develop a final recommendation that:

(a) Revises school attendance boundaries for two (2) new schools; and,

(b) If necessary, distributes students at existing elementary schools to balance enrollment levels at elementary schools.

Kelso School District is committed to providing high quality education to all students. As a public school system, we serve a diverse student body. We value diversity of race/ethnicity, gender, ability, and socio-economic status. The committee will use guiding principles to evaluate boundary options and ensure the task and goals of the committee are met.

Timeline

- a. September 9, 2019, 4 p.m. – Joint Board and BRC Workshop
- b. September – December 2020 – Committee Plan Development
- c. February 2019 – Initial Plan Presented to School Board
- d. February/March 2020 – Public Review and Comment Period and Hearing
- e. March 2020 – Board Action on Boundary Adjustments
- f. School Openings –
 - i. Wallace – Mid-year 2020
 - ii. Lexington – August 2021
- g. Enrollment Notification and Registrations, Fall – Spring 2020/21
- h. Boundary changes take effect Fall 2021

Guiding Principles

- (a) Potential impacts, both positive and negative, of any proposed boundary adjustments will be carefully evaluated.
- (b) The process for making recommendations for boundary adjustments should allow families and the school system to plan and prepare for implementation of the proposed changes.
- (c) Boundary adjustment should be implemented after appropriate input and discussions with affected parties and careful consideration of alternative solutions. It is our desire to minimize the impact of boundary changes to the least number of students as possible.
- (d) It is important to ensure students are able to attend schools located within a close proximity to their own neighborhood as much as possible.
- (e) Boundary adjustments should be made in the context of longer term solutions. Short term solutions not addressing long term issues should be avoided.
- (f) Transportation efficiency and effectiveness should be maintained to ensure a student's time on a bus or in a car is limited – and time at home and at school is maximized. School enrollments should be balanced by utilizing existing school capacities, with the understanding that future growth may need to be considered in boundary selections.
- (g) Natural or manmade barriers to safe and efficient routes should be taken into consideration. This applies to pedestrian walkways as well as vehicular transportation. Safe walking routes for all schools should be maintained.
- (h) Feeder school continuity is an important consideration. Student continuity from elementary school to middle school should be prioritized.
- (i) The District recognizes that a plan to allow students impacted by boundary adjustments to remain at their current school of choice is of importance.

Work Accomplished by DDP

for Kelso SD

- Set-up GIS Data layers
- Researched any new housing projects/plans
- Incorporated new residential development
- Analyzed relevant area demographic data
- Developed 5-year student forecast
- Provided a Demographic Study with a variety of maps, charts, findings and analysis

Summary (Main Issues)

- Overall, the District is expected to see growth at 6-12 grades for the next five years: -84 K-5 (-3.7%), +186 6-8 (+15.7%) and +198 9-12 (+13.0%)
- Current Beacon Hill ES area could see the most growth (+55). The Barnes and Rose Valley ES areas show very slight increases over the next five years, while the Carrolls (-21 K-5), Wallace (-32 K-5), Butler Acres (-36 K-5) and Caitlin ES (-55 K-5) areas should see the most declines.
- Both middle school areas show growth over next five years. The Coweeman MS area +83 6-8 students and Huntington MS's area could grow +103 6-8.
- By 2021, the District could have 1,577 resident 9-12 students (+197) + Out-of-District students (138 9-12 OD in 2018).

The Kelso School District (KSD, or the District) has requested Davis Demographics & Planning, Inc. (DDP) to assist in preparing a District-wide enrollment forecast based upon student residence. The projected student enrollments generated by DDP cover a five-year period that are based upon the actual Fall 2016 student enrollment figures. The projections conducted by DDP were calculated at the smallest level possible, the Study Area. The KSD has been broken up into 100 individual "study areas." No study area straddles two District attendance areas. Therefore, the projected number of students in each of the District's current attendance areas are derived by the simple addition of all of the study areas that comprise that particular region. The District-wide projections is the summary of all 100 study areas. The concept of running projections at the "study area" level is ideal for a school district that plans on re-adjusting its current attendance areas. This then gives the District the ability to determine a variety of new attendance area scenarios and know approximately what the future number of students will be living in the proposed areas.

A variety of factors go into the calculation of the “study area” projections. These components include the following: (1) examining the current and planned residential development over the next seven years; (2) calculating Student Yield Factors to apply to this new development; (3) determining birth factors for this District area; and (4) calculating Mobility Factors, which examine the in/out migration of students within existing housing units (this factor, for example, takes the “resale” of units into account).

Fall 2018/2019 K-5 (Elementary School) Attendance Matrix
 "Open Enrollment" Patterns

SCHOOL OF RESIDENCE (BASED ON CURRENT ATTENDANCE AREAS)	Attendance Area	K-5 Students	SCHOOL OF ATTENDANCE							Transfer Out Rates
			Barnes Elementary	Beacon Hill Elementary	Butler Acres Elementary	Carrolls Elementary	Catlin Elementary	Rose Valley Elementary	Wallace Elementary	
	Barnes Elementary	310	283	4	13	0	1	1	8	8.7%
	Beacon Hill Elementary	482	6	456	7	2	10	0	1	5.4%
	Butler Acres Elementary	374	4	2	354	4	3	0	7	5.3%
	Carrolls Elementary	116	1	0	3	112	0	0	0	3.4%
	Catlin Elementary	382	21	33	9	2	310	0	7	18.8%
	Rose Valley Elementary	153	2	0	2	3	0	146	0	4.6%
	Wallace Elementary	364	24	1	9	0	11	0	319	12.4%
	K-5 Sub-Totals:	2,181	341	496	397	123	335	147	342	
	Out of District:	114	30	15	18	16	22	2	11	
	Unmatched:	0	0	0	0	0	0	0	0	
	K-5 Totals:	2,295	371	511	415	139	357	149	353	
		+82	+13	+8	+16	-3	+55	+17	-24	
	# Enrolled, But Not Living in Attendance Area:	315	88	55	61	27	47	3	34	
	Open Enrollment %:	14.4%	25.8%	11.1%	15.4%	22.0%	14.0%	2.0%	9.9%	
	District-wide									

Per request from the District, the above data includes Special Education students.

28 = Large grouping of students attending a school outside of their assigned area.

27.0% = Transfer In or Out rates greater than 20%.

Fall 2018/2019 6-8 (Middle School) Attendance Matrix

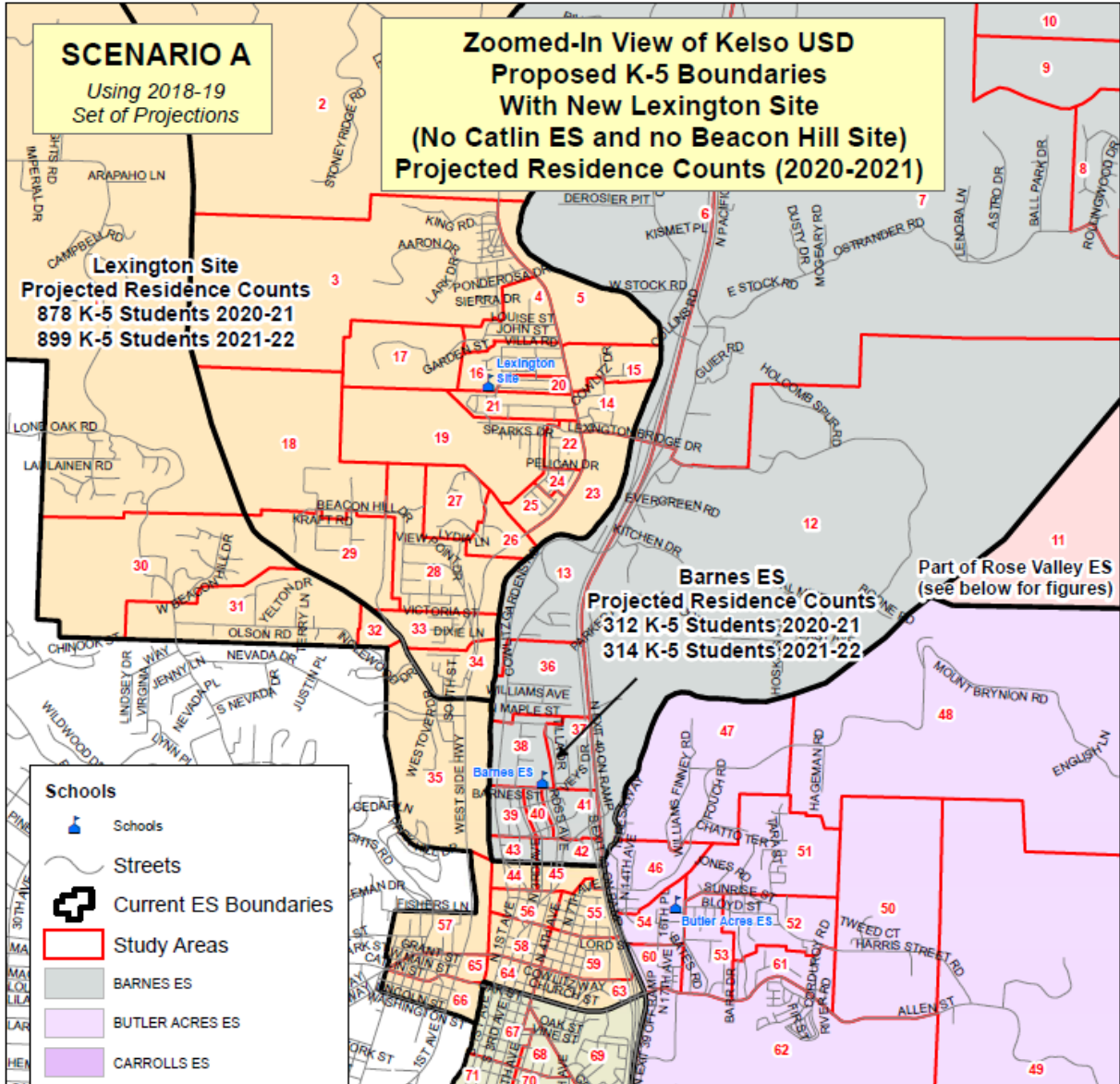
"Open Enrollment" Patterns

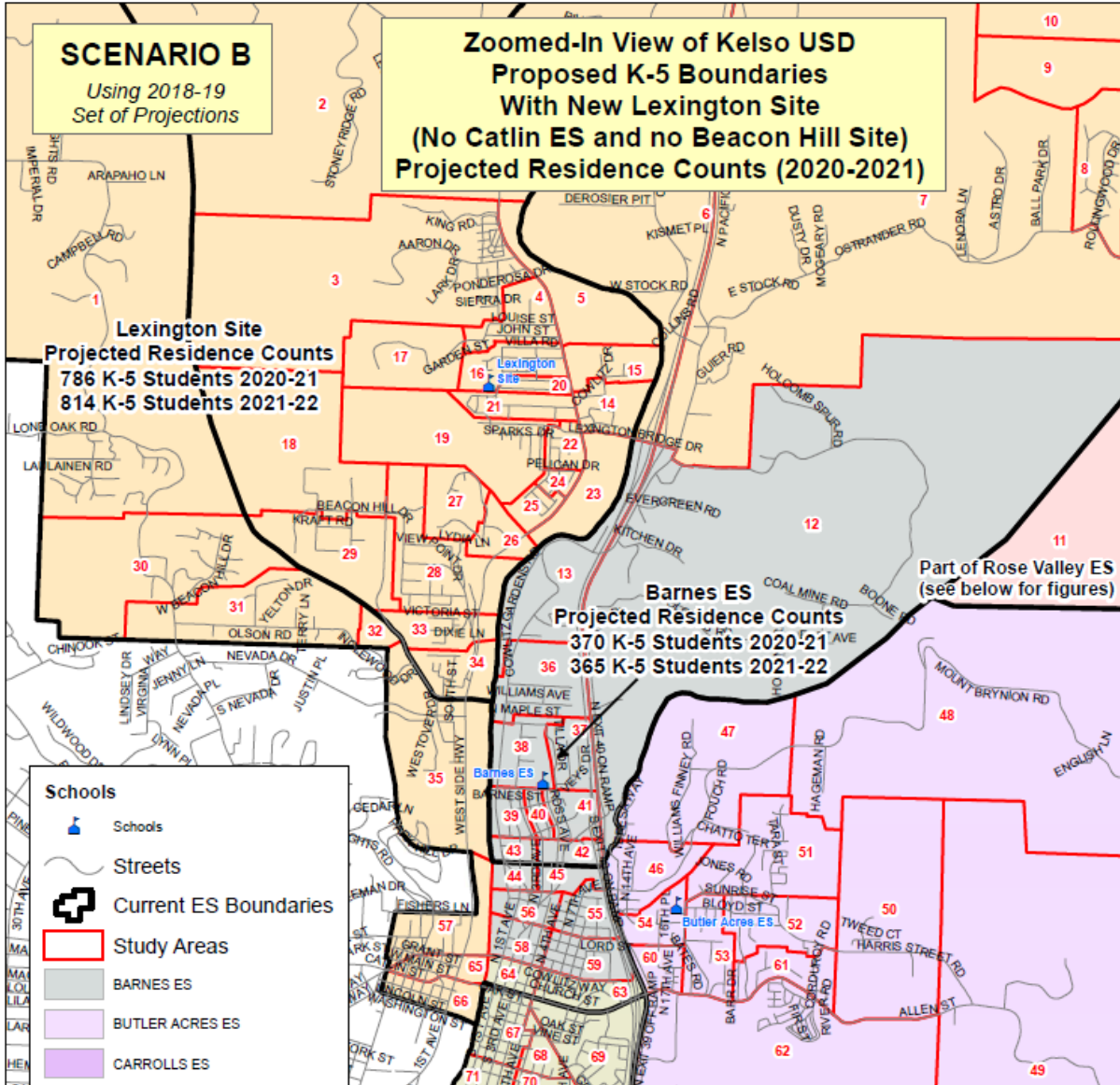
SCHOOL OF RESIDENCE (BASED ON CURRENT ATTENDANCE AREAS)	SCHOOL OF ATTENDANCE					Transfer Out Rates	
	Attendance Area	6-8 Students	Coweeman Middle School	Huntington Middle School	Kelso High School		Virtual Academy
	Coweeman Middle School	524	506	17	1	0	3.4%
	Huntington Middle School	605	49	556	0	0	8.1%
	6-8 Sub Totals:	1,129	555	573	1	0	
	Out of District:	57	32	24	1	0	
	Unmatched:	0	0	0	0	0	
	6-8 Totals:	1,186	587	597	2	0	
	# Enrolled, Not Living in Attendance Area:	122	81	41	--	--	
	Open Enrollment %:	10.8%	14.6%	7.2%	n/a	n/a	
	District-wide						

Per request from the district, the above data includes Special Education students.

35 = Large grouping of students attending a school outside of their assigned area.

 = Transfer In or Out rates greater than 22%.





Adjourn 5:28

X _____

President

X _____

Secretary