

**SCHOOL BOARD MEETING
KENNEWICK SCHOOL DISTRICT NO. 17**

Meeting Date:	Wednesday, May 11, 2022
Time:	5:30 p.m.
Location:	District Administration Building
Remote Viewing Access:	https://bit.ly/38UQHOU
Remote Public Comment Sign Up Form:	https://bit.ly/3dn9dyk
Interpretación al español estará disponible.	

REVISED AGENDA

Note: *There will be a special pre-Board Meeting performance by the Park Middle School Drumline from 5:20 – 5:30 p.m. outside the Administration Building.*

1. **Call to Order – 5:30 PM** **MICHAEL CONNORS**
2. **Pledge of Allegiance**
3. **Special Recognition**
 - A. Park Middle School Drumline
 - B. Certificated Employees
4. **Communications from Parents, Staff, and District Residents**
5. **Consent Items**
 - A. Minutes of School Board Meeting April 13, 2022
 - B. Personnel Actions – Certificated, Classified, and Extracurricular
 - C. Out of Endorsement Teacher Plans 2021-22
 - D. Resolution No. 13, 2021-2022: Delegating Authority to WIAA 2022-23
 - E. Resolution No. 14, 2021-2022: Accept Value Engineering Report for Ridge View Elementary Replacement Project
 - F. Resolution No. 15, 2021-2022: Accept Ridge View Elementary Replacement Project Constructability Review
 - G. 2021-22 Certificated Contract Holders Returning for 2022-23
 - H. Curriculum Adoption:
 - ***Creative Writer’s Handbook, textbook.*** Authors, Philip K. Jason, and Allan B. Lefcowitz, published by Person. This material will be used in 12th grade Creative Writing Classes at Kamiakin High School.
 - ***Write Now, Right Now, Digital Program.*** Authors, Darlene McPherson, and Terry Hoit published by Write Now, Right Now. This material will be used in K-5th grade Writing Classes at Hawthorne Elementary.

6. Superintendent/Board Member Report

7. Reports and Discussions

Goal Focus: The district is innovative, proactive, and accountable

Goal Focus: All students are safe, known and valued

A. 2022–2023 Preliminary Budget

**VIC ROBERTS
DR. TRACI PIERCE**

B. K-12 Annual Student Goal Report

**JACK ANDERSON
ROB PHILLIPS**

8. Unfinished Business

None

9. New Business

A. World Language Adoption

MATT SCOTT

B. Policy No. 2335 INSTRUCTION: Health, Family Life, and
Sex Education, First Reading

MATT SCOTT

C. Policy No. 2170 INSTRUCTION: AIDS Prevention Education,
First Reading

MATT SCOTT

D. Policy No. 4410 COMMUNITY RELATIONS: School Resource Officer,
First Reading

DR. TRACI PIERCE

10. Next Meeting Agenda

A. 2022-23 Preliminary Budget

B. K-12 Student growth & proficiency targets (reading and math)

C. Online Programs - ALE

D. Comprehensive Sexual Health Education Adoption

E. Social Emotional Learning (SEL) Policy

11. Executive Session (Approximately 30 minutes)

A. Per RCW 42.30.110 (1) (i) Legal Issue.

12. Other Business as Authorized by Law

13. Adjourn

KENNEWICK SCHOOL DISTRICT NO. 17

DR. TRACI PIERCE

SECRETARY OF THE BOARD

KENNEWICK SCHOOL DISTRICT NO. 17
SCHOOL BOARD MEETING
ADMINISTRATION BUILDING
April 13, 2022

M I N U T E S

MEMBERS PRESENT

Board Members: Michael Connors, President of the Board; Ron Mabry, Vice President of the Board; Diane Sundvik, Legislative Representative of the Board; Micah Valentine, Board Member; Gabe Galbraith, Board Member; Zachary Glenn, Student Representative to the Board; and Dr. Traci Pierce, Superintendent and Secretary of the Board.

Cabinet Members: Dr. Doug Christensen, Associate Superintendent of Human Resources; Matt Scott, Assistant Superintendent of Curriculum, Assessment and Professional Development; Jack Anderson, Assistant Superintendent of Secondary Education; Rob Phillips, Assistant Superintendent of Elementary Education; Vic Roberts, Executive Director of Business Operations; Robyn Chastain, Executive Director of Communications and Public Relations.

Other Guest(s): Attorney Mick McFarland, Attorney (Zoom)
Bronson Brown, District Legal Counsel

CABINET MEMBERS ABSENT

Ron Cone, Executive Director of Information Technology, Excused

CALL TO ORDER

President Michael Connors called the meeting to order at 5:30 p.m. and led the Pledge of Allegiance with approximately 88 online and in-person staff and guests in attendance.

COMMUNICATIONS FROM PARENTS, STAFF, AND RESIDENTS

Linda Stephenson, 257 Jenna, commented on the KSD Math Team and thanked Board members who attended the Math Is Cool competition. She shared the need for more KSD math teachers to coach teams and asked about the possibility of giving stipends to encourage teachers to take on the extra responsibility of leading a team. Ms. Stephenson added that she would be willing to set up training for the teachers.

Genevieve Parker, 8521 W. 9th Ave, shared that she is a junior at Kamiakin High School and has been a part of Math Is Cool for seven years, helping to coach the Amon Creek Elementary team for three years. She stated she would like to see more students have the opportunity to participate in a math club.

Brendan Dunlap, 12904 Cottonwood Creek Blvd, Junior at Kamiakin High School, commented on competing in Math is Cool for the last eight years. He shared that he is currently a Math Club Coach at Cottonwood Elementary School and hopes the opportunity can be extended to more students in the future.

Jackson Toponce, 512 N. Young Street, 5th grader at Amon Creek Elementary, commented on being a part of the math club and hopes there will be a math club in the middle school.

Tamara Parker, 8521 W. 9th Ave., commented on Math Is Cool and the difference it has made in her two daughters' lives. Ms. Perkins added that both her daughters now tutor math, and she encouraged the Board to take advantage of Linda Stephenson's offer to train teachers.

Tina Gregory, 5208 W. 10th, commented on COVID-19, lockdowns, vaccines, immoral indoctrination, and sin. Ms. Gregory thanked the Board for doing a great job.

CONSENT ITEMS

Motion by Diane Sundvik to approve the consent items as presented.

Seconded by Ron Mabry.

Roll call vote:	Mr. Connors	Yes
	Mr. Mabry	Yes
	Ms. Sundvik	Yes
	Mr. Valentine	Yes
	Mr. Galbraith	Yes

Motion carried 5-0.

The consent items were as follows:

- Minutes of Regular Board Meeting March 23, 2022
- Personnel Actions – Certificated, Classified, and Extracurricular
- Out of Endorsement Teacher Plans 2021-22
- Payroll and Vouchers Ending March 31, 2022
- Resolution No. 12, 2021-2022: Declaring Surplus Real Property
- Curriculum Adoption:
 - ***The Other Side of the Sky***, novel. Author, Farah Ahmed with Tamim Ansary, published by Simon and Schuster. This material will be used in 7th grade General Education and Honors ELA Classes at Highlands Middle School.

SUPERINTENDENT/BOARD MEMBER REPORT

Superintendent Dr. Traci Pierce reported that the State Board of Health voted not to require Washington's students to be vaccinated against COVID-19 for school attendance next fall. Dr. Pierce reminded the Board members that there would be one more levy open house tomorrow night and that election day is the 26th.

Student Representative to the Board, Zachary Glenn, reported that he attended the Superintendent's Student Advisory Council and shared some of the topics discussed in the

meeting; COVID-19 updates, dress code, and better communication regarding Tri-Tech Skills Center and Running Start programs.

Gabe Galbraith reported that he attended the first Levy Open House, where there was one community member. Mr. Galbraith thanked Dr. Pierce and staff for putting the levy open houses together. He encouraged the community to attend the levy open house tomorrow.

Micah Valentine reported that he attended last night's Levy Open House, and he encouraged the community to attend and thanked all the staff who showed up to answer questions.

Board Member Diane Sundvik reported that she attended the Washington Dept. of Health COVID briefing (TVW), WSSDA Nominating Committee meeting, Tri-Cities Racial Equity and Social Justice Coalition monthly meeting, and KSD EP&O levy presentation.

Ron Mabry reported that he attended the National School Board Association Conference and shared items of concern: cost of living, school funding, electric school buses, student involvement, and free meals for all students.

REPORTS AND DISCUSSIONS

2022-2023 Preliminary Budget

Executive Director of Business Operations Vic Roberts presented the General Fund projected revenue changes for 2021-22. He reported Basic Ed revenue changes, preliminary staff cost changes, General Fund projected deficit, and ESSER. He shared the General Fund budget outlook for the 2022-23 school year through 2027-28, along with the 2022-23 preliminary budget self-insured fund and Capital Projects Fund. Mr. Roberts presented a timeline for Board consideration and final budget approval at the June 17 Board meeting.

Annual Staff / Human Resources Update

Dr. Doug Christensen, Associate Superintendent of Human Resources, presented the annual staff survey data, current staff statistics, recruiting and hiring efforts, substitute teacher data, staff support and recognition, and professional growth, support, and evaluation efforts.

UNFINISHED BUSINESS

Policy No. 3143 STUDENTS: Notification and Dissemination of Information about Student Offenses and Notification of Threats of Violence or Harm, Second Reading

Dr. Pierce presented the policy and explained that it specified notifications required by law.

Motion by Diane Sundvik to approve Policy No. 3143 STUDENTS: Notification and Dissemination of Information about Student Offenses and Notification of Threats of Violence or Harm for second reading.

Seconded by Micah Valentine.

Roll call vote:	Mr. Connors	Yes
	Mr. Mabry	Yes
	Ms. Sundvik	Yes
	Mr. Valentine	Yes
	Mr. Galbraith	Yes

Motion carried 5-0.

Policy / Procedure No. 1431 BOARD OF DIRECTORS: Public Participation, First Reading

Dr. Pierce presented updates to the policy and procedure.

Motion by Gabe Galbraith to approve Policy and Procedure No. 1431 BOARD OF DIRECTORS: Public Participation for first and second reading.

Seconded by Diane Sundvik.

Roll call vote:	Mr. Connors	Yes
	Mr. Mabry	Yes
	Ms. Sundvik	Yes
	Mr. Valentine	Yes
	Mr. Galbraith	Yes

Motion carried 5-0.

NEW BUSINESS

Anti-Vaping Lawsuit

Superintendent Dr. Pierce presented background information and an overview regarding a lawsuit against the e-cigarette/vaping company Juul and its major investor, Altria. School districts seek to hold Juul accountable for costs school districts have incurred or will incur to prevent, intervene, and educate about nicotine use and addiction due to vaping.

Motion by Ron Mabry to accept the recommendation to authorize the superintendent to work with the Stevens Clay law firm to have the district join the pending vaping lawsuit against Juul and Altria, the successor to Philip Morris.

Seconded by Diane Sundvik.

Roll call vote:	Mr. Connors	Yes
	Mr. Mabry	Yes
	Ms. Sundvik	Yes
	Mr. Valentine	Yes
	Mr. Galbraith	Yes

Motion carried 5-0.

Policy No. 3550 STUDENTS: Interscholastic Athletics, First Reading

Assistant Superintendent of Secondary Education Jack Anderson presented additional language to this policy related to Esports.

Motion by Ron Mabry to accept Policy No. 3550 STUDENTS: Interscholastic Athletics for first and second reading.

Seconded by Diane Sundvik.

Roll call vote:	Mr. Connors	Yes
	Mr. Mabry	Yes
	Ms. Sundvik	Yes
	Mr. Valentine	Yes
	Mr. Galbraith	Yes

Motion carried 5-0.

NEXT MEETING AGENDA

The Board reviewed items for the next meeting agenda:

- A. 2022-23 Preliminary Budget
- B. K-12 Attendance & Discipline Rates
- C. K-12 Student Survey Data
- D. World Language Adoption

EXECUTIVE SESSION

President Michael Connors announced an end to the business portion of the meeting at 7:37 p.m. and moved the Board into an executive session per RCW 42.30.110 (1) (i) to discuss a legal issue AT 7:47 p.m. for approximately 30 minutes. Mr. Connors noted that no further formal action would be taken. At 8:17 p.m. Mr. Connors extended the executive session for an additional 15 minutes.

OTHER BUSINESS AS AUTHORIZED BY LAW.

Mr. Connors reconvened the regular session of the Board at 8:32 p.m. There being no further business, the Board adjourned at 8:32 p.m.

RECORDING SECRETARY

PRESIDENT OF THE BOARD

SECRETARY OF THE BOARD

Approved: May 11, 2022

CERTIFICATED PERSONNEL

ELECTIONS, LEAVES OF ABSENCE, TRANSFERS AND TERMINATIONS

Exhibit A: Lists new employment contracts, requests for leaves of absence, and terminations which have occurred for certificated employees since the last meeting of the Board of Directors.

DATE: May 11, 2022

EXHIBIT A

	<i>Name</i>	<i>School</i>	<i>Position</i>	<i>Justification</i>	<i>FTE</i>	<i>Date</i>
NEW POSITIONS	Jackie Cone	TBD	TBD - K-5 Dual Language	Program Need	1.0	2022-23
	Erika Hartoonian	TBD	Speech Language Pathologist	Program Need	1.0	2022-23
	Jamie Steelman	TBD	Special Education TBD	Program Need	1.0	2022-23
	Michael Coleman	TBD	Special Education TBD	Program Need	1.0	2022-23
	Nancy Otte	Amon Creek	Counselor	Program Need	.50 NON	2022-23
	Kriten Campbell	Special Services	TBD - Spec Educ.	Program Need	1.0	2022-23
REHIRE	Paul Osborne	SrHS	Teacher - HS	Crider's resignation	1.0	2022-23
REPLACEMENT	Alexia Waggle	Park MS	Asst. Principal	Cummings' resignation	1.0	2022-23
	Corey Williams	Legacy	Principal	Osborne's resignation	1.0	2022-23
	Monica Neri	Highlands MS	Teacher - MS	Large's retirement	1.0	Contingent on Certification
	Richard Wells	SrHS	Asst. Principal/A.D.	Wood's resignation	1.0	2022-23
	Abby Pierce	Special Services	Psychologist	Calvert's resignation	1.0	Contingent on Certification
	Rhonda Pratt	Admin Center	Dir of Secondary Ed	Anderson's retirement	1.0	July 1, 2022
	Stacy Estes	KeHS	Assistant Principal	Littrell's move	1.0	July 1, 2022
	Paige Contreras	Edison	Teacher - Elem	Bisson's move	1.0	2022-23
LEAVE OF ABSENCE	Vanessa Lancaster	Cascade	Teacher - Elem	Requesting personal leave of absence.	1.0	Eff. 4/1 through 6/15
LEAVE OF ABSENCE	Tracie Vertz	Vista	Teacher - Elem	Parker's LOA	1.0 Non	2022-23
REPLACEMENT	Nancy Otte	Washington	Counselor	Dammarell's loa (2nd)	.50 NON	2022-23
RETIREMENTS	Mark Loosveldt	Chinook	Teacher - MS		1.0	8/15/2022
RESIGNATIONS	Shannon Hokanson	KaHS	Teacher -HS		1.0	6/30/2022
	Jessie Kurtz	KaHS	Teacher - HS		1.0	6/15/2022
	Matthew T Johnson	SrHS	Teacher - HS		1.0	6/15/2022
	Tony Langdon	Lincoln	Principal		1.0	6/30/2022

**CERTIFICATED PERSONNEL
ELECTIONS, LEAVES OF ABSENCE, TRANSFERS AND TERMINATIONS**

IN DISTRICT TRANSFERS	Duane Franks	Special Services	Psychologist		1.0	6/15/2022
	Molly Hamaker-Teals	SrHS	Principal		1.0	6/30/2022
	David McCartney	KeHS	Teacher - HS	Resigning .40 of 1.0 position	1.0 to .60	6/15/2022
	Raini Bisson	Edison	Teacher - Elem	Beck's retirement	1.0	2022-23
	Lisa Steinman	Amistad to Cascade	Teacher - Elem Sp Svcs to Elem	Brawdy's move/resignation	1.0	2022-23
	Jason Martin	Chinook to C View	Teacher - MS Spec Svcs to Elem Spec Svcs	Heisey's move	1.0	2022-23
	Amy Biglin	DHMS	Teacher- MS	Blizard's retirement	1.0	2022-23
	Alyssa St. Hilaire	Fed Progs to Curriculum	Director to Asst. Supt.	Scott's move	1.0	July 1, 2022
	Jordan Pies	Highlands MS	Teacher to Asst. Principal	Naccarato's retirement	1.0	July 1, 2022
	Jessica Skinner	Sunset View	Teacher - Elem	Hawks' retirement	1.0	2022-23
	Jared Bailey	HHHMS to SSV	Teacher - MS to Elem	Watson's resignation	1.0	2022-23
	Andrew Daves	Park MS to KeHS	Teacher MS Spec Svcs to HS Spec Svcs	Taylor-Julian's retirement	1.0	2022-23
	Erica Williams	Cascade to KeHS	Teacher Elem Spec Svcs to HS Spec Svcs	Program Need	1.0	2022-23
	Somer Wood	R View to S Crest	Teacher Elem Spec Svcs	Larson's move	1.0	2022-23
	Alejandra Ochoa-Rivas	Amistad	Teacher - Elem	Davis' resignation	1.0	2022-23
	Meghan Paeschke	S Crest to Amistad	Teacher - Elem	Russell's resignation	1.0	2022-23
	Marina Trevino	Amistad	Teacher - Elem	Butterfield's resignation	1.0	2022-23
	Abigail Bennett Carterby	Lincoln to C View	Teacher - Elem Sp Svcs	Chiesa's resignation	1.0	2022-23
	Alexandra Bennett	HHHMS	Teacher - MS Sp Svcs	Boneck's move	1.0	2022-23
	Taylor Mearns	Westgate	Teacher - Elem Ed	Cornell's move	1.0	2022-23
	Angel Romero Olivera	KaHS to Delta HS	Teacher - HS	Program Need	1.0	2022-23
	Mary Zoladz	A Creek to Chinook	Teacher - Elem Sp Svcs to MS Sp Svcs	Martin's move	1.0	2022-23
	David Isley	Wa to HHHMS	Teacher - Elem to MS	Haan's resignation	1.0	2022-23

CERTIFICATED PERSONNEL
ELECTIONS, LEAVES OF ABSENCE, TRANSFERS AND TERMINATIONS

	Bailey Stiles Sieler	Ridge View	Teacher to Librarian	Duncan's retirement	1.0	1/4/2023
--	----------------------	------------	----------------------	---------------------	-----	----------

CLASSIFIED PERSONNEL

ELECTIONS, LEAVES OF ABSENCE AND TERMINATIONS

EXHIBIT B: Lists new employment personnel actions and terminations for classified employees that have occurred since the last meeting of the Board of Directors

DATE: May 11, 2022

EXHIBIT B

	<i>Name</i>	<i>School</i>	<i>Position</i>	<i>Justification</i>	<i>Hours</i>	<i>Date</i>
NEW POSITIONS	Megan Brown	Sage Crest	Para/SS/LifeSkills	Program Need	6.5	4/20/2022
	Victoria Prather	Special Services	Intervention Para	Program Need	6.5	4/21/2022
	Heather Berg	Sunset View	Para/SS/Resource Room	Program Need	6.0	5/9/2022
REPLACEMENT	Isabel Bartley	Kamiakin	Para/FP/ELL/ESL	Replaces Setphanie Cervantes	6.0	4/25/2022
	Thanida Whitmore	Desert Hills	Cook	Replaces Evelyn Flores	6.0	4/19/2022
	James Soule	Kennewick	Para/FP/LAP	Replaces Lauren Dunnell	6.0	5/3/2022
	Jessica Garcia	Sunset View	Para/SS/Tier II Autism	Replaces Jocelyn LaBat	6.0	5/10/2022
	Lisandra Farias	Eastgate	Para/FP/BE/Bilingual	Replaces Karely Jaime	6.5	5/23/2022
	Shelby Wright	Transportation	Bus Driver		4.92	4/11/2022
	Lacey Boles	Transportation	Bus Attendant		4.25	4/19/2022
	Lucas Morris	Transportation	Bus Driver		4.92	5/4/2022
	Mohammad Sulaiman	Chinook	Para/SS/LifeSkills	Replaces Heather Blackketter	6.5	5/5/2022
	Jacob Pomerence	Transportation	Bus Driver		4.92	5/4/2022
	Robyn Gillespie	Cottonwood	Elementary Lead Cook	Replaces Brooklyn Lewis	6.00	5/3/2022
	Sherry Putnam	Ridge View	Cook	Replaces Jessica Andrews	3.00	5/26/2022
	Tina Bouvier	Transportation	Bus Driver		4.67	4/27/2022
	Khozima Almohamed	ECEAP	Para/ECEAP	Replaces Ana Frias	7.5	4/28/2022
	Lesley Arriaga	ECEAP	Para/ECEAP	Date correction	7.5	5/2/2022
REHIRE						
RESIGNATION	Alan Hernandez	Desert Hills	Kitchen Manager		6.75	4/29/2022
	Candace Croft	K-12	Temporary COVID Support Personnel		6.0	4/27/2022
	McKenzie Kennedy	Westgate	Para/FP/LAP		6.0	4/28/2022
	Lori Hall	Hawthorne	Para/FP/LAP/BE		6.0	8/31/2022
	Cristina Magana	ECEAP	Para/ECEAP		7.5	5/11/2022
	Rene Konzek	Hawthorne	Para/FP/LAP/Bilingual		6.25	8/31/2022
	Jill Brock	Hawthorne	Para/FP/LAP/BE		6.0	8/31/2022

**CLASSIFIED PERSONNEL
ELECTIONS, LEAVES OF ABSENCE AND TERMINATIONS**

RESIGNATION CONT.	Jennifer Jones	Highlands	Intervention Para		6.5	4/28/2022
	Stephanie Quiroz	K-12	Temporary COVID Support Personnel		6.0	5/13/2022
	Dayra Carreon	Southridge	Cook		6.0	5/13/2022
	Denisha Leon	K-12	Temporary COVID Support Personnel		6.0	5/13/2022
	Karina Bedolla	Southridge	Lead Cook		6.5	5/9/2022
	Josias Cuevas	Park	Para/FP/BE/Bilingual		7.3	5/11/2022
	Ashley Willoughby	Lincoln	Para/SS/Autism		6.5	5/13/2022
	Krystal Ostapow	Southridge	Discipline/Attendance Secretary		8.0	5/6/2022
	Selena Perry	Amon Creek	Library Secretary		6.0	5/13/2022
	Jacqueline Cone	Curriculum	Curriculum Secretary	To teach	8.0	6/15/2022
LEAVE OF ABSENCE	Kimberly Vinyard	Kennewick	Para/SS/LifeSkills	Until 8/31/22	6.5	4/20/2022
RESIGNED FROM LOA	Katie Suittonu	N/A	Para		N/A	4/15/2022
	Chantal Mejia	N/A	Para	To sub teach	N/A	4/25/2022
	Cathi Steiner	Transportation	Bus Attendant		N/A	5/6/2022
	Freddy Martinez	N/A	Para	To sub teach	N/A	4/21/2022
LAYOFF						
RETIREMENT	Donna Hingle	Transportation	Bus Driver		6.8	4/29/2022
	Kerry Dickman	Transportation	Bus Driver		5.0	4/27/2022
	Rich Hoyle	Transportation	Mechanic Shop Foreman		8.0	8/31/2022
	Jill Thaelke	Kamiakin	Counseling Secretary		8.0	6/30/2022
	Dennis Babcock	Transportation	Bus Driver		4.92	4/30/2022
	Julie Klinginsmith	Southridge	Para/SS/Resource Room		6.0	8/31/2022
	Teresa Doppelmayr	Kennewick	Para/FP/LAP		7.0	7/31/2022
RETURN FROM LOA						
TERMINATION						

Exhibit C: Lists new employment contracts and terminations that have occurred for supplemental contracts since the last meeting of the Board of Directors.
BOARD MEETING DATE: Wednesday, May 11, 2022

[illegible]

LEAVE OF ABSENCE	NAME	SCHOOL	POSITION	COMMENTS	DATE
					2022-2023 Sc Yr
					2022-2023 Sc Yr
					2022-2023 Sc Yr
RESIGNATIONS	NAME	SCHOOL	POSITION	COMMENTS	
	Leilani Moody	KENNEWICK HS	Assistant Volleyball	Resigned	2022-2023 Sc Yr
	Elizabeth Ridley	Kennewick HS	Assistant Volleyball	Resigned	2022-2023 Sc Yr
	Giana Marquardt	Kennewick HS	Head Girls X-Country	Resigned	2022-2023 Sc Yr
	KieOsha Winchester	Kennewick HS	Asst Girls Soccer	Resigned	2022-2023 Sc Yr
	Krystal Ostapow	Southridge HS	Asst Cheer	Resigned	2022-2023 Sc Yr
	Jeremy Holbrook	Kennewick HS	Asst Bowling	Resigned	2022-2023 Sc Yr
	Krvstal Ostapow	Southridge HS	Asst Cheer	Resigned	2022-2023 Sc Yr



DOUG CHRISTENSEN- ASSISTANT SUPERINTENDENT- HUMAN RESOURCES

1000 W. 4TH AVE. • KENNEWICK, WA 99336-5601

P: (509) 222-5010 • F: (509) 222-5051

doug.christensen@ksd.org

To: School Board Members

From: Doug Christensen 

CC Traci Pierce, Superintendent

Date: May 11, 2022

Re: Out of Endorsement Teacher Plans (2021-22)

OSPI requires that school districts keep support plans on file for teachers who may be teaching one or more classes outside of their endorsement area(s). WAC 181-82-110 states that these plans must be approved by the school board.

This memo serves as the approval request to the School Board for the current Out of Endorsement plans of Support that have been developed between the teachers and their principals. The Human Resources Department has also signed off and approved all plans.

If you would like to see the support plans that are current for teachers in the District, they can be found on the School Board Page of the KSD Staff Intranet by clicking on the link below and searching under the title of "Out of Endorsement Plans":

<http://education.ksd.org/SchoolBoard/Pages/default.aspx>

RECOMMENDATION: Approve the Out of Endorsement Plans of Support developed by the KSD via principals and teachers.

Board Approved May 11, 2022

[illegible]

SCHOOL BOARD RESOLUTION

Electronic form available at: wiaa.com/resolution.aspx

Return by the second Friday in June annually.

School District Type (select one): ☒ Public ☐ Private ☐ Charter ☐ Tribal

School District Name: Kennewick School District #17 Resolution # (optional): 13 Date: May 11, 2022

By action of the 1976 Legislature, each School District Board of Directors may delegate control, supervision, and regulation of any extracurricular activity to the WIAA and compensate such entity for services provided.

The local **SCHOOL BOARD PRESIDENT** and **SUPERINTENDENT** must sign this resolution form to indicate that the School Board has approved the Public School District's or Private School's membership with the Washington Interscholastic Activities Association (WIAA) and as members, these schools will follow the WIAA Rules and Regulations.

DELEGATING AUTHORITY TO WIAA

WHEREAS Chapter 32, Laws of 1975-76, 2nd Ex. Sess. grants authority to each school district board of directors to control, supervise and regulate the conduct of interschool athletic activities and other interschool extracurricular activities of an athletic, cultural, social, or recreational nature for students in the district.

WHEREAS Chapter 32, Laws of 1975-76, 2nd Ex. Sess. authorizes school district boards of directors to delegate control, supervision and regulation of any of the aforesaid activities to any voluntary, nonprofit entity and to compensate any such entity for services provided subject to the satisfaction of certain conditions and approval by the State Board of Education.

WHEREAS the Washington Interscholastic Activities Association is a voluntary, nonprofit entity which has satisfied the conditions, expressly set forth in Chapter 32, Laws of 1975-76, 2nd Ex. Sess. and has further been approved by the State Board of Education in action taken on August 17, 1977.

WHEREAS the board of directors of directors of the following School District or School being otherwise fully informed of the rules and regulations of the Washington Interscholastic Activities Association as approved by the State Board of Education and recognizing that said rules and regulations provide for private sponsorship of post-season tournaments for extracurricular activities by WIAA, consent to abide by such rules and regulations.

NOW THEREFORE, the board of directors of the following School District or School hereby delegates to the Washington Interscholastic Activities Association the authority to control, supervise and regulate interschool activities consistent with the rules and regulations of WIAA. The Board of Directors retains the right to establish eligibility standards that meet or exceed the rules and regulations of WIAA.

INTERSCHOLASTIC OFFICIALS L&I COVERAGE STATEWIDE & MEMBERSHIP BILLING

Beginning July 1, 1988, interscholastic sports officials were covered by Washington State Labor and Industries via a common rate and payment system that eliminated game-by-game calculations and record keeping by school and/or district business offices. WIAA will guarantee payment of L&I premiums for WOA registered officials for all interscholastic activities under WIAA's jurisdiction and will assess WIAA member schools based on tiered billing rates at the same time service fees are billed. Officials L&I coverage is only in effect for activities in which registered WOA officials officiate, and which are authorized and offered by School Board approval and listed on the school's WIAA membership form.

Member schools will be billed in August according to the Membership Fee Structure outlined in the handbook of the upcoming school year. Labor and Industries (L&I) fees will be included on the bills sent out to each member school at that time. Per Rule 3.6.4: Member school service and Labor and Industries fees are due November 1. Schools that fail to submit service and L & I fees by December 1 will be excluded from participation in regular season contests and culminating events until fees are remitted and be assessed a \$100.00 late fee.

By signing below the School District Superintendent/Head of School, School Board President (for Public School Districts), and school board members agree to the information above for the public school district or private school listed above, on or before the date listed above.

Superintendent/Head of School: Dr. Traci Pierce Signature: _____

School Board President (if applicable): Michael Connors Signature: _____

School Board Members (list WIAA Contact as first school board member):

1. Michael Connors Signature: _____

2. Ron Mabry Signature: _____

3. Diane Sundvik Signature: _____

4. Gabe Galbraith Signature: _____

5. Micah Valentine Signature: _____



Kennewick School District #17, 1000 West Fourth Avenue, Kennewick, WA 99336

**Resolution No. 14
2021 - 2022**

**ACCEPT VALUE ENGINEERING REPORT
FOR RIDGE VIEW ELEMENTARY**

WHEREAS Kennewick School District No. 17 plans to build Ridge View Elementary Replacement Project: and

WHEREAS, a Value Engineering Report has been prepared by Sazan Environmental Services; and

WHEREAS, the Value Engineering Report has been reviewed by District representatives,

NOW, THEREFORE, BE IT RESOLVED by the Board of Directors of Kennewick School District No. 17, Benton County, Washington, that the Value Engineering Report recommendations be approved, with exceptions as noted on the attached implementation form.

Dated on this 12th day of May 2022.

Attest: _____
Secretary, Board of Directors

President, Board of Directors

Vice President, Board of Directors

Member, Board of Directors

Member, Board of Directors

Member, Board of Directors

Owner Implementation Matrix

Response: November 2021

Function - Idea No.	Creative Idea	VE Team Recommendation Amount
------------------------	---------------	-------------------------------------

Architectural

A-1	Rotate the building counterclockwise to increase play areas.	40000
A-2	Use straight walls at classroom wings and use materials for architectural articulation.	-305000
A-3	Reduce quantity of CMU veneer at classroom wing.	-13000
A-4	Add a wall and door to the reception area for a secure entry.	10000
A-5	Extend a "T" from the main restroom to improve visual privacy.	3000
A-6	Add skylights to Gym/Cafeteria.	48000
A-7	Use fiber cement in lieu of perforated metal at exterior soffits.	-17000
A-8	Use fiberglass windows ILO aluminum.	-81000
A-9	Use vinyl windows ILO aluminum.	-165000
A-10	Use lifetime asphalt shingle roof with solar clips ILO standing seam metal roof.	-82000
A-11	Eliminate Computer Room.	-248000
A-12	Add a double door to the central stairwell in the classroom wing.	8000
A-13	Use rubber flooring ILO terrazzo finish at the stairs.	-85000
A-14	Add a third stop to the elevator for mechanical mezzanine access.	50000

Civil

C-1	Reduce depth of infiltration.	2000
C-3	Pump the stormwater and raise the elevation of infiltration.	98000
C-4	Add an oversized sidewalk from the bus drop-off to the Kitchen delivery door for a shorter travel distance.	3000
C-5	Use rubber chips or pea gravel or bark ILO poured rubber at playgrounds.	-197000
C-6	Restore playfield ILO new.	-184000
C-7	Make all exterior lighting dark-sky compliant.	16000

Owner Implementation	Owner Accepted Amount	Comments
-------------------------	-----------------------------	----------

Accept	40000	Design will rotate building orientation.
Reject	-	KSD prefers to keep layout with small refinements.
Modify	-	Exterior elevation materials will be refined as design progresses.
Modify	10000	Security vestibule and admin entry will be refined with KSD input.
Modify	1000	Sight lines into restroom will be addressed.
Accept	48000	Design will add skylights.
Reject	-	Fiber cement wall finished is not desired.
Reject	-	Aluminum is preferred.
Reject	-	Aluminum is preferred.
Reject	-	Metal roof is preferred.
Reject	-	KSD desires dedicated computer lab.
Reject	-	Open stairwell is preferred.
Modify	-18000	Design team will explore alternate stair finishes with KSD. Terrazzo preferred at public stairs.
Reject	-	With roof slopes, elevation penthouse would be required for head clearances.

Modify	1500	Design team will evaluate overall depth as engineering progresses.
Modify	28000	Design team will evaluate overall depth as engineering progresses.
Modify	3000	Design team will explore site refinement with KSD.
Reject	-	KSD desires poured in-place fall protection.
Reject	-	Grading will force new playfield elevation and new irrigation.
Accept	16000	Lighting will comply with code.

Owner Implementation Matrix

Response: November 2021

Function - Idea No.	Creative Idea	VE Team Recommendation Amount
C-8	Add a covered play area.	337000
C-9	Consolidate play areas (i.e., combine Grades 2/3 and Grades 4/5) to reduce costs.	-66000
C-10	Add motion sensors to exterior lights.	14000
CM-1	Submit the Notice of Intent for the NPDES permit by the Owner and Civil Designer so the Contractor can begin work immediately.	-
CM-2	Add a unit cost for boulder removal.	-
CM-3	Add a unit cost for on-site soil screening.	-

Owner Implementation	Owner Accepted Amount	Comments
Reject	-	Covered play area not desired.
Reject	-	(3) play areas/zones is desired.
Reject	-	Motion sensors not desired for exterior light application.
Accept	-	Yes, Owner/Design team will file NOI and then transfer to contractor.
Modify	-	Design team to investigate further.
Modify	-	Design team to investigate further.

Electrical

E-1	Centralize locations of electrical rooms to save feeder runs.	-30000
E-2	Use inverters in lieu of emergency battery packs within fixtures for emergency egress lighting	-19000
E-3	Add mass notification for security.	14000
E-4	Add more CCTV.	32000
E-5	Bid alternative for adding solar panels to readily prepped conduit.	355000
E-6	Add EV charging.	35000

Modify	-22000	Design team will refine through design and centralize where possible.
Reject	-	Inverter use is not desired.
Reject	-	KSD nonfiction will be used er district standards.
Modify	16000	Additional CCTV locations will be reviewed with KSD.
Modify	20000	Panels will be prepped for future solar accommodations. We will investigate as possible bid alternate.
Modify	10000	At minimum, infrastructure for future charging station will be provided.

Mechanical

M-1	Use single water heater ILO of three water heaters located in boiler room with tempering valve to serve Kitchen and classrooms.	-6000
M-2	Use a 2-pipe change over system in lieu of 4-pipe.	-188000
M-3	Use lighter and smaller DOAS and AHUs.	-74000
M-4	Utilize baseline occupancy sensor to setback temperatures while room is unoccupied.	15000
M-5	Submeter the after-hours spaces (west end of building) separate from the academic wing.	19000

Reject	-	Current layout is preferred.
Reject	-	4-pipe system is preferred.
Modify	-16000	Design team will investigate system performance as design progresses.
Reject	-	Additional level of occupancy sensor controls not desired.
Reject	-	Additional metering is not desired.

Owner Implementation Matrix

Response: November 2021

Function - Idea No.	Creative Idea	VE Team Recommendation Amount
M-6	Consider PEX piping throughout building rather than copper.	-35000
M-7	Use press fittings ILO soldering every joint.	-18000
M-8	Add demand controlled CO2 functions on all fan coils.	31000

Structural

S-1	Optimize columns and foundations.	-88000
S-2	Use standard structural steel sections ILO open-web steel joist for roof framing.	82000
S-3	Increase concrete floor thickness at classroom wing and reduce steel at Level 2.	-98000
S-4	Reduce the height of the Gym and Multipurpose Room from 29' to 27'.	-67000
S-5	Delete DK4 floor system and use DK5 floor system in mezzanine (Ref Dwg S2.01)	-8000
S-6	Consider BRBF to improve lateral performance.	368000

Value Engineering Opinions for Consideration	-\$494,000
---	-------------------

Owner Implementation	Owner Accepted Amount	Comments
Modify	-8000	Design team will review PEX option with KSD and consider for smaller diameter lines.
Accept	-8000	Press fitting will be allowed at contractor's option.
Reject	-	Additional CO2 controls not desired.

Accept	-50000	Column and footing sizes will be down sized as the the structural loads allow.
Modify	80000	Use of structural steel will be explored by the design team.
Modify	-	Level 2 floor assembly will be reviewed by design team. Further investigation needed.
Reject	-	Height as shown is preferred.
Modify	-	Current floor system is desired. Further investigation needed.
Reject	-	No desire to use proprietary braced frame systems.

-\$122,000	Total Owner Accepted Cost Avoidance
\$273,500	Total Owner Accepted Cost Addition
\$395,500	Total Owner Accepted Value



November 24, 2021

Ryan Jones, Capital Projects Manager
Kennewick School District
1000 W. Fourth Avenue
Kennewick, WA 99336

Re: Ridge View Elementary School
Value Engineering Implementation Response

Dear Ryan,

The design team has reviewed the Value Engineering study -- including the forty-six specific proposal items regarding coordination and value improvements derived by the Sazan professional team. The study process and value engineering overview were productive and stimulated further conversations with the design team and school district.

The study resulted in five proposals being accepted as presented by the value engineering team, eighteen proposals to be modified as proposed, and the remaining proposals being rejected or are being studied further. We estimate that the accepted proposals equate to an added value of roughly \$46,000 and that modified proposal items will provide a construction cost savings ranging from \$18,000 to \$28,000—once investigated and refined. The presentation of proposals and dialogue process has and will continue to allow for the efficient implementation of the value engineering team's recommendations towards Ridge View Elementary School.

Thank you for your time and effort in this matter. The school district's input and participation in the process is in part the reason for a successful conclusion to this analysis study. We trust that this proposed implementation plan will be acceptable, so that we might proceed with work on construction documents. We recommend accepting the attached implementation plan document. If you have any questions, or would like to meet to discuss this further, please do not hesitate to contact me.

Sincerely,

Brandon Wilm, AIA
Principal

Enclosure: Ridge View VE Implementation (3 pages)

Accepted by:

Ryan Jones, Capital Projects Manager
Kennewick School District

PULLMAN, WASHINGTON
KENNEWICK, WASHINGTON
SPOKANE, WASHINGTON
MERIDIAN, IDAHO
ONTARIO, OREGON

DESIGN WEST
ARCHITECTS, P.A.

830 N COLUMBIA CNTR BLVD
SUITE E
KENNEWICK, WA 99336
TEL. 509-783-2244
www.designwestpa.com



Kennewick School District #17, 1000 W. Fourth Avenue, Kennewick, WA 99336-5601

**Resolution No. 15
2021 - 2022**

**RIDGE VIEW ELEMENTARY REPLACEMENT PROJECT
CONSTRUCTABILITY REVIEW ACCEPTANCE**

WHEREAS Kennewick School District No. 17 plans to replace Ridge View Elementary: and

WHEREAS, a Constructability Review Report has been prepared by Sazan Environmental Services;
and

WHEREAS, the Constructability Review report has been reviewed by District representatives,

NOW, THEREFORE, BE IT RESOLVED by the Kennewick School District No. 17 Board of Directors that the Constructability Review Report and recommendations for Ridge View Elementary be accepted.

ADOPTED by the Board of Directors of Kennewick School District No. 17, Benton County, Washington.

Dated on this 12 day of May 2022.

Attest: _____
Secretary, Board of Directors

President, Board of Directors

Vice President, Board of Directors

Member, Board of Directors

Member, Board of Directors

Member, Board of Directors

Constructability Review Report



Ridge View Elementary School

Kennewick School District
7001 W 13th Avenue
Kennewick, WA 99338

March 2022

SÄZÄN
Environmental Services

600 Stewart Street, Suite 1600
Seattle, Washington 98101
(206) 267-1700 / (206) 267-1701 fax

www.sazan.com/ses



March 31, 2022

Ryan Jones
Capital Projects Manager
Kennewick School District
1000 W Fourth Avenue
Kennewick, WA 99336

Re: Ridge View Elementary School
Constructability Review Report

Dear Ryan:

Transmitted herewith is an electronic copy of the Final Constructability Review Report for the Ridge View Elementary School project for your records and distribution to the project team. The redlined plan drawings PDF and MS Excel matrices of the specifications and general/key comments have been previously submitted.

Thank you for your assistance in supporting and coordinating the Constructability Review. Should you have any questions please telephone me at 206.390.6840.

Sincerely,
Säzän Environmental Services



Steven Paget, CVS, LEED BD+C
Principal



Content

Summary Report

1.0 Introduction	1
2.0 Documents Reviewed	1
3.0 Review Scope and Objectives	1
4.0 Study Team	2
5.0 Project Description	2
6.0 Key Findings and Recommendations	3

Appendices

Drawings Comment Matrices

7.1 KSD RVES Drawings Comments Volume 1	9
7.2 KSD RVES Drawings Comments Volume 2	25

Specifications Comment Matrices

8.1 Civil, Landscape Specifications Comments	33
8.2 Architectural Specifications Comments	35
8.3 Structural Specifications Comments	43
8.4 Mechanical, Plumbing Specifications Comments	45
8.5 Electrical Specifications Comments	47

Redline Drawings

KSD RVES Constructability Review Set Volume 1– Redlines.....	PDF provided separately
KSD RVES Constructability Review Set Volume 2 – Redlines.....	PDF provided separately

1.0 Introduction

A Constructability Review (CR) Study was conducted on construction documents for the Ridge View Elementary School project. The review occurred between March 7 – 14, 2022. The client is Kennewick School District (KSD) and Design West Architects (DWA) is the prime architect/engineer (A/E) consultant. Sazan Environmental Services (SES) is the lead consultant and facilitator of the study.

2.0 Documents Reviewed

The following plans and specifications documents were reviewed:

- Ridge View Elementary School – Constructability Review Drawings, Volume I. Documents prepared by Design West Architects, March 2, 2022.
- Ridge View Elementary School – Constructability Review Drawings, Volume II. Documents prepared by Design West Architects, March 2, 2022.
- Ridge View Elementary School – Constructability Review Specifications, Volume I, Division 00- 09. Documents prepared by Design West Architects, March 2, 2022.
- Ridge View Elementary School – Constructability Review Specifications, Volume II, Division 10-33. Documents prepared by Design West Architects, March 2, 2022.
- Ridge View Elementary School – CD Estimate. Document prepared by Thomas Consulting, February 14, 2022.

3.0 Review Scope and Objectives

The purpose of the CR review is to provide a detailed, third-party review of the construction documents prior to the completion of 100% bid documents. The review covered the civil, landscape, architectural, structural, food service, mechanical, and electrical plan and specification documents. Project phasing and construction logistics were also reviewed.

The CR team applied the perspective of construction contractors to identify design and documentation issues to improve constructability and biddability; to reduce bid addendums, requests for information (RFIs), architectural supplemental instructions (ASIs), schedule impacts, and change order requests (CORs); and to improve the quality of the construction.

The CR comments are presented as the professional observations, opinions, and recommendations of CR team members experienced in design, design-build, and construction. The team does not have the benefit of a complete knowledge of and history with the project. Therefore, it is incumbent upon the design team of record to evaluate the CR comments and apply professional judgment in responding. The matrix of CR comments includes a column for the responses of the design team adjacent to each comment identifying how each comment will be resolved.

4.0 Study Team

The CR team members were selected for technical expertise in their discipline, hands-on experience with construction and/or design-build project delivery. Each is a seasoned professional with experience in the construction type represented by the project design. The team members include:

Team lead Steven Paget, CVS, LEED AP BD+C Sazän Environmental Services
 Project coordinator Julia Stong, Sazän Environmental Services
 Architectural interior Steven Paget (SP), CVS, LEED AP BD+C, Sazän Environmental Services
 Architectural exterior Don Brubeck (DB), AIA, LEED AP, Don Brubeck Consulting
 Civil Chad Oxford (CO), PE, Oxford Consulting
 Structural Sandro Kodama (SK), PE, SE, Quantum Consulting Engineers LLC
 Mechanical Kevin David (KD), EIT, CCP, Sazän Environmental Services
 Electrical Rafe Vaughn (RV), PE, Sazän Group

The CR team is available to clarify any comments or recommendations, as needed. Each discipline comment matrix includes the name and contact information of the reviewer.

5.0 Project Description

The Ridge View Elementary School project replaces the existing school with a new facility serving a school student population of approximately 600 enrolled in kindergarten through 5th grade. The location of the new 62,552 SF multi-story elementary school is on the 9-acre site of the existing school at 7001 West 13th Avenue.

The new facility is sited in the same location as the existing elementary school in the center-west of the site requiring demolition of the existing building prior to new construction. Site work includes grading and earthwork for the facility, site paving, and play fields. Existing utility connections are reused and a new water main and fire-water loop are included. Stormwater is conveyed to pretreatment and discharged to shallow infiltration drain fields. The hard surface play and playfields are replaced with new installations.

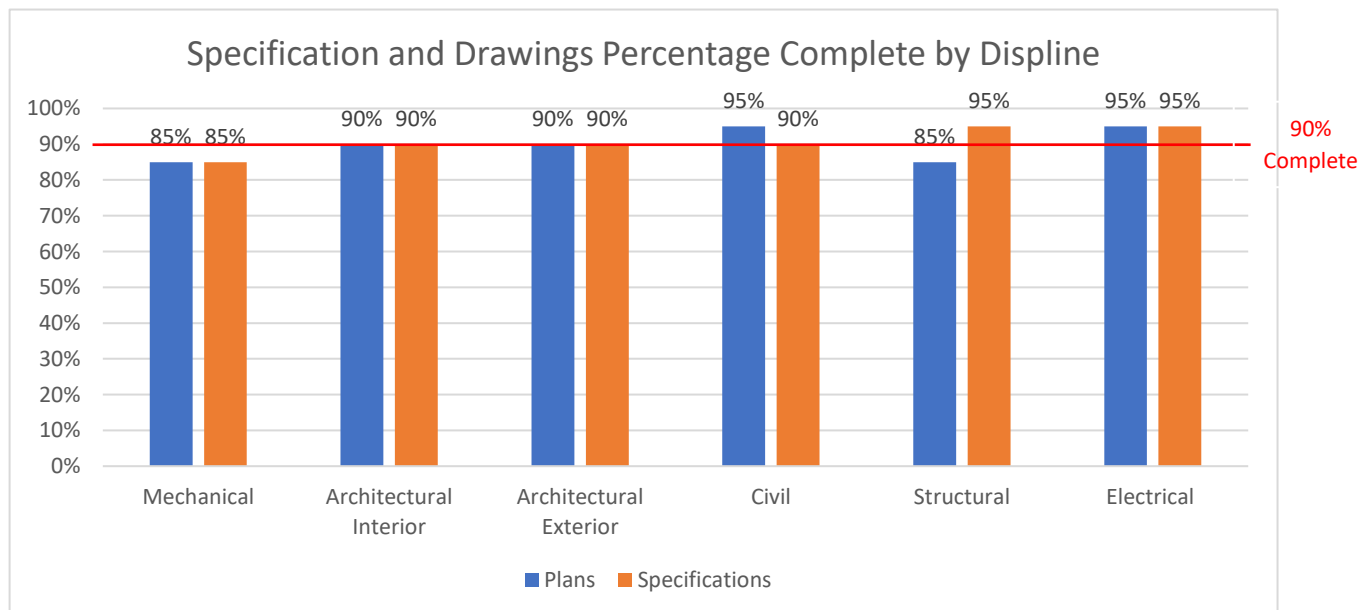
The building is Type II B steel and concrete construction with strip footings, load-bearing CMU walls at high-bay areas, structural steel frame with light gauge in-fill walls, and a combination of reinforced concrete walls and steel braced frames for lateral loading. Floor construction is steel beams with composite concrete floor decking; roof construction consists of open web steel joists and steel decking. The building enclosure consists of CMU veneer and metal panel, as well as storefront and curtainwall glazing. Roofing is standing seam metal and TPO membrane. Interior finishes are simple, durable finishes typical of an elementary school. The flooring in corridors and the commons exhibits dynamic patterns displayed in the sheet flooring. The mechanical system includes four-pipe fan coil units, DOAS ventilation, single-zone air handling units with variable frequency drives and air-side economizers, and rooftop exhaust units. The school is served by a 480Y/277V service with no back-up generator. A/V, telecom, life-safety, and security systems are typical for an elementary school. The design uses all LED lighting. The Kitchen is equipped to serve meals trucked in daily.

New construction will be designed in accordance with the 2018 International Building Code and the Washington State Energy Code (WSEC). The project is targeting 65 possible points of the Washington Sustainable Schools Protocol (WSSP) criteria. The construction schedule is planned for 18 months with commencement in June 2022, substantial completion of the building July 2023, and final completion of the building and site December 2023.

6.0 Key Findings and Recommendations

Overall, the team found the Constructability Review documents to be 90% to 95% complete with a level of completion as illustrated in the graph below. Most disciplines are in the 90% to 95% range, with Mechanical and Structural lagging behind slightly.

The majority of redline comments address minor elements of the drawings that require completion or correction. Overall, the documents are very close to being bid-ready. The team found the organization and presentation of the drawings to be clear and easy to follow and understand. There are some opportunities to improve clarity of the drawings, complete coordination, and finish detailing. Greater definition is required on expectations for what is complete at 12 months and what can be completed at 18 months. The CR team encourages the A/E team to invest the additional effort to further detail the project and address minor issues prior to bid. Further observations are outlined by discipline below.



Graph 1.0 – Specification and Drawings Percentage Complete by Discipline

Several key findings and recommendations of the team area listed below:

General

1. Plans and specifications are missing a Sequence of Work/Construction Schedule other than a very broad definition of start date and project completion. Key milestones and scope required to be

completed prior to the school year starting are not listed. Documents should clearly define that the building needs to be 100% complete with a certificate of occupancy by an established date, and what site work is required to be completed prior to the beginning of the school year. Identify when warranties begin. Consider tying liquidated damages to the start of the school year or occupancy for move-in versus working days.

2. The relatively complex floor finish plan at commons, corridors, and public spaces will require adequate time scheduled to complete the work and will limit access to spaces for other trades.
3. Potentially, long lead times and work force challenges for masonry, particularly acoustical CMU block; availability and cost of structural steel has been quickly escalating in the recent market; long lead times, or uncertain availability of numerous items from mineral wool insulation to finishes to mechanical equipment impacting cost and schedule. Consider pre-ordering and storage of select materials and equipment.
4. Electrical utility equipment availability is based on what is in stock at the utility. Lead times for ordering larger items is currently approximately 40 weeks. Recommend finalizing utility as soon as possible to give as much time as possible to coordinate with utility for equipment.

Civil and Landscape

Key Findings:

1. All Civil work is lump sum versus measurable units. Allowance for quantity of removal and replacement of soil at building footprint is identified; recommend including in bid form unit prices for additional removal and replacement of soils, utility extensions and street improvements if City requires additional work, etc.
2. Missing profiles for drainage resulting in potential utility conflicts with electrical/fiber lines shown on plans.
3. Utility contacts for utility coordination was not included in specifications. Utility coordination for 3rd Party performed work may be critical in maintaining schedule.
4. Landscaping, grading, and paving plans are well thought out and clearly dimensioned.
5. Drawings lack identification of approved haul routes – City may require a pre and post road condition survey which would need to be addressed in specs and could lead to a change order.

Architectural Exterior

Key Findings:

1. Specifications are not fully coordinated with drawings or between sections and require final editing to coordinate and delete inapplicable provisions. Specifications include many WSSP submittals for credits that the project is not attempting to meet.
2. Multiple details contain the note to field verify work that is new construction and therefore not possible to field verify, or more accurately – coordinate, until built. This can introduce scope and bidding uncertainties possibly resulting in change order requests.
3. Air barrier is undefined and conflated with the weather and vapor barriers; continuity of (assumed) air and weather barriers is incomplete at transitions and openings.
4. Discrepancies between the specifications, drawings, and energy code submittal regarding thermal

performance values of doors, windows and skylights which needs to be resolved.

5. NFPA 285 Fire test requirements for exterior wall assemblies are missing from drawings and specs. Foam plastic is not separated from building interior by thermal barrier at wall/roof intersections.
6. Plan dimensioning mixes interior portion dimension points into strings of exterior masonry dimensioning, inviting errors and making it difficult to see if plans are using masonry modules for layout.
7. At brace-frame canopy benches – construction of precast caps will be difficult and not possible to order without field measuring as-built steel, masonry, and drain line, delaying installation of the benches. The plinths will be vulnerable to leaks and eventual rusting of steel, causing masonry deterioration. Consider revising design to a concrete plinth with a cast-in-place cap, steel base plate on top for attachment of braces, and veneer masonry facing. Revise roof drainage to avoid running downspout through precast cap. Design is too complex and prone to deterioration and leaks within pier.
8. Design of wall at gridline D is unresolved – i.e., as noted in item 7 below, there are material transition and flashing issues at the parapet level; the wall is called out as an exterior wall type, yet most of the wall is interior; architectural wall section indicates a framed wall above the parapet 3rd floor level, however the structurals suggest a CMU wall and do not provide a section or details for a framed wall; the soffit rake may not be supported.
9. To simplify difficult intersection of sloped wall to horizontal coping on gridlines between 7-8 at D, consider these options:
 - a) Delete overhang of 3rd floor metal roof of mechanical attic on west side of gridline 8; raise CMU wall on gridline D to above and following the pitch of the metal roof, and butt the metal roof to the wall on gridline D. This may be simpler if the wall on gridline D is CMU full height.
 - b) Or, raise the south edge of the roof at Mechanical 228 to clear the parapet on gridline D, reducing the sloped metal roof slope (not an ideal solution).
 - c) Or, maintain elevations as shown and provide thorough details with 3D illustrations of intersection substrates, weather barriers, flashings and counterflashings to direct contractor.

Architectural Interior

Key Findings:

1. Architectural standards and organization are well developed providing clarity to the drawings.
2. Not all sheets are indexed with PDF bookmarks; some are incorrect - complete the bookmarking in the bid set to assist bidders and construction team.
3. Interior CMU wall on gridline D is shown as type N.1 exterior wall up to the gym/highbay area, and framed wall above at the attic and 3rd floor mechanical room, as noted in item 8 above. Structural shows CMU to the parapet level, but does not address framing of the 3rd floor mechanical room end wall at gridline D.
4. Curvilinear sheet vinyl flooring at commons and corridors needs layout dimensions and curve radii added to finish floor plans.
5. Interior detailing of transition between kitchen and walk-ins/storage units is not adequate (also applies to the exterior closure at the connections between the separate structures).

6. Electrical lighting and architectural RCP backgrounds do not appear to be the same. Lighting at Library, Break Rm, Entry and Corridors, Commons, Kitchen, and elsewhere are not coordinated.
7. Mechanical HVAC plan at Area A is not coordinated with architectural and lighting - e.g., conflicts with skylights, exposed ductwork layout at multipurpose room, conflicts between diffusers and lighting at kitchen, offices, etc.

Structural

Key Findings:

1. There is a significant amount of field welding required on the project. Consider modifying details to allow for bolted or shop welding to improve project schedule.
2. Composite steel beam studs and cambers are not called out on the drawings.
3. Metal deck is not specifically called out on deck plan.
4. Brace frame schedule is incomplete.
5. Confirm that fall restraint anchors are not required at the roof – nothing is shown on drawings.
6. Concrete pad is not provided for food service walk-ins/storage units.
1. Fall restraint anchor locations need to be coordinated with architectural.
2. Masonry insulation requirements need to be coordinated with the structural masonry grouting requirements to ensure that minimum insulation values are met.

Mechanical

Key Findings:

1. Verify proper fan coil unit CFM total against mechanical schedule for CFM. On M1.31, M1.32, M1.33, M4.04, fan coil CFM totals differ from mechanical schedule.
2. Coordinate with electrical on design voltage. Mechanical Schedule on M6.02 & M6.03 indicates 460V whereas Electrical Equipment schedule on E6.01 shows 480V.
3. E6.01, M1.31, and M6.03 are missing miscellaneous data like HP, OSA, CFM, GPM, Noise Level criteria, and Notes.
4. Suggest adding occupancy control on classrooms for HVAC scheduling of after-hours operation of common spaces (at Grid line A-F) which will save energy use in unoccupied classrooms.
5. Suggest adding separate electrical, water, and gas metering on west end common areas to support energy and water use monitoring tracked separately from regularly scheduled school hours.
6. Coordinate between civil and Cascade Natural Gas on depth of piping.
7. Plumbing details are incomplete on M3.03, M3.04, and M3.05.
8. Coordinate naming conventions with electrical, e.g., M6.0 and M6.03 reference sheet SSI-01, whereas electrical refers to this work as SSI-1.
9. Coordinate between electrical and mechanical on design voltage, i.e., the Mechanical Schedule on M6.03 indicates 460V, whereas the Electrical Equipment schedule on E6.01 shows 480V.

Electrical

Key Findings:

1. Pump house integrated power center details do not clearly define who is responsible for procurement and installation of associated panels, transformers, and feeders.
2. Energy metering at panelboards is not clearly defined on plans. Specification 26 24 16 section 2.6 calls for metering and details the equipment needed but does not give specifics on which panelboards require it.
3. Specifications included additional project work not clearly depicted or referenced on drawings.
4. Circuiting of mechanical equipment is not shown on plans, this may lead to errors in the field or considerable added time reviewing drawings.
5. Coordination with the utility is included, however, some of the diagrammatic routing runs under or near structural elements. Alternative routing from a different utility vault location may yield cost savings.
6. Clarify telecom point of demarcation and point of entry in MDF on electrical drawings or reference to specific telecom drawings for equipment layout coordination.
7. Available voltages and dual voltage equipment ratings is unclear across disciplines.

Comment Format

The complete review documents are included as Appendix A of the report for further review. The specification comments reference the specification section and paragraph. Each drawing comment is referenced to the applicable drawing sheet and detail. Additionally, the drawing comments include key note numbers adjacent to the sheet reference that correlates to the key note numbers on the redlined drawings. Key note numbers on the redlined drawings and matrices include the initial of the reviewer (see list of team members above for initials of each reviewer). The redlined drawing sheets are available as separate documents in Appendix B.

This page intentionally left blank.

CR Comments By: Rafe Vaughn (RV), 406.600.1373, rvaughn@sazan.com

Kevin David (KD), 360.286.5850, kdavid@sazan.com

Don Brubeck (BD), 206.963.9312 d2brubeck@gmail.com

Sandro Kodama (SK), 206.957.3907; skodama@quantumce.com

Chad Oxford (CO), chad@oxfordconsultingservices.com

Steven Paget (SP), 206.390.6840, spaget@sazan.com

A/E Response By: Brandon Wilm, 509.783.2244, bwilm@designwestwa.com (ARCHITECTURAL)

Amanda Whitehead (AW), 509.222.0959, amanda@knutzenengineering.com (CIVIL)

Bryan Cole, 509.619.7092, bcole@mackaysposito.com (LANDSCAPE)

Kyle Friederich, (208) 489-7619; kfriederich@lochsaidaho.com (STRCUTURAL)

Reference	Key Note	CR Comment	A/E Response
G1.01	1-DB	1-DB Clarify that 1-hour fire rating is not required for exterior wall assembly.	Will make correction
G1.01	2-DB	2-DB Add air barrier locations to sections on A1/G1.02	Will make correction
G1.02	1-DB	1-DB Clarify that 1-hour fire rating is not required for exterior wall assembly.	Will make correction
G1.02	2-DB	2-DB Show 1-hour walls at elevator shaft. Consider requiring 2 layers type X GWB on lid of shaft to satisfy building and elevator inspector.	Will make correction
G1.02	3-DB	3-DB This space is an attic, not an equipment platform. By IBC definition, a mechanical platform or mezzanine is contained entirely within one room and does not span across two or more rooms.	Will make correction
G1.02	4-DB	4-DB Revise to Attic Plan. Under the IBC, this building may be considered two stories plus an attic, allowing open stairways between floors.	Will make correction
G1.02	5-DB	5-DB Resolve discrepancy with structural drawings for CMU walls. Architectural drawings show insulation in more than half of CMU cores, but structural shows all cores solid grouted with no insulation.	We review with Structural
G1.02	6-DB	6-DB Revise or complete foundation and roof intersection details to include the continuity of barriers at intersections with wall assemblies.	Will make correction
G1.02	7-DB	7-DB Review details for compliance with IBC chapter 26 requirement for a thermal barrier between foam plastic insulation and interior space.	Will make correction
G1.02	8-DB	8-DB The wall sections describe the vapor barrier and the weather barrier, but are not clear about and show the air barrier. Add air barrier notes. Clarify the location especially at metal stud wall framing, where the air barrier could be designed to use the interior gypsum board layer, the WRB, or could be the exterior continuous insulation layer.	Will make correction
G1.02	9-DB	9-DB Correct the U-Factor for storefront to the NFRC full assembly value instead of the center-of-glass value. U-Factor will be significantly higher.	Will make correction
G1.02	10-D	10-DB Resolve discrepancy with 0.23 U-Factor specified for Kalwall in 08 45 23.	Will make correction
G1.02	11-D	11-DB Resolve discrepancy with 0.32 SHGC specified for curtain wall (storefront) specified in 08 80 00 and discrepancy with 0.28 SHGC specified for Kalwall in 08 45 23.	Will make correction
G1.02	12-D	12-DB Resolve discrepancy in R-values. R-30 is specified in 07 54 00. R-35 is specified in 07 61 13. U-factors will not be identical for TPO and metal assemblies. R-35 results in U-factor 0.029, exceeding maximum of WSEC table C402.1.4. Review compliance.	Will make correction
G1.02	13-D	13-DB Revise compliance method to terminology used in WSEC, e.g., prescriptive U-Factor approach, or component performance approach.	Will make correction
G1.02	14-D	14-DB Add assemblies for kitchen dry storage area, cooler and freezer walls, roof and insulated floor slab. See notes on FS drawings.	Isolated unit, not heated & cooled by building systems
G1.03	1-CO	1-CO: Add drawing or description showing sequence of work.	No Edit

Reference	Key Note	CR Comment	A/E Response
G1.03	1-SP	1-SP: add milestone dates to the phase B schedule period stipulating when the building substantial completion and CO or TCO are required (presumably some date in June 2024) to allow for occupancy and preparation prior to the beginning of the 2023 fall semester. Consider allowing punch and final commissioning between this date and start of school. Define the site work completion critical for opening of school, i.e., bus and parent loops, site paving, etc. and site work which can be completed between start of school and December final completion. As written, this schedule summary can be interpreted to mean building and site completion December 2023.	No changes to the schedule
G1.03	2-CO	2-CO: Duplicate of earthwork note No. 2 in general notes.	No Edit
G1.03	2-SP	2-SP: to effectively be able to apply liquidated damages if the building is not ready for occupancy prior to the start of the fall 2023 semester, a milestone deadline for occupancy needs to be defined in the "project schedule." Add milestone deadlines to the schedule description.	No changes to the schedule
C0.01	1-CO	1-CO: Include volumes for fill and excavation to schedule of values and remove from general notes.	We will coordinate with Design West and update plans as necessary. (AW)
C0.01	2-CO	2-CO: Add requirement that haul routes to and from site be required to be submitted and approved.	We will update the note to include this requirement. (AW)
C0.01	3-CO	3-CO: Consider allowing some existing utilities (drainage lines) to be filled and abandoned in place to save impact and cost.	This note directly paraphrases what was written in the Geotechnical Report and so we do not want to deviate from what the Geotechnical Report recommends. (AW)
C0.01	4-CO	4-CO: Consider requiring native to be tested and submitted for approval prior to use as structural fill.	In general, all fill will have to be tested and approved per the Geotechnical Report, we don't feel as though it is necessary to specifically state this. (AW)
C0.01	5-CO	5-CO: Consider deferring to standard details and specs for backfill for utilities/trenches and removing from general notes.	The Trench Backfill notes directly paraphrase what was written in the Geotechnical Report and so we do not want to deviate from what the Geotechnical Report recommends. (AW)
C0.01	5-CO	5-CO: Require mix designs to be submitted for approval prior to placement.	This is required per the specifications and outlined there. (AW)
C0.01	6-CO	6-CO: Specify which authority is to review and approve TCE's.	We will clarify this note. (AW)
C0.01	7-CO	7-CO: Consider adding street sweeping as a defined bid allowance with contractors to provide unit pricing.	We do not believe this is necessary for this project. (AW)
C0.05	1-CO	1-CO: Consider expanding laydown area to reduce costs. Include requirement that any disturbed areas be fully restored.	We will coordinate with Design West and update plans as necessary. (AW)
C0.05	2-CO	2-CO: Add perimeter or site fencing for security and safety of site. Include temp construction fencing as a bid item.	There is existing perimeter fencing on side along the west and east property lines and along the south side of the Kennewick Irrigation District Right of Way. Site fencing is proposed - refer to Landscape plans. Temp construction fencing is specified on Sheet G1.03. (AW)
C1.01	1-CO	1-CO: Verify removal of water line to property line. Typically would want to remove to main. (typ)	We have been corresponding with the City while developing these plans and they have not said that replacing the water line to the main is required, and it is our experience that COK will not require this when we are reusing the stub. When we submit the plans for permit review, they will officially notify us of any necessary revisions to our plans. (AW)
C1.01	1-DB	1-DB Coordinate salvaged items with project manual summary of work and clarify whether installed in new work or turned over to owner and not incorporated in this project.	We will coordinate with Design West and update plans as necessary. (AW)
C1.01	2-CO	2-CO: Consider leaving gravel base in place if it meets specifications for depth. (typ)	We have revised our notes to remove all gravel base and not salvage. We don't want the contractor to account for gravel base that isn't quantifiable. (AW)
C1.01	3-CO	3-CO: Duplicate of Note 2 in earthwork of general notes. (typ) Consider removing.	We will coordinate with Design West and update plans as necessary. (AW)
C1.01	4-CO	4-CO: Wheel stops not shown in new layout. Consider remove and dispose.	We will revise the note. (AW)
C1.02	1-CO	1-CO: Note 11 not found on sheet. Consider removing.	We will add Note 11 to the plans where it is needed. (AW)

Reference	Key Note	CR Comment	A/E Response
C1.02	1-DB	1-DB Coordinate salvaged items with project manual summary of work and clarify whether installed in new work or turned over to owner and not incorporated in this project.	We will coordinate with Design West and update plans as necessary. (AW)
C1.03	1-DB	1-DB Coordinate salvaged items with project manual summary of work and clarify whether installed in new work or turned over to owner and not incorporated in this project.	We will coordinate with Design West and update plans as necessary. (AW)
C2.00	1-DB	1-DB Clarify intended dimension point.	We will clarify the intended dimension point on the plans. It is the minimum distance from the property line to the closest point of the building or building overhang. The City requests to see this dimension. (AW)
C2.00	2-DB	2-DB Locate just one corner by northings and eastings. Defer to architectural masonry dimensions to locate the other corners.	We will remove the second set of coordinates. (AW)
C2.01	1-DB	1-DB Show gridlines A and 1. Dimension to gridlines to fully locate chiller and trash enclosures. Refer to Structural for additional dimensions.	We will show GL A and 1 on the plans to locate the trash enclosure. (AW)
C2.03	1-CO	1-CO: Clarify hatching or remove.	We will label the vision clearance triangle on the plans. (AW)
C3.00	1-CO	1-CO: Show elevation at corners of curb and flow lines. (typ)	Spot elevations are shown for corners of curb and flow lines on Sheets C3.01, C3.02 and C3.03. (AW)
C3.00	2-CO	2-CO: Mark max percent slopes for ADA stalls and walkways (typ)	This is noted on Sheets C3.01 and C3.02 in Key Note 5 and 4, respectively. (AW)
C3.01	1-DB	1-DB Add concrete pad for chiller if required.	The outline for the pad is currently shown however it isn't labelled. We will update our plans to call out the pad and to refer to Mechanical. (AW)
C3.01	1-SP	1-SP: Locate concrete pad for walk-ins condensing units.	The outline of the pad is currently shown as the building outline. We will update our grading plan to account for the elevation change. (AW)
C3.01	2-DB	2-DB Show pad for transformer. Coordinate with electrical. Add bollards for protection from vehicles.	We will add the transformer pad size and bollards to the plans. (AW)
C3.01	2-SP	2-SP: Consider adding bollards to protect corners of walk-ins/storage building.	Since this area will not have vehicle traffic, we do not believe that bollards are necessary. (AW)
C3.01	3-DB	3-DB Add concrete pad for split-system heat pump outdoor unit if required.	We will coordinate with Mechanical and show this unit if required. (AW)
C4.01	1-CO	1-CO Verify City has approved not replacing water line to the main. (typ)	We have been corresponding with the City while developing these plans and they have not said that replacing the water line to the main is required, and it is our experience that COK will not require this. When we submit the plans for permit review, they will officially notify us of any necessary revisions to our plans. (AW)
C4.01	1-DB	1-DB Verify that foundation drain lines are not required.	Foundation drain lines are not required per the Geotechnical Report. (AW)
C4.01	2-CO	2-CO: Verify 6" SS line is adequate for both connections and does not need to be replaced/upsized to the main.	The 6"SS line is adequate for both connections. The two outlets from the building near the main entrance are to split the main level sewer from the 2nd floor and above sewer, not because there is an increase in sewer flow. Per the plumbing code, these need to be separated and only the main level should run through the backwater valve and the 2nd floor and above sewer should not run through the backwater valve for venting purposes. (AW)
C4.01	3-CO	3-CO: Relocated Back flow preventer to City side of both connections.	Per the plumbing code, only the main level sewer should run through the backwater valve and the 2nd floor and above sewer should not run through the backwater valve for venting purposes. (AW)

Reference	Key Note	CR Comment	A/E Response
C4.02	1-CO	1-CO: Show drainage profile to verify no utility conflicts.	It is not our company standard to provide drainage profiles for school projects. We believe we can adequately detail the utility inverts, crossings and avoid conflicts on the utility plans. We do intend to add more information on our utility plans at crossing locations as well as update the plans to include the inverts for the storm lines around the building. (AW)
C4.02	1-CO	1-CO: Verify oil/water separator is not required for pollution generating surfaces.	Per our analysis of the soils and pollutant loading, pretreatment is required which the CDS unit provides. Additional treatment beyond this is not required per the SWMMEW. (AW)
C4.02	2-CO	2-CO: Verify an overflow outlet is not required.	The catch basin structures will serve as a point of overflow, any excess flow will drain south towards the depression within the Kennewick Irrigation District ROW. (AW)
C4.03	1-CO	1-CO: Show profile for all proposed utilities showing inverts at Catch basins. (typ)	It is not our company standard to provide drainage profiles for school projects. We believe we can adequately detail the utility inverts, crossings and avoid conflicts on the utility plans. We do intend to add more information on our utility plans at crossing locations as well as update the plans to include the inverts for the storm lines around the building. (AW)
L3.00	1-DB	1-DB Review pedestrian gate swing direction, maximum allowable width, hardware operation, and walkway clearance each side of gate to meet accessibility and emergency egress requirements. Typical.	4' gates will meet the egress requirements for gate widths. Shop drawings are also required for each gate and will be evaluated during the submittal review process to ensure minimum widths are met.
L3.00	2-DB	2-DB Locate rack to allow manufacturer's recommended clearance for front wheels beyond rack. Coordinate rack type with specs.	School district standard bike rack is being specified. Rack layout will be modified to ensure clearances are provided.
L3.00	2-SP	2-SP: Consider adding bollards to protect corners of walk-ins/storage building.	This will be evaluated with the owner and architect.
L3.00	3-DB	3-DB Provide dimensions to locate flag pole and floodlights. Provide flagpole base detail.	Dimensions will be added to the drawings for the flagpole and flood lights. Footing detail will be provided by the contractor as part of the flagpole submittal
L3.00	4-DB	4-DB Coordinate flag pole specifications. Two different flag pole sections are included.	As we read the specifications we do not see a second flag pole section in specification section 106516.
L3.01	1-DB	1-DB Review pedestrian gate swing direction, maximum allowable width, hardware operation, and walkway clearance each side of gate to meet accessibility and emergency egress requirements. Typical.	4' gates will meet the egress requirements for gate widths. Shop drawings are also required for each gate and will be evaluated during the submittal review process to ensure minimum widths are met.
L3.02	1-DB	1-DB Provide details for baseball backstop post footings and basketball post footing.	Manufacturer has standard specifications for footings for basketball goal and baseball backstops.
A2.01	1-DB	1-DB Provide and refer to a hazardous materials investigation report for buildings prepared per RCW 49.26.016.	Owner is working on obtain a hazardous material reports
A2.01	1-SP	1-SP: Coordinate note with note on Civil drawings regarding salvage of benches by contractor.	Will coordinate with Civil
A3.31	1-DB	1-DB Locate exterior masonry dimension strings to exterior side of wall. Do not mix interior partition dimensions with exterior wall masonry dimensioning. Coordinate masonry opening dimensions with hollow metal frame types and details.	Dimension to remain as shown
A3.31	1-SP	1-SP: Confirm N.7 wall type - G1.01 indicates 1-HR wall.	Will make correction to show wall tag for 1-hour rate
A3.31	2-DB	2-DB Dimension masonry opening.	Will make correction
A3.31	2-SP	2-SP: Correct sheet reference.	Will make correction
A3.31	3-DB	3-DB Show dimension points on jamb details and verify that dimension allows for frame width and 3/8" sealant joint each side.	Dimension to remain as shown
A3.31	3-SP	3-SP: Provide a starting dimension off some reference line for string of office walls.	Will provide dimension string

Reference	Key Note	CR Comment	A/E Response
A3.31	4-DB	4-DB Provide plan detail of masonry at angled corner.	Detail will be coordinated on site with mason and also during submittal
A3.31	4-SP	4-SP: Dimension location of casework on wall.	Dimension is noted on Interior Elevations
A3.31	5-DB	5-DB Provide plan detail of masonry at angled corner.	Detail will be coordinated on site with mason and also during submittal
A3.31	5-SP	5-SP: Identify wall type(s).	Will provide wall tags
A3.31	6-SP	6-SP: Provide wall section at gridline B.	No Edit, refer to building section A3/A5.00
A3.31	7-SP	7-SP: Confirm intent is for this to be an exterior wall type.	Confirm, CMU continues to exterior above
A3.31	8-SP	8-SP: Correct reference.	No Edit, reference are correct
A3.31	9-SP	9-SP: Define how face of cheek wall is finished and aligns with N.7F6S wall finish above.	Will provide note to field paint and align wall
A3.31	10-S	10-SP: Dimension location of casework on wall.	Noted on Interior Elevations
A3.32	1-DB	1-DB Locate exterior masonry dimension strings to exterior side of wall. Do not mix interior partition dimensions with exterior wall masonry dimensioning. Coordinate masonry opening dimensions with hollow metal frame types and details.	Dimension to remain as shown
A3.32	1-SP	1-SP: Correct section reference.	Will make correction
A3.32	2-DB	2-DB Dimension masonry opening.	Dimension to remain as shown
A3.32	2-SP	2-SP: Provide dimension between gridline and recessed wall.	Will provide dimension string to gridline
A3.33	1-SP	1-SP: Complete section reference.	No Edit
A3.33	2-SP	2-SP: Eliminate area separation line.	No Edit, reference to building below
A3.34	1-DB	1-DB Resolve wall type discrepancy with structural.	Will coordinate with Structural
A3.34	2-SP	2-SP: Eliminate area separation line.	No Edit, reference to building below
A3.41	1-SP	1-SP: Dimension layout of floor box.	No Edit, location of floor boxes will be provide during submittals
A3.41	2-SP	2-SP: Recommend adding note - to be equidistant from walls.	Will note and dimension
A3.41	3-SP	3-SP: if backstops, remove circles and lines from flooring plan, typ.	No Edit, shown for reference
A3.41	4-SP	4-SP: Dimension from stripping to wall.	No Edit, will be coordinated on site and during submittals
A3.41	5-SP	5-SP: Add SCJ line if intended.	Will make correction
A3.41	6-SP	6-SP: Dimension layout of floor box.	No Edit, location of floor boxes will be provide during submittals
A3.41	7-SP	7-SP: Show SV-6 in WASH for clarity.	Will make correction
A3.41	8-SP	8-SP: Dimension from stripping to transition.	No Edit, will be coordinated on site and during submittals
A3.41	9-SP	9-SP: Correct arrow to indicate dashed line.	No Edit, dash line refers to soffit above
A3.41	10-S	10-SP: Indicate if G7/A8.51 applies at other CMU walls at partition wall enclosure.	We will review
A3.41	11-S	11-SP: Dimension layout of floor box.	No Edit, location of floor boxes will be provide during submittals
A3.41	12-S	12-SP: Coordinate with electrical for floor outlets.	No Edit, location of floor boxes will be provide during submittals
A3.41	13-S	13-SP: Provide layout, radii, directions, and/or expectations for curvilinear pattern.	No Edit, CAD file will be provided
A3.41	14-S	14-SP: Confirm CPT-1 at stair risers.	Confirmed, CPT-1 at stair riser
A3.41	15-S	15-SP: Identify finish at stair treads/risers.	Will make correction and note
A3.41	16-S	16-SP: Identify contrast strip carpet type; dimension edge of strip from platform edge/stair nose.	No Edit, dimension on noted on floor plan
A3.41	17-S	17-SP: Indicate if G7/A8.51 applies at CMU elevator opening or CGs are to be applied.	No Edit, elevator opening will include S.S. at jamb
A3.41	18-S	18-SP: Provide layout, radii, directions, and/or expectations for curvilinear pattern.	No Edit, CAD file will be provided
A3.41	19-S	19-SP: Add SCJ line if intended.	Will make correction
A3.41	20-S	20-SP: Recommend adding note - to be equidistant from walls.	Will note and dimension
A3.41	21-S	21-SP: Add gridlines to sheet.	No Edit, Don't typical show grindlines on Finish Floor Plans
A3.41	22-S	22-SP: Label area separation line.	Will make correction and label area separation line
A3.42	1-SP	1-SP: Add gridlines and label area separation lines.	No Edit, Don't typical show grindlines on Finish Floor Plans
A3.44	1-SP	1-SP: Add gridlines and label area separation lines.	No Edit, Don't typical show grindlines on Signage Plans
A3.45	1-SP	1-SP: Add gridlines and label area separation lines.	No Edit, Don't typical show grindlines on Signage Plans
A3.45	2-SP	2-SP: Move note to floor plan.	No Edit, Will provide note in both places
A3.51	1-SP	1-SP: RCP and electrical lighting plan are not coordinated; backgrounds also appear to not match.	Will coordinate with Electrical

Reference	Key Note	CR Comment	A/E Response
A3.51	2-SP	2-SP: RCP and mechanical HVAC plan are not fully coordinated; ductwork is in line with skylights; distribution ductwork in multipurpose room are not coordinated; some diffusers and light fixtures are in conflict in offices, kitchen, etc.	Will coordinate with Mechanical
A3.51	3-SP	3-SP: Dimension layout of lighting fixtures and coordinate with electrical lighting plan.	No Edit, dimension are provide on lighting schedule
A3.51	4-SP	4-SP: Indicate if C7/A8.20 applies at these and similar soffit conditions.	Yes, detail applies to those conditions
A3.51	5-SP	5-SP: Dimension layout of skylight.	Will make correction and provide skylight dimension
A3.51	6-SP	6-SP: Dimension width of ceiling boarder soffit.	Will provide dimension
A3.51	7-SP	7-SP: Add section call out to E11/A8.51.	Will add detail call out
A3.51	8-SP	8-SP: Provide G8 detail on A8.20.	No Edit, G8 doesn't exist
A3.51	9-SP	9-SP: Reference G9/A8.51.	Will make correction and note
A3.51	10-S	10-SP: Correct detail reference.	Will make correction
A3.51	11-S	11-SP: Recommend a different detail (E11/A8.40, SIM?) as C7 doesn't fully apply.	Will make correction
A3.51	12-S	12-SP: Indicate if projector opening in ceiling requires trim or special treatment.	Trim accessories provided by manufacture
A3.51	13-S	13-SP: Note to coordinate with kitchen equipment drawings layout.	Will make correction and note
A3.51	14-S	14-SP: Provide section detail of transition from soffit header to openings to walk-ins/storage units.	Will provide detail
A3.52	1-SP	1-SP: Correct section reference.	Will make correction
A3.52	2-SP	2-SP: RCP and electrical lighting plan are not coordinated; backgrounds also appear to not match.	Will coordinate with Electrical and Mechanical
A3.53	1-SP	1-SP: RCP and electrical lighting plan are not coordinated; backgrounds also appear to not match.	Will coordinate with Electrical and Mechanical
A3.53	2-SP	2-SP: Relocate fixture if intended to be a clear zone; coordinate with lighting plan.	No Edit, Lighting fixture is refer to second floor
A3.53	3-SP	3-SP: Confirm area does not need to remain clear of all obstructions similar to ST-1 3rd floor area above.	This area is clear of any obstructions
A3.53	4-SP	4-SP: Relocate fixture out of clear zone; coordinate with lighting plan.	No Edit, Lighting fixture is refer to second floor
A3.53	5-SP	5-SP: Identify as a clear zone and all out and dimension area identified to remain clear of all obstructions noted on A5.01.	No Edit, will provide dimension and note on sheet A3.73
A3.54	1-SP	1-SP: Complete section reference.	No Edit
A3.54	2-SP	2-SP: Dimension layout of area to remain clear.	No Edit, will provide dimension and note on sheet A3.73
A3.54	3-SP	3-SP: Relocate fixture out of clear zone; coordinate with lighting plan.	Will coordinate with Electrical
A3.54	4-SP	4-SP: Relocate fixture out of clear zone; coordinate with lighting plan.	Will coordinate with Electrical
A3.54	5-SP	5-SP: Dimension layout of area to remain clear.	No Edit, will provide dimension and note on sheet A3.73
A3.60	1-DB	1-DB Show reference lines with dimension points on wall sections and details for top of steel elevations noted on this plan.	No Edit
A3.60	1-SK	1-SK Confirm fall restraint anchor requirements. If required, coordinate all locations with structural engineer.	No Edit, per specification 07 61 13
A3.60	1-SP	1-SP: Clarify location of roof access door under overhang or show as dashed line.	Will make correction and clarify
A3.60	2-DB	2-DB Consider adding 3D views of the more complex roof areas with multiple levels and slopes.	Will provide detail for clarification
A3.60	2-SP	2-SP: Correct sheet reference.	No Edit, reference is correct.
A3.60	3-DB	3-DB Show location of gutter expansion joints and review impact on downspout locations.	Will we review
A3.60	4-DB	4-DB No fall arrest / fall protection devices are indicated. Add if required.	Provided per specification 07 61 13
A3.60	5-DB	5-DB To simplify difficult intersection of sloped wall to horizontal coping on G.L. d between G.L. 7-8, consider these options: 1. Delete overhang of 3rd floor metal roof on west side of G.L. 8; raise wall on G.L. D up above metal roof, and butt the metal roof to the wall on G.L. D. This may be simpler if the wall on G.L. D is CMU full height. 2. Or, raise the south edge of the roof at Mechanical 228 to clear the parapet on G.L. D, reducing the sloped metal roof slope (not an ideal solution). 3. Or, maintain elevations and study and provide thorough details with 3D illustrations of intersection substrates, weather barriers, flashings and counterflashings to direct contractor.	Will provide detail for clarification
A3.60	6-DB	6-DB Describe roofing, roof slope, drainage at kitchen cooler and storage area. Key wall sections and details. See comments on FS drawings.	Positive roof drainage provided by manufacture
A3.71	1-DB	1-DB Note wall type. Detail wall and foundation intersection. Coordinate with structural to provide foundation, slab, underslab insulation. See comments on FS drawings.	No Edit, All panels provided by manufacture
A3.71	1-SP	1-SP: Considering adding a section through stair, cube, and ramp.	No Edit, will provide note in interior elevation
A3.71	2-DB	2-DB Dimension masonry opening.	Will make correction

Reference	Key Note	CR Comment	A/E Response
A3.71	2-SP	2-SP: Clarify if wall aligns with gridline E, and if so, adjust drafting.	Will provide clarification
A3.71	3-DB	3-DB Provide dimension to corner and coordinate with Civil dimension to property line.	Will provide clarification
A3.71	3-SP	3-SP: Indicate intent is for walls to align.	Will provide note
A3.71	4-DB	4-DB Provide plan detail.	Will provide detail for clarification
A3.71	4-SP	4-SP: Confirm intent is 4" stud depth.	Confirm, 4" stud is intended
A3.71	5-DB	5-DB Change 12" to 1'-0"	Will make correction
A3.71	5-SP	5-SP: Confirm intent is 6" stud depth.	Confirm, stud depth is correct
A3.71	6-DB	6-DB Revise to use masonry module if possible.	Will make correction
A3.71	6-SP	6-SP: Recommend pulling dimension from face of masonry wall to be consistent.	Will make correction
A3.71	7-SP	7-SP: Provide detail for wall end treatment and transition to external storage/refrigeration units; detail closure angles, air and weather barriers, sills, finish, etc., typical at all openings.	Will provide note
A3.72	1-SP	1-SP: Suggest dimensioning from other side of wall to be consistent.	No Edit, dimension to remain as shown
A3.72	2-SP	2-SP: Removable railing as designed E5/A8.S2 will not fit in opening as shown; minimum width is approximately 3'- 6" without changing design; change railing design, or consider shifting ladder to corner and extending wall on gridline 6 to edge of ladder.	The section may not be removable
A3.73	1-DB	1-DB Revise to 4'-0", on masonry module at outside corner, and 2'-6" at inside corner, to put cut blocks at inside corner.	No Edit, dimension to remain as shown
A3.73	1-SP	1-SP: The furring of the GWB to close any gap can be redundant with inverted L closure angle. Consider revising to indicate furring where gap exceeds width of closure angle, typ.	No Edit, furring channel note to remain
A3.73	2-SP	2-SP: Add line at transition and call out top of wall elevation of handrail.	Will make correction
A3.73	3-SP	3-SP: Add note.	Will provide note
A4.00	1-DB	1-DB Provide mounting heights for wall-mounted exterior light fixtures and other electrical devices except where height is indicated on electrical drawings.	Will make correction
A4.00	1-SP	1-SP: Identify louver type designation, typ.	No Edit, noted on Floor Plan
A4.00	2-DB	2-DB Provide details of mounting conditions for wall-mounted electrical devices. Clarify whether j-boxes are recessed or surface mounted at masonry. Detail sealing at penetrations of weather and air barriers.	Will coordinate with Electrical
A4.00	2-SP	2-SP: Identify louver type designation, typ.	No Edit, noted on Floor Plan
A4.00	3-DB	3-DB Clarify extent of water-repellent and anti-graffiti coating on masonry. Coordinate with specifications.	Will review with specification
A4.00	4-DB	4-DB Show food service equipment and dry storage area walls and roof with full line work. Coordinate with structural. Provide wall section. Call out one or more paint colors and coordinate with spec for paint system over this wall panel finish. See comments on FS drawings.	No changes to cooler boxes
A4.01	1-DB	1-DB Add wall sections and/or 3D views to explain this area.	No Edit
A4.01	1-SP	1-SP: Identify louver type designation, typ.	No Edit, noted on Floor Plan
A4.01	2-DB	2-DB Delete note. Provide and key details to show a design that is designed and coordinated by architect. Consider raising or lowering sloped roof to avoid intersection of fascia with coping. Show wall/roof/fascia intersections in three dimensions. See comment 5 on A3.60.	Will provide detail
A4.01	3-DB	3-DB Show saddle flashing at wall and key detail.	Will provide note
A4.01	4-DB	4-DB Resolve discrepancy in wall type with structural. CMU on structural.	Will coordinate with Structural
A4.01	5-DB	5-DB Clarify extent of water-repellent and anti-graffiti coating on masonry. Coordinate with specifications.	Will review with specification
A4.02	1-DB	1-DB Clarify vertical element against CMU and resolve discrepancies with architectural and structural plans.	Will coordinate with Structural
A4.02	1-SK	1-SK Specifically reference structural detail for member size, but do not call out structural section in architectural detail.	Will coordinate with Structural
A4.02	2-DB	2-DB Clarify that dimension is to top of precast cap.	Dimension is from Top of CMU
A4.02	2-SK	2-SK Specifically reference structural detail to aid in drawing navigation.	Will coordinate with Structural
A4.02	3-DB	3-DB Show gridlines A and 1. Relate dimensioning to gridline.	No Edit
A4.02	4-DB	4-DB Show scuppers at corners or delete reference to architectural on S2-12.	Will make correction
A4.02	5-DB	5-DB Resolve discrepancy between architectural and structural for acoustical block vs. reinforced CMU. Resolve discrepancy with specified units and inserts not suitable for exposure to rain or snow.	Will coordinate with Structural

Reference	Key Note	CR Comment	A/E Response
A4.02	6-DB	6-DB Resolve dimensioning discrepancies between architectural and structural for gate posts, columns and masonry opening.	Will coordinate with Structural
A4.02	7-DB	7-DB Laying out the foundation for these walls requires reference to Civil, Architectural, Structural. Dimensions overlap with conflicts and omissions. Consolidate to one architectural or structural plan location for all masonry dimensioning, with a start point shown on civil.	Will coordinate with Design Team
A5.00	1-DB	1-DB Draw 3D details of intersections in this area, illustrating design for weather resistance and waterproofing.	Will provide detail
A5.00	1-SP	1-SP: Remove image.	Will make correction
A5.00	2-DB	2-DB Structural shows masonry wall full height to roof. Resolve discrepancy.	Will coordinate with Structural
A5.00	3-DB	3-DB Review elevator inspector and building inspector requirements re gypsum board lid on roof structure in elevator shaft, if applicable to AHJ.	Will make correction
A5.00	4-DB	4-DB Locate ladder adjacent to hoistway door opening to be reachable. Show rail extensions above floor level.	We will review
A5.00	5-DB	5-DB Revise foundations to agree with structural sections.	Will coordinate with structural
A5.01	1-DB	1-DB Show saddle flashing at coping to wall at gridline D. Provide and key 3D detail.	No Edit, detail is called out in Roof Plan
A5.01	1-SP	1-SP: Call out and dimension this clear area on A3.53.	Will provide note
A5.10	1-DB	1-DB Verify if foundation drain line is included. Show on sections and detail if included.	No F.D required
A5.10	2-DB	2-DB Show soffit framing and panels if intended.	Will make correction
A5.10	3-DB	3-DB Dashed outline is for G5/A8.31 similar. A1/A8.30 is for gutter and downspout only. Revise.	Will make correction
A5.10	4-DB	4-DB Key a detail illustrating flashing and panel type transition.	Will provide note
A5.10	5-DB	5-DB Provide details and reference here.	No edit, similar detail is referenced
A5.10	6-DB	6-DB Provide details and reference here.	No Edit
A5.11	1-SP	1-SP: Coordinate framing of stud wall above CMU wall with structural - structural does not show wall framing above CMU top of wall. Provide structural framing section/details on structural.	Will coordinate with structural
A5.11	2-SP	2-SP: Provide section detail specific to CMU to metal siding transition - SIM detail is inadequate.	Will provide detail
A5.11	3-SP	3-SP: Support soffit rake.	No Edit, see sheet S8.02 for detail
A5.11	4-SP	4-SP: Confirm intent is for this to be an exterior wall type.	Confirm, wall tag is correct
A6.01	1-SP	1-SP: Call out glazing reference (G65?)	No Edit
A6.02	1-DB	1-DB Verify that there are no other exterior door frame type. Elevations appear to show HM frames for single doors and frames with 2" jambs. Coordinate with plan dimensions.	No Edit, dimension to remain as shown
A6.02	1-SP	1-SP: Provide a section with information re gauge of sheet metal, R value of insulation, and weather/air barrier sealing.	Will make correction
A6.02	2-DB	2-DB Verify that operable hollow metal window is intended for exterior wall. If so, key details and coordinate with specs and elevations.	No Edit, this HM type is a door assembly
A6.10	1-DB	1-DB Dimension sealant joint widths at storefront and hollow metal frames, providing 3/8" to 1/2" wide joint. Show reference lines and dimension points for coordination with plan and elevation dimensions of openings.	No Edit, Per specification 07 92 00
A6.10	2-DB	2-DB Show hems on drip edges of sheet metal flashings.	No hems flashing to be shown
A6.10	3-DB	3-DB Reconsider use of insulation inside metal framing headers. The header studs create a perfect thermal bridge around the insulation, reducing its thermal insulation value to zero.	Will make correction
A6.10	4-DB	4-DB Revise lintel angle to match structural size and location. Revise through-wall flashing for lintel. Show drainage weeps at CMU.	Will coordinate with structural
A6.10	5-DB	5-DB Delete wood blocking. Interferes with drainage.	Will make correction
A6.10	6-DB	6-DB Consider adding a compensating channel to accommodate deflection, as on G11.	Per specification
A6.10	7-DB	7-DB Dimension sealant joint. Show R.O. and M.O. lines and dimension point for nominal dimensions shown on storefront/curtainwall elevations.	No Edit, Per specification 07 92 00
A6.10	8-DB	8-DB 25 gauge stud track is not adequate support for storefront frame. Revise support.	Will make correction
A6.10	9-DB	9-DB Delete sprayed insulation. Not feasible to install, and of no value surrounded by aluminum thermal bridge.	Will make correction
A6.10	10-D	10-DB Coordinate threshold and sweep with hardware schedule. Show break from interior slab to exterior paving coordinated with foundation details.	No Edit, interior door condition
A6.10	11-D	11-DB Coordinate setback distance with jamb details.	Will make correction

Reference	Key Note	CR Comment	A/E Response
A6.10	12-D	12-DB Coordinate and resolve conflicts with 7/A6.01, A9/A8.40 and other sill details this sheet for foundation, slab, paving and expansion joint. Show bituminous damp proofing. Show under slab vapor barrier termination.	Will coordinate with other detail
A6.10	13-D	13-DB Resolve conflict between steel back plate and masonry frame anchor. If steel back plate is used, note gauge and attachment to framing. Hold back from sealant joint depth to avoid rusting.	Will make correction
A7.01	1-SP	1-SP: Remove detail from sheet.	Will make correction
A7.01	2-SP	2-SP: Call out stud gauge as noted above.	Will make correction
A7.10	1-SP	1-SP: Provide a section identifying framing, composition of top of boxed out pilaster, and elevation of top.	No Edit
A7.10	2-SP	2-SP: If electronic display, add - coordinate with electrical.	Will make correction
A7.11	1-SP	1-SP: Confirm install in face of cabinet or face of wall.	Will make correction
A7.11	2-SP	2-SP: Remove CJ from face of light fixtures, typ.	Will make correction
A7.11	3-SP	3-SP: Bring light fixture forward.	Will make correction
A7.12	1-SP	1-SP: Indicate how gap at edge of panels is trimmed out; indicate gap to be maintained above vented base.	Will make correction, and note
A7.12	2-SP	2-SP: Indicate if A1/A8.53 applies.	Will make correction
A7.12	3-SP	3-SP: Confirm install in face of cabinet or face of wall.	Will make correction
A7.13	1-SP	1-SP: Coordinate slope of lid graphic with E11/A8.20.	Will make correction, and note
A7.13	2-SP	2-SP: Confirm spec reference applies at this location.	Confirm
A7.13	3-SP	3-SP: Recommend defining finishing of top, chamfering of top edge, etc.	No Edit, noted on Interior Elevation
A7.13	4-SP	4-SP: Change "pack" to "patch."	Will make correction
A7.13	5-SP	5-SP: Remove CJ from face of ductwork, typ.	No Edit
A7.13	6-SP	6-SP: Coordinate slope of lid graphic with E11/A8.20.	Will make correction, and note
A7.14	1-SP	1-SP: Reference G9/A8.51. Coordinate size with G9.	Will make correction, and note
A7.14	2-SP	2-SP: Remove CJ from face of ductwork, typ.	No Edit
A7.14	3-SP	3-SP: Coordinate slope of lid graphic with E11/A8.20.	Will make correction, and note
A7.14	4-SP	4-SP: Remove CJ from face of light bar.	Will make correction
A7.14	5-SP	5-SP: Locate casework on wall or indicate to be centered.	Will make correction, and dimension
A7.14	6-SP	6-SP: Coordinate slope of lid graphic with E11/A8.20.	Will make correction, and note
A7.14	7-SP	7-SP: Show drinking fountain (if this is where it is located).	Will make correction
A7.15	1-SP	1-SP: Light well implies this is a skylight or roof monitor well; suggest labeling as soffit ceiling or other name.	Will make correction
A7.15	2-SP	2-SP: Dimension height.	No Edit, dimension are noted on A6.02
A7.15	2-SP	2-SP: Show wall end.	No Edit
A7.15	3-SP	3-SP: Provide reference window type - does not appear to be shown on Door & Window Types.	No Edit, noted in floor plan
A7.15	4-SP	4-SP: Add note: Equal.	Will make correction, and dimension
A7.16	1-SP	1-SP: This direction is not reasonable for bidders and is likely to result in a change order request - determine if there is or isn't a elevator jamb control bank and define biddable CMU scope.	No Edit, worked in previous projects
A7.16	2-SP	2-SP: Dimension layout or note centered or equal on wall.	No Edit
A7.16	3-SP	3-SP: Dimension layout or note centered or equal on wall.	No Edit
A7.18	1-SP	1-SP: Dimension layout or note centered or equal on CJ, typ.	No Edit
A7.18	2-SP	2-SP: Dimension layout.	No Edit
A7.18	3-SP	3-SP: Identify element.	Will make correction
A7.18	4-SP	4-SP: Suggest indicating CMU wall as shown on E3/A7.16 or pocheing differently than drafting for stair.	Will make correction
A7.18	5-SP	5-SP: Correct room number.	Will make correction
A7.19	1-SP	1-SP: Dimension layout or note centered or equal on CJ, typ.	No Edit
A7.20	1-SP	1-SP: Confirm intent to install hood controls in face of drawer or in lieu of drawer.	Confirm, intent to install hood controls in face of casework
A7.20	2-SP	2-SP: Confirm call-out is correct.	Will make correction
A7.20	3-SP	3-SP: Suggest not showing outlet in the face of the W unit.	No Edit
A7.20	4-SP	4-SP: Confirm call-out is correct.	Will make correction
A7.20	5-SP	5-SP: Dimension location from reference point.	No Edit
A7.20	6-SP	6-SP: Dimension location or note equal.	Will make correction

Reference	Key Note	CR Comment	A/E Response
A7.20	7-SP	7-SP: Dimension location or note equal.	Will make correction
A7.21	1-SP	1-SP: Dimension placement horizontally and vertically.	Will make correction
A7.21	2-SP	2-SP: Correct reference.	No Edit
A7.22	1-SP	1-SP: Dimension location.	Will make correction
A7.22	2-SP	2-SP: Dimension location.	Will make correction
A7.22	3-SP	3-SP: Confirm call-out is correct.	Will make correction
A7.22	4-SP	4-SP: Confirm call-out is correct.	Will make correction
A7.22	5-SP	5-SP: Confirm call-out is correct.	Will make correction
A7.23	1-SP	1-SP: Add a section and provide top of wall cap above finish floor.	No edit, refer to building section G1/A5.01
A8.00	1-DB	1-DB Revise to align face of wall with grid line, or 1/2 of joint width away from grid line instead of over gridline.	No Edit
A8.00	1-SP	1-SP: Consider naming with N.x naming convention for consistency with other wall types.	No Edit
A8.00	2-DB	2-DB Resolve discrepancy between architectural wall types showing partial grouting and partial insulation inserts vs structural requirements to solid grout all cells.	Insulate where possible
A8.00	3-DB	3-DB Clarify note and dimensions. If 1'-5" is exact, and stud to exterior face is 11", then the stud must be 6" and may not vary. Delete 7" typ. dimension	Will make correction
A8.00	4-DB	4-DB Verify that assembly with or without optional hat channel is tested to meet NFPA 285. Note dimensions of assembly with and without hat channel.	No Edit, same assembly
A8.00	5-DB	5-DB Delete note F.V. It is not possible to field verify for new construction. Clarify that overall is 1'-1" and stud is 6", or revise overall dimension to say that it varies.	No Edit
A8.00	6-DB	6-DB Reconcile note and drawing. Drawing shows vertical panel.	No Edit
A8.00	7-DB	7-DB Clarify what is intended by note for rake. If this is for raked mortar joints, reconcile discrepancy with specifications for tooled concave joints. Raked joints are much less weather-resistant.	Will make correction
A8.00	8-DB	8-DB Reconcile note and drawing. Drawing shows horizontal hat channels without vertical channels.	No Edit, single note represents (2) condition
A8.00	9-DB	9-DB Show assembly with specified acoustical block, or delete that product from specifications. Plans show acoustical block with inserts at chiller enclosure walls, in conflict with structural plans showing reinforced CMU, and in conflict with weather exposure limitations for this type of block.	No Edit, occurs only at chiller
A8.00	10-D	10-DB Show assembly for exterior wall enclosure at kitchen dry storage area, walk-in cooler and freezer.	Matches assembly N.4
A8.10	1-DB	1-DB Describe subgrade as on assembly S-1.	No Edit
A8.10	1-SP	1-SP: VR above and below slab will trap moisture from drying of concrete.	No Edit, in vapor retarders
A8.10	2-DB	2-DB Delete note F.V. This is the intended design elevation and is required. It is not existing, so cannot be field verified before construction.	Will make correction
A8.10	3-DB	3-DB Delete note NOM. This is the net actual dimension for specified basis of design. Keep note to verify with floor manufacturer.	Will make correction
A8.10	4-DB	4-DB Show assembly for recessed insulated slab at walk-in cooler and freezer. Coordinate with structural.	No Edit, Slab assembly is not recessed
A8.30	1-DB	1-DB R-35 (U 0.285) does not comply with WSEC table C402 1.3 or C402 1.4. Review compliance approach.	No Edit, NREC Complies
A8.30	2-DB	2-DB Delete underlayment from TPO roofing assembly.	No Edit
A8.30	3-DB	3-DB Revise to meet minimum allowable thickness/R-value required by energy code C402.2.1.	No Edit, not a heated space
A8.30	4-DB	4-DB Review for compliance with IBC chapter 26 requirement for thermal barrier between foam plastic insulation and interior space.	We will review
A8.30	5-DB	5-DB Delete spray-applied foam insulation exposed to interior. Not allowed by code without thermal barrier.	No Edit, occurs at deck perimeter
A8.30	6-DB	6-DB Revise P.T. to F.T.	Will make correction
A8.30	7-DB	7-DB Reconcile discrepancy between fixed width of nailer and varying width of CMU.	Will make correction
A8.30	8-DB	8-DB Dimension top of gutter 1" below leading edge of roofing, and show consistently on details.	No Edit
A8.30	9-DB	9-DB Revise to fastener from 07 section.	Will make correction
A8.30	10-D	10-DB Show underlayment on insulation under roof panels and self-adhered base flashing up under sheet metal flashing, sealed at top edge.	Will make correction
A8.30	11-D	11-DB Revise FROM BOTTOM to ABOVE.	Will make correction

Reference	Key Note	CR Comment	A/E Response
A8.30	12-D	12-DB Show roof membrane or self-adhered membrane strip lapping down over joint between nailer and steel tube. Show how cap is sloped. Show fastener at roof side of cap.	No Edit
A8.30	13-D	13-DB Note stud spacing. Show double top plate for ease of turning corners.	Will make correction
A8.30	14-D	14-DB Review suitability of XPS wall insulation and weather barrier sealant for use as a substrate for TPO roofing. Clarify fastening of roofing to and through wall insulation board.	We will review
A8.30	15-D	15-DB 07 61 13 specifies recessed reglets. Drawings show surface-mounted reglets, dependent upon sealant for water-tightness. Recessed will provide superior durability with less maintenance, at higher initial cost. Reconcile discrepancy.	We will review specification
A8.30	16-D	16-DB Indicate minimum height of base flashing above roof surface for weather resistance. Provide insulated curb.	Will make correction
A8.30	17-D	17-DB Show anchored and sealed termination bar to fasten top of TPO base flashing per membrane manufacturer details.	We will review
A8.30	18-D	18-DB Revise parapet wall sheathing to type specified in 07 54 00 2.5 D [DensDeck Prime].	We will review
A8.30	19-D	19-DB Revise nailer dimensions. Note that 2x lumber is 1-1/2" net. Change P.T. to F.T.	Will make correction
A8.30	20-D	20-DB Show roofing membrane over nailer and lap onto weather barrier.	No Edit
A8.31	1-DB	1-DB Note location of air barriers. Show continuity of weather barrier and vapor retarder through intersections.	We will review
A8.31	1-SP	1-SP: Provide structure to support the rake.	Will coordinate with Structural
A8.31	2-DB	2-DB Show thermal barrier to separate plastic foam insulation from building interior per IBC chapter 26. This applies to above-deck roof insulation and to spray-applied foam insulation at wall/roof decking intersection.	We will review
A8.31	3-DB	3-DB Show metal framing each side of beam flange and above beams for support of gypsum board, board insulation and batt insulation. Typical.	Will make correction
A8.31	4-DB	4-DB Resolve discrepancies between specs and code drawings for insulation R-value and resulting thickness. Then check fit of insulation into available sizes of metal framing, and check feasibility of this detail. Revise to fire-retardant-treated wood blocking or bent plate shapes in cold-formed metal framing.	No Edit, detail has been constructed multiple times will review R-Values
A8.31	5-DB	5-DB Revise note F.V. to say maximum. F.V. implies it optional. It is not.	Will make correction
A8.31	6-DB	6-DB Revise to show weather barrier on exterior side of board insulation and vapor retarder on interior side of studs.	No Edit
A8.40	1-DB	1-DB Resolve discrepancies with 04 20 00 requirements for control joint fillers and block shapes at joints.	No Edit
A8.40	2-DB	2-DB Resolve discrepancy between architectural wall types showing partial grouting and partial insulation vs structural requirements to solid grout all cells.	Will coordinate with Structural
A8.40	3-DB	3-DB Verify no change in metal framing type at transition. add control joint in gypsum board aligned with CMU control joint.	No Edit
A8.40	4-DB	4-DB Delete reference to 09 91 00. That is for field painting. These products are factory finished.	Will make correction
A8.40	5-DB	5-DB Dimension sheet metal flashing and membrane flashing heights. Add hem to sheet metal flashing. Delete sealant joint that blocks the intended rain-screen drainage.	Will make correction
A8.40	6-DB	6-DB Clarify sheet metal flashing shape and dimensions. Add end dams. Run flashing further down face of siding and over a closure strip for weather resistance. Delete sealant and backer rod at location with no access to install sealant and with nothing to hold backer rod in place.	We will review
A8.40	7-DB	7-DB Coordinate with specs. 08 45 23 is written for wall panels and does not include provisions for flashing and mounting skylights on site-built curbs.	We will coordinate
A8.40	8-DB	8-DB Note and detail 1/2 inch wide sealant joints with backer rod. Provide weep slots at bottom of piers on most protected side.	No Edit
A8.40	9-DB	9-DB Show membrane flashing on curb lapped over vapor barrier. Show top track of metal framing under 2x's.	No Edit
A8.40	10-D	10-DB At exterior sheathing, delete leader from gyp bd note. Revise sheathing to be the parapet wall sheathing type specified in 07 54 00 2.5 D [DensDeck].	Will make correction
A8.40	11-D	11-DB Revise roof drainage to avoid running downspout through precast cap. Design is too complex and prone to deterioration and leaks within pier. Not suitable for sheet metal downspout to be concealed. Conflicts with masonry, steel base plate and concrete foundation.	Will make correction, HSS will be D.S
A8.40	12-D	12-DB Show full sill extrusion profile and sealant joint. Coordinate with details on A6.10.	Will make correction

Reference	Key Note	CR Comment	A/E Response
A8.40	13-D	13-DB Not used.	
A8.40	14-D	14-DB Show under-slab vapor retarder sheet tie-in to wall vapor retarder and weather barrier.	No Edit, shown on A1/A6.02
A8.40	15-D	15-DB Delete F.V. There will be nothing to field verify.	Will make correction
A8.40	16-D	16-DB Show and note sill sealer gasket specified in 05 40 00.	Will make correction
A8.40	17-D	17-DB Revise flashing drip edge to be right side up.	Will make correction
A8.40	18-D	18-DB Delete chamfer at paving. Resolve overlaps and conflicts between 03 30 00 and 32 13 13 and between 07 92 00 and 32 13 73.	Will make correction
A8.40	19-D	19-DB Delete reinforcing notes from architectural. Refer to structural.	No Edit
A8.40	20-D	20-DB Construction of precast caps will be difficult and not possible to order without field measuring of as-built steel, masonry and drain line. The plinths will be vulnerable to leaks and eventual rusting of steel, causing masonry deterioration. Consider revising design to concrete plinth with cast in place cap with steel base plate on top and veneer masonry facing.	No Edit
A8.40	21-D	21-DB Revise to use consistent line type for weather resistant barrier membrane and line type for flexible self adhered membrane flashing tape. Distinguish between these membranes and metal flashing.	Will make correction
A8.40	22-D	22-DB Correct the veneer unit depth and air gap or delete and let wall assembly govern.	Will make correction
A8.40	23-D	23-DB Show vapor retarder sheets at roof and curb. Indicate the location of air barrier at roof/ceiling assembly and at curb, and show tie-in for continuity.	Will make correction
A8.50	1-SP	1-SP: Allow for deck structure deflection.	Will make correction
A8.51	1-DB	1-DB Show underslab vapor retarder intersection with pit wall. Indicate bituminous damp proofing on pit walls, if applicable. Clarify in specs if it is required.	Will be coordinated durring submittal
A8.51	1-SP	1-SP: Confirm if bullnose CMU is readily available.	Will coordination with Design Team
A8.51	2-DB	2-DB Detail roofing underlayment and counter-flashing for watertight condition at wall.	No Edit, refer to detail C7/A8.30
A8.51	2-SP	2-SP: Define sill height - FV is not applicable. Opening in wall will be constructed before kitchen equipment is available for field verification.	Will make correction
A8.51	3-DB	3-DB Show roof cricket.	Will make correction
A8.51	3-SP	3-SP: Identify applicable inset detail.	Will make correction
A8.51	4-DB	4-DB Show gridline.	No Edit
A8.51	4-SP	4-SP: Locate insulation in inner wall and terminate at junction with ACT soffit ceiling.	Will make correction
A8.52	1-SP	1-SP: Recommend continuing closure angle down to slab.	Will make correction
A8.52	2-SP	2-SP: Show weld embeds at underside of treads, typ.; call out weld connection/see structural.	Will make correction
A8.52	3-SP	3-SP: Redirect arrow to concrete landing.	Will make correction
A8.52	4-SP	4-SP: Provide on plan.	No Edit
A8.52	5-SP	5-SP: Call out dimension at tread nosing; refer to plan at level sections.	No Edit
A8.52	6-SP	6-SP: Change "pack" to "patch."	Will make correction
A8.52	7-SP	7-SP: Confirm section elevation of book box is correctly drafted.	Will make correction
A8.53	1-DB	1-DB Revise sheet title to include exterior details or move exterior details to another sheet.	No Edit
A8.53	1-SP	1-SP: Identify color # for stripping.	No Edit, will be coordinated during submittals
A8.53	2-DB	2-DB Revise detail to provide feasible location for installation and eventual maintenance of backer rod and sealant. Dimension sealant joint width from masonry to frame. Evaluate need for a compensating channel at head.	Will make correction
A8.53	3-DB	3-DB Show inside upturn and end dams on flashing. Hem exposed edge. Note to bed flashing in sealant.	Will make correction
A8.53	4-DB	4-DB Reconcile discrepancy with structural. Structural shows all of this masonry grouted solid.	Will coordinate with Structural
A8.54	1-DB	1-DB Detail brackets to show materials and connections to steel HSS and aluminum saddle bracket. Separate aluminum from steel to prevent galvanic corrosion.	Will make correction
A8.54	1-SP	1-SP: Identify and define closure trim.	Will make correction
A8.54	2-DB	2-DB Revise note STUD to say CMU. Add detail for weather-barrier penetration at face of board insulation.	Will make correction
S0.02	1-SK	1-SK State of Washington	Updated.
S0.03	1-SK	1-SK Coordinate masonry grouting with insulation requirements.	Noted, will review and update accordingly.

Reference	Key Note	CR Comment	A/E Response
S1.01A	1-DB	1-DB Resolve discrepancy between architectural wall types showing partial grouting and partial insulation inserts vs these requirements to solid grout all cells.	Noted, will review and update accordingly.
S1.01A	1-SK	1-SK Provide masonry bench details in coordination with architectural detail 1/A8.40	Added details per request.
S1.01A	2-SK	2-SK Provide column base plate detail.	Updated to BPL 4
S1.01A	3-SK	3-SK Reflect storage units on plan and provide a slab foundation for the storage units.	Added foundation and slab at storage units.
S1.01B	1-DB	1-DB Resolve discrepancy between architectural wall types showing partial grouting and partial insulation inserts vs these requirements to solid grout all cells.	Noted, will review and update accordingly.
S1.01B	1-SK	1-SK Verify footing requirements at column.	Extended footing for additional loading from column.
S1.02C	1-SK	1-SK Verify beam camber and headed stud requirements at all composite steel beams.	Camber and composite beams not provided in project, subsequent details not required and removed.
S1.02C	2-SK	2-SK Consider calling out key details to aid in drawing navigation.	Noted, but not a Lochsa Standard and will not incorporate.
S1.02C	2-SK	2-SK Coordinate wall material with architectural. Architectural shows wall as being a framed wall, not CMU.	Will update drawings to reflect correct condition.
S1.02C	3-SK	3-SK Consider adding a note at columns that continue up as opposed to columns that terminate at this level.	Noted, but not a Lochsa Standard and will not incorporate.
S1.03D	1-SK	1-SK Call-out steel to masonry connection at collector locations.	Detailing added as requested.
S1.03D	2-SK	2-SK Provide a note indicating that the low roof framing is shown on S1.04B	Notes added for framing clarification.
S1.04A	1-SK	1-SK Architectural section G6/A5.01 reflects a double HSS section.	Detail updated to reflect double HSS
S1.04A	1-SP	1-SP: Add similar note to coordinate location of support with owner.	Plan Note 15 and additional framing included on S1.02C.
S1.04A	2-SK	2-SK Provide operable partition support and bracing details.	Detailing updated on sheet S8.04.
S1.04A	3-SK	3-SK Provide structural detail for deck support at masonry wall.	Additional detail added for clarification.
S1.04A	4-SK	4-SK Coordinate fall restraint locations with architect.	Fall restraint not provided in architectural drawings.
S1.04A	4-SK	4-SK Verify beam camber requirements.	Camber not required at Proscenium Beam.
S1.04A	5-SK	5-SK Provide beam size and bracing/connection details. for operable partition	Reviewed and updated.
S1.04A	6-SK	6-SK Consider showing the roof framing between grids 3 & 8 to provide better coordination between the roof areas north and south of those areas.	Noted, will review and consider
S1.04A	7-SK	7-SK Update framing to match the most recent backgrounds.	Per architectural direction, steel location provided is correct.
S1.04B	1-SK	1-SK Provide section at this location. Note that the structural plan is reflecting a CMU wall while the architectural drawings depict a light framed wall. See A7/A5.11	Noted, will update accordingly.
S1.04B	2-SK	2-SK Coordinate fall restraint locations with architect.	Fall restraint not provided in architectural drawings.
S2.01	1-SK	1-SK Specify where decking occurs.	Decking type called out in both Floor and Roof Load Legends.
S2.11	1-DB	1-DB Locate ladder adjacent to hoistway door opening.	Updated accordingly.
S2.11	1-SK	1-SK Specify decking and intermediate framing in this area along with structural detailing.	Updated accordingly.
S2.12	1-DB	1-DB Correct the north arrow to agree with Civil and Arch plans.	North Arrow corrected.
S2.12	1-SK	1-SK Consider bolted connections to avoid field welding.	Noted, will update accordingly.
S2.12	2-DB	2-DB Dimension to exterior corner. Dimension using masonry module.	Dimension added.
S2.12	2-SK	2-SK Consider a bolted pole base connection in lieu of buried pipe column to avoid slab cracking around gate due to freeze thaw cycles.	Buried pipe column replaced with baseplate at gate locations.
S2.12	3-DB	3-DB Dimension angled wall and establish the angle by dimensions. Relate this construction to the building gridlines.	Dimension added.
S2.12	4-DB	4-DB Resolve discrepancy with detail. 15/S6.01 is for wall height up to six feet. This wall is eleven feet.	Under review and will update accordingly.
S2.12	5-DB	5-DB Clarify location. There is no roof shown at chiller enclosure.	Updated accordingly.
S2.13	1-DB	1-DB Field verifying before fabrication may result in unacceptable delay. Stud anchor into CMU is awkward. Consider angle embedded into CMU joints and field welded to column.	Under consideration.
S2.13	1-SK	1-SK Reference associated architectural detail to aid in drawing navigation.	Noted, but not a Lochsa Standard and will not incorporate.
S2.13	2-SK	2-SK Specifically call out masonry wall thickness.	Updated.
S2.13	3-SK	3-SK Consider using a larger column to avoid field welding cross-brace at CMU. Larger column may also eliminate the need to run HSS sections through cross members.	Under consideration.
S2.13	4-SK	4-SK Call-out base connection detail and consider sizing base detail to accommodate the cantilever column condition to avoid field welding cross-brace.	Column baseplate called on on 1/S2.13 and will review.

Reference	Key Note	CR Comment	A/E Response
S2.13	5-SK	5-SK Consider a design without field welding to allow for sign frame to be shop fabricated and painted so that it may be delivered to site and erected.	Under consideration.
S2.13	6-SK	6-SK Show precast cap and connection details as noted in architectural detail A1/A402	Detail updated per request.
S2.13	7-SK	7-SK Call out roof framing member size and spacing on plan	Plan updated to show steel and roof extents.
S2.13	7-SK	7-SK Specify CMU wall thickness. Graphically these are shown as 12" walls, but the architect is showing these walls as 8" thick CMU walls.	Updated to 8" CMU Walls
S2.14	1-SK	1-SK Note that channel flange needs to be coped to allow for bolted connection.	Detail is not used in set and removed in its entirety
S2.14	2-SK	2-SK Specify material for extension section.	Detail is not used in set and removed in its entirety
S2.14	3-SK	3-SK Coordinate bolted connection. Current configuration clashes with channel flanges and has edge distance issues.	Detail is not used in set and removed in its entirety
S3.52	1-SK	1-SK Complete all braced frame connection schedules.	In process of updating.
S3.52	2-SK	2-SK Provide a minimum of 2" clear for installation.	Detail updated accordingly.
S3.52	3-SK	3-SK Note that all brace welding shall be field welded.	Detail updated accordingly.
S3.52	4-SK	4-SK Specify if welds are to be field or shop welds.	Shop welded.
S3.52	5-SK	5-SK Consider using a field bolted connection to a "stubbed" beam section to avoid field welding of gusset plate.	Detail reviewed and updated with 3rd Party considerations.
S5.11	1-DB	1-DB Delete note polysulphide and defer to specs for type of sealant, to resolve conflict.	Detail updated.
S5.11	1-SK	1-SK Reference typical detail.	Detail updated.
S5.12	1-SK	1-SK LLH	Updated.
S5.12	2-SK	2-SK Consider splicing angle on steel plate in lieu of complete penetration butt welds.	Noted and updated.
S5.12	3-SK	3-SK Consider directly anchoring angles to the walls with cast-in-place anchors or post-installed anchors to reduce field welding that is weather dependent and requires a higher degree of coordination for installation.	Noted, but will not incorporate.
S5.12	4-SK	4-SK Coordinate anchor bolt call-out vs. headed stud call-out.	Updated accordingly.
S5.22	1-SK	1-SK Specify minimum stud length.	Detail removed in it's entirety.
S5.23	1-SK	1-SK Specify Bolt Spacing: "...A325 bolts at standard beam gage."	Noted and added/updated.
S5.23	2-SK	2-SK If this detail occurs at gym, coordinate bridging with plan callout. Plan call for HSS6x6x5/16	Detail updated and corrected.
S6.01	1-DB	1-DB Coordinate joint location with architectural A6.10 and A8.xx. Revise architectural or structural to resolve conflicts.	Updated.
S6.01	1-SK	1-SK Confirm 5" clear distance. Graphically it does not appear that 5" clear distance is typical.	Updated/Corrected.
S6.01	2-DB	2-DB Resolve discrepancy with masonry specs and architectural plans calling for SoundBlox units at chiller. Not suitable for reinforcement or for outside corners.	In process of updating.
S6.01	3-DB	3-DB Resolve discrepancy at chiller enclosure. S2.12 references this detail for eleven foot high walls.	In process of updating.
S6.02	1-DB	1-DB Reveal not shown on architectural. Resolve conflict.	Updated
S7.01	1-SK	1-SK Verify detail reference.	Updated
S7.01	2-SK	2-SK Provide connection requirements for bent plate to closure plate.	Updated
S7.01	3-SK	3-SK Verify detail reference.	Fixed.
S7.01	4-SK	4-SK Specify weld of 3/8" plate to WT.	Updated
S7.01	5-SK	5-SK Confirm weld. Appears to be intended for joist connection to HSS.	Fixed.
S7.01	6-SK	6-SK Provide connection information of HSS to beam. Consider shop welding.	Fixed.
S7.01	7-SK	7-SK Consider using longer straight bars without hooks to reduce congestion issues.	Updated
S7.01	8-SK	8-SK Coordinate CMU wall thickness, architect shows 12" thick wall.	Updated.
S7.01	9-SK	9-SK Consider sending beam out with shop welded dowels in lieu of plate and field welding dowels. Otherwise, send plate shop welded.	Noted, but detail will remain as is.
S8.01	1-DB	1-DB See comments on architectural details for coordination with above-deck roof insulation and roofing.	Reviewed and updated.
S8.01	1-SK	1-SK Consider adding a continuous rim track to ensure joist stability.	Rim track added.
S8.01	2-SK	2-SK Detail 2/S8.01 graphically depicts (2) rows of studs while 4/S8.01 depicts a single row, Coord. details.	Changed to single row orientation.
S8.01	3-SK	3-SK Specify bent plate requirements on this detail. Per 1/S8.01 bent plate is 5/16" thick. Consider using cont. 3/16" or 1/8" plate to reduce weight and maintain compatibility with light-gauge roof framing members.	Revised.
S8.01	4-SK	4-SK If structural sheathing is required, specify the sheathing and fastener requirements.	Notation fixed.
S8.01	4-SP	4-SP: Include the Construction Notes on all structural sheets.	Not a Lochsa Structural standard, will not incorporate.

Reference	Key Note	CR Comment	A/E Response
S8.01	5-SK	5-SK Correct the abbreviation to CFS. Occurs at other locations.	Fixed.
S8.01	6-SK	6-SK Specify weld connection. Note that a bolted connection is an option to reduce field welding. Horizontal slotted holes could be used to provide tolerance. Similar at bottom connection	Weld callouts updated accordingly per instruction.
S8.01	7-SK	7-SK Consider shop welding HSS sections to avoid field welding.	Weld updated to be performed in shop.
S8.02	1-SK	1-SK Consider a continuous rim track to provide added joist stability.	Track added.
S8.03	1-SK	1-SK Verify weld callout.	Weld callout updated.
S8.03	2-SK	2-SK Use a bent plate to match roof slope in lieu of angle section.	Angle updated to bent plate.
S8.03	3-SK	3-SK Confirm need for horizontal angle section. Consider top flange bearing for beam in lieu of bolts to eliminate the need for an angle.	Detail updated to removed angle.
S8.03	4-SK	4-SK Call out joist bearing depth.	Joist seat depth called out.
S8.04	1-SK	1-SK Revise detail to match the truss suppliers connection. Detail 1/S8.04 appears to be for a custom truss design.	Detail updated in its entirety.

This page intentionally left blank.

CR Comments By: Rafe Vaughn (RV), 406.600.1373, rvaughn@sazan.com

Kevin David (KD), 360.286.5850, kdavid@sazan.com

Don Brubeck (BD), 206.963.9312 d2brubeck@gmail.com

Sandro Kodama (SK), 206.957.3907; skodama@quantumce.com

Chad Oxford (CO), chad@oxfordconsultingservices.com

Steven Paget (SP), 206.390.6840, spaget@sazan.com

A/E Response By: Josh Lauderdale (MW), 509.838.9020, joshl@mwengineers.com (ELECTRICAL)

Jeremy Van Lith (MW/Escent), 509.838.9020, jeremyv@escent-ltg.com (LIGHTING)

Jesse Tarr (MW), 509.838.9020, jesset@mwengineers.com (MECHANICAL)

JT, 612.244.0682, jt@designdevelopment-llc.com (KITCHEN SERVICE)

Reference	Key Note	CR Comment	A/E Response
P3.00	1-KD	1-KD: Add all missing pipe sizes on takeoffs or reference P3.00 for further details.	Drawings will be fully annotated for the Permit Set.
P3.31	1-KD	1-KD: Coordinate with civil and Cascade Natural Gas on height of piping.	Heights will be coordinated.
P3.31	2-KD	2-KD: Verify dedicated power to heat trace. Coordinate with electrical.	Will coordinate with electrical.
P6.01	1-RV	1-RV Provide electrical information and coordinate with electrical design.	Will coordinate with electrical.
P6.01	2-RV	2-RV Provide electrical voltage, current, phase, and frequency requirements and coordinate with electrical design.	Will coordinate with electrical.
P6.02	1-RV	1-RV Provide complete electrical voltage, current, phase, and frequency requirements and coordinate with electrical design.	Will coordinate with electrical.
M0.01	1-KD	1-KD: Add emergency shut down wall switch symbol for boilers.	Will add for Permit Set.
M0.01	2-KD	2-KD: Add shelter-in-place emergency wall mounted switch symbol for principals office per control diagram on M7.02	Will add for Permit Set.
M1.31	1-KD	1-KD: Suggest showing cap or long radius 90 elbow into FC-1-44. Current connection can be confusing to sheet metal contractor as shown.	Will consider.
M1.31	2-KD	2-KD: Indicate on Mechanical Schedule OSA requirements to each FC for balancing purposes.	Will be added on the Permit Set.
M1.31	3-KD	3-KD: Match ductwork graphics so all drops are identical and show exact connection per HVAC symbols on M0.01	Will be added on the Permit Set.
M1.31	4-KD	4-KD: Add balancing dampers for TAB adjustments	Will be added on the Permit Set.
M1.31	5-KD	5-KD: Verify music room meets minimum OSA requirements.	Verified.
M1.31	6-KD	6-KD: Building Static Pressure Sensor location not shown on prints. Indicate sensor location.	Will consider adding on plan view. Sensor location covered in specifications.
M1.31	6-KD	6-KD: Should read (Typ 4).	Revised.
M1.31	7-KD	7-KD: Add emergency shut down wall switch for boilers in mechanical room at all exits per code.	Will add for Permit Set.
M1.31	8-KD	8-KD: Shelter-in-place wall mounted switch and pilot lamp not shown in principals office per M7.02.	Will add for Permit Set. Switch shown on control diagrams.
M1.31	9-KD	9-KD: Verify proper FC total against mechanical schedule for CFM. FC total differs from mechanical schedule.	Will verify on Permit Set.
M1.31	10-K	10-KD: Coordinate with structural and architectural re skylights for piping and HVAC ductwork location and joist layout to avoid conflict.	Will coordinate.
M1.32	1-KD	1-KD: Verify proper FC total against mechanical schedule for CFM. FC total differs from mechanical schedule.	Will verify on Permit Set.
M1.33	1-KD	1-KD: Indicate which units these are for clarification during installation.	Will clarify.
M1.33	2-KD	2-KD: Verify proper FC total against mechanical schedule for CFM. FC total differs from mechanical schedule.	Will verify on Permit Set.
M1.34	1-KD	1-KD: Suggest adding occupancy control on classrooms for HVAC scheduling so after hours operation of common spaces can save energy in unoccupied classrooms. (See DOAS-2 HVAC and associated TU's and FC's that can optimize energy savings by utilizing these occupancy sensors.)	Occupancy sensors were evaluated during VE.
M2.10	1-KD	1-KD: Shelter-in-place wall mounted switch and pilot lamp not shown in principals office per M7.02	Will show on Permit Set.
M2.10	2-KD	2-KD: Missing reflected ceiling plan for HVAC showing grille locations. Coordinate with architectural, electrical lighting, and fire protection	No RCPs will be provided. Ceilings will be coordinated.
M2.31	1-KD	1-KD: Shelter-in-place wall mounted switch and pilot lamp not shown in principals office per M7.02.	Will show on Permit Set.

Reference	Key Note	CR Comment	A/E Response
M2.31	2-KD	2-KD: Building Static Pressure Sensor location not shown on prints. Indicate sensor location.	Will consider adding on plan view. Sensor location covered in specifications.
M2.31	3-KD	3-KD: Check for interference with structural.	Will coordinate.
M2.34	1-KD	1-KD: Suggest adding occupancy control on classrooms for HVAC scheduling so after hours operation of common spaces can save energy in unoccupied classrooms. (See DOAS-2 HVAC and associated TU's and FC's that can optimize energy savings by utilizing these occupancy sensors.)	Occupancy sensors were evaluated during VE.
M3.01	1-KD	1-KD: Coordinate with structural for piping location and joist layout to avoid conflict.	Will coordinate.
M3.01	2-KD	2-KD: Identify or remove unidentified objects on drawings.	Will clean up for Permit Set.
M3.01	3-KD	3-KD: Finish plumbing details showing connections to equipment and piping sizes. Coordinate pipe connections with civil.	Will clean up for Permit Set.
M3.02	1-KD	1-KD: Coordinate with structural for piping location and wall/floor/joist layout to avoid conflict.	Will coordinate.
M3.02	2-KD	2-KD: Identify or remove unidentified objects on drawings.	Will clean up for Permit Set.
M3.02	3-KD	3-KD: Ductwork appears to conflict with supply grill.	Will clean up for Permit Set.
M3.03	1-KD	1-KD: Finish plumbing details showing connections to equipment and piping sizes. Coordinate pipe connections with civil.	Will clean up for Permit Set.
M3.03	2-KD	2-KD: Identify or remove unidentified objects on drawings.	Will clean up for Permit Set.
M3.03	3-KD	3-KD: Indicate which units these are for clarification during installation.	Will clean up for Permit Set.
M3.03	4-KD	4-KD: Coordinate with structural for piping location and joist layout to avoid conflict.	Will Coordinate
M3.04	1-KD	1-KD: Finish plumbing details. Coordinate with civil.	Will clean up for Permit Set.
M3.04	2-KD	2-KD: Identify or remove unidentified objects on drawings.	Will clean up for Permit Set.
M3.04	3-KD	3-KD: Indicate which units these are for clarification during installation.	Will clean up for Permit Set.
M3.04	4-KD	4-KD: Coordinate with structural for piping location and joist layout to avoid conflict.	Will coordinate.
M3.05	1-KD	1-KD: Finish plumbing details. Coordinate with civil.	Will clean up for Permit Set. Will coordinate.
M3.05	2-KD	2-KD: Identify or remove unidentified objects on drawings.	Will clean up for Permit Set.
M3.05	3-KD	3-KD: Indicate which units these are for clarification during installation.	Will clean up for Permit Set.
M4.01	1-KD	1-KD: Add balancing damper for TAB to adjust for OSA requirements.	Will add.
M4.01	2-KD	2-KD: Add emergency shut down wall switch for boilers in mechanical room at all exits per code.	Will show on Permit Set.
M4.02	1-KD	1-KD: Add back draft dampers or isolation dampers to ductwork.	Dampers will be finalized on Permit Set.
M4.02	2-KD	2-KD: Connection unclear. Please clarify connection detail.	Connections will be detailed on Permit Set.
M4.02	3-KD	3-KD: Label TU# for clarification to sheet metal contractor.	Drawings will be fully annotated for the Permit Set.
M4.02	4-KD	4-KD: TU# appears to be incorrect. Confirm if this is TU-1-36.	Drawings will be fully annotated for the Permit Set.
M4.04	1-KD	1-KD; Verify proper FC total against mechanical schedule for CFM. FC total differs from mechanical schedule.	Will verify on Permit Set.
M4.04	2-KD	2-KD: Add balancing dampers for TAB adjustments.	Dampers will be finalized on Permit Set.
M4.04	3-KD	3-KD: Suggest adding occupancy control on classrooms for HVAC scheduling so after hours operation of common spaces can save energy in unoccupied classrooms. (See DOAS-2 HVAC and associated TU's and FC's that can optimize energy savings by utilizing these occupancy sensors.)	Occupancy sensors were evaluated during VE.
M5.01	1-KD	1-KD: Piping diagram does not match the controls diagram. Coordinate against Div. 230923 for spec locations.	Will update controls diagram to match.
M5.01	2-KD	2-KD: Indicate direction of flow.	Flow arrows will be provided where clarity is added.
M5.03	1-DB	1-DB Coordinate with architectural roof curb details. Delete reference to existing roofing. Clarify minimum height of curb above roof surface.	Will coordinate.
M5.03	1-KD	1-KD: Add access panel for backdraft damper access.	Will coordinate access.
M5.03	2-DB	2-DB Coordinate with architectural roof curb details. Delete reference to existing roofing. Show minimum height of curb above roof surface.	Will coordinate.
M5.03	3-DB	3-DB Clarify that top of curb is level, and bottom of curb matches roof slope.	Curb to match roof slope.
M5.03	4-DB	4-DB Verify suitability of fasteners for curb attachment.	Will verify on Permit Set.
M6.01	1-KD	1-KD: Verify if misidentified and BWP-1 corresponds to BLR-1 and BWP-2 corresponds to BLR-2.	Will correct.
M6.01	2-KD	2-KD: Coordinate with electrical on naming convention. i.e. mechanical calls out for SSI-01 and electrical refers to this as SSI-1	Equipment has been coordinated.

Reference	Key Note	CR Comment	A/E Response
M6.01	3-KD	3-KD: Coordinate with electrical on design voltage. Mechanical indicates 460V where electrical shows 480V.	Equipment has been coordinated.
M6.02	1-KD	1-KD: Verify if this fan Hp is 1/3 (.333 Hp) or 1/6 (.1667 Hp). Electrical panel schedule indicates this fan as .333 Hp and not .1667 Hp.	Equipment has been coordinated.
M6.02	1-RV	1-RV Verify equipment is rated for 208V, single phase. If not, provide alternative equipment rated for available 208V power.	Equipment has been coordinated.
M6.02	3-KD	3-KD: Coordinate with electrical on design voltage. Mechanical indicates 460V where electrical shows 480V.	Equipment has been coordinated.
M6.03	1-KD	1-KD: Coordinate with electrical on design voltage. Mechanical indicates 460V where electrical shows 480V.	Equipment has been coordinated.
M6.03	2-KD	2-KD: Verify values are correct. Appear to be incorrect values. Check against submittals.	Schedules will be verified by Permit Set.
M6.03	3-KD	3-KD: Add any notes that apply to specific equipment.	Schedules will be verified by Permit Set.
M6.03	4-KD	4-KD: Insert pertinent data for equipment.	Schedules will be verified by Permit Set.
M6.03	5-KD	5-KD: Insert Minimum CFM or associated TU for OSA requirements. (i.e. FC-2-35 is fed by TU-2-35 for OSA.)	Schedules will be verified by Permit Set.
M6.03	6-KD	6-KD: Add CO2 control note to clarify which TCs utilize CO2.	Schedules will be verified by Permit Set.
M6.03	7-KD	7-KD: Indicate condensate drain height on schedule.	Schedules will be verified by Permit Set.
M6.03	8-KD	8-KD: Need GPM values for heating water balancing valve for TAB to adjust.	Schedules will be verified by Permit Set.
M6.03	9-KD	9-KD: Missing room this fan coil unit serves. FC-2-48 feeds Computer 166.	Schedules will be verified by Permit Set.
M6.03	10-K	10-KD: Suggest adding occupancy control on classrooms for HVAC scheduling so after hours operation of common spaces can save energy in unoccupied classrooms. (See DOAS-2 HVAC and associated TU's and FC's that can optimize energy savings by utilizing these occupancy sensors.)	Occupancy sensors were evaluated during VE.
M7.01	1-KD	1-KD: Verify maintenance has the ability to override system with a temporary schedule for janitorial staff working evenings.	Override is available.
M7.01	2-KD	2-KD: Building Static Pressure Sensor location not shown on prints.	Building static pressure sensor covered in specifications.
M7.01	3-KD	3-KD: indicate temperature range before alarm will trigger on both freezer and walk-in cooler.	To be coordinated with food service provider and district.
M7.01	4-KD	4-KD: Indicate whether high static and freeze stat is automatic reset or manual reset.	Covered in specific control diagrams and specifications.
M7.01	5-KD	5-KD: Add control diagram for emergency shut down for boiler system.	Will consider.
M7.02	1-KD	1-KD: Show indication of flow to aid in valve installation direction.	Flow arrows will be provided where clarity is added.
M7.02	2-KD	2-KD: Indicate temperature range (Adj.) for space temperature set point.	Set point on M7.01 and is space specific.
M7.02	3-KD	3-KD: Add balancing valve for TAB adjustment during balancing hydronic system	Balancing valve shown.
M7.02	4-KD	4-KD: Clarify if this alarm should be monitored through the BAS or on an on-board display.	Will clarify.
M7.02	5-KD	5-KD: Could not locate this wall mounted switch on the floor plans or any Mechanical drawings. Verify location on dwgs.	Will coordinate location.
M7.02	6-KD	6-KD: Could not locate location of this on the Mechanical drawings. (See M1.31 note 7 and detail 4 on E4.71 for further details.)	Switches coordinated and shown.
M7.03	1-KD	1-KD: Indicate initial set-point for # of chilled water valves enabling cooling.	Will add quantity (adj).
M7.03	2-KD	2-KD: No indication this data will be available via BAS or DDC system.	Will be available.
M7.03	3-KD	3-KD: Verify on chiller documentation if chiller requires minimum flow through unit and show on Sequence of Operations and pump operation.	Chillers require minimum flow to operate.
M7.03	4-KD	4-KD: Shunt alarm function during low load conditions so alarms do not shut unit and/or pumps down during this condition.	Units are shut down to protect equipment.
M7.03	5-KD	5-KD: Per M7.04 FCs have an optimum start feature but there is no indication that the chiller has a schedule setting or for that matter any morning cool-down associated with this chiller system. Clarify if this system requires a optimum start feature and occupied/unoccupied schedule.	Chillers to operate upon demand and not on a schedule.
M7.03	6-KD	6-KD: Add primary pump alarm that will be displayed at the BAS terminal.	Pump alarm listed in sequence.
M7.03	7-KD	7-KD: Chilled water system control diagram doesn't match the piping diagram. Coordinate.	Will coordinate.
M7.03	8-KD	8-KD: Missing high level condensate drain and alarm notification.	Will coordinate with equipment supplier.
M7.03	8-KD	8-KD: Missing sidestream filter and buffer tank in diagram.	Will update controls diagram to match.
M7.04	1-KD	1-KD: Add balancing valve for TAB adjustment during balancing hydronic system.	Valves shown on coil connection detail.
M7.04	2-KD	2-KD: Missing LLT sensor alarm displayed at BAS terminal or DDC system. Specify at what temperature an alarm is triggered.	Will specify.

Reference	Key Note	CR Comment	A/E Response
M7.04	3-KD	3-KD: Missing LLT sensor sequence of operations for heating valve, cooling valve and damper control.	Will add.
M7.04	4-KD	4-KD: Add condensate high alarm at BAS terminal or DDC system when condensate switch shuts off unit.	High condensate alarm is listed.
M7.04	5-KD	5-KD: Missing data from Mechanical schedule.	Schedules will be verified by Permit Set.
M7.04	6-KD	6-KD: Indicate what PPM CO2 activates damper and indicate at what level an alarm is sent to the BAS or DDC system.	PPM covered on M7.01
M7.05	1-KD	1-KD: List all GEX and associated TUs.	Will list.
M7.05	2-KD	2-KD: Nothing listed for zoning under sequencing.	Will updated.
M7.05	3-KD	3-KD: Provide clarification on what is the actual sequencing between 2 & 3. Same scenario but they both have different output for the fan coils.	Will clarify on Permit Set.
M7.05	4-KD	4-KD: Revise comment or remove. DOAS does not exist.	Will fix typo.
M7.05	5-KD	5-KD: Unclear purpose of this damper unless controlled for building static pressure. Omit if not needed or include in SOO for proper operation.	Damper to be omitted.
FP2.10	1-KD	1-KD: Coordinate with Structural,Civil, Plumbing and HVAC for installation.	Will coordinate.
FP2.10	1-RV	1-RV Identify panels or remove from plans.	Panels shown for coordination.
FP2.10	2-KD	2-KD: Indicate required number of heads based on space HVAC and square footage.	Fire sprinkler contractor to provide shop drawings based on calculations.
FP2.12	1-KD	1-KD: Indicate required number of heads based on space HVAC and square footage.	Fire sprinkler contractor to provide shop drawings based on calculations.
FP2.12	1-RV	1-RV Identify panels or remove from plans.	Panels shown for coordination.
FP2.13	1-KD	1-KD: Indicate required number of heads based on space HVAC and square footage.	Fire sprinkler contractor to provide shop drawings based on calculations.
E3.00	1-RV	1-RV Consider specifying bollard construction around transformer due to proximity of traffic.	Removable bollards to be added around transformer per civil drawings.
E3.00	2-RV	2-RV Consider revising FPUD to BPUD for clarity.	Revised to BPUD.
E3.00	3-RV	3-RV Consider adding detail reference 2 and 3, from sheet E5.01 for meter details and transformer grounding.	Key note #1 revised and added to reference sheet E5.01, details #1-3 for transformer pad and metering details.
E3.00	4-RV	4-RV Coordinate meter location, as detailed, on plan.	Meter location added to site plan.
E3.00	5-RV	5-RV Add general note detailing reference sheet for site lighting fixture information.	General note added to reference sheet EL6.01 and lighting fixture schedule.
E3.00	6-RV	6-RV Consider clarifying intent of call out.	Note deleted. Key note #3 revised to include information.
E3.00	7-RV	7-RV Remove duplicate note and revise key note symbol to 1 or revise note.	Key note #1 revised to remove duplicate.
E3.00	8-RV	8-RV Verify three conductors are necessary. Revise as needed.	Confirmed. Three conductors required for site lighting dimming.
E3.00	9-RV	9-RV Coordinate location of existing utility vault and pedestals with civil plans.	Confirmed. Existing utility coordinated with BPUD and civil.
E3.00	10-R	10-RV Consider and coordinate revising power utility routing from this location to reduce run length and complexity with site plan interferences.	Utility connection coordinate with BPUD. Existing west vault full and no connections available. Confirmed that power to be routed from existing east vault.
E3.30	1-RV	1-RV Provide trenching detail for area equipment power.	Key note added on sheet E3.00 and E3.31 for equipment conduit.
E3.31	1-KD	1-KD: Show location and wiring for shelter-in-place wall switch per M7.02 & M4.01.	Shelter in place switch under division 23 controls scope. To be shown on mechanical drawings.
E3.31	1-RV	1-RV Consider showing circuiting for all equipment on layouts (Typical all floor area plans).	Standard design practice is for mechanical equipment circuiting not shown to be shown on floor plans. Equipment circuiting called out in equipment schedule.
E3.32	1-RV	1-RV Identify panels or remove from plans.	Panels removed from floor plans.
E3.33	1-RV	1-RV Identify panels or remove from plans.	Panels removed from floor plans.
E3.34	1-RV	1-RV Coordinate name with plumbing drawings and schedules.	Mechanical and plumbing equipment names to be coordinated prior to final drawings.
E3.34	1-RV	1-RV Remove note as it is not applicable to sheet.	General note deleted.
E3.34	2-RV	2-RV Coordinate with Mechanical set and label as FC-1-13.	Mechanical and plumbing equipment names to be coordinated prior to final drawings.

Reference	Key Note	CR Comment	A/E Response
E3.34	3-RV	3-RV Coordinate with Mechanical set and label as FC-1-20.	Mechanical and plumbing equipment names to be coordinated prior to final drawings.
E3.34	4-RV	4-RV Coordinate with Mechanical set and label as FC-1-21.	Mechanical and plumbing equipment names to be coordinated prior to final drawings.
E3.40	1-RV	1-RV Revise note to indicate accurate architectural sheet numbers.	Note revised for updated architectural sheet numbers.
E3.40	2-RV	2-RV Revise note to indicate 15 locations as shown or provide additional key note locations.	Key note revised.
E4.71	1-RV	1-RV Consider providing note referring to Telecom drawings for telecom equipment layouts and coordination.	Key note added regarding telecom layout.
E4.71	2-RV	2-RV Define on abbreviations list.	Note deleted.
E4.71	3-RV	3-RV Consider expanding note or adding expanded detail regarding this note. Details could include: Where the conduit stubs to. What elevation it stubs at. Suggest coordination with Owner.	Key note revised to provide additional details.
E4.72	1-RV	1-RV Remove note or clarify intent. Panel L1K is not included in panel schedules.	Key note revised to provide additional details.
E4.72	1-SP	1-SP: Coordinate with architectural and food service for floor outlets.	Equipment receptacles to be wall mounted. Equipment connections to be coordinated with food service electrical drawings.
E4.72	2-RV	2-RV Delete note or add to notes section as needed.	Note revised.
E4.72	3-RV	3-RV Missing: K-34, K-44, K-47, K-52, K-54, and K-58. K-34.1 and K-34.2, K-44.1 and K-44.2, K-47.1 and K-47.2, K-52.1 and K-52.2, K-54.1 and K-54.2, K-58.1 and K-58.2 are not labeled on Kitchen vendor drawings. Provide note clarifying label variance.	Equipment modified to include letters for duplicate equipment or equipment with muplite connections. General note added for clarification.
E5.01	1-RV	1-RV Consider revising note to reference one line as no sections are provided.	Detail note revised.
E5.01	1-RV	1-RV Label typical.	Details revised to typical as applicable.
E5.01	2-RV	2-RV Provide details of required 1.25" conduit for connection from Utility meter to Mechanical room as specified in Specification 26 27 12, section 3.2 E.	Spec section to be modified. Building EMS to communicate with main switchboard meter.
E5.02	1-RV	1-RV Label typical or call out on plans.	Detail name revised to be typical.
E5.02	1-RV	1-RV Update reference or delete sentence.	Note revised.
E5.02	2-RV	2-RV Update sheet reference or remove note.	Note deleted.
E5.03	1-RV	1-RV Update room number to match floor plans.	Detail notes and references updated.
E6.01	1-KD	1-KD: Verify HP rating included in column as it is listed on M6.02.	HP ratings to be coordinate prior to final drawings.
E6.01	1-KD	1-KD: Verify if this fan Hp is 1/3 (.333 Hp) or 1/6 (.1667 Hp). Electrical panel schedule indicates this fan as .333 Hp and not .1667 Hp.	HP rating confirmed to be 1/6HP and revised.
E6.01	1-RV	1-RV Verify equipment is rated for 208 volt, single phase connection. Mechanical lists equipment as 240 volt, single phase load.	240V not available on project. Equipment to be 208V and coordinated with mechanical.
E6.01	2-KD	2-KD: Coordinate with electrical on naming convention, i.e. mechanical calls out for SSI-01 and electrical refers to as SSI-1.	Equipment naming conventions to be coordinated prior to final drawings.
E6.01	2-RV	2-RV Recommend updating schedule based on CR revisions made by mechanical.	Mechanical and plumbing equipment to be coordinated prior to final drawings.
E6.01	3-RV	3-RV Update schedule remarks to include note or delete note.	Note to be deleted or used prior to final drawings when final votlage drop calculations performed.
E6.01	4-RV	4-RV FC-1-13, FC-1-20, FC-1-21 missing. Coordinate with mechanical schedule and layouts.	Equipment naming coordinated with mechanical.
E6.01	5-RV	5-RV FC-2-13, FC-2-20, FC-2-21 are not listed on mechanical schedule. Coordinate with mechanical schedule and layouts.	Equipment naming coordinated with mechanical.
E6.01	6-RV	6-RV Consider coordinating with team if unit is in scope. Not listed on mechanical or plumbing schedules.	Equipment to be coordinated prior to final drawings. Some equipment to be moved to general equipment schedule.
E6.05	1-RV	1-RV Update sheet reference or remove sentence.	Sheet reference updated.
E7.10	1-RV	1-RV Verify integrated power center factory installed panels, transformers, and feeders are being provided as noted. Consider providing reference to manufacturer and landscape drawings.	Equipment basis of design product number added for reference.
E7.10	2-RV	2-RV Consider revising name to MH3D to match floor plans and panel schedules.	Panel name revised to match panel and floor plans.
E7.10	3-RV	3-RV Provide key note detailing specification 26 24 13, section 2.5 A. requirement for utility meter connection to building BMS.	Spec section to be modified. Building EMS to communicate with main switchboard meter.

Reference	Key Note	CR Comment	A/E Response
EL3.30	1-RV	1-RV Identify panels or remove from plans.	Panels removed from floor plans.
EL3.30	2-RV	2-RV Typical: Consider providing exit sign face orientations.	Placing exit signs as shown is common practice and unless arrows are shown, the face of the exit sign is what you'll see in the field.
EL3.30	3-RV	3-RV Typical: Verify exit sign placement meets all applicable code requirements.	All code requirements are being met.
EL3.30	4-RV	4-RV Lighting RCP's appear to be in conflict with architectural. Coordinate latest backgrounds and revise lighting as required.	Lighting RCP's (lighting layout) have been coordinated with architectural.
EL3.32	1-KD	1-KD: Missing reflected ceiling plan for HVAC and Lighting; coordinate with HVAC.	No RCP's will be provided. Ceilings will be coordinated.
EL3.32	1-RV	1-RV Identify panels or remove from plans.	Panels removed from floor plans.
EL3.32	2-RV	2-RV Revise leader to point to outline. Delete duplicates.	Circuit text notes revised and deleted as needed.
EL5.01	1-RV	1-RV Remove details not being used in project or clarify intent.	Standard design practice is for all switch types to be shown.
EL6.01	1-RV	1-RV Verify quantity, VA, and ballast voltage rating.	Quantity will be removed from fixture schedule, VA is accurate, and voltage will be changed to 120V.
FA3.32	1-RV	1-RV Identify panels or remove from plans.	Panels removed from floor plans.
FA3.33	1-RV	1-RV Identify panels or remove from plans.	Panels removed from floor plans.
SY3.30	1-RV	1-RV Hide or gray out electrical power equipment.	Power panels are shown as dark line weights so that conduit or devices won't get placed in the required NEC working clearance. No changes required
SY3.31	1-RV	1-RV Hide or gray out electrical power equipment.	Power panels are shown as dark line weights so that conduit or devices won't get placed in the required NEC working clearance. No changes required
SY3.32	1-RV	1-RV Hide or gray out electrical power equipment.	Power panels are shown as dark line weights so that conduit or devices won't get placed in the required NEC working clearance. No changes required
SY3.32	2-RV	2-RV Identify panels or remove from plans.	Panels removed from floor plans.
SY3.33	1-RV	1-RV Identify panels or remove from plans.	Panels removed from floor plans.
SY3.34	1-RV	1-RV Hide or gray out electrical power equipment.	Power panels are shown as dark line weights so that conduit or devices won't get placed in the required NEC working clearance. No changes required
SY5.01	1-RV	1-RV Label typical.	Detail will be labeled typical.
T3.00	1-RV	1-RV Coordinate vault locations with other disciplines.	Vault locations will be coordinated with civil routing prior to final submission.
T3.21	1-RV	1-RV Clarify intent. Label as spares or provide note detailing use.	(1) 2" conduit to gymnasium is being removed. (4) 4" conduit from MDF to Comm Storage are provided for comm distribution to the west side of the building. This is being clarified on sheet T3.31.
T3.21	2-RV	2-RV Consider providing trenching detail.	No changes required.
T3.30	1-RV	1-RV Hide or gray out electrical power equipment.	Power panels are shown as dark line weights so that conduit or devices won't get placed in the required NEC working clearance. No changes required
T3.31	1-RV	1-RV Call out J-hook routing for clarity and add symbol to legend.	J-hook pathway will be labeled as such.
T3.31	2-RV	2-RV Show major routing with J-Hooks or other means back to MDF rooms if appropriate.	Major j-hook routing is currently shown on the drawings. No j-hooks will be provided in open structure or above the hard lid.
T3.31	3-RV	3-RV: Coordinate location and routing of J-hooks with other disciplines.	J-hook pathway is flexible and will be field coordinated with other MEP disciplines.
T3.31	4-RV	4-RV Hide or gray out electrical power equipment.	Power panels are shown as dark line weights so that conduit or devices won't get placed in the required NEC working clearance. No changes required

Reference	Key Note	CR Comment	A/E Response
T3.31	5-RV	5-RV Hide or gray out electrical power equipment.	Power panels are shown as dark line weights so that conduit or devices won't get placed in the required NEC working clearance. No changes required
T3.31	6-RV	6-RV Consider clarifying primary routing details to this area of the building.	Primary routing for devices west of grid line B will be clarified
T3.32	1-RV	1-RV Call out J-hook routing for clarity.	J-hook pathway will be labeled as such.
T3.32	2-RV	2-RV: Coordinate location and routing of J-hooks with other disciplines.	J-hook pathway is flexible and will be field coordinated with other MEP disciplines.
T3.32	3-RV	3-RV Hide or gray out electrical power equipment.	Power panels are shown as dark line weights so that conduit or devices won't get placed in the required NEC working clearance. No changes required
T3.33	1-RV	1-RV Hide or gray out electrical power equipment.	Power panels are shown as dark line weights so that conduit or devices won't get placed in the required NEC working clearance. No changes required
T3.33	2-RV	2-RV: Coordinate location and routing of J-hooks with other disciplines.	J-hook pathway will be labeled as such.
T3.33	3-RV	3-RV Call out J-hook routing for clarity.	J-hook pathway is flexible and will be field coordinated with other MEP disciplines.
T3.34	1-RV	1-RV Hide or gray out electrical power equipment.	Power panels are shown as dark line weights so that conduit or devices won't get placed in the required NEC working clearance. No changes required
T5.03	1-RV	1-RV Label typical.	Detail will be labeled typical.
T7.10	1-RV	1-RV Typical: Consider adding a key not referring to specifications for conduit and backbox requirements for all communication system equipment conductors.	No changes required.
T7.10	2-RV	2-RV Add third floor and detail equipment at that level.	Level 3 will be added to riser diagram
T7.10	2-RV	2-RV Add third floor and detail equipment at that level.	Level 3 will be added to riser diagram
AV0.01	1-RV	1-RV Revise to AV5.01 detail 8.	Detail reference will be changed to detail 8
AV0.01	2-RV	2-RV Verify design intent and add location to drawing set or remove from legend.	Outlets will be added to floor plans as required
AV3.10	1-RV	1-RV Hide or gray out electrical power equipment.	Power panels are shown as dark line weights so that conduit or devices won't get placed in the required NEC working clearance. No changes required
AV3.31	1-RV	1-RV Hide or gray out electrical power equipment.	Power panels are shown as dark line weights so that conduit or devices won't get placed in the required NEC working clearance. No changes required
AV3.31	2-RV	2-RV Revise symbol legend symbol to match.	Speakers are called out on this sheet clarifying their exact model, no update to the L&A is required
AV3.31	3-RV	3-RV Define symbol on symbol legend and label.	Symbol is defined on the L&A currently. No change required
AV3.32	1-RV	1-RV Define symbol on symbol legend and label.	Symbol is defined on the L&A currently. No change required
AV3.32	2-RV	2-RV Hide or gray out electrical power equipment.	Power panels are shown as dark line weights so that conduit or devices won't get placed in the required NEC working clearance. No changes required
AV3.32	3-RV	3-RV Provide mounting details, power and data requirements, and coordinate with other disciplines.	Mounting details will be clarified in the key note. Mounting bracket is provided with the digital clock
AV3.33	1-RV	1-RV Define symbol on symbol legend and label.	Symbol is defined on the L&A currently. No change required
AV3.33	2-RV	2-RV Hide or gray out electrical power equipment.	Power panels are shown as dark line weights so that conduit or devices won't get placed in the required NEC working clearance. No changes required
AV3.33	3-RV	3-RV Provide mounting details, power and data requirements, and coordinate with other disciplines.	Mounting details will be clarified in the key note. Mounting bracket is provided with the digital clock
AV5.01	1-RV	1-RV Verify design intent and add location to drawing set or remove from sheet.	Symbol is defined on the L&A currently. No change required

Reference	Key Note	CR Comment	A/E Response
AV5.02	1-RV	1-RV Consider calling out on plans or labeling typical.	Detail will be labeled typical.
FS1.1	1-KD	1-KD: Locate condensing unit pad to not interfere with loading dock and landscaping. Coordinate with landscaping, civil, mechanical and electrical on final location.	Can incorporate wording on Revised Plan
FS1.1	2-KD	2-KD: Insert grid lines for ease of installation and reference locations.	Can incorporate on updated Revised Plans
FS1.1	3-KD	3-KD: Coordinate location of food service with plumbing and sewer drainage.	Can incorporate on updated Revised Plans if required
FS3.1	1-KD	1-KD: Insert grid lines for ease of installation and reference locations.	Can incorporate on updated Revised Plans if required
FS4.1	1-KD	1-KD: Insert grid lines for ease of installation and reference locations.	Can incorporate on updated Revised Plans if required
FS5.1	1-DB	1-DB Coordinate with structural and architectural. No foundations or slab are shown.	Can Revise Plan Drawing to show detail if required
FS5.1	1-KD	1-KD: Insert grid lines for ease of installation and reference locations.	Can incorporate on updated Revised Plans if required
FS6.1	1-SP	1-SP: Call out backing requirements for attachment of shelving, fixtures, etc., typ.	See FS5.1 Condition Plan for Layout & requirements noted
FS7.8	1-DB	1-DB Coordinate with structural and architectural. No foundations or slab are shown.	Can Revise Plan Drawing to show detail if required
FS7.8	1-DB	1-DB Coordinate with structural and architectural. No foundations or slab are shown.	Can Revise Plan Drawing to show detail if required
FS7.8	1-SP	1-SP: Detail flashing and weather seal at required ventilation gap.	Can Revise Plan Drawing to show detail if required
FS7.8	2-DB	2-DB Revise to non-combustible. Wood frame is not permitted in Type II construction.	Can incorporate wording on Revised Plan if required
FS7.8	2-DB	2-DB Revise to non-combustible. Wood frame is not permitted in Type II construction.	Can incorporate wording on Revised Plan if required
FS7.8	3-DB	3-DB Coordinate roofing with architectural for minimum slopes, fire resistance requirements and warranty requirements.	Can incorporate wording on Revised Plan if required
FS7.9	1-DB	1-DB Coordinate with architect to provide exterior wall and roof assemblies to meeting structural, energy and building code requirements for building roofs and exterior walls. The dry storage room in particular is enclosed building space, not equipment. Show on architectural wall and roof assemblies and code sheets.	Can Revise Plan Drawing to show detail if required
FS7.9	2-DB	2-DB Revise to provide base flashing, reglet and counterflashing meeting referenced standards in division 7 roofing specifications.	Can Revise Plan Drawing to show detail if required
FS7.9	3-DB	3-DB Revise roofing to same as other low-slope roofing specified in division 7. DuroLast is not a specified manufacturer, and the system is not included in 11 40 00 Food Service Equipment. No warranty is specified.	Can Revise Plan Drawing to show detail if required & 11400 Section
FS7.9	4-DB	4-DB Provide rain water drainage to underground drainage, coordinated with civil drawings.	Can Revise Plan Drawing to show detail if required
FS7.9	5-DB	5-DB Increase slope to 1/4" per foot minimum. 1/2" per foot minimum is preferable for positive drainage.	Can Revise Plan Drawing to show detail if required
FS7.9	6-DB	6-DB Coordinate with structural and architectural. No foundations or slab are shown.	Can Revise Plan Drawing to show detail if required

CR Comments By: Chad Oxford, chad@oxfordconsultingservices.com

A/E Response By: Amanda Whitehead (AW), 509.222.0959, amanda@knutzenengineering.com
Brandon Wilm, 509.783.2244, bwilm@designwestwa.com

Reference	CR Comment	A/E Response
Cost Estimate	Re-Evaluate escalation to current market conditions. (2.75% appears low)	Okay. Will review with cost estimator.
Cost Estimate	LS of \$3,500 for project schedule seems low	Yes, seems low. Will review with cost estimator.
Cost Estimate	All Civil Items are LS without a lump sum breakdown. Provide breakdown for bidding or create a bid schedule for measurement and payment	Okay. Will review with cost estimator.
00 30 00-2	Add ranges for unit costs requirements for a more accurate bid. Example (0-100 yards is "x" unit cost. If 100-250 yards then "x" unit cost.	It is our opinion that ranges will not result in a significant change in costs. Especially with the Unsuitable Soils where the cost is driven by the price to haul which will be the same no matter the range. (AW)
AIA Document Section 3.3.1	Clearly define "substantial completion", consider tying to what is required for school to open.	Substantial completion defined in spec 01 77 00.
AIA Document Section 3.10.1	Construction schedule does not require Critical Path Method or define what interim milestones need to be shown. Also consider adding requirement for a make-up schedule if schedule begins to slip and a monthly progress schedule tied to progress payments.	Okay, will review.
01 10 00 1.9	Work hours state 6 am to 6 pm for normal operations. Verify the City allows noise to occur at 6 am.	Working hours may be restricted by AHJ. We review.
01 10 00	Include section for coordination of utilities. List contact information and utility notification requirements for all affected utilities. List out what work is to be "performed by utilities"	Utility scope and direction provided by Div 33.
33 10 00 1.5	List utility to provide water meters. Be sure to contact utility early for what size water meters are needed and include in schedule as this has become a long lead item.	33 10 00 2.5 specifies that water meters will be furnished by utility company (City of Kennewick). We will update the specifications as suggested. (AW)
33 10 00 10.0	List FD having jurisdiction and verify which NFPA standard they are utilizing for all fire lines and inspections.	NFPA 24 is specified throughout 33 10 00. (AW)
33 10 00 3.4	Specification shows tapping into water main while plans do not show line going to water main. Update plans to match specifications.	We will update the specifications accordingly. (AW)
32 33 31 5.0	Chain link fence. Consider changing standard to black vinyl coated fencing for all chain link fence. A little more costly but a much nicer finish.	Galvanized fabric to be provided.

Reference	CR Comment	A/E Response
31 10 00 1.0	Potholing and existing utilities. Plans show all to be removed but specs allow for some to be abandoned in place. Label which are allowed to be abandoned and in what condition on plans. Add allowance or bid item for potholing to verify utility locations per specs.	To receive best bid day pricing, we are specifying that all utilities shall be removed, especially since there is a large unknown of the quantity of what utilities are underground and where. If the contractor wants to request a change for a cost savings to the owner to abandoned in place, that will be reviewed at that time. The Potholing in 31 10 00 3.4 is more associated with where we are tying into new utilities or where new utilities cross existing utilities. (AW)
31 10 00 2.0	Specifications only state 2 day notification prior to utility shut off. If turning off effects other entities then more days should be required.	We will update the notification length. (AW)
32 12 00 16.0	HMA - Consider adding a density requirement for approval of HMA prior to acceptance.	Density requirements are listed in 32 12 16 3.5C. (AW)

CR Comments By: Don Brubeck (206) 963-9312 d2brubeck@gmail.com

A/E Response By: Brandon Wilm, 509.783.2244, bwilm@designwestwa.com

Reference	CR Comment	A/E Response
Table of Contents	Hazardous Materials report is missing.	Owner is having environmental study completed.
01 10 00	Reference to a hazardous materials report is missing.	Owner is having environmental study completed.
01 10 00 1.2 A	Correct the Project Identification to delete reference to Richland School District.	Corrected.
01 10 00 1.2 E.2	Inclusion of geotech report as a contract document conflicts with standard practice of treating the geotech report as guidance to the owner and design team, with design team taking responsibility for interpretation and incorporation of geotech recommendation in the design documents. Include or refer to specific daily liquidated damage amounts listed in A101 general conditions.	Geotech was provided by Owner. We include in spec manual at curtesy to client.
01 10 00 1.11	Review triggers for liquidated damages for enforceability. The specified mid-school-year completion date may not result in provable damages unless the district can show that a delay in moving into the school in December 2023 or January 2024 will result in unavoidable extra cost to the district. Be sure that the stated liquidated damage amounts listed in A101 are provable and not arbitrary.	Liquidated damages are enforceable.
A201	9.11.1 Liquidated Damages: See comments at 01 10 00 1.11	Liquidated damages are enforceable.
A201	10.3 Hazardous Materials: No information is included in the documents about hazardous materials, so all risk is with Owner for costs and delays in case of discovery during the progress of the work.	Owner is having environmental study completed.
01 21 00 1.4 B	Clarify allowance in base bid to cover excess cost to import, stock pile, and compact structural fill material. Clarify what is considered excess and what is considered to be in base bid.	Excess is any amount greater than 7,500 cubic yards.

Reference	CR Comment	A/E Response
01 81 14 3.3 A	WSSP credit MW 2.3 for certified wood: Edit to delete inapplicable spec sections and products. Verify that compliance is feasible. Attached checklist says the project will not comply with this credit. Delete this entire paragraph if not attempting the credit.	General specification for WSSP. Specific project points listed on sheet G1.03
01 81 14 3.3 B	WSSP credit: Edit to delete inapplicable spec sections and products.	General specification for WSSP. Specific project points listed on sheet G1.03
01 81 14 3.3 C	WSSP credit: Edit to delete inapplicable spec sections and products.	General specification for WSSP. Specific project points listed on sheet G1.03
01 81 14 3.3 D	WSSP credit: Edit to delete inapplicable spec sections and products.	General specification for WSSP. Specific project points listed on sheet G1.03
01 81 14 3.6 A	Reconcile spec noting all walk-off mats at all building entries vs finish plans that show walk-off mats at some but not all exterior doors.	Fixed walk-off mats shown on seet A3.41. School district to provide moveable mats at remaing doors once occupied.
01 81 14	WSSP checklist credit E4.1 Enhanced Commissioning: Verify that compliance is possible. No commissioning agent is listed on team.	Commission Agent is TBD, selected by Owner.
10 75 00	Delete either this flagpole section or 107516.	Corrected.
107516	Delete either this flagpole section or 10 75 00.	Corrected.
02 41 16 1.7 D	Include report prepared for owner of hazardous materials investigation per RCW 49.26.016. Include investigation for asbestos, lead, PCB's.	Owner is having environmental study completed.
02 41 16 3.1 C	This paragraph requires contractor to verify that hazardous materials have been remediated before proceeding with demolition. This is not possible without an investigation report prepared in advance for owner per RCW 49.26.016. If regulated materials are discovered in such a report, either plan for advance remediation under separate contract, or include remediation as part of the work of this contract.	Owner is having environmental study completed.
02 41 16 part 3	Edit to delete inapplicable requirements such as preserving exit paths from existing buildings.	No edit. If required by AHJ, then contractor needs to provide.
03 30 00 3.2 B.1	Revise spec section number for division 7 insulation section.	Corrected.
04 22 00 2.1	Verify that specified basis of design manufacturer for integrally colored concrete masonry units, Western Materials, actually manufacturers the specified unit shapes in the colors and finishes specified, including the specified special shapes, e.g., sash block and bullnose corners.	Okay.

Reference	CR Comment	A/E Response
04 22 00 2.3.2	Review acceptability of use of Soundblox acoustical masonry units with insulation inserts at exterior walls exposed to rain and snow at chiller enclosure.	Installed on previous projects, helps with acoustics.
04 22 00 2.8 J	Resolve conflicts with manufacturer and product specified for exposed masonry sealer here and two different manufacturers and products specified in 09 91 00 parts 2 and 3.	Corrected.
05 12 00 2.and 2.7	Resolve conflicts for shop priming and type of primers specified in this section versus the primer types and field priming specified in 09 91 00. The provisions in 05 12 00 are more typical of current practice and for meeting air quality standards.	Corrected.
05 50 00	Coordinate priming and type of primer with 09 91 00 and with other Div. 5 sections for work that will likely all be fabricated in the same shop.	Corrected.
05 50 00 2.17 A	Coordinate priming and type of primer with 09 91 00 and with other Div. 5 sections Coordinate sump pit grating specs with structural detail notes. Verify that elevator sump pit grating requires powder coating with color selected by architect.	Corrected.
05 52 00	Coordinate priming and type of primer with 09 91 00 and with other Div. 5 sections for work that will likely all be fabricated in the same shop.	Corrected.
06 10 00	Delete provisions for framing with dimensional lumber. Only rooftop curbs are shown. Delete provisions for preservative wood treatment. Only fire retardant treated wood is shown, as is required for Type II construction.	No edit.
Division 7	Confirm that waterproof membrane is not required at elevator pit. It may not be needed due to soil conditions and internal location of pit. Clarify if bituminous dampproofing is required on exterior side of elevator pit walls.	Vapor barrier and dampproofing to be installed at elevator pit.
07 21 13 1.1	Add performance requirement for providing continuity of continuous air barrier.	Corrected.
07 21 13 1.2	Add reference for ASTM E2357 for air barrier testing.	Corrected.
07 21 13 1.2	Add reference for NFPA 285 for full wall assembly fire rating to meet requirements of IBC chapter 26 for use of foam plastics in non-combustible (Type II) construction.	Corrected.
07 21 13 1.2	Add reference for NFPA 268 test for ignition and sustained flaming per IBC chapter 26 for wall assemblies not protected by masonry or concrete.	Corrected.
07 21 13 1.3	Add submittal requirement for approval report to meet NFPA 285 full wall assembly including products specified in this section and in related sections.	Corrected.

Reference	CR Comment	A/E Response
07 21 13 2.1 E.1	Revise flame spread index from 75 to 25 per IBC chapter 26 for Type II construction. Add requirement for labeling of flame spread rating on each board per IBC chapter 26.	Corrected.
07 21 13 2.1 E.1.a-j	Move sub-sub-paragraphs a-j out as sub-paragraphs directly under E.1 and preceding the sub-paragraph for available manufacturers. If possible, add competitive manufacturers and assemblies.	No edit.
07 21 13 2.1 E.1.a.1.h	Delete underlining. Underlining one requirement implies that other requirements are less essential and may be ignored, inviting disputes.	No edit.
07 21 13 2.2 A.1-2	Review for applicability. Spindle fasteners and insulation board standoffs do not appear in drawings.	Correct.
07 21 29 1.1 A.1	This paragraph notes Fiber Insulation Spray for thermal and air seal. 1.1 A.3 and 4 list polyurethane foam. Clarify which type is used where, or delete 1.1 A.1. Parts 2 and 3 of this section do not include fiber insulation products or installation.	Corrected.
07 21 29 1.1 A.2	This paragraph notes foam-in-place masonry insulation. Part 3 installation confusingly mixes installation requirements applicable to this use with installation of polyurethane spray-applied insulation for roof spaces and cathedral ceilings and requires R-38 thermal value. Structural drawings require all exterior walls to be solid grouted, in conflict with code drawings and architectural drawings showing >50% of CMU cells to be insulated. Resolve conflict. If masonry will be insulated, revise part 3 to separate the installation provisions for this type of insulation from the other types.	No edit.
07 21 29 A.3	Drawings show sprayed insulation at exterior wall/roof intersections and for fill of headers in cold-formed metal stud framing at exterior walls. In many instances, there is no thermal barrier shown to separate the plastic foam from building interior. Add manufacturers, products, reference standards and installation for such products. Include compliance with provisions of IBC Chapter 26 for ignition, flame spread, smoke developed for use in non-combustible (Type II) construction, and revise drawings accordingly. Revise part 3 installation requirements to separate out the installation of this product for these uses from the other types of spray-applied insulation. Delete inapplicable R-value requirement and inapplicable requirements for insulating attics and cathedral ceilings.	Corrected.
07 21 29 A.3	Reconsider use of insulation inside metal framing headers. The header studs create a perfect thermal bridge around the insulation, reducing its thermal insulation value to zero, for considerable expenditure of cost and time.	Okay, contractor's option.

Reference	CR Comment	A/E Response
07 54 00 1.2 C	Revise subparagraph 7 reference to division 22 Storm Drainage Piping Specialties. No such section.	Corrected.
07 54 00 1.4 D	Delete FM Approvals Listing requirement unless owner is actually insured by FM and the design actually conforms to a listed FM system for Class 1A-90, including fasteners and fastener pattern. Change order can be significant and approvals can cause delay of project if specified/designed system must be upgraded later to meet FM approval.	Will review.
07 54 00 1.9 D and E	Extended warranties are essentially maintenance contracts paid for by owner in advance. Discuss costs, benefits and risks with owner. If owner thinks that such payment is advantageous, verify that the additional costs have been added to the cost estimate.	No edit.
07 61 13 1.2	list ASTM standards applicable to underlayment and insulation board specified in part 2.	Corrected.
07 61 13 1.3.E	See comment regarding FM I-90 for section 07 54 00.	Will review.
07 61 13 1.4, 2.6	1.4 references NRCA standards, but 2.6 uses SMACNA standards and 07 62 00 uses SMACNA standards. Pick one as basis and review sheet metal details for conformance with that choice, to avoid disputes.	Corrected.
07 61 13 2.4	List accepted manufacturers and ASTM standards with relevant minimum performance criteria.	Corrected.
07 61 13 3.2, 3.4, 3.5	Revise these three to put installation steps in sequential order from deck up to roof surface. Start with vapor barrier, then insulation, then underlayment, then sheet metal panels and counterflashings. Coordinate with detail drawings.	Corrected.
07 61 13 2.3 D	This section specifies recessed reglets. Drawings show surface-mounted reglets, dependent upon sealant for water-tightness. Recessed will provide superior durability with less maintenance, at higher initial cost. Reconcile discrepancy. Note that this section has ambiguous overlaps with 07 62 00 for scope.	Corrected.
07 62 00	See comments on 07 61 13. Reduce overlaps and ambiguity for standards, reglets, materials, finishes.	Will review.
07 62 00 2.2	Add self-adhered membrane flashing and underlayment. Coordinate underlayment types with drawings. Felt and building paper types are not noted on drawings.	Corrected.
08 00 00	Fill in the detail keys for head and jamb at all doors and frames.	Corrected.

Reference	CR Comment	A/E Response
08 11 13 2.3 B	Review energy code submittal, specified door thermal performance this paragraph, and specified mineral fiber door insulation in 2.2 F for harmony. It is unlikely that a mineral-fiber blanket will allow the door to achieve listed R-value or U-factor.	Okay.
08 41 13 13 J	Resolve discrepancy between U-Factor of not more than 0.57 specified this paragraph and U-Factors of 0.20 and 0.26 listed under opaque assemblies in Energy Code NRFC summary on sheet G1.02, and U-Factors of 0.38 and 0.30 listed in UxA calculations on G1.02	Will review.
08 45 23	Drawings refer to this section for skylights, but 08 45 23 is written for wall panels, not skylights. Add section or revise 08 45 23, including adding requirements in 1.1 D for attachment to site built curbs (not on S drawings) and in 2.4 for thermal performance criteria. Coordinate U-Factor and solar heat gain values with those listed in project energy code submittal.	Corrected.
08 80 05	Review basis of design glass products by PPG Industries. PPG Industries sold its flat glass business to Vitro Architectural Glass about 6 years ago. The name of the specified insulated glass product line has been changed. Vitro product data shows considerably lower visible light transmittance value and solar heat gain value for Solargray glass in Solarban 70. Also review applicability of specified annealed glass requirement for low-iron glass. Consider listing maximum exterior reflectivity limit, to minimize unsuitable substitution requests.	Corrected.
Div. 9 Materials Legend Key	Coordinate with comments made on spec sections. Delete overlaps with specifications to avoid inadvertent errors when specs are revised but schedule is not. An example is the listing of glass manufacturers, product lines and colors of glass in 08 80 00. All of this information is out of date, starting with the manufacturer's name. All of this information is included in the glass specification section, as it should be. The Materials Legend Key can be a useful internal document for design and construction administration, but would best be deleted from bid documents to avoid conflicts, confusion, errors and omissions.	No edit.
09 91 00 2.1 D	Resolve discrepancy between U-Factor of not more than 0.57 specified this paragraph and U-Factors of 0.20 and 0.26 listed under opaque assemblies in Energy Code NRFC summary on sheet G1.02, and U-Factors of 0.38 and 0.30 listed in UxA calculations on Resolve conflicting manufacturer and products listed here and in 3.9 B.4 for exposed masonry to receive clear finish.	Corrected.
09 91 00 3.9A	Add exposed exterior structural steel and steel fabrications to list of items shop primed for site finishing.	Corrected.

Reference	CR Comment	A/E Response
09 91 00 3.9 B.2	This is written for renovation and repainting of metal. Revise for painting of shop-primed new work.	Corrected.
09 91 00 3.9 B.	Revise specs to coordinate with WSSP and air quality regulations for product types. Zinc chromate primer and alkyd top coats are no longer current practice. Consider using same paint system as for exposed structural steel and steel fabrications.	Corrected.
09 91 00 3.9 B.4	Clarify whether graffiti protection coat is required at all exterior masonry. If not, coordinate with drawings to show where only a water-repellent sealer is required and where both sealer and anti-graffiti coats are required. Resolve conflict with different manufacturer and product specified in 2.1 D of this section and with a third manufacturer and product specified in 04 22 00 2.8 J.	Corrected.
09 91 00 3.9 B.6	Exposed exterior wood is not shown on drawings. Delete system if not applicable.	No edit.
09 91 00 3.9 B.7	Exposed exterior composite wood lumber is not shown on drawings. Delete system if not applicable.	No edit.
09 91 00	Resolve conflicts for shop priming and type of primers specified in section 05 12 00 for structural steel versus the primer types and field priming specified in 09 91 00. The provisions in 05 12 00 are more typical of current practice and for meeting air quality standards. Review 05 50 00 for similar conflicts with primer type for non-galvanized metal, and specify a field primer for galvanized metal fabrications.	Corrected.
11 40 10	Coordinate walk-in cooler, freezer and dry storage units with structural and architectural, including requirements for foundations, under-slab insulation, floor slab, roof slope, roof insulation, roofing and sheetmetal flashings, and roof warranty.	Okay.
12 93 00 2.2A	Revise bike racks from "wave" type to a type that allows bikes to be supported by two points of contact to frame and a variety of bike types and sizes to be locked to rack through frame and wheel. Inverted-U, staple or similar are recommended. Drawings appear to show staple type. http://bicyclesecurityadvisors.com/best-practice-guides/	Will Review.
11 40 10	Coordinate walk-in cooler, freezer and dry storage units with structural and architectural, including requirements for foundations, under-slab insulation, floor slab, roof slope, roof insulation, roofing and sheetmetal flashings, and roof warranty.	Okay.

This page intentionally left blank.

CR Comments By: Sandro Kodama, 206-957-3907; skodama@quantumce.com

A/E Response By: Kyle Friederich, (208) 489-7619; kfriederich@lochsaidaho.com

Reference	CR Comment	A/E Response
04 22 00	Provide specification for the insulation requirements at exterior CMU walls.	Will review and update accordingly.

This page intentionally left blank.

CR Comments By: Kevin D David, 360-286-5850, kdavid@sazan.com

A/E Response By: Jesse Tarr, 509.838.9020, jesset@mwengineers.com

Reference	CR Comment	A/E Response
Specs Div. 13 through 28.	Create bookmarks for the individual sections for ease of navigation.	Will coordinate with architect.
01 81 14.1	Complete WSSP score card with details on possible points. Update applicable "Maybe" to be "Yes" or "No".	Will coordinate with architect.
01 91 13	Specs section Div. 019113.1.1.D "GENERAL COMMISSIONING REQUIREMENTS" should include Section 22 05 53, "IDENTIFICATION FOR PLUMBING AND EQUIPMENT" as a reference for "Related Sections"	Will coordinate with architect.
01 91 13	Specs section Div. 019113.1.1.D "GENERAL COMMISSIONING REQUIREMENTS" should include Lighting controls in "Systems to be Commissioned".	Will coordinate with architect.
01 91 13	Spec section Div. 019113.1.1.D "GENERAL COMMISSIONING REQUIREMENTS" should include more detail for what equipment is included for HVAC in "Systems to be Commissioned".	Will coordinate with architect.
01 91 13	Specs section Div. 019113.1.1.G "GENERAL COMMISSIONING REQUIREMENTS" "Related Sections" is highlighted in Red. Verify all sections listed are related to Commissioning.	Will coordinate with architect.
01 91 13	Specs section Div. 019113.1.6 "COMMISSIONING AGENTS RESPONSABILITIES" should include details on involvement and documentation on training of systems in the responsibilities section.	Will coordinate with architect.
01 91 13	Specs section Div. 019113.1.7.F "Issues Log Entry", "Documenting Issue Resolution" & "Issues Log Report" is highlighted in Red. Verify all sections listed are related to Commissioning.	Will coordinate with architect.
01 91 13	Specs section Div. 019113.1.7 "COMMISSIONING DOCUMENTATION" section should include "Installation Verification" or "Pre-Functional Test Forms" to verify proper installation of systems prior to functional testing of system.	Will coordinate with architect.
22 08 00	Specs section Div. 220800 "COMMISSIONING OF PLUMBING" missing from CR set Table of Contents.	Will Provide.
22 08 00	Specs section Div. 220800 "COMMISSIONING OF PLUMBING" missing from CR set volume 2.	Will Provide.

Reference	CR Comment	A/E Response
23 05 93	Specs section Div. 230593 "TESTING, ADJUSTING, AND BALANCING" section should include approved vendors.	Will Provide.
23 07 00	Specs section Div. 230700 "HVAC INSTALLATION" section "RELATED SECTIONS" should include Div. 019113.	Will Provide.
23 08 00	Specs section Div. 230800 "COMMISSIONING OF HVAC" missing from CR set Table of Contents.	Will Provide.
23 08 00	Specs section Div. 230800 "COMMISSIONING OF HVAC" missing from CR set volume 2.	Will Provide.
23 09 23	Specs section Div. 230923 "DIRECT-DIGITAL CONTROL FOR HVAC" section "RELATED SECTIONS" should include Div. 019113.	Will Provide.
26 08 00	Specs section Div. 260800 "COMMISSIONING OF ELECTRICAL" missing from CR set Table of Contents.	Will Provide.
26 08 00	Specs section Div. 260800 "COMMISSIONING OF ELECTRICAL" missing from CR set Volume 2.	Will Provide.

CR Comments By: Rafe Vaughn, 406.600.1373, rvaughn@sazan.com

A/E Response By: Josh Lauderdale, 509.834.9020, joshl@mwengineers.com

Reference	CR Comment	A/E Response
26 01 02 1.3 F. 5. a.	Remove Engine/Generators from spec. This comment extends to all div 26 section where Engine/Generators are referenced.	Generator reference removed from spec.
26 01 02 1.4 C.	Table should be reviewed for clarity within body of specification and details provided. Remove 26 32 13 reference.	Table to be reviewed and revised as necessary. Generator reference removed from spec.
26 05 30 3.1 A.	Recommend verifying and including information for utility requirements of PVC coated RGS elbows if required.	Utility requirements to be verified with BPUD prior to final submittal.
26 05 73 1.4 K.	Provide further detail or revise as needed.	Reference to NEC 700 and 702 system deleted.
26 05 73 3.2 E.	Remove from specification as there is no generator in scope.	Generator reference removed from spec.
26 24 16 3.3 J.	Consider removing handwritten option for circuit directory cards.	Handwritten option for panel directory removed.
26 27 26 2.1 C. and D.	Verify requirements are not in scope and remove as applicable.	Generator and UPS reference removed from spec.
26 50 00 2.3 A.	Remove statement regarding NEC 700 generator.	Generator reference removed from spec.

SÄZÄN

SÄZÄN

Environmental Services

600 Stewart Street, Suite 1600
Seattle, Washington 98101
(206) 267-1700 / (206) 267-1701 fax

www.sazan.com/ses



2022-23
CERTIFICATED STAFF

Last_Name	First_Name	Location	Position
AMES	SHAKIRA	AMISTAD ELEMENTARY	4TH GRADE TEACHER
BADGLEY	EVA	AMISTAD ELEMENTARY	3RD GRADE TEACHER
BUTTERFIELD	LEANNE	AMISTAD ELEMENTARY	KINDERGARTEN TEACHER
CONE	AMANDA	AMISTAD ELEMENTARY	ELEMENTARY LIBRARIAN
COXEN	KRISTOPHER	AMISTAD ELEMENTARY	TECHNOLOGY TEACHER
DAVIS	CECILIA	AMISTAD ELEMENTARY	2ND GRADE TEACHER
DELGADO	SARA	AMISTAD ELEMENTARY	5TH GRADE TEACHER
DOUGLASS	MARK	AMISTAD ELEMENTARY	ELEMENTARY MUSIC TEACHER
FURNISS	ANDREA	AMISTAD ELEMENTARY	3RD GRADE TEACHER
GARCILAZO	EVELIA	AMISTAD ELEMENTARY	KINDERGARTEN TEACHER
GREGORY	LEE	AMISTAD ELEMENTARY	2ND GRADE TEACHER
HAMILTON	LAURA	AMISTAD ELEMENTARY	ELEMENTARY SPED TEACHER
HARRIS	MARY	AMISTAD ELEMENTARY	3RD GRADE TEACHER
HERRERA TREJO	BERTA	AMISTAD ELEMENTARY	1ST GRADE TEACHER
HOLTON	L KENNETH	AMISTAD ELEMENTARY	5TH GRADE TEACHER
JOHNSON	EMILY	AMISTAD ELEMENTARY	ELEMENTARY SPED TEACHER
KEENE	REBECCA	AMISTAD ELEMENTARY	KINDERGARTEN TEACHER
LEACH	BRIENNE	AMISTAD ELEMENTARY	SPECIALIST TEACHER
LEPKA	LANI	AMISTAD ELEMENTARY	KINDERGARTEN TEACHER
LONG	KAYLYNN	AMISTAD ELEMENTARY	1ST GRADE TEACHER
LORA	ARELI	AMISTAD ELEMENTARY	2ND GRADE TEACHER
LUNA	YVONNE	AMISTAD ELEMENTARY	3RD GRADE TEACHER
MACLELLAN	RHONDA	AMISTAD ELEMENTARY	SPECIALIST TEACHER
MAGALLON	NADIA	AMISTAD ELEMENTARY	5TH GRADE TEACHER
MARQUEZ	SUSANA	AMISTAD ELEMENTARY	SPECIALIST TEACHER
MARQUEZ PEREIRA	MOISES	AMISTAD ELEMENTARY	SPECIALIST TEACHER
MELCHERT	JEFFREY	AMISTAD ELEMENTARY	2ND GRADE TEACHER
MORALES	NOEMI	AMISTAD ELEMENTARY	ELEMENTARY COUNSELOR
MURBACH	JONATHAN	AMISTAD ELEMENTARY	ELEMENTARY PE TEACHER
OCHOA RIVAS	ANA	AMISTAD ELEMENTARY	4TH GRADE TEACHER
OCHOA-RIVAS	ALEJANDRA	AMISTAD ELEMENTARY	SPECIALIST TEACHER
OLSEN	DAVA	AMISTAD ELEMENTARY	KINDERGARTEN TEACHER
OSTLER	RACHEL	AMISTAD ELEMENTARY	3RD GRADE TEACHER
PEARSON	STEPHANIE	AMISTAD ELEMENTARY	4TH GRADE TEACHER
PENTECOST	ASHLEY	AMISTAD ELEMENTARY	ELEMENTARY SPED TEACHER
PEREZ	JOHN	AMISTAD ELEMENTARY	4TH GRADE TEACHER
PERKINS	VERANDA	AMISTAD ELEMENTARY	2ND GRADE TEACHER
RAMOS	MAYRA	AMISTAD ELEMENTARY	4TH GRADE TEACHER
REED	BRENDA	AMISTAD ELEMENTARY	1ST GRADE TEACHER
ROYER	CYNTHIA	AMISTAD ELEMENTARY	3RD GRADE TEACHER
SERRATO	JORGE	AMISTAD ELEMENTARY	5TH GRADE TEACHER
SIEKAWITCH	SUZANNE	AMISTAD ELEMENTARY	SPECIALIST TEACHER
STEINMAN	LISA	AMISTAD ELEMENTARY	ELEMENTARY SPED TEACHER
TREVINO	MARINA	AMISTAD ELEMENTARY	1ST GRADE TEACHER
WELLENBROCK	KELLY	AMISTAD ELEMENTARY	SPECIALIST TEACHER
WILSON	BRIAN	AMISTAD ELEMENTARY	ELEMENTARY SPED TEACHER

2022-23
CERTIFICATED STAFF

Last_Name	First_Name	Location	Position
BARNEY	JULIE	AMON CREEK ELEMENTARY	3RD GRADE TEACHER
BAY	TEDDI	AMON CREEK ELEMENTARY	ELEMENTARY MUSIC TEACHER
BOHLKE	ASHLEY	AMON CREEK ELEMENTARY	TECHNOLOGY TEACHER
BRADER	BRITTANY	AMON CREEK ELEMENTARY	ELEMENTARY SPED TEACHER
BRUCE	JULIE	AMON CREEK ELEMENTARY	KINDERGARTEN TEACHER
BRUCE	MEGAN	AMON CREEK ELEMENTARY	KINDERGARTEN TEACHER
CASEY	TRACEY	AMON CREEK ELEMENTARY	SPECIALIST TEACHER
CHAN	STACY	AMON CREEK ELEMENTARY	2ND GRADE TEACHER
CLAPP	JORDANN	AMON CREEK ELEMENTARY	5TH GRADE TEACHER
COLLIER	DEANNE	AMON CREEK ELEMENTARY	5TH GRADE TEACHER
CROWDER	BETH	AMON CREEK ELEMENTARY	KINDERGARTEN TEACHER
EARLEY	MICHELE	AMON CREEK ELEMENTARY	5TH GRADE TEACHER
GANT	REBECCA	AMON CREEK ELEMENTARY	4TH GRADE TEACHER
GARCIA	ERIN	AMON CREEK ELEMENTARY	ELEMENTARY SPED TEACHER
GONZALEZ	JENNIFER	AMON CREEK ELEMENTARY	SPECIALIST TEACHER
HAGIHARA	MEGAN	AMON CREEK ELEMENTARY	1ST GRADE TEACHER
HAGNER	NICOLE	AMON CREEK ELEMENTARY	KINDERGARTEN TEACHER
HILL	LISA	AMON CREEK ELEMENTARY	ELEMENTARY LIBRARIAN
HOLTE	KIMBERLY	AMON CREEK ELEMENTARY	1ST GRADE TEACHER
JACKSON	KRISTI	AMON CREEK ELEMENTARY	4TH GRADE TEACHER
JONES	JEFFREY	AMON CREEK ELEMENTARY	ELEMENTARY PE TEACHER
KELLY	RACHEL	AMON CREEK ELEMENTARY	4TH GRADE TEACHER
KENDALL	JODI	AMON CREEK ELEMENTARY	2ND GRADE TEACHER
MARS	KRIS	AMON CREEK ELEMENTARY	3RD GRADE TEACHER
MARTY	MICHAELA	AMON CREEK ELEMENTARY	3RD GRADE TEACHER
MASTALER	LEANNA	AMON CREEK ELEMENTARY	3RD GRADE TEACHER
MCINTYRE	KIMBERLY	AMON CREEK ELEMENTARY	KINDERGARTEN TEACHER
MELONE	REBECCA	AMON CREEK ELEMENTARY	5TH GRADE TEACHER
MOORE	KIMBERLEY	AMON CREEK ELEMENTARY	1ST GRADE TEACHER
MUCHLINSKI	LISA	AMON CREEK ELEMENTARY	ELEMENTARY SPED TEACHER
NORTON	JENNIFER	AMON CREEK ELEMENTARY	2ND GRADE TEACHER
OSTROM	STACY	AMON CREEK ELEMENTARY	1ST GRADE TEACHER
PHILLIPS	JANELLE	AMON CREEK ELEMENTARY	1ST GRADE TEACHER
PIEPENBRING	JULIETTE	AMON CREEK ELEMENTARY	3RD GRADE TEACHER
SHELL	CRYSTAL	AMON CREEK ELEMENTARY	2ND GRADE TEACHER
SHREWSBERRY	KERI	AMON CREEK ELEMENTARY	ELEMENTARY COUNSELOR
SMITH-HICKEY	REBECCA	AMON CREEK ELEMENTARY	5TH GRADE TEACHER
STROPE	GENA	AMON CREEK ELEMENTARY	2ND GRADE TEACHER
WHITMIRE	JAMIE	AMON CREEK ELEMENTARY	3RD GRADE TEACHER
WILEY	DEANNE	AMON CREEK ELEMENTARY	1ST GRADE TEACHER
WINIARSKI	ANNE	AMON CREEK ELEMENTARY	2ND GRADE TEACHER
WOODS	ANNA	AMON CREEK ELEMENTARY	KINDERGARTEN TEACHER
ZOLADZ	MARY	AMON CREEK ELEMENTARY	ELEMENTARY SPED TEACHER
BALDWIN	LYNN	CANYON VIEW ELEMENTARY	2ND GRADE TEACHER
BILOW	LESLIE	CANYON VIEW ELEMENTARY	4TH GRADE TEACHER
BISHOP	RAEGAN	CANYON VIEW ELEMENTARY	ELEMENTARY SPED TEACHER

2022-23
CERTIFICATED STAFF

Last_Name	First_Name	Location	Position
COLLINS	AMANDA	CANYON VIEW ELEMENTARY	3RD GRADE TEACHER
COOK	AMY	CANYON VIEW ELEMENTARY	ELEMENTARY LIBRARIAN
COVINGTON	JARED	CANYON VIEW ELEMENTARY	TECHNOLOGY TEACHER
EVANS	NANCY	CANYON VIEW ELEMENTARY	1ST GRADE TEACHER
FLEMING	ANDREW	CANYON VIEW ELEMENTARY	5TH GRADE TEACHER
FORD	JESSICA	CANYON VIEW ELEMENTARY	SPECIALIST TEACHER
GARNER	ALIZABETH	CANYON VIEW ELEMENTARY	3RD GRADE TEACHER
HARRIS	JAID	CANYON VIEW ELEMENTARY	ELEMENTARY PE TEACHER
HINTZ	REBECCA	CANYON VIEW ELEMENTARY	2ND GRADE TEACHER
KROHN	CHELSEA	CANYON VIEW ELEMENTARY	2ND GRADE TEACHER
KURKJIAN	ANDREA	CANYON VIEW ELEMENTARY	SPECIALIST TEACHER
LEMON	KACI	CANYON VIEW ELEMENTARY	4TH GRADE TEACHER
MAGLEBY	SARA	CANYON VIEW ELEMENTARY	ELEMENTARY MUSIC TEACHER
MAYO SHJERVEN	CONCEPCION	CANYON VIEW ELEMENTARY	SPECIALIST TEACHER
MCKINNON	TRACIE	CANYON VIEW ELEMENTARY	ELEMENTARY COUNSELOR
MENDOZA	KAELYN	CANYON VIEW ELEMENTARY	3RD GRADE TEACHER
MILLER	CHLOE	CANYON VIEW ELEMENTARY	1ST GRADE TEACHER
MOUNT	DYLAN	CANYON VIEW ELEMENTARY	5TH GRADE TEACHER
NYCE	KURT	CANYON VIEW ELEMENTARY	4TH GRADE TEACHER
PEREZ	VERONICA	CANYON VIEW ELEMENTARY	KINDERGARTEN TEACHER
PESCASIO	BAMBI	CANYON VIEW ELEMENTARY	5TH GRADE TEACHER
RILEY	COURTNEY	CANYON VIEW ELEMENTARY	SPECIALIST TEACHER
SMITH	ANNA	CANYON VIEW ELEMENTARY	ELEMENTARY SPED TEACHER
WALKER	KATELYN	CANYON VIEW ELEMENTARY	KINDERGARTEN TEACHER
ZAHLER	JESSICA	CANYON VIEW ELEMENTARY	KINDERGARTEN TEACHER
ANDREWJESKI	MELISSA	CASCADE ELEMENTARY	5TH GRADE TEACHER
ARMSTRONG	SUZANNE	CASCADE ELEMENTARY	5TH GRADE TEACHER
BARR	ANGELA	CASCADE ELEMENTARY	2ND GRADE TEACHER
BURNETT	JENNIFER	CASCADE ELEMENTARY	2ND GRADE TEACHER
CALDERON ANAYA	ALEJANDRA	CASCADE ELEMENTARY	KINDERGARTEN TEACHER
CROWTHER	KORIN	CASCADE ELEMENTARY	2ND GRADE TEACHER
FULTON	SHELBY	CASCADE ELEMENTARY	1ST GRADE TEACHER
GARBERG	JULIE	CASCADE ELEMENTARY	KINDERGARTEN TEACHER
HENDRICKS	KALEY	CASCADE ELEMENTARY	1ST GRADE TEACHER
HERNANDEZ	JENNIFER	CASCADE ELEMENTARY	2ND GRADE TEACHER
ICKES	KATIE	CASCADE ELEMENTARY	SPECIALIST TEACHER
INMAN	MICHELLE	CASCADE ELEMENTARY	5TH GRADE TEACHER
KIRK	KRISTIN	CASCADE ELEMENTARY	3RD GRADE TEACHER
LANCASTER	VANESSA	CASCADE ELEMENTARY	TECHNOLOGY TEACHER
LINDBERG	LISA	CASCADE ELEMENTARY	SPECIALIST TEACHER
LYDEEN	LORELEI	CASCADE ELEMENTARY	ELEMENTARY MUSIC TEACHER
MCFARLANE	NICHOLE	CASCADE ELEMENTARY	4TH GRADE TEACHER
MCPEAK	RACHAEL	CASCADE ELEMENTARY	4TH GRADE TEACHER
MICHEL	KATY	CASCADE ELEMENTARY	ELEMENTARY COUNSELOR
PADBERG	HEATHER	CASCADE ELEMENTARY	1ST GRADE TEACHER
PETERSON	ALYSSA	CASCADE ELEMENTARY	ELEMENTARY SPED TEACHER

2022-23
CERTIFICATED STAFF

Last_Name	First_Name	Location	Position
REID	TERESA	CASCADE ELEMENTARY	KINDERGARTEN TEACHER
RICHARDSON	KATRINA	CASCADE ELEMENTARY	3RD GRADE TEACHER
RICKENBACH	KIMBERLY	CASCADE ELEMENTARY	4TH GRADE TEACHER
ROGERS	DENIELLE	CASCADE ELEMENTARY	4TH GRADE TEACHER
ROMERO	CASANDRA	CASCADE ELEMENTARY	3RD GRADE TEACHER
SWOBODA	SUSAN	CASCADE ELEMENTARY	ELEMENTARY PE TEACHER
TATON	KELLY	CASCADE ELEMENTARY	ELEMENTARY LIBRARIAN
WALTERS	JAN	CASCADE ELEMENTARY	1ST GRADE TEACHER
WILLIAMS	ERICA	CASCADE ELEMENTARY	ELEMENTARY SPED TEACHER
BARR	RENEE	CHINOOK MIDDLE SCHOOL	MIDDLE SCHOOL TEACHER
BARRETT	SARA	CHINOOK MIDDLE SCHOOL	MIDDLE SCHOOL TEACHER
BEACH	KRYSTA	CHINOOK MIDDLE SCHOOL	MIDDLE SCHOOL TEACHER
BOND	PATRICK	CHINOOK MIDDLE SCHOOL	MIDDLE SCHOOL MUSIC TEACHER
BRAGER	KEN	CHINOOK MIDDLE SCHOOL	MIDDLE SCHOOL TEACHER
BROOKS	GREGORY	CHINOOK MIDDLE SCHOOL	MIDDLE SCHOOL TEACHER
CHILDS	BRADEN	CHINOOK MIDDLE SCHOOL	MIDDLE SCHOOL TEACHER
COOMES	BRENDA	CHINOOK MIDDLE SCHOOL	MIDDLE SCHOOL TEACHER
CROWELL	KARA	CHINOOK MIDDLE SCHOOL	MIDDLE SCHOOL TEACHER
DOHERTY	STEPHANIE	CHINOOK MIDDLE SCHOOL	MIDDLE SCHOOL TEACHER
EVANS	AMY	CHINOOK MIDDLE SCHOOL	MIDDLE SCHOOL TEACHER
FARTHING	MICHELE	CHINOOK MIDDLE SCHOOL	MIDDLE SCHOOL SPED TEACHER
FERGUSON	KAYCEE	CHINOOK MIDDLE SCHOOL	MIDDLE SCHOOL TEACHER
FORNEY-CLAYTON	CAROL	CHINOOK MIDDLE SCHOOL	MIDDLE SCHOOL TEACHER
FRANCIS	AMY	CHINOOK MIDDLE SCHOOL	MIDDLE SCHOOL TEACHER
FREITAG	SHERRI	CHINOOK MIDDLE SCHOOL	MIDDLE SCHOOL TEACHER
GALLAHER	MARYANN	CHINOOK MIDDLE SCHOOL	MIDDLE SCHOOL SPED TEACHER
GERMAN	MARK	CHINOOK MIDDLE SCHOOL	MIDDLE SCHOOL COUNSELOR
GERRY	JOHANNA	CHINOOK MIDDLE SCHOOL	MIDDLE SCHOOL TEACHER
GLASFORD	TERI	CHINOOK MIDDLE SCHOOL	MIDDLE SCHOOL MUSIC TEACHER
GREGORY	KYRIN	CHINOOK MIDDLE SCHOOL	MIDDLE SCHOOL SPED TEACHER
HARRIS	DARLENE	CHINOOK MIDDLE SCHOOL	MIDDLE SCHOOL PE TEACHER
JANSONS	ASHLEY	CHINOOK MIDDLE SCHOOL	MIDDLE SCHOOL TEACHER
JANSONS	KRISTIN	CHINOOK MIDDLE SCHOOL	MIDDLE SCHOOL TEACHER
JOHNSON	DIANN	CHINOOK MIDDLE SCHOOL	MIDDLE SCHOOL TEACHER
LEROUE	HEIDI	CHINOOK MIDDLE SCHOOL	MIDDLE SCHOOL SPED TEACHER
LITZENBERGER	TIMOTHY	CHINOOK MIDDLE SCHOOL	MIDDLE SCHOOL TEACHER
MAIURI	NATALIE	CHINOOK MIDDLE SCHOOL	MIDDLE SCHOOL TEACHER
MARTIN	ANGELENE	CHINOOK MIDDLE SCHOOL	INSTRUCTIONAL COACH
MARTIN	JASON	CHINOOK MIDDLE SCHOOL	MIDDLE SCHOOL SPED TEACHER
MARTIN	TARYN	CHINOOK MIDDLE SCHOOL	MIDDLE SCHOOL COUNSELOR
MCFADDEN	GRETCHEN	CHINOOK MIDDLE SCHOOL	MIDDLE SCHOOL TEACHER
MCINTURFF	JULIE	CHINOOK MIDDLE SCHOOL	MIDDLE SCHOOL TEACHER
MCMULLIN	SARA	CHINOOK MIDDLE SCHOOL	MIDDLE SCHOOL TEACHER
MOBLEY	STUART	CHINOOK MIDDLE SCHOOL	MIDDLE SCHOOL MUSIC TEACHER
MOODY	STACEY	CHINOOK MIDDLE SCHOOL	MIDDLE SCHOOL TEACHER
OORD	SUSAN	CHINOOK MIDDLE SCHOOL	MIDDLE SCHOOL SPED TEACHER

2022-23
CERTIFICATED STAFF

Last_Name	First_Name	Location	Position
OSTROM	THOR	CHINOOK MIDDLE SCHOOL	MS PE/SPED TEACHER
OTTO	EMILY	CHINOOK MIDDLE SCHOOL	MIDDLE SCHOOL TEACHER
REIBOLDT	ANTHONY	CHINOOK MIDDLE SCHOOL	MIDDLE SCHOOL PE TEACHER
REIBOLDT	SPENCER	CHINOOK MIDDLE SCHOOL	MIDDLE SCHOOL PE TEACHER
SCHAUBLE	MORGAN	CHINOOK MIDDLE SCHOOL	MIDDLE SCHOOL TEACHER
SEFFENS	KRISTIN	CHINOOK MIDDLE SCHOOL	MIDDLE SCHOOL TEACHER
SULLIVAN	KAY	CHINOOK MIDDLE SCHOOL	MIDDLE SCHOOL TEACHER
TURNER	RONALD	CHINOOK MIDDLE SCHOOL	MIDDLE SCHOOL TEACHER
WANDLING	MELISSA	CHINOOK MIDDLE SCHOOL	MIDDLE SCHOOL TEACHER
WILLS	TERYL	CHINOOK MIDDLE SCHOOL	MIDDLE SCHOOL TEACHER
WINDISCH	MARY	CHINOOK MIDDLE SCHOOL	MIDDLE SCHOOL PE TEACHER
ZOERB	CARLA	CHINOOK MIDDLE SCHOOL	MIDDLE SCHOOL LIBRARIAN
AHO	STEPHANIE	COTTONWOOD ELEMENTARY	1ST GRADE TEACHER
ALLEN	NICHOLE	COTTONWOOD ELEMENTARY	4TH GRADE TEACHER
BARNES	BETHANN	COTTONWOOD ELEMENTARY	KINDERGARTEN TEACHER
BECKER	BRITTANY	COTTONWOOD ELEMENTARY	ELEMENTARY COUNSELOR
BRITTAIN	LISA	COTTONWOOD ELEMENTARY	ELEMENTARY SPED TEACHER
CLARK	HOLLY	COTTONWOOD ELEMENTARY	SPECIALIST TEACHER
CRANDALL	KELSEA	COTTONWOOD ELEMENTARY	3RD GRADE TEACHER
EARLEY	KAREEN	COTTONWOOD ELEMENTARY	5TH GRADE TEACHER
EDWARDS	DOUGLAS	COTTONWOOD ELEMENTARY	ELEMENTARY MUSIC TEACHER
FOTHERINGHAM	ROBERT	COTTONWOOD ELEMENTARY	TECHNOLOGY TEACHER
GALLAGHER	RHONDA	COTTONWOOD ELEMENTARY	1ST GRADE TEACHER
GRAY	AMY	COTTONWOOD ELEMENTARY	5TH GRADE TEACHER
GRAY	LESLI	COTTONWOOD ELEMENTARY	3RD GRADE TEACHER
HAMEL	BECKI	COTTONWOOD ELEMENTARY	2ND GRADE TEACHER
HAZEL	KELLY	COTTONWOOD ELEMENTARY	4TH GRADE TEACHER
HILLER	LISA	COTTONWOOD ELEMENTARY	2ND GRADE TEACHER
HULSTROM	MARINA	COTTONWOOD ELEMENTARY	3RD GRADE TEACHER
JACOBS	MICHELLE	COTTONWOOD ELEMENTARY	KINDERGARTEN TEACHER
JOSEPH	LESLIE	COTTONWOOD ELEMENTARY	KINDERGARTEN TEACHER
KERR	MATHEW	COTTONWOOD ELEMENTARY	3RD GRADE TEACHER
KUKLINSKI-DEMPSEY	MICHELE	COTTONWOOD ELEMENTARY	KINDERGARTEN TEACHER
LEE	ANGELA	COTTONWOOD ELEMENTARY	ELEMENTARY SPED TEACHER
MCLEAN	KRISTIN	COTTONWOOD ELEMENTARY	5TH GRADE TEACHER
PHILLIPS	SUZETTE	COTTONWOOD ELEMENTARY	2ND GRADE TEACHER
REHBERG	JANELLE	COTTONWOOD ELEMENTARY	1ST GRADE TEACHER
SPRINGEN	AMY	COTTONWOOD ELEMENTARY	HIGHLY CAPABLE TEACHER
THOMAS	BETHANY	COTTONWOOD ELEMENTARY	ELEMENTARY LIBRARIAN
WOODALL	DUSTIN	COTTONWOOD ELEMENTARY	ELEMENTARY SPED TEACHER
WOODS	JASON	COTTONWOOD ELEMENTARY	ELEMENTARY PE TEACHER
BREWER	CHRISTINA	CURRICULUM DEPT	CURRICULUM SPECIALIST
BLACKETER	DAVID	DELTA HIGH SCHOOL	HIGH SCHOOL TEACHER
HOFFNER	CLARE	DELTA HIGH SCHOOL	HIGH SCHOOL TEACHER

2022-23
CERTIFICATED STAFF

Last_Name	First_Name	Location	Position
HOGG	JOSHUA	DELTA HIGH SCHOOL	HIGH SCHOOL TEACHER
LOZANO	ORISSA	DELTA HIGH SCHOOL	HIGH SCHOOL TEACHER
RIVERA	CAROL	DELTA HIGH SCHOOL	HIGH SCHOOL TEACHER
TROXEL	JULI	DELTA HIGH SCHOOL	HIGH SCHOOL TEACHER
BAKER	MICHAEL	DESERT HILLS MIDDLE SCHOOL	MIDDLE SCHOOL TEACHER
BEHRENS	LYDIA	DESERT HILLS MIDDLE SCHOOL	MIDDLE SCHOOL TEACHER
BIGLIN	AMY	DESERT HILLS MIDDLE SCHOOL	MIDDLE SCHOOL TEACHER
BREWSTER	ALYSSA	DESERT HILLS MIDDLE SCHOOL	MIDDLE SCHOOL SPED TEACHER
BROOKS	ROCHELLE	DESERT HILLS MIDDLE SCHOOL	MIDDLE SCHOOL TEACHER
CHARBONEAU	CINDY	DESERT HILLS MIDDLE SCHOOL	MIDDLE SCHOOL TEACHER
CHELIN	NICOLE	DESERT HILLS MIDDLE SCHOOL	MIDDLE SCHOOL TEACHER
COLEMAN	KIMBERLY	DESERT HILLS MIDDLE SCHOOL	MIDDLE SCHOOL TEACHER
COUCH	ANDREA	DESERT HILLS MIDDLE SCHOOL	MIDDLE SCHOOL TEACHER
CRAWFORD	SUSAN	DESERT HILLS MIDDLE SCHOOL	MIDDLE SCHOOL PE TEACHER
D AQUILA	JESSICA	DESERT HILLS MIDDLE SCHOOL	MIDDLE SCHOOL SPED TEACHER
DAVIS	MIKAYLA	DESERT HILLS MIDDLE SCHOOL	MIDDLE SCHOOL TEACHER
DEINES	MEGAN	DESERT HILLS MIDDLE SCHOOL	MIDDLE SCHOOL TEACHER
DONAI	HEATHER	DESERT HILLS MIDDLE SCHOOL	MIDDLE SCHOOL TEACHER
ECCLESTON	VICTORIA	DESERT HILLS MIDDLE SCHOOL	MIDDLE SCHOOL MUSIC TEACHER
FISCHER	CHRISTOPHER	DESERT HILLS MIDDLE SCHOOL	MIDDLE SCHOOL SPED TEACHER
FISCHER	CHRISTOPHER	DESERT HILLS MIDDLE SCHOOL	MIDDLE SCHOOL TEACHER
GARRISON	KRISTINE	DESERT HILLS MIDDLE SCHOOL	MIDDLE SCHOOL TEACHER
GRILLO	JEREMY	DESERT HILLS MIDDLE SCHOOL	MIDDLE SCHOOL TEACHER
HAGGARD	BRITTANY	DESERT HILLS MIDDLE SCHOOL	MIDDLE SCHOOL TEACHER
HEITZ	JOHN	DESERT HILLS MIDDLE SCHOOL	MIDDLE SCHOOL TEACHER
HOPKINS	KELLY	DESERT HILLS MIDDLE SCHOOL	MIDDLE SCHOOL TEACHER
JAMISON	KARYN	DESERT HILLS MIDDLE SCHOOL	MIDDLE SCHOOL TEACHER
KADINGER	LACEE	DESERT HILLS MIDDLE SCHOOL	MIDDLE SCHOOL TEACHER
KING	AMY	DESERT HILLS MIDDLE SCHOOL	MIDDLE SCHOOL TEACHER
LARSEN	DENNIS	DESERT HILLS MIDDLE SCHOOL	MIDDLE SCHOOL MUSIC TEACHER
LEGARD	CRYSTAL	DESERT HILLS MIDDLE SCHOOL	MIDDLE SCHOOL TEACHER
MCPEAK	REGINA	DESERT HILLS MIDDLE SCHOOL	MIDDLE SCHOOL SPED TEACHER
MEMMOTT	JOCELYN	DESERT HILLS MIDDLE SCHOOL	MIDDLE SCHOOL TEACHER
MITSON	DAVID	DESERT HILLS MIDDLE SCHOOL	MIDDLE SCHOOL TEACHER
MURPHY	KIM	DESERT HILLS MIDDLE SCHOOL	MIDDLE SCHOOL TEACHER
NELSON	NATALIE	DESERT HILLS MIDDLE SCHOOL	MIDDLE SCHOOL LIBRARIAN
PATTERSON	ERIN	DESERT HILLS MIDDLE SCHOOL	MIDDLE SCHOOL TEACHER
PATTERSON	KATHERINE	DESERT HILLS MIDDLE SCHOOL	MIDDLE SCHOOL COUNSELOR
PATTERSON	MATTHEW	DESERT HILLS MIDDLE SCHOOL	MIDDLE SCHOOL TEACHER
PHILLIPS	DAVID	DESERT HILLS MIDDLE SCHOOL	MIDDLE SCHOOL TEACHER
PRATT	KRISTI	DESERT HILLS MIDDLE SCHOOL	MIDDLE SCHOOL TEACHER
REPPE	DARONNA	DESERT HILLS MIDDLE SCHOOL	MIDDLE SCHOOL TEACHER
REXUS	MATTHEW	DESERT HILLS MIDDLE SCHOOL	MIDDLE SCHOOL PE TEACHER
SCHULDHEISZ	BENJAMIN	DESERT HILLS MIDDLE SCHOOL	MIDDLE SCHOOL COUNSELOR
SUMSION	JULIE	DESERT HILLS MIDDLE SCHOOL	MIDDLE SCHOOL TEACHER
SUSS	SHAUN	DESERT HILLS MIDDLE SCHOOL	MIDDLE SCHOOL TEACHER

2022-23
CERTIFICATED STAFF

Last_Name	First_Name	Location	Position
THOELKE	THOMAS	DESERT HILLS MIDDLE SCHOOL	MIDDLE SCHOOL TEACHER
VIPOND	ERIKA	DESERT HILLS MIDDLE SCHOOL	MIDDLE SCHOOL MUSIC TEACHER
WAKELEY	MARC	DESERT HILLS MIDDLE SCHOOL	MIDDLE SCHOOL TEACHER
WREN	DENISE	DESERT HILLS MIDDLE SCHOOL	MIDDLE SCHOOL TEACHER
BERNA	KIMBERLY	EASTGATE ELEMENTARY	SPECIALIST TEACHER
BUCKINGHAM	IMELDA	EASTGATE ELEMENTARY	KINDERGARTEN TEACHER
BURLING	KOREN	EASTGATE ELEMENTARY	4TH GRADE TEACHER
CAMARGO JIMENEZ	GERARDO	EASTGATE ELEMENTARY	4TH GRADE TEACHER
CANCINO VALDOVINOS	ALEJANDRA	EASTGATE ELEMENTARY	KINDERGARTEN TEACHER
CASTELLANO	ARANZAZU	EASTGATE ELEMENTARY	1ST GRADE TEACHER
CHUMNEY	KATHERINE	EASTGATE ELEMENTARY	SPECIALIST TEACHER
COLLINS	STEPHANIE	EASTGATE ELEMENTARY	KINDERGARTEN TEACHER
CORDES	NATHAN	EASTGATE ELEMENTARY	5TH GRADE TEACHER
CRIDER	HAYLEY	EASTGATE ELEMENTARY	1ST GRADE TEACHER
DAVEY	KELCI	EASTGATE ELEMENTARY	1ST GRADE TEACHER
ESCOBEDO	JENNIFER	EASTGATE ELEMENTARY	3RD GRADE TEACHER
GAMBOA	MORGAN	EASTGATE ELEMENTARY	2ND GRADE TEACHER
HAMRICK	LISA	EASTGATE ELEMENTARY	3RD GRADE TEACHER
HERNANDEZ	MELISA	EASTGATE ELEMENTARY	4TH GRADE TEACHER
HUDON	JEFFREY	EASTGATE ELEMENTARY	TECHNOLOGY TEACHER
JOHNSON	EMILY	EASTGATE ELEMENTARY	ELEMENTARY SPED TEACHER
MALONE	BRIAN	EASTGATE ELEMENTARY	ELEMENTARY MUSIC TEACHER
MARISCAL	DAISSIE	EASTGATE ELEMENTARY	5TH GRADE TEACHER
MARTINEZ	DORA	EASTGATE ELEMENTARY	KINDERGARTEN TEACHER
MERRIMAN	DANIELLE	EASTGATE ELEMENTARY	4TH GRADE TEACHER
REYES-GARCIA	OLGA	EASTGATE ELEMENTARY	3RD GRADE TEACHER
ROBLEDOS	NORMA	EASTGATE ELEMENTARY	SPECIALIST TEACHER
SPRADLING	CHERYL	EASTGATE ELEMENTARY	2ND GRADE TEACHER
THIEL	SELENA	EASTGATE ELEMENTARY	3RD GRADE TEACHER
THOELKE	MATTHEW	EASTGATE ELEMENTARY	ELEMENTARY PE TEACHER
URIBE	YESICA	EASTGATE ELEMENTARY	2ND GRADE TEACHER
URREGO	ASHLEE	EASTGATE ELEMENTARY	ELEMENTARY LIBRARIAN
VALDOVINOS	DIANA	EASTGATE ELEMENTARY	1ST GRADE TEACHER
WEYH	STEPHANIE	EASTGATE ELEMENTARY	SPECIALIST TEACHER
WILSON	TABITHA	EASTGATE ELEMENTARY	ELEMENTARY SPED TEACHER
WOLFE	MELISSA	EASTGATE ELEMENTARY	2ND GRADE TEACHER
WOOD	NICHOLE	EASTGATE ELEMENTARY	ELEMENTARY COUNSELOR
BISSON	RAINI	EDISON ELEMENTARY	2ND GRADE TEACHER
BROWN	RACHELLE	EDISON ELEMENTARY	SPECIALIST TEACHER
CHANDLER	MARK	EDISON ELEMENTARY	ELEMENTARY LIBRARIAN
CHRISTIANSEN	KATIE	EDISON ELEMENTARY	2ND GRADE TEACHER
CHUTE	DAISY	EDISON ELEMENTARY	ELEMENTARY SPED TEACHER
COLLINS	CAITLIN	EDISON ELEMENTARY	KINDERGARTEN TEACHER
DEVERE	JASON	EDISON ELEMENTARY	ELEMENTARY PE TEACHER
ESTRELLADO	FIONA	EDISON ELEMENTARY	ELEMENTARY MUSIC TEACHER

2022-23
CERTIFICATED STAFF

Last_Name	First_Name	Location	Position
FRENCH	KRYSTAL	EDISON ELEMENTARY	3RD GRADE TEACHER
GALLOWAY	SARA	EDISON ELEMENTARY	ELEMENTARY SPED TEACHER
HICKMAN	KARA	EDISON ELEMENTARY	4TH GRADE TEACHER
HURST	CATHARINE	EDISON ELEMENTARY	1ST GRADE TEACHER
JOHNSON	JENNIFER	EDISON ELEMENTARY	SPECIALIST TEACHER
KLAGES	JANELLE	EDISON ELEMENTARY	KINDERGARTEN TEACHER
KOPF	JENNIFER	EDISON ELEMENTARY	ELEMENTARY SPED TEACHER
LAMBDIN	HEIDI	EDISON ELEMENTARY	SPECIALIST TEACHER
LEDGERWOOD	LORRI	EDISON ELEMENTARY	ELEMENTARY COUNSELOR
MARSHALL	NICOLE	EDISON ELEMENTARY	KINDERGARTEN TEACHER
MAUS	ELIZABETH	EDISON ELEMENTARY	TECHNOLOGY TEACHER
MCKAY	MICHELLE	EDISON ELEMENTARY	3RD GRADE TEACHER
MCKINNEY	BAILEY	EDISON ELEMENTARY	ELEMENTARY SPED TEACHER
MILLER	RONDA	EDISON ELEMENTARY	SPECIALIST TEACHER
PLOURD	BRENDEN	EDISON ELEMENTARY	5TH GRADE TEACHER
POZNANSKI	HALEY	EDISON ELEMENTARY	2ND GRADE TEACHER
PURCELL	LEANNE	EDISON ELEMENTARY	SPECIALIST TEACHER
SELLAND	JULIE	EDISON ELEMENTARY	5TH GRADE TEACHER
SENKET	HILLARY	EDISON ELEMENTARY	1ST GRADE TEACHER
STALEY	LAURA	EDISON ELEMENTARY	4TH GRADE TEACHER
STARKS	RHINA	EDISON ELEMENTARY	4TH GRADE TEACHER
ZIELKE	SHELLEY	EDISON ELEMENTARY	3RD GRADE TEACHER
DOWNING	JAMIE	ENDEAVOR HIGH SCHOOL	ONLINE TEACHER
GREGG	BETTI	ENDEAVOR HIGH SCHOOL	ONLINE TEACHER
MEZGER	VERNICA	ENDEAVOR HIGH SCHOOL	ONLINE TEACHER
GONZALEZ TORRES	LOURDES	FEDERAL PROGRAMS	HIGH SCHOOL COUNSELOR
HARVEY	BLANCA	FEDERAL PROGRAMS	INSTRUCTIONAL COACH
LANDON	STACIE	FEDERAL PROGRAMS	INSTRUCTIONAL COACH
RAMOS	CRYSTAL	FEDERAL PROGRAMS	INSTRUCTIONAL COACH
SARVER	LAURIE	FEDERAL PROGRAMS	INSTRUCTIONAL COACH
SCHORER	CORIE NE	FEDERAL PROGRAMS	INSTRUCTIONAL COACH
SEYMOUR DE CORTES	ELIZABETH	FEDERAL PROGRAMS	NURSE
ALVAREZ	ELIDA	FUERZA ELEMENTARY	4TH GRADE TEACHER
APARICIO	JOSE	FUERZA ELEMENTARY	5TH GRADE TEACHER
ARROYO	ALFREDO	FUERZA ELEMENTARY	4TH GRADE TEACHER
BROSS	ESTELLA	FUERZA ELEMENTARY	2ND GRADE TEACHER
BROWN	AMANDA	FUERZA ELEMENTARY	4TH GRADE TEACHER
CHAVEZ	ADRIANA	FUERZA ELEMENTARY	TECHNOLOGY TEACHER
CHAVEZ	MARISELA	FUERZA ELEMENTARY	5TH GRADE TEACHER
CHAVEZ	VANESSA	FUERZA ELEMENTARY	3RD GRADE TEACHER
ENRIQUEZ	CARRIE	FUERZA ELEMENTARY	KINDERGARTEN TEACHER
FOX	YESSSENIA	FUERZA ELEMENTARY	5TH GRADE TEACHER
FUENTES	DIANA	FUERZA ELEMENTARY	1ST GRADE TEACHER
GARCIA	MARIA	FUERZA ELEMENTARY	2ND GRADE TEACHER
GARCIA	NANCY	FUERZA ELEMENTARY	KINDERGARTEN TEACHER

2022-23
CERTIFICATED STAFF

Last_Name	First_Name	Location	Position
GARCIA RODRIGUEZ	ROSALINDA	FUERZA ELEMENTARY	2ND GRADE TEACHER
GOMEZ VAZQUEZ	KIMBERLY	FUERZA ELEMENTARY	ELEMENTARY PE TEACHER
GUIZAR MENDOZA	FABIOLA	FUERZA ELEMENTARY	3RD GRADE TEACHER
HENRIKSON	HEATHER	FUERZA ELEMENTARY	4TH GRADE TEACHER
HERRERA	LUZ	FUERZA ELEMENTARY	ELEMENTARY COUNSELOR
HERRING	SHARRON	FUERZA ELEMENTARY	ELEMENTARY LIBRARIAN
KRUGER	MARIA DEL CARMEN	FUERZA ELEMENTARY	2ND GRADE TEACHER
LOPEZ-ROMERO	TATIANA	FUERZA ELEMENTARY	KINDERGARTEN TEACHER
MCEACHEN	XIOMARA	FUERZA ELEMENTARY	1ST GRADE TEACHER
MEDINA CHAVEZ	DANIELA	FUERZA ELEMENTARY	1ST GRADE TEACHER
MENDOZA	YUREMA	FUERZA ELEMENTARY	5TH GRADE TEACHER
MENDOZA CHAVEZ	LIZBETH	FUERZA ELEMENTARY	2ND GRADE TEACHER
NUNEZ	SUHAILL	FUERZA ELEMENTARY	SPECIALIST TEACHER
OLA	JASMIN	FUERZA ELEMENTARY	KINDERGARTEN TEACHER
ONEILL	GABRIELA	FUERZA ELEMENTARY	SPECIALIST TEACHER
ORTIZ-RODRIGUEZ	NANCY	FUERZA ELEMENTARY	3RD GRADE TEACHER
PEREZ	RUBY	FUERZA ELEMENTARY	ELEMENTARY MUSIC TEACHER
PORTUGAL	ALEJANDRA	FUERZA ELEMENTARY	SPECIALIST TEACHER
REYES	ELENA	FUERZA ELEMENTARY	1ST GRADE TEACHER
ROBLED0	LINDA	FUERZA ELEMENTARY	ELEMENTARY SPED TEACHER
RODRIGUEZ	SILVIA	FUERZA ELEMENTARY	3RD GRADE TEACHER
SANCHEZ VARGAS	JAZMIRI	FUERZA ELEMENTARY	KINDERGARTEN TEACHER
VILLEGAS	ANGELICA	FUERZA ELEMENTARY	ELEMENTARY COUNSELOR
YEAGER	MATTHEW	FUERZA ELEMENTARY	3RD GRADE TEACHER
AGUILAR	NORMA	HAWTHORNE ELEMENTARY	KINDERGARTEN TEACHER
BOSLEY	GARY	HAWTHORNE ELEMENTARY	ELEMENTARY LIBRARIAN
BOWERS	CHELSEY	HAWTHORNE ELEMENTARY	KINDERGARTEN TEACHER
BROADBENT	REBECCA	HAWTHORNE ELEMENTARY	4TH GRADE TEACHER
BYDALEK	JESSICA	HAWTHORNE ELEMENTARY	2ND GRADE TEACHER
CAPRON	MELISSA	HAWTHORNE ELEMENTARY	KINDERGARTEN TEACHER
CARPER	MARY	HAWTHORNE ELEMENTARY	5TH GRADE TEACHER
DAY	LINDSEY	HAWTHORNE ELEMENTARY	2ND GRADE TEACHER
DELGADO	YANEIRA	HAWTHORNE ELEMENTARY	ELEMENTARY COUNSELOR
DUNCAN	CAITLIN	HAWTHORNE ELEMENTARY	1ST GRADE TEACHER
FAGER	JON	HAWTHORNE ELEMENTARY	3RD GRADE TEACHER
GONZALEZ	MAKENZIE	HAWTHORNE ELEMENTARY	ELEMENTARY SPED TEACHER
GRADWOHL	JASON	HAWTHORNE ELEMENTARY	5TH GRADE TEACHER
GUTIERREZ	BAYLEE	HAWTHORNE ELEMENTARY	4TH GRADE TEACHER
GUTIERREZ MONZON	KEVIN	HAWTHORNE ELEMENTARY	TECHNOLOGY TEACHER
JOHNSTON	KELLY	HAWTHORNE ELEMENTARY	3RD GRADE TEACHER
KAY	AMYE	HAWTHORNE ELEMENTARY	1ST GRADE TEACHER
KELLEY	CARINA	HAWTHORNE ELEMENTARY	1ST GRADE TEACHER
KRIEWALL	CHRISTINE	HAWTHORNE ELEMENTARY	SPECIALIST TEACHER
LABARRE	BECKY	HAWTHORNE ELEMENTARY	SPECIALIST TEACHER
LINDBLOOM	NICOLE	HAWTHORNE ELEMENTARY	ELEMENTARY SPED TEACHER
LLOYD	MELISSA	HAWTHORNE ELEMENTARY	3RD GRADE TEACHER

2022-23
CERTIFICATED STAFF

Last_Name	First_Name	Location	Position
MIDILI	SARAH	HAWTHORNE ELEMENTARY	2ND GRADE TEACHER
MORDEN	HAILEY	HAWTHORNE ELEMENTARY	KINDERGARTEN TEACHER
PIATT	MICHELLE	HAWTHORNE ELEMENTARY	ELEMENTARY MUSIC TEACHER
PIEROS	JEFFERY	HAWTHORNE ELEMENTARY	SPECIALIST TEACHER
PURCELL	LEANNE	HAWTHORNE ELEMENTARY	SPECIALIST TEACHER
ROMERO	ISAAC	HAWTHORNE ELEMENTARY	ELEMENTARY PE TEACHER
WEISERT-PEATOW	HEIDI	HAWTHORNE ELEMENTARY	SPECIALIST TEACHER
WHITTAKER	SARAH	HAWTHORNE ELEMENTARY	3RD GRADE TEACHER
WIRTZBERGER	REBECCA	HAWTHORNE ELEMENTARY	1ST GRADE TEACHER
ABARCA PEREZ	MARIXA	HIGHLANDS MIDDLE SCHOOL	MIDDLE SCHOOL TEACHER
AKINS	STEPHANIE	HIGHLANDS MIDDLE SCHOOL	MIDDLE SCHOOL SPED TEACHER
BARRERA	KYMBERLEE	HIGHLANDS MIDDLE SCHOOL	MIDDLE SCHOOL TEACHER
BEARDSLEY	REBECCA	HIGHLANDS MIDDLE SCHOOL	MIDDLE SCHOOL TEACHER
BEAUCHAMP	KARA	HIGHLANDS MIDDLE SCHOOL	MIDDLE SCHOOL PE TEACHER
BOOTH	KIRSTEN	HIGHLANDS MIDDLE SCHOOL	MIDDLE SCHOOL SPED TEACHER
CLARK	AARON	HIGHLANDS MIDDLE SCHOOL	MIDDLE SCHOOL TEACHER
CLAWSON	TERRI	HIGHLANDS MIDDLE SCHOOL	MIDDLE SCHOOL TEACHER
CLAYTON	KELSIE	HIGHLANDS MIDDLE SCHOOL	MIDDLE SCHOOL TEACHER
COOPER	ANDREW	HIGHLANDS MIDDLE SCHOOL	MIDDLE SCHOOL TEACHER
CRANDALL	MADISON	HIGHLANDS MIDDLE SCHOOL	MIDDLE SCHOOL TEACHER
DAVIS	JOHANNA	HIGHLANDS MIDDLE SCHOOL	MIDDLE SCHOOL COUNSELOR
DAY	STEPHANIE	HIGHLANDS MIDDLE SCHOOL	INSTRUCTIONAL COACH
DOGGETT	PEGGI	HIGHLANDS MIDDLE SCHOOL	MIDDLE SCHOOL TEACHER
DUBINETS	VASILYIY	HIGHLANDS MIDDLE SCHOOL	MIDDLE SCHOOL TEACHER
ELLIS	ROBIN	HIGHLANDS MIDDLE SCHOOL	MIDDLE SCHOOL TEACHER
ESCAMILLA	PATRICIA	HIGHLANDS MIDDLE SCHOOL	MIDDLE SCHOOL TEACHER
ESQUIVEL	CHARLES	HIGHLANDS MIDDLE SCHOOL	MIDDLE SCHOOL SPED TEACHER
FOUTS	NEENA	HIGHLANDS MIDDLE SCHOOL	MIDDLE SCHOOL TEACHER
FOW	CONNIE	HIGHLANDS MIDDLE SCHOOL	MIDDLE SCHOOL TEACHER
FRENTZEN	PETER	HIGHLANDS MIDDLE SCHOOL	INSTRUCTIONAL COACH
GARNETT	KAYLEA	HIGHLANDS MIDDLE SCHOOL	MIDDLE SCHOOL TEACHER
GILMAN	KRISTINE	HIGHLANDS MIDDLE SCHOOL	MIDDLE SCHOOL TEACHER
GROSSMAN	JARED	HIGHLANDS MIDDLE SCHOOL	MIDDLE SCHOOL TEACHER
HIRSCH	EMYLEE	HIGHLANDS MIDDLE SCHOOL	MIDDLE SCHOOL TEACHER
JALALYAR	SUMIYYAH	HIGHLANDS MIDDLE SCHOOL	MIDDLE SCHOOL TEACHER
JOHANSEN	SUZANNE	HIGHLANDS MIDDLE SCHOOL	MIDDLE SCHOOL TEACHER
KIRK	TODD	HIGHLANDS MIDDLE SCHOOL	MIDDLE SCHOOL PE TEACHER
LARSEN	PHILLIP	HIGHLANDS MIDDLE SCHOOL	MIDDLE SCHOOL TEACHER
LAUDERDALE	RONDA	HIGHLANDS MIDDLE SCHOOL	MIDDLE SCHOOL TEACHER
LE	NGAN	HIGHLANDS MIDDLE SCHOOL	MIDDLE SCHOOL TEACHER
LUSK	LAURA	HIGHLANDS MIDDLE SCHOOL	MIDDLE SCHOOL SPED TEACHER
MARSHALL	JENNIFER	HIGHLANDS MIDDLE SCHOOL	MIDDLE SCHOOL TEACHER
NELSON	COREY	HIGHLANDS MIDDLE SCHOOL	MIDDLE SCHOOL LIBRARIAN
NICHOLAS	PEGGY	HIGHLANDS MIDDLE SCHOOL	MIDDLE SCHOOL TEACHER
PAUL	HEATHER	HIGHLANDS MIDDLE SCHOOL	MIDDLE SCHOOL TEACHER
PERRY	DONALD	HIGHLANDS MIDDLE SCHOOL	MIDDLE SCHOOL TEACHER

2022-23
CERTIFICATED STAFF

Last_Name	First_Name	Location	Position
PICENO	KARINA	HIGHLANDS MIDDLE SCHOOL	MIDDLE SCHOOL COUNSELOR
PIES	JORDAN	HIGHLANDS MIDDLE SCHOOL	MIDDLE SCHOOL TEACHER
POWERS	SETH	HIGHLANDS MIDDLE SCHOOL	MIDDLE SCHOOL PE TEACHER
REIMAN	MEGHAN	HIGHLANDS MIDDLE SCHOOL	MIDDLE SCHOOL TEACHER
SANDOVAL	GERARDO	HIGHLANDS MIDDLE SCHOOL	MIDDLE SCHOOL COUNSELOR
SCHERBARTH	COREY	HIGHLANDS MIDDLE SCHOOL	MIDDLE SCHOOL TEACHER
SMITH	DUSTIN	HIGHLANDS MIDDLE SCHOOL	MIDDLE SCHOOL TEACHER
SMITH	MATTHEW	HIGHLANDS MIDDLE SCHOOL	MIDDLE SCHOOL TEACHER
STADELMAN	STEPHANIE	HIGHLANDS MIDDLE SCHOOL	MIDDLE SCHOOL TEACHER
STEVENS	NEFERTITI	HIGHLANDS MIDDLE SCHOOL	MIDDLE SCHOOL TEACHER
STEWART	TRACY	HIGHLANDS MIDDLE SCHOOL	MIDDLE SCHOOL PE TEACHER
STEWART	TRACY	HIGHLANDS MIDDLE SCHOOL	MIDDLE SCHOOL TEACHER
SWEENEY	MICHELLE	HIGHLANDS MIDDLE SCHOOL	MIDDLE SCHOOL TEACHER
WENSVEEN	WILLEM	HIGHLANDS MIDDLE SCHOOL	MIDDLE SCHOOL PE TEACHER
WIENS	JEFF	HIGHLANDS MIDDLE SCHOOL	MIDDLE SCHOOL TEACHER
WILLOCK	STEVEN	HIGHLANDS MIDDLE SCHOOL	MIDDLE SCHOOL TEACHER
YAHYAUI	COLLEEN	HIGHLANDS MIDDLE SCHOOL	MIDDLE SCHOOL TEACHER
ARMSTRONG	EDWIN	HORSE HEAVEN HILLS MS	MIDDLE SCHOOL TEACHER
BAILEY	JARED	HORSE HEAVEN HILLS MS	MIDDLE SCHOOL MUSIC TEACHER
BENNETT	ALEXANDRA	HORSE HEAVEN HILLS MS	MIDDLE SCHOOL SPED TEACHER
BONECK	ASHLEY	HORSE HEAVEN HILLS MS	MIDDLE SCHOOL SPED TEACHER
BROTKA	JOSHUA	HORSE HEAVEN HILLS MS	MIDDLE SCHOOL TEACHER
CARLSON	JENNIFER	HORSE HEAVEN HILLS MS	MIDDLE SCHOOL TEACHER
CHRISTENSEN	ASHLEY	HORSE HEAVEN HILLS MS	MIDDLE SCHOOL TEACHER
FRAGA	TAMMY	HORSE HEAVEN HILLS MS	MIDDLE SCHOOL TEACHER
FUHRIMAN	HANNA	HORSE HEAVEN HILLS MS	MIDDLE SCHOOL TEACHER
GAUMER	RYAN	HORSE HEAVEN HILLS MS	MIDDLE SCHOOL PE TEACHER
GEBERS	BOYD	HORSE HEAVEN HILLS MS	MIDDLE SCHOOL PE TEACHER
GEBERS	BOYD	HORSE HEAVEN HILLS MS	MIDDLE SCHOOL TEACHER
HAWKINS	KELLEY	HORSE HEAVEN HILLS MS	MIDDLE SCHOOL COUNSELOR
HENSON	LISA	HORSE HEAVEN HILLS MS	MIDDLE SCHOOL SPED TEACHER
IRBY	JENNIFER	HORSE HEAVEN HILLS MS	MIDDLE SCHOOL TEACHER
LAWSON	BRYAN	HORSE HEAVEN HILLS MS	MIDDLE SCHOOL TEACHER
MARQUEZ	GILBERT	HORSE HEAVEN HILLS MS	MIDDLE SCHOOL TEACHER
MARTIN	LISA	HORSE HEAVEN HILLS MS	MIDDLE SCHOOL TEACHER
MATHER	MARTHA	HORSE HEAVEN HILLS MS	MIDDLE SCHOOL TEACHER
MATTSON	BRENT	HORSE HEAVEN HILLS MS	MIDDLE SCHOOL PE TEACHER
MIDDLETON	SHAWN	HORSE HEAVEN HILLS MS	MIDDLE SCHOOL TEACHER
MOBLEY	STUART	HORSE HEAVEN HILLS MS	MIDDLE SCHOOL MUSIC TEACHER
MOORE	DEANNA	HORSE HEAVEN HILLS MS	MIDDLE SCHOOL TEACHER
MORRIS CHEEK HALE	LEZLEE	HORSE HEAVEN HILLS MS	MIDDLE SCHOOL TEACHER
MURILLO	EMMA	HORSE HEAVEN HILLS MS	MIDDLE SCHOOL TEACHER
NEELEY	JILL	HORSE HEAVEN HILLS MS	MIDDLE SCHOOL SPED TEACHER
NEWMAN	ERIN	HORSE HEAVEN HILLS MS	MIDDLE SCHOOL TEACHER
PISCHEL	JAIANNE	HORSE HEAVEN HILLS MS	INSTRUCTIONAL COACH
PREIN	ANDREW	HORSE HEAVEN HILLS MS	MIDDLE SCHOOL TEACHER

2022-23
CERTIFICATED STAFF

Last_Name	First_Name	Location	Position
PUTNAM	JENNIFER	HORSE HEAVEN HILLS MS	MIDDLE SCHOOL TEACHER
RILEY	REBECCA	HORSE HEAVEN HILLS MS	MIDDLE SCHOOL TEACHER
ROUECHE	DEBORAH	HORSE HEAVEN HILLS MS	MIDDLE SCHOOL PE TEACHER
RUSH	KERRI	HORSE HEAVEN HILLS MS	MIDDLE SCHOOL COUNSELOR
SHELL	RHONDA	HORSE HEAVEN HILLS MS	MIDDLE SCHOOL SPED TEACHER
SCHNEIDER	CINTHIA	HORSE HEAVEN HILLS MS	MIDDLE SCHOOL COUNSELOR
SHIMSKEY	LORI	HORSE HEAVEN HILLS MS	MIDDLE SCHOOL TEACHER
STEINBORN	CYNTHIA	HORSE HEAVEN HILLS MS	MIDDLE SCHOOL TEACHER
TABER	SUSAN	HORSE HEAVEN HILLS MS	MIDDLE SCHOOL TEACHER
THOMPSON	MICHELLE	HORSE HEAVEN HILLS MS	MIDDLE SCHOOL TEACHER
TIPPETT	ROBERT	HORSE HEAVEN HILLS MS	MIDDLE SCHOOL TEACHER
TIPPETT	TRINE	HORSE HEAVEN HILLS MS	MIDDLE SCHOOL TEACHER
WALSH	THOMAS	HORSE HEAVEN HILLS MS	MIDDLE SCHOOL TEACHER
YOKE	CHERYL	HORSE HEAVEN HILLS MS	MIDDLE SCHOOL PE TEACHER
HOFFMAN	MINDY	HUMAN RESOURCES	CONSULTING PEER EDUCATOR
JORDAN	JENNIFER	HUMAN RESOURCES	CONSULTING PEER EDUCATOR
LARSEN	DENNIS	HUMAN RESOURCES	MIDDLE SCHOOL MUSIC TEACHER
LEONARD	KAREN	HUMAN RESOURCES	CONSULTING PEER EDUCATOR
WOODFORD	ROBERT	HUMAN RESOURCES	UNION REPRESENTATIVE
BELLISTON	DANIELLE	JUVENILE JUSTICE CENTER	SECONDARY TEACHER
MARTIN	CHAD	JUVENILE JUSTICE CENTER	SECONDARY TEACHER
STEARNS	KAT	JUVENILE JUSTICE CENTER	SECONDARY TEACHER
VEGAS	LUIS	JUVENILE JUSTICE CENTER	SECONDARY TEACHER
ALLEMAN	ASHLEY	K-12 STUDENT SERVICES	NURSE
ANDERSON	REBECCA	K-12 STUDENT SERVICES	NURSE
BAKKER	JEANNE	K-12 STUDENT SERVICES	NURSE
BRUN	TAMARA	K-12 STUDENT SERVICES	NURSE
DONLEY	CYNTHIA	K-12 STUDENT SERVICES	NURSE
FOLK	AMANDA	K-12 STUDENT SERVICES	NURSE
GOERING	KIMBERLY	K-12 STUDENT SERVICES	NURSE
ISLEY	KATHERINE	K-12 STUDENT SERVICES	NURSE
KELLY	KARINA	K-12 STUDENT SERVICES	NURSE
LOWE	CANDACE	K-12 STUDENT SERVICES	NURSE
MCDERMOTT	KIMBERLY	K-12 STUDENT SERVICES	NURSE
MCKEEVER	DIANA	K-12 STUDENT SERVICES	NURSE
NIEFFENEGGER	ALEXIS	K-12 STUDENT SERVICES	NURSE
OSBORNE	DONNA	K-12 STUDENT SERVICES	NURSE
OUTHICHAMPHONE	PHONEMALY	K-12 STUDENT SERVICES	NURSE
PEREZ	KATHY	K-12 STUDENT SERVICES	NURSE
SHULTZ	MANDI	K-12 STUDENT SERVICES	NURSE
THOMAS	HAROLD	K-12 STUDENT SERVICES	NURSE
WALKER	TERESA	K-12 STUDENT SERVICES	NURSE

2022-23
CERTIFICATED STAFF

Last_Name	First_Name	Location	Position
ABERSFELLER	NATALIE	KAMIAKIN HIGH SCHOOL	HIGH SCHOOL TEACHER
ADLER	ALYSSA	KAMIAKIN HIGH SCHOOL	HIGH SCHOOL TEACHER
ANDERSON	JORDAN	KAMIAKIN HIGH SCHOOL	HIGH SCHOOL TEACHER
ASHWORTH	CIARA	KAMIAKIN HIGH SCHOOL	HIGH SCHOOL TEACHER
ATTERBERRY	HEATHER	KAMIAKIN HIGH SCHOOL	HIGH SCHOOL TEACHER
BAILEY	NICOLE	KAMIAKIN HIGH SCHOOL	HIGH SCHOOL COUNSELOR
BENDER	LAURIE	KAMIAKIN HIGH SCHOOL	HIGH SCHOOL TEACHER
BIGLIN	SCOTT	KAMIAKIN HIGH SCHOOL	HIGH SCHOOL PE TEACHER
BYRD	JENNY	KAMIAKIN HIGH SCHOOL	HIGH SCHOOL TEACHER
CARROLL	ANDREA	KAMIAKIN HIGH SCHOOL	HIGH SCHOOL SPED TEACHER
CARTER	RYAN	KAMIAKIN HIGH SCHOOL	HIGH SCHOOL PE TEACHER
CLARO RINCON	ANA	KAMIAKIN HIGH SCHOOL	HIGH SCHOOL COUNSELOR
CLIZBE	OLIVIA	KAMIAKIN HIGH SCHOOL	HIGH SCHOOL TEACHER
CONOVER	JOANNA	KAMIAKIN HIGH SCHOOL	HIGH SCHOOL COUNSELOR
COX	JULIE	KAMIAKIN HIGH SCHOOL	HIGH SCHOOL TEACHER
DAVIS	TINA	KAMIAKIN HIGH SCHOOL	HIGH SCHOOL TEACHER
DONAIS	JOYCE	KAMIAKIN HIGH SCHOOL	HIGH SCHOOL TEACHER
ESPINOZA ALMEJO	ALONDRA	KAMIAKIN HIGH SCHOOL	HIGH SCHOOL COUNSELOR
FARRIS	AMBER	KAMIAKIN HIGH SCHOOL	HIGH SCHOOL TEACHER
FETH	VALERIE	KAMIAKIN HIGH SCHOOL	HIGH SCHOOL TEACHER
FLEMING	LISA	KAMIAKIN HIGH SCHOOL	HIGH SCHOOL TEACHER
FREITAG	TODD	KAMIAKIN HIGH SCHOOL	HIGH SCHOOL TEACHER
GOUGH	ERIC	KAMIAKIN HIGH SCHOOL	HIGH SCHOOL PE TEACHER
GRAHAM	PATRICK	KAMIAKIN HIGH SCHOOL	HIGH SCHOOL TEACHER
HAMILTON	CHRISTOPHER	KAMIAKIN HIGH SCHOOL	HIGH SCHOOL TEACHER
HEISEY	DERRICK	KAMIAKIN HIGH SCHOOL	HIGH SCHOOL SPED TEACHER
JAMES	ALEXANDER	KAMIAKIN HIGH SCHOOL	HIGH SCHOOL SPED TEACHER
JUDY	BRADLEY	KAMIAKIN HIGH SCHOOL	HIGH SCHOOL TEACHER
KENNEDY	LEAH	KAMIAKIN HIGH SCHOOL	HIGH SCHOOL TEACHER
KLOS	BRIAN	KAMIAKIN HIGH SCHOOL	HIGH SCHOOL TEACHER
KOHAN	ALEXANDER	KAMIAKIN HIGH SCHOOL	HIGH SCHOOL SPED TEACHER
KOPRIVA	JOANNE	KAMIAKIN HIGH SCHOOL	HIGH SCHOOL TEACHER
KUTSCHKAU	KATRINA	KAMIAKIN HIGH SCHOOL	HIGH SCHOOL TEACHER
LANE	MIRANDA	KAMIAKIN HIGH SCHOOL	HIGH SCHOOL SPED TEACHER
LECHELT	CORRINE	KAMIAKIN HIGH SCHOOL	HIGH SCHOOL TEACHER
LEDGERWOOD	KELLY	KAMIAKIN HIGH SCHOOL	HIGH SCHOOL TEACHER
LEROUE	HEIDI	KAMIAKIN HIGH SCHOOL	HIGH SCHOOL SPED TEACHER
LUTTRELL	MATTHEW	KAMIAKIN HIGH SCHOOL	HIGH SCHOOL TEACHER
MATTHES	PAT	KAMIAKIN HIGH SCHOOL	HIGH SCHOOL TEACHER
MAUS	MARK	KAMIAKIN HIGH SCHOOL	HIGH SCHOOL TEACHER
MCCALLUM	RYAN	KAMIAKIN HIGH SCHOOL	HIGH SCHOOL TEACHER
MCCALLUM	TINA	KAMIAKIN HIGH SCHOOL	HIGH SCHOOL COUNSELOR
MCCORD	RYAN	KAMIAKIN HIGH SCHOOL	HIGH SCHOOL SPED TEACHER
MCLEOD	LAURA	KAMIAKIN HIGH SCHOOL	HIGH SCHOOL TEACHER
MCLEOD	SCOTT	KAMIAKIN HIGH SCHOOL	HIGH SCHOOL TEACHER
MELICK	MARGARET	KAMIAKIN HIGH SCHOOL	HIGH SCHOOL TEACHER
MENEELY	BRIAN	KAMIAKIN HIGH SCHOOL	HIGH SCHOOL TEACHER

2022-23
CERTIFICATED STAFF

Last_Name	First_Name	Location	Position
METCALF	KRISTINE	KAMIAKIN HIGH SCHOOL	HIGH SCHOOL SPED TEACHER
MILEWSKI	HOLLY	KAMIAKIN HIGH SCHOOL	HIGH SCHOOL TEACHER
OLAUGHLIN	AARON	KAMIAKIN HIGH SCHOOL	HIGH SCHOOL TEACHER
OSBORN	SHELBY	KAMIAKIN HIGH SCHOOL	HIGH SCHOOL TEACHER
PALOMAREZ	LINDA	KAMIAKIN HIGH SCHOOL	HIGH SCHOOL TEACHER
POTTER	CHAD	KAMIAKIN HIGH SCHOOL	HIGH SCHOOL TEACHER
PRICE	DANIEL	KAMIAKIN HIGH SCHOOL	HIGH SCHOOL TEACHER
RAZOR	LUCY	KAMIAKIN HIGH SCHOOL	HIGH SCHOOL LIBRARIAN
REPPE	DOUGLAS	KAMIAKIN HIGH SCHOOL	HIGH SCHOOL TEACHER
ROBINSON	SARAH	KAMIAKIN HIGH SCHOOL	HIGH SCHOOL TEACHER
ROBLED0	JESSICA	KAMIAKIN HIGH SCHOOL	HIGH SCHOOL TEACHER
ROCKEFELLER	RICHARD	KAMIAKIN HIGH SCHOOL	HIGH SCHOOL TEACHER
ROMERO OLIVERA	ANGEL	KAMIAKIN HIGH SCHOOL	HIGH SCHOOL TEACHER
SAARI	CHARLES	KAMIAKIN HIGH SCHOOL	HIGH SCHOOL TEACHER
SCHAUBLE	CHERYL	KAMIAKIN HIGH SCHOOL	HIGH SCHOOL PE TEACHER
SCHLEKEWEY	JEFF	KAMIAKIN HIGH SCHOOL	HIGH SCHOOL TEACHER
SCHONEWILL	RENAE	KAMIAKIN HIGH SCHOOL	HIGH SCHOOL TEACHER
SIEGFRIED	KELSIE	KAMIAKIN HIGH SCHOOL	HIGH SCHOOL TEACHER
SMITHA	BROOKE	KAMIAKIN HIGH SCHOOL	HIGH SCHOOL TEACHER
STEWART	CALVIN	KAMIAKIN HIGH SCHOOL	HIGH SCHOOL COUNSELOR
STOTT	JULIE	KAMIAKIN HIGH SCHOOL	HIGH SCHOOL TEACHER
TEYNOR	LINDA	KAMIAKIN HIGH SCHOOL	HIGH SCHOOL SPED TEACHER
THORNE	KARINA	KAMIAKIN HIGH SCHOOL	HIGH SCHOOL TEACHER
TILL	STEVEN	KAMIAKIN HIGH SCHOOL	HIGH SCHOOL TEACHER
VANEATON	JEFFRY	KAMIAKIN HIGH SCHOOL	HIGH SCHOOL SPED TEACHER
WAGNON	SCOTT	KAMIAKIN HIGH SCHOOL	HIGH SCHOOL MUSIC TEACHER
WHITEMARSH-BASS	AMY	KAMIAKIN HIGH SCHOOL	HIGH SCHOOL PE TEACHER
WHITNEY	JAMIE	KAMIAKIN HIGH SCHOOL	HIGH SCHOOL TEACHER
WINWARD	ALLISON	KAMIAKIN HIGH SCHOOL	HIGH SCHOOL TEACHER
WOODHOUSE	JANEL	KAMIAKIN HIGH SCHOOL	HIGH SCHOOL TEACHER
WRIGHT	JENNIFER	KAMIAKIN HIGH SCHOOL	HIGH SCHOOL TEACHER
BURNHAM	APRIL	KEEWAYDIN DISCOVERY CENTER	PRESCHOOL SPED TEACHER
CHILDS	TYSON	KEEWAYDIN DISCOVERY CENTER	PRESCHOOL SPED TEACHER
ELSEA	JENNIFER	KEEWAYDIN DISCOVERY CENTER	PRESCHOOL SPED TEACHER
HAMON	PAMELA	KEEWAYDIN DISCOVERY CENTER	PRESCHOOL SPED TEACHER
RAMOS	JAIMI	KEEWAYDIN DISCOVERY CENTER	PRESCHOOL SPED TEACHER
STOUT	CHRISTINA	KEEWAYDIN DISCOVERY CENTER	PRESCHOOL SPED TEACHER
THOMASSON	BARBARA	KEEWAYDIN DISCOVERY CENTER	PRESCHOOL SPED TEACHER
VESNESKE	DANIELLE	KEEWAYDIN DISCOVERY CENTER	PRESCHOOL SPED TEACHER
VOSENKEMPER	BENJAMIN	KEEWAYDIN DISCOVERY CENTER	PRESCHOOL SPED TEACHER
AFFHOLTER	RANDY	KENNEWICK HIGH SCHOOL	HIGH SCHOOL PE TEACHER
AFFHOLTER	RANDY	KENNEWICK HIGH SCHOOL	HIGH SCHOOL TEACHER
ALMAGUER	CAITLIN	KENNEWICK HIGH SCHOOL	HIGH SCHOOL TEACHER
ANDERSON	CINDY	KENNEWICK HIGH SCHOOL	HIGH SCHOOL TEACHER
ARNOLD	ARIENNE	KENNEWICK HIGH SCHOOL	HIGH SCHOOL TEACHER

2022-23
CERTIFICATED STAFF

Last_Name	First_Name	Location	Position
AYRES	CLAYTEN	KENNEWICK HIGH SCHOOL	HIGH SCHOOL TEACHER
BETZ	MICHAEL	KENNEWICK HIGH SCHOOL	HIGH SCHOOL TEACHER
BOOTH	CODY	KENNEWICK HIGH SCHOOL	HIGH SCHOOL TEACHER
BROWN	DARAIN	KENNEWICK HIGH SCHOOL	HIGH SCHOOL TEACHER
BROWNING	OLIVER	KENNEWICK HIGH SCHOOL	HIGH SCHOOL SPED TEACHER
BURLEYSON	SHANNON	KENNEWICK HIGH SCHOOL	HIGH SCHOOL TEACHER
BURRIS	STACY	KENNEWICK HIGH SCHOOL	HIGH SCHOOL TEACHER
CAMPBELL	DAVID	KENNEWICK HIGH SCHOOL	HIGH SCHOOL SPED TEACHER
CAMPBELL	DAVID	KENNEWICK HIGH SCHOOL	HIGH SCHOOL TEACHER
CLAWSON	KATHRYN	KENNEWICK HIGH SCHOOL	HIGH SCHOOL TEACHER
CLEMMENS	KURT	KENNEWICK HIGH SCHOOL	HIGH SCHOOL TEACHER
CLEMMENS	LUKAS	KENNEWICK HIGH SCHOOL	HIGH SCHOOL TEACHER
CRONENWETT	SAMUEL	KENNEWICK HIGH SCHOOL	HIGH SCHOOL TEACHER
CUSHING	MELANIE	KENNEWICK HIGH SCHOOL	HIGH SCHOOL COUNSELOR
DALE	SYDNEY	KENNEWICK HIGH SCHOOL	HIGH SCHOOL TEACHER
DEVERS	NAOMI	KENNEWICK HIGH SCHOOL	HIGH SCHOOL TEACHER
EERKES	JOSHUA	KENNEWICK HIGH SCHOOL	HIGH SCHOOL TEACHER
ESTES	SCOTT	KENNEWICK HIGH SCHOOL	HIGH SCHOOL TEACHER
FANKHAUSER	DON	KENNEWICK HIGH SCHOOL	HIGH SCHOOL TEACHER
FISCHER	JASON	KENNEWICK HIGH SCHOOL	HIGH SCHOOL PE TEACHER
FRANCIS	DAVID	KENNEWICK HIGH SCHOOL	HIGH SCHOOL TEACHER
FUNK	CHELSEY	KENNEWICK HIGH SCHOOL	HIGH SCHOOL TEACHER
FUQUAY	MYRETA	KENNEWICK HIGH SCHOOL	HIGH SCHOOL SPED TEACHER
GILLIAM	ORBIE	KENNEWICK HIGH SCHOOL	HIGH SCHOOL TEACHER
GLENN	SARA	KENNEWICK HIGH SCHOOL	HIGH SCHOOL TEACHER
GOODALL	AMBER	KENNEWICK HIGH SCHOOL	HIGH SCHOOL TEACHER
GUNTER	JENNIFER	KENNEWICK HIGH SCHOOL	HIGH SCHOOL MUSIC TEACHER
HARLEY	TIARA	KENNEWICK HIGH SCHOOL	HIGH SCHOOL TEACHER
HARMON	MISTY	KENNEWICK HIGH SCHOOL	HIGH SCHOOL SPED TEACHER
HARRIS	RICHARD	KENNEWICK HIGH SCHOOL	HIGH SCHOOL TEACHER
HEDGES	JENNIFER	KENNEWICK HIGH SCHOOL	HIGH SCHOOL TEACHER
HOLBROOK	JEREMY	KENNEWICK HIGH SCHOOL	HIGH SCHOOL TEACHER
KALRA	NIDHI	KENNEWICK HIGH SCHOOL	HIGH SCHOOL TEACHER
KINION	KATHERINE	KENNEWICK HIGH SCHOOL	HIGH SCHOOL TEACHER
LARSEN	DENNIS	KENNEWICK HIGH SCHOOL	HIGH SCHOOL MUSIC TEACHER
LARSEN	DENNIS	KENNEWICK HIGH SCHOOL	HIGH SCHOOL TEACHER
LARSON	SCOTT	KENNEWICK HIGH SCHOOL	HIGH SCHOOL TEACHER
LEYDE	BRADYN	KENNEWICK HIGH SCHOOL	HIGH SCHOOL TEACHER
LITTLE THUNDER	DAWN	KENNEWICK HIGH SCHOOL	HIGH SCHOOL PE TEACHER
LONG	LINDSAY	KENNEWICK HIGH SCHOOL	HIGH SCHOOL SPED TEACHER
LOPEZ	ESMERALDA	KENNEWICK HIGH SCHOOL	HIGH SCHOOL COUNSELOR
MACHART	AARON	KENNEWICK HIGH SCHOOL	HIGH SCHOOL COUNSELOR
MARQUARDT	ANDREW	KENNEWICK HIGH SCHOOL	HIGH SCHOOL PE TEACHER
MARQUARDT	IANA	KENNEWICK HIGH SCHOOL	HIGH SCHOOL PE TEACHER
MCCARTNEY	DAVID	KENNEWICK HIGH SCHOOL	HIGH SCHOOL TEACHER
MEJIA	CORRINA	KENNEWICK HIGH SCHOOL	HIGH SCHOOL TEACHER
MEQUET	JONATHAN	KENNEWICK HIGH SCHOOL	HIGH SCHOOL TEACHER

2022-23
CERTIFICATED STAFF

Last_Name	First_Name	Location	Position
MILLER	JONATHAN	KENNEWICK HIGH SCHOOL	HIGH SCHOOL MUSIC TEACHER
MUSCUTT	LANCE	KENNEWICK HIGH SCHOOL	HIGH SCHOOL TEACHER
NAVARRO	ANA	KENNEWICK HIGH SCHOOL	HIGH SCHOOL COUNSELOR
NETT	STACY	KENNEWICK HIGH SCHOOL	HIGH SCHOOL TEACHER
OBRIEN	KENDRA	KENNEWICK HIGH SCHOOL	HIGH SCHOOL TEACHER
OKERMAN	DIANE	KENNEWICK HIGH SCHOOL	HIGH SCHOOL TEACHER
PARSONS	ANNE	KENNEWICK HIGH SCHOOL	HIGH SCHOOL SPED TEACHER
PAYSON	AMY	KENNEWICK HIGH SCHOOL	HIGH SCHOOL COUNSELOR
PENNINGTON	GWEN	KENNEWICK HIGH SCHOOL	HIGH SCHOOL TEACHER
PETERSON	MADGE	KENNEWICK HIGH SCHOOL	HIGH SCHOOL TEACHER
PETERSON	MADGE	KENNEWICK HIGH SCHOOL	INSTRUCTIONAL COACH
PIPER	DAVID	KENNEWICK HIGH SCHOOL	HIGH SCHOOL TEACHER
PUCKETT	TODD	KENNEWICK HIGH SCHOOL	HIGH SCHOOL TEACHER
RANNOV	JOHN	KENNEWICK HIGH SCHOOL	HIGH SCHOOL TEACHER
RIEL	THOMAS	KENNEWICK HIGH SCHOOL	HIGH SCHOOL TEACHER
SANCHEZ	SONIA	KENNEWICK HIGH SCHOOL	HIGH SCHOOL COUNSELOR
SANDBECK	MICHAEL	KENNEWICK HIGH SCHOOL	HIGH SCHOOL TEACHER
SANDBECK	MICHAEL	KENNEWICK HIGH SCHOOL	INSTRUCTIONAL COACH
SANDOVAL AGUILAR	ESTRELLA	KENNEWICK HIGH SCHOOL	HIGH SCHOOL COUNSELOR
SCRIMSHER	KATELYN	KENNEWICK HIGH SCHOOL	HIGH SCHOOL TEACHER
SLAGLE	JASON	KENNEWICK HIGH SCHOOL	HIGH SCHOOL TEACHER
SMITH	KAMALA	KENNEWICK HIGH SCHOOL	HIGH SCHOOL LIBRARIAN
SONDERLAND	BRANDY	KENNEWICK HIGH SCHOOL	HIGH SCHOOL TEACHER
TEMPLETON	BILL	KENNEWICK HIGH SCHOOL	HIGH SCHOOL TEACHER
THOMPSON	PAUL	KENNEWICK HIGH SCHOOL	HIGH SCHOOL TEACHER
URREGO	TERESA	KENNEWICK HIGH SCHOOL	HIGH SCHOOL TEACHER
WHITE	DANIEL	KENNEWICK HIGH SCHOOL	HIGH SCHOOL TEACHER
WICHES	CURTIS	KENNEWICK HIGH SCHOOL	HIGH SCHOOL TEACHER
WILLIAMS	ASHLEY	KENNEWICK HIGH SCHOOL	HIGH SCHOOL TEACHER
WILLIAMSON	REBECCA	KENNEWICK HIGH SCHOOL	HIGH SCHOOL SPED TEACHER
YOST	NICOLE	KENNEWICK HIGH SCHOOL	HIGH SCHOOL TEACHER
ZABRISKIE	COURTNEY	KENNEWICK HIGH SCHOOL	HIGH SCHOOL TEACHER
BIRRUETA	FRANCISCO	LEGACY HIGH SCHOOL	HIGH SCHOOL TEACHER
CADWALLADER	WANDA	LEGACY HIGH SCHOOL	SECONDARY TEACHER
COLEMAN	RONALD	LEGACY HIGH SCHOOL	HIGH SCHOOL TEACHER
DOWNING	RYAN	LEGACY HIGH SCHOOL	HIGH SCHOOL TEACHER
GOCHOEL	BRIAN	LEGACY HIGH SCHOOL	HIGH SCHOOL TEACHER
GREGG	BETTI	LEGACY HIGH SCHOOL	HIGH SCHOOL TEACHER
HOLMES	MICHELLE	LEGACY HIGH SCHOOL	COUNSELOR
JOHNSON	MICHELLE	LEGACY HIGH SCHOOL	HIGH SCHOOL TEACHER
MENDOZA	ALEJANDRA	LEGACY HIGH SCHOOL	HIGH SCHOOL TEACHER
NUXOLL-WILLARD	SANDY	LEGACY HIGH SCHOOL	HIGH SCHOOL TEACHER
PICKETT	MARNIE	LEGACY HIGH SCHOOL	SECONDARY TEACHER
VALDEZ	JANA	LEGACY HIGH SCHOOL	HIGH SCHOOL TEACHER
ALLWINE	MELISSA	LINCOLN ELEMENTARY	3RD GRADE TEACHER

2022-23
CERTIFICATED STAFF

Last_Name	First_Name	Location	Position
AMACKER	AMITY	LINCOLN ELEMENTARY	3RD GRADE TEACHER
BENNETT	ABIGAIL	LINCOLN ELEMENTARY	ELEMENTARY SPED TEACHER
BOUSCHER	JESSICA	LINCOLN ELEMENTARY	ELEMENTARY SPED TEACHER
BROOKS	STEPHANIE	LINCOLN ELEMENTARY	3RD GRADE TEACHER
COFFEY	KYLA	LINCOLN ELEMENTARY	4TH GRADE TEACHER
FEHRENBACHER	NATALIE	LINCOLN ELEMENTARY	TECHNOLOGY TEACHER
FOX	RACHEL	LINCOLN ELEMENTARY	5TH GRADE TEACHER
GILBERT	HAVILAND	LINCOLN ELEMENTARY	ELEMENTARY MUSIC TEACHER
HAMBY	MCKALA	LINCOLN ELEMENTARY	4TH GRADE TEACHER
HILDMAN	JENNIFER	LINCOLN ELEMENTARY	ELEMENTARY LIBRARIAN
HOLWAY	KIMBERLY	LINCOLN ELEMENTARY	1ST GRADE TEACHER
JOHNSON	CASSANDRA	LINCOLN ELEMENTARY	KINDERGARTEN TEACHER
JONES	ERIC	LINCOLN ELEMENTARY	ELEMENTARY PE TEACHER
KARLBERG	CHANDA	LINCOLN ELEMENTARY	5TH GRADE TEACHER
KORSON	CINDY	LINCOLN ELEMENTARY	1ST GRADE TEACHER
LEVAN	LAURA	LINCOLN ELEMENTARY	3RD GRADE TEACHER
LORD	BIANCA	LINCOLN ELEMENTARY	SPECIALIST TEACHER
MARTINEZ	ANABEL	LINCOLN ELEMENTARY	4TH GRADE TEACHER
MCFADDEN	SHANNON	LINCOLN ELEMENTARY	1ST GRADE TEACHER
MILLER	SHANTIA	LINCOLN ELEMENTARY	KINDERGARTEN TEACHER
MORGAN	SARA	LINCOLN ELEMENTARY	KINDERGARTEN TEACHER
MORRIS	MICHELE	LINCOLN ELEMENTARY	KINDERGARTEN TEACHER
OLSON	DEBRA	LINCOLN ELEMENTARY	2ND GRADE TEACHER
PALOMAREZ	ANDRIA	LINCOLN ELEMENTARY	4TH GRADE TEACHER
REZA	LARISSA	LINCOLN ELEMENTARY	2ND GRADE TEACHER
ROGERS	NAOMI	LINCOLN ELEMENTARY	ELEMENTARY SPED TEACHER
ROSENAU	EMMA	LINCOLN ELEMENTARY	ELEMENTARY COUNSELOR
SALSBURY	ERIN	LINCOLN ELEMENTARY	2ND GRADE TEACHER
THOMPSON	TERI	LINCOLN ELEMENTARY	SPECIALIST TEACHER
THROOLIN	JENNIFER	LINCOLN ELEMENTARY	5TH GRADE TEACHER
WIDEEN	ADRIANA	LINCOLN ELEMENTARY	1ST GRADE TEACHER
WUTTIG	KRISTEN	LINCOLN ELEMENTARY	2ND GRADE TEACHER
BARNES	SARA	MCP	K-12 TEACHER
BENNETT	KAREN	MCP	K-12 TEACHER
CANADA	BROOKE	MCP	K-12 TEACHER
CHILD	ISABEL	MCP	K-12 TEACHER
DARLING	TAMMY	MCP	K-12 TEACHER
DEFORD	SUSAN	MCP	K-12 TEACHER
DURHAM	KYLEE	MCP	K-12 TEACHER
FREEZE	CODY	MCP	ONLINE TEACHER
HOWLAND	SANDRA	MCP	ONLINE TEACHER
LEE	HEATHER	MCP	PE TEACHER
PERRY	KARLA	MCP	COUNSELOR
RHEINSCHMIDT	JULIE	MCP	K-12 TEACHER
SAGEN	MEGAN	MCP	K-12 TEACHER
SCHNEIDER	MELISSA	MCP	ONLINE TEACHER

2022-23
CERTIFICATED STAFF

Last_Name	First_Name	Location	Position
WILLIAMS	HOLLI	MCP	K-12 TEACHER
WILLIAMS	MICHELLE	MCP	K-12 TEACHER
AERTS	TRAVIS	PARK MIDDLE SCHOOL	MIDDLE SCHOOL TEACHER
ARREGUIN	JENNIFER	PARK MIDDLE SCHOOL	MIDDLE SCHOOL TEACHER
AYRES	LEONARD	PARK MIDDLE SCHOOL	MIDDLE SCHOOL TEACHER
BAKER	KIMBERLY	PARK MIDDLE SCHOOL	MIDDLE SCHOOL TEACHER
BARRON	ISABEL	PARK MIDDLE SCHOOL	MIDDLE SCHOOL TEACHER
BROWN	JUDITH	PARK MIDDLE SCHOOL	MIDDLE SCHOOL TEACHER
BURT	GINA	PARK MIDDLE SCHOOL	INSTRUCTIONAL COACH
CORNELL	TANNER	PARK MIDDLE SCHOOL	MIDDLE SCHOOL MUSIC TEACHER
CRAIGEN	DANIELLE	PARK MIDDLE SCHOOL	MIDDLE SCHOOL TEACHER
CULHANE	AMBER	PARK MIDDLE SCHOOL	MIDDLE SCHOOL TEACHER
DAUGS	KRISTEN	PARK MIDDLE SCHOOL	MIDDLE SCHOOL TEACHER
DAVES	ANDREW	PARK MIDDLE SCHOOL	MIDDLE SCHOOL SPED TEACHER
DE LA BARRERA	ANGELA	PARK MIDDLE SCHOOL	MIDDLE SCHOOL COUNSELOR
DURHAM	HUNTER	PARK MIDDLE SCHOOL	MIDDLE SCHOOL TEACHER
FARIAS ACEVEDO	DIANA	PARK MIDDLE SCHOOL	MIDDLE SCHOOL TEACHER
FOERSTE	CHERIE	PARK MIDDLE SCHOOL	MIDDLE SCHOOL TEACHER
GARZA	JANTZ	PARK MIDDLE SCHOOL	MIDDLE SCHOOL TEACHER
GLASFORD	TERI	PARK MIDDLE SCHOOL	MIDDLE SCHOOL MUSIC TEACHER
GREEN	CRYSTAL	PARK MIDDLE SCHOOL	MIDDLE SCHOOL SPED TEACHER
GREER	CRYSTAL	PARK MIDDLE SCHOOL	MIDDLE SCHOOL PE TEACHER
GUNTER	LYNNETTE	PARK MIDDLE SCHOOL	INSTRUCTIONAL COACH
HICKS	FRANCINE	PARK MIDDLE SCHOOL	MIDDLE SCHOOL TEACHER
HUDON	MICHELLE	PARK MIDDLE SCHOOL	MIDDLE SCHOOL COUNSELOR
LETE	KYLEE	PARK MIDDLE SCHOOL	MIDDLE SCHOOL TEACHER
LOW	ANDREW	PARK MIDDLE SCHOOL	MIDDLE SCHOOL TEACHER
LUCE	BRADLEY	PARK MIDDLE SCHOOL	MIDDLE SCHOOL TEACHER
MANN	ANDREA	PARK MIDDLE SCHOOL	MIDDLE SCHOOL TEACHER
MELCHERT	AMELIA	PARK MIDDLE SCHOOL	MIDDLE SCHOOL TEACHER
MENDOZA-TOVAR	GERARDO	PARK MIDDLE SCHOOL	MIDDLE SCHOOL TEACHER
PACHECO	SULEMA	PARK MIDDLE SCHOOL	MIDDLE SCHOOL TEACHER
PIERCE	DAVID	PARK MIDDLE SCHOOL	MIDDLE SCHOOL PE TEACHER
RAZO	DIANA	PARK MIDDLE SCHOOL	MIDDLE SCHOOL TEACHER
RENTERIA	CAMILLE	PARK MIDDLE SCHOOL	MIDDLE SCHOOL LIBRARIAN
REYES	JESSICA	PARK MIDDLE SCHOOL	MIDDLE SCHOOL COUNSELOR
ROBERTS	MORGAN	PARK MIDDLE SCHOOL	MIDDLE SCHOOL TEACHER
RODGERS	SARA	PARK MIDDLE SCHOOL	MIDDLE SCHOOL SPED TEACHER
SELF	STEFANY	PARK MIDDLE SCHOOL	MIDDLE SCHOOL TEACHER
SITLER	DWANE	PARK MIDDLE SCHOOL	MIDDLE SCHOOL PE TEACHER
STEWART	JARED	PARK MIDDLE SCHOOL	MIDDLE SCHOOL TEACHER
SUAREZ	CARA	PARK MIDDLE SCHOOL	MIDDLE SCHOOL TEACHER
WEST	ANICA	PARK MIDDLE SCHOOL	MIDDLE SCHOOL TEACHER
ZILAR	LINDA	PARK MIDDLE SCHOOL	MIDDLE SCHOOL TEACHER
ARD	SARAH	PHOENIX HIGH SCHOOL	HIGH SCHOOL TEACHER

2022-23
CERTIFICATED STAFF

Last_Name	First_Name	Location	Position
MULHAUSEN	JILL	PHOENIX HIGH SCHOOL	HIGH SCHOOL TEACHER
YECHA	PATRICK	PHOENIX HIGH SCHOOL	HIGH SCHOOL TEACHER
ADAMS	ERIN	RIDGE VIEW ELEMENTARY	ELEMENTARY MUSIC TEACHER
ANDERSON	KAYLEE	RIDGE VIEW ELEMENTARY	2ND GRADE TEACHER
ANDERSON	MAYLEN	RIDGE VIEW ELEMENTARY	1ST GRADE TEACHER
BRIGGS	JESSICA	RIDGE VIEW ELEMENTARY	5TH GRADE TEACHER
BROWN	JACQUELINE	RIDGE VIEW ELEMENTARY	ELEMENTARY SPED TEACHER
COSSIO	ARACELI	RIDGE VIEW ELEMENTARY	SPECIALIST TEACHER
CRIGLER	VANESSA	RIDGE VIEW ELEMENTARY	4TH GRADE TEACHER
DOWNING	KIRA	RIDGE VIEW ELEMENTARY	1ST GRADE TEACHER
DUNCAN	ROBIN	RIDGE VIEW ELEMENTARY	ELEMENTARY LIBRARIAN
GALBRAITH	STEPHANIE	RIDGE VIEW ELEMENTARY	4TH GRADE TEACHER
GRIFFITH	STEPHANIE	RIDGE VIEW ELEMENTARY	5TH GRADE TEACHER
HAAK	APRIL	RIDGE VIEW ELEMENTARY	2ND GRADE TEACHER
HEITZ	LESLEE	RIDGE VIEW ELEMENTARY	5TH GRADE TEACHER
HICKMAN	AUDREY	RIDGE VIEW ELEMENTARY	KINDERGARTEN TEACHER
HOWARD	THERESA	RIDGE VIEW ELEMENTARY	2ND GRADE TEACHER
JANOSKY	IRMA	RIDGE VIEW ELEMENTARY	3RD GRADE TEACHER
KERN	KATHLEEN	RIDGE VIEW ELEMENTARY	HIGHLY CAPABLE TEACHER
LOCKARD	CHERYL	RIDGE VIEW ELEMENTARY	ELEMENTARY PE TEACHER
MARBLE	JOAN	RIDGE VIEW ELEMENTARY	3RD GRADE TEACHER
MCMULLEN	PATRICIA	RIDGE VIEW ELEMENTARY	3RD GRADE TEACHER
PANG	AMY	RIDGE VIEW ELEMENTARY	1ST GRADE TEACHER
PECHTEL	KATHERINE	RIDGE VIEW ELEMENTARY	KINDERGARTEN TEACHER
PFLIEGER	SCOTT	RIDGE VIEW ELEMENTARY	ELEMENTARY COUNSELOR
RICKARD	TRACI	RIDGE VIEW ELEMENTARY	4TH GRADE TEACHER
SPORTELLI	LORI	RIDGE VIEW ELEMENTARY	SPECIALIST TEACHER
STILES SIELER	BAILEY	RIDGE VIEW ELEMENTARY	3RD GRADE TEACHER
VANMEIGHAM	LORI	RIDGE VIEW ELEMENTARY	2ND GRADE TEACHER
WEISGERBER	JENNIFER	RIDGE VIEW ELEMENTARY	KINDERGARTEN TEACHER
WILM	MAREN	RIDGE VIEW ELEMENTARY	4TH GRADE TEACHER
WOOD	SOMER	RIDGE VIEW ELEMENTARY	ELEMENTARY SPED TEACHER
WRIGHT	TRAVIS	RIDGE VIEW ELEMENTARY	TECHNOLOGY TEACHER
ACHENBACH	CONNIE	SAGE CREST ELEMENTARY	1ST GRADE TEACHER
ALFARO	MARK	SAGE CREST ELEMENTARY	ELEMENTARY SPED TEACHER
ARSLANIAN	JAMES	SAGE CREST ELEMENTARY	TECHNOLOGY TEACHER
BETCHER	STEPHANIE	SAGE CREST ELEMENTARY	KINDERGARTEN TEACHER
CALDERON	JONATHAN	SAGE CREST ELEMENTARY	3RD GRADE TEACHER
CRAMER	KRISTIE	SAGE CREST ELEMENTARY	4TH GRADE TEACHER
CRISP	JEFFREY	SAGE CREST ELEMENTARY	3RD GRADE TEACHER
DOUMIT CARPINO	REBECCA	SAGE CREST ELEMENTARY	4TH GRADE TEACHER
DUPUIS	LORA	SAGE CREST ELEMENTARY	5TH GRADE TEACHER
FINKBEINER	JILLIAN	SAGE CREST ELEMENTARY	4TH GRADE TEACHER
FOLTZ	NICOLE	SAGE CREST ELEMENTARY	2ND GRADE TEACHER
GAVIN	SARA	SAGE CREST ELEMENTARY	KINDERGARTEN TEACHER

2022-23
CERTIFICATED STAFF

Last_Name	First_Name	Location	Position
HAMON	RALPH	SAGE CREST ELEMENTARY	1ST GRADE TEACHER
HENDRICKSON	AMY	SAGE CREST ELEMENTARY	1ST GRADE TEACHER
HOHENBERG	MICHELLE	SAGE CREST ELEMENTARY	2ND GRADE TEACHER
HOLLE	KATHERINE	SAGE CREST ELEMENTARY	ELEMENTARY SPED TEACHER
KERN	KATHLEEN	SAGE CREST ELEMENTARY	HIGHLY CAPABLE TEACHER
LARSEN	DEENA	SAGE CREST ELEMENTARY	1ST GRADE TEACHER
LARSON	HOLLY	SAGE CREST ELEMENTARY	ELEMENTARY SPED TEACHER
LASALLE	SHEILA	SAGE CREST ELEMENTARY	3RD GRADE TEACHER
MALISANI	PAUL	SAGE CREST ELEMENTARY	ELEMENTARY PE TEACHER
MCCALMANT	LINDA	SAGE CREST ELEMENTARY	5TH GRADE TEACHER
MEAGHER	CHENOA	SAGE CREST ELEMENTARY	KINDERGARTEN TEACHER
PAESCHKE	MEGHAN	SAGE CREST ELEMENTARY	4TH GRADE TEACHER
PALMER	MEGAN	SAGE CREST ELEMENTARY	5TH GRADE TEACHER
PARHAM	THOMAS	SAGE CREST ELEMENTARY	1ST GRADE TEACHER
POWELL	ELISA	SAGE CREST ELEMENTARY	ELEMENTARY COUNSELOR
RUTZ	MEGAN	SAGE CREST ELEMENTARY	2ND GRADE TEACHER
SHAY	DEBORAH	SAGE CREST ELEMENTARY	KINDERGARTEN TEACHER
SIMPSON	PHILLIP	SAGE CREST ELEMENTARY	ELEMENTARY MUSIC TEACHER
SLADE	SHAWNA	SAGE CREST ELEMENTARY	KINDERGARTEN TEACHER
SMITH	JENNIFER	SAGE CREST ELEMENTARY	5TH GRADE TEACHER
THOMPSON	ALISA	SAGE CREST ELEMENTARY	2ND GRADE TEACHER
TOBERY	VICTORIA	SAGE CREST ELEMENTARY	2ND GRADE TEACHER
VICKERY	MICHAEL	SAGE CREST ELEMENTARY	3RD GRADE TEACHER
WIENS	JOHANNA	SAGE CREST ELEMENTARY	3RD GRADE TEACHER
ZUNIGA	ALLISON	SAGE CREST ELEMENTARY	SPECIALIST TEACHER
ALLISON	IAN	SOUTHGATE ELEMENTARY	5TH GRADE TEACHER
ANDERSON	ELAINE	SOUTHGATE ELEMENTARY	SPECIALIST TEACHER
BERTELSON	SUSAN	SOUTHGATE ELEMENTARY	ELEMENTARY LIBRARIAN
BONECK	JACOB	SOUTHGATE ELEMENTARY	ELEMENTARY SPED TEACHER
BRISBOIS	JULIE	SOUTHGATE ELEMENTARY	1ST GRADE TEACHER
CANTER	CHRISTINE	SOUTHGATE ELEMENTARY	2ND GRADE TEACHER
COLGAN	THOMAS	SOUTHGATE ELEMENTARY	2ND GRADE TEACHER
CRAVENS	KAYLA	SOUTHGATE ELEMENTARY	ELEMENTARY COUNSELOR
CUELLO	DIANA	SOUTHGATE ELEMENTARY	1ST GRADE TEACHER
DAVIS	LINDSEY	SOUTHGATE ELEMENTARY	5TH GRADE TEACHER
DAVIS	LORI	SOUTHGATE ELEMENTARY	KINDERGARTEN TEACHER
DELANCY	KRISTI	SOUTHGATE ELEMENTARY	1ST GRADE TEACHER
DINNING HERRES	MELISSA	SOUTHGATE ELEMENTARY	KINDERGARTEN TEACHER
EWEN	KATIE	SOUTHGATE ELEMENTARY	2ND GRADE TEACHER
FLORES	KARLA	SOUTHGATE ELEMENTARY	ELEMENTARY SPED TEACHER
FOGUS	BRITTNEY	SOUTHGATE ELEMENTARY	3RD GRADE TEACHER
GARRETT	LAUREN	SOUTHGATE ELEMENTARY	1ST GRADE TEACHER
GEDDES	JAVONNA	SOUTHGATE ELEMENTARY	ELEMENTARY SPED TEACHER
HAMAMURA	TRICIA	SOUTHGATE ELEMENTARY	KINDERGARTEN TEACHER
HANCOCK	KIMBERLY	SOUTHGATE ELEMENTARY	KINDERGARTEN TEACHER
HENDREN	JACQUELYNN	SOUTHGATE ELEMENTARY	4TH GRADE TEACHER

2022-23
CERTIFICATED STAFF

Last_Name	First_Name	Location	Position
HEWITT	RACHEL	SOUTHGATE ELEMENTARY	4TH GRADE TEACHER
MAROZZO	NEILI	SOUTHGATE ELEMENTARY	2ND GRADE TEACHER
MCNEILL	EVAN	SOUTHGATE ELEMENTARY	3RD GRADE TEACHER
MINTON	MICHELLE	SOUTHGATE ELEMENTARY	1ST GRADE TEACHER
MOHEEB	KIMBERLY	SOUTHGATE ELEMENTARY	4TH GRADE TEACHER
MORRIS	RAWNI	SOUTHGATE ELEMENTARY	SPECIALIST TEACHER
NEVILLS	KELLY	SOUTHGATE ELEMENTARY	TECHNOLOGY TEACHER
REHMKE	MATTHEW	SOUTHGATE ELEMENTARY	ELEMENTARY MUSIC TEACHER
RIECK	CAROLYN	SOUTHGATE ELEMENTARY	3RD GRADE TEACHER
RODRIGUEZ	SHEILA	SOUTHGATE ELEMENTARY	3RD GRADE TEACHER
ST HILAIRE	JAMES	SOUTHGATE ELEMENTARY	SPECIALIST TEACHER
WOODS	LORI	SOUTHGATE ELEMENTARY	ELEMENTARY PE TEACHER
ANSINGH	JOSEPH	SOUTHRIDGE HIGH SCHOOL	HIGH SCHOOL TEACHER
BANDA	DEBORAH	SOUTHRIDGE HIGH SCHOOL	HIGH SCHOOL TEACHER
BARNES	ANNETTE	SOUTHRIDGE HIGH SCHOOL	HIGH SCHOOL TEACHER
BEATTE	KRISTIN	SOUTHRIDGE HIGH SCHOOL	HIGH SCHOOL TEACHER
BISSON	TIM	SOUTHRIDGE HIGH SCHOOL	HIGH SCHOOL TEACHER
BJORGE	HEATHER	SOUTHRIDGE HIGH SCHOOL	HIGH SCHOOL TEACHER
BLANC	REBECCA	SOUTHRIDGE HIGH SCHOOL	HIGH SCHOOL SPED TEACHER
CARNEVALE	KATHRYN	SOUTHRIDGE HIGH SCHOOL	HIGH SCHOOL TEACHER
COWGILL	LAURIE	SOUTHRIDGE HIGH SCHOOL	HIGH SCHOOL COUNSELOR
DAVID	KYM	SOUTHRIDGE HIGH SCHOOL	HIGH SCHOOL PE TEACHER
DAVIS	STEPHEN	SOUTHRIDGE HIGH SCHOOL	HIGH SCHOOL TEACHER
DENNISON	SARA	SOUTHRIDGE HIGH SCHOOL	HIGH SCHOOL TEACHER
DEVAGUPTA	RAMA	SOUTHRIDGE HIGH SCHOOL	HIGH SCHOOL TEACHER
DRON	PHILL	SOUTHRIDGE HIGH SCHOOL	HIGH SCHOOL TEACHER
EDRINGTON	MELISSA	SOUTHRIDGE HIGH SCHOOL	HIGH SCHOOL TEACHER
EDRINGTON	ROBERT	SOUTHRIDGE HIGH SCHOOL	HIGH SCHOOL TEACHER
ESCOBAR	ANGELA	SOUTHRIDGE HIGH SCHOOL	HIGH SCHOOL SPED TEACHER
ESPINOZA ALMEJO	ALONDRA	SOUTHRIDGE HIGH SCHOOL	HIGH SCHOOL COUNSELOR
EVANS	LAURIE	SOUTHRIDGE HIGH SCHOOL	HIGH SCHOOL MUSIC TEACHER
GIANCOLA	JASON	SOUTHRIDGE HIGH SCHOOL	HIGH SCHOOL TEACHER
GOETZ	LINDA	SOUTHRIDGE HIGH SCHOOL	HIGH SCHOOL COUNSELOR
GONZALEZ	RAMIRO	SOUTHRIDGE HIGH SCHOOL	HIGH SCHOOL TEACHER
HAGGARD	PATRICIA	SOUTHRIDGE HIGH SCHOOL	HIGH SCHOOL TEACHER
HAMAKER-TEALS	CHARLES	SOUTHRIDGE HIGH SCHOOL	HIGH SCHOOL TEACHER
HATCHER	MARIN	SOUTHRIDGE HIGH SCHOOL	HIGH SCHOOL TEACHER
HATTEMER	LANCE	SOUTHRIDGE HIGH SCHOOL	HIGH SCHOOL TEACHER
HESTER	LAURA	SOUTHRIDGE HIGH SCHOOL	HIGH SCHOOL TEACHER
HILBERT	JENNIFER	SOUTHRIDGE HIGH SCHOOL	HIGH SCHOOL TEACHER
HOCKING	KRISTINA	SOUTHRIDGE HIGH SCHOOL	HIGH SCHOOL TEACHER
HOGG	TYLER	SOUTHRIDGE HIGH SCHOOL	HIGH SCHOOL TEACHER
HOOVER	RANDY	SOUTHRIDGE HIGH SCHOOL	HIGH SCHOOL TEACHER
HURST	DAVID	SOUTHRIDGE HIGH SCHOOL	HIGH SCHOOL TEACHER
ISLEY	STEVEN	SOUTHRIDGE HIGH SCHOOL	HIGH SCHOOL TEACHER
JOHNSON	MATTHEW	SOUTHRIDGE HIGH SCHOOL	HIGH SCHOOL PE TEACHER

2022-23
CERTIFICATED STAFF

Last_Name	First_Name	Location	Position
JULSON	MARK	SOUTHRIDGE HIGH SCHOOL	HIGH SCHOOL TEACHER
KENOYER	CHRISTINE	SOUTHRIDGE HIGH SCHOOL	HIGH SCHOOL TEACHER
KOCI	KELLY	SOUTHRIDGE HIGH SCHOOL	HIGH SCHOOL TEACHER
LEDFORD	KENDRA	SOUTHRIDGE HIGH SCHOOL	HIGH SCHOOL TEACHER
LETE	DERREK	SOUTHRIDGE HIGH SCHOOL	HIGH SCHOOL SPED TEACHER
LINDBERG	JOSHUA	SOUTHRIDGE HIGH SCHOOL	HIGH SCHOOL MUSIC TEACHER
LOFFLER	CASSANDRA	SOUTHRIDGE HIGH SCHOOL	HIGH SCHOOL TEACHER
LONGAKER	CAMBRI	SOUTHRIDGE HIGH SCHOOL	HIGH SCHOOL TEACHER
MAAG	REBECCA	SOUTHRIDGE HIGH SCHOOL	HIGH SCHOOL TEACHER
MATTHES	PAT	SOUTHRIDGE HIGH SCHOOL	HIGH SCHOOL TEACHER
MCBRIDE	MICHELLE	SOUTHRIDGE HIGH SCHOOL	HIGH SCHOOL TEACHER
MCCUE	SHARON	SOUTHRIDGE HIGH SCHOOL	HIGH SCHOOL TEACHER
MCMURRAY	JENNIFER	SOUTHRIDGE HIGH SCHOOL	HIGH SCHOOL TEACHER
MEZGER	VERNICA	SOUTHRIDGE HIGH SCHOOL	HIGH SCHOOL SPED TEACHER
NEESE BLACKMAN	CHRIS	SOUTHRIDGE HIGH SCHOOL	HIGH SCHOOL SPED TEACHER
NELSON	SHAYLA	SOUTHRIDGE HIGH SCHOOL	HIGH SCHOOL PE TEACHER
NESLIN	TAMMY	SOUTHRIDGE HIGH SCHOOL	HIGH SCHOOL TEACHER
NETT	MARY	SOUTHRIDGE HIGH SCHOOL	HIGH SCHOOL SPED TEACHER
OHLEMEIER	DAVID	SOUTHRIDGE HIGH SCHOOL	HIGH SCHOOL TEACHER
PAGE	LISA	SOUTHRIDGE HIGH SCHOOL	HIGH SCHOOL TEACHER
PAGE	LISA	SOUTHRIDGE HIGH SCHOOL	INSTRUCTIONAL COACH
PETERSEN	NICOLE	SOUTHRIDGE HIGH SCHOOL	HIGH SCHOOL TEACHER
PETERSEN	SARAH	SOUTHRIDGE HIGH SCHOOL	HIGH SCHOOL SPED TEACHER
PFEIFFER	JILL	SOUTHRIDGE HIGH SCHOOL	HIGH SCHOOL TEACHER
PRIETO	MARIA	SOUTHRIDGE HIGH SCHOOL	HIGH SCHOOL SPED TEACHER
RAMSEY	MICHAEL	SOUTHRIDGE HIGH SCHOOL	HIGH SCHOOL TEACHER
RAZO	JOSE	SOUTHRIDGE HIGH SCHOOL	HIGH SCHOOL TEACHER
RISTE	ANDREA	SOUTHRIDGE HIGH SCHOOL	HIGH SCHOOL SPED TEACHER
RODRIGUEZ	ELIDA	SOUTHRIDGE HIGH SCHOOL	HIGH SCHOOL COUNSELOR
ROGERS	KAREN	SOUTHRIDGE HIGH SCHOOL	HIGH SCHOOL TEACHER
ROYCE	BRITNI	SOUTHRIDGE HIGH SCHOOL	HIGH SCHOOL TEACHER
SALISBURY	JANNETTE	SOUTHRIDGE HIGH SCHOOL	HIGH SCHOOL TEACHER
SALISBURY	JANNETTE	SOUTHRIDGE HIGH SCHOOL	INSTRUCTIONAL COACH
SANDERS	TIMOTHY	SOUTHRIDGE HIGH SCHOOL	HIGH SCHOOL PE TEACHER
SCHNEIDER	CINTHIA	SOUTHRIDGE HIGH SCHOOL	HIGH SCHOOL COUNSELOR
SCHROEDER	JILL	SOUTHRIDGE HIGH SCHOOL	HIGH SCHOOL COUNSELOR
SEAVER	KELLY	SOUTHRIDGE HIGH SCHOOL	HIGH SCHOOL COUNSELOR
SIMM	GEOFFREY	SOUTHRIDGE HIGH SCHOOL	HIGH SCHOOL TEACHER
SITES	MICHELLE	SOUTHRIDGE HIGH SCHOOL	HIGH SCHOOL TEACHER
SMITH	SHEILA	SOUTHRIDGE HIGH SCHOOL	HIGH SCHOOL TEACHER
SOMMERS	DELANIE	SOUTHRIDGE HIGH SCHOOL	HIGH SCHOOL TEACHER
SONNICHSEN	AARON	SOUTHRIDGE HIGH SCHOOL	HIGH SCHOOL TEACHER
STILES	ELIZABETH	SOUTHRIDGE HIGH SCHOOL	HS TEACHER/LIBR/INST COACH
STILES	SCOTT	SOUTHRIDGE HIGH SCHOOL	HS TEACHER/LIBRARIAN
TRAVER	DAVID	SOUTHRIDGE HIGH SCHOOL	HIGH SCHOOL TEACHER
TROXEL	ANDREW	SOUTHRIDGE HIGH SCHOOL	HIGH SCHOOL PE TEACHER
VAN DEN DIKKENBERG	ANALIESE	SOUTHRIDGE HIGH SCHOOL	HIGH SCHOOL TEACHER

2022-23
CERTIFICATED STAFF

Last_Name	First_Name	Location	Position
VIDAURRI	LACEY	SOUTHRIDGE HIGH SCHOOL	HIGH SCHOOL TEACHER
WEBER	THEODORE	SOUTHRIDGE HIGH SCHOOL	HIGH SCHOOL TEACHER
WORTLEY	KYLE	SOUTHRIDGE HIGH SCHOOL	HIGH SCHOOL TEACHER
ZERBA	STEPHANIE	SOUTHRIDGE HIGH SCHOOL	HIGH SCHOOL TEACHER
BAALMAN	BRENDA	SPECIAL SERVICES	OCCUPATIONAL THERAPIST
BAUER	MARY	SPECIAL SERVICES	PSYCHOLOGIST
BEATTIE	DEANNE	SPECIAL SERVICES	SPEECH LANGUAGE PATHOLOGIST
BJELLA	ERICA	SPECIAL SERVICES	SPEECH LANGUAGE PATHOLOGIST
BRAKEBILL	AMANDA	SPECIAL SERVICES	PSYCHOLOGIST
BREAZEALE	KAITLYN	SPECIAL SERVICES	SPEECH LANGUAGE PATHOLOGIST
BROWN	WENDY	SPECIAL SERVICES	PHYSICAL THERAPIST
CHILDS	CHANDLER	SPECIAL SERVICES	OCCUPATIONAL THERAPIST
COX	AMANDA	SPECIAL SERVICES	OCCUPATIONAL THERAPIST
COX	TIARA	SPECIAL SERVICES	SPEECH LANGUAGE PATHOLOGIST
CRISP	KAREN	SPECIAL SERVICES	SPEECH LANGUAGE PATHOLOGIST
DAUNCEY	GRACE	SPECIAL SERVICES	SPEECH LANGUAGE PATHOLOGIST
DAVIS	DAWNELLE	SPECIAL SERVICES	SPEECH LANGUAGE PATHOLOGIST
FLEMING	GUY	SPECIAL SERVICES	PSYCHOLOGIST
FRANKS	DUANE	SPECIAL SERVICES	PSYCHOLOGIST
HALL	COURTNEY	SPECIAL SERVICES	SPEECH LANGUAGE PATHOLOGIST
HAMILTON-CARRASCO	JENNIFER	SPECIAL SERVICES	SPEECH LANGUAGE PATHOLOGIST
HARDY	TODD	SPECIAL SERVICES	PSYCHOLOGIST
HITTINGER	RACHEL	SPECIAL SERVICES	SPEECH LANGUAGE PATHOLOGIST
HOLCOMB	AMANDA	SPECIAL SERVICES	PSYCHOLOGIST
JACKSON	BRYANT	SPECIAL SERVICES	TEACHER SPECIAL EDUCATION
JOHNSON	MARILEE	SPECIAL SERVICES	PSYCHOLOGIST
JONES	RHONDA	SPECIAL SERVICES	PSYCHOLOGIST
JONES	SHANNON	SPECIAL SERVICES	PSYCHOLOGIST
KEDDISON	RACHEL	SPECIAL SERVICES	SPEECH LANGUAGE PATHOLOGIST
KELLY	JUSTIN	SPECIAL SERVICES	PSYCHOLOGIST
KIRBY	ROBIN	SPECIAL SERVICES	SPED EDUCATIONAL SPECIALIST
KNUDSON	DANIELLE	SPECIAL SERVICES	PSYCHOLOGIST
KOCH	DENEEN	SPECIAL SERVICES	SPEECH LANGUAGE PATHOLOGIST
MACKAY	VICTORIA	SPECIAL SERVICES	SPEECH LANGUAGE PATHOLOGIST
MAIDEN	SAMANTHA	SPECIAL SERVICES	SPEECH LANGUAGE PATHOLOGIST
METHER	LAEL	SPECIAL SERVICES	SPEECH LANGUAGE PATHOLOGIST
MURDOCK	AARON	SPECIAL SERVICES	SPEECH LANGUAGE PATHOLOGIST
NELSON	JUDITH	SPECIAL SERVICES	PHYSICAL THERAPIST
OLSON	KIMBERLY	SPECIAL SERVICES	SPEECH LANGUAGE PATHOLOGIST
OVERBY	JODY	SPECIAL SERVICES	TEACHER SPECIAL EDUCATION
ROSS	SAWYER	SPECIAL SERVICES	SPEECH LANGUAGE PATHOLOGIST
RUTHERFORD	KELLEY	SPECIAL SERVICES	PHYSICAL THERAPIST
SHOEMAKER	CLAIRE	SPECIAL SERVICES	SPEECH LANGUAGE PATHOLOGIST
SMIGELSKI	CARRIE	SPECIAL SERVICES	SPEECH LANGUAGE PATHOLOGIST
STEPHENSON	CLIFF	SPECIAL SERVICES	PSYCHOLOGIST
SULLIVAN	HAILEY	SPECIAL SERVICES	SPEECH LANGUAGE PATHOLOGIST

2022-23
CERTIFICATED STAFF

Last_Name	First_Name	Location	Position
WEAVER	ROBIN	SPECIAL SERVICES	SPEECH LANGUAGE PATHOLOGIST
WILLIAMS	DANNA	SPECIAL SERVICES	PSYCHOLOGIST
YATES	BECKY	SPECIAL SERVICES	SPEECH LANGUAGE PATHOLOGIST
YECHA	CODY	SPECIAL SERVICES	SPEECH LANGUAGE PATHOLOGIST
ZOERB	KEVIN	SPECIAL SERVICES	TEACHER SPECIAL EDUCATION
ARMSTRONG	CARRIE	SUNSET VIEW ELEMENTARY	SPECIALIST TEACHER
CLARKE	SHANNON	SUNSET VIEW ELEMENTARY	2ND GRADE TEACHER
COE	JENNIFER	SUNSET VIEW ELEMENTARY	TECHNOLOGY TEACHER
DAVIS	KRISTEN	SUNSET VIEW ELEMENTARY	ELEMENTARY PE TEACHER
ESCALERA	ANDREA	SUNSET VIEW ELEMENTARY	2ND GRADE TEACHER
GREGERSON	KATHLEEN	SUNSET VIEW ELEMENTARY	SPECIALIST TEACHER
HAMAR	TRACY	SUNSET VIEW ELEMENTARY	1ST GRADE TEACHER
HARMSSEN	STEVEN	SUNSET VIEW ELEMENTARY	5TH GRADE TEACHER
KARNESKY	MARIANA	SUNSET VIEW ELEMENTARY	4TH GRADE TEACHER
KENNEDY	JILENE	SUNSET VIEW ELEMENTARY	KINDERGARTEN TEACHER
LEDFORD	MICHAELA	SUNSET VIEW ELEMENTARY	ELEMENTARY SPED TEACHER
LEE	SANDRA	SUNSET VIEW ELEMENTARY	ELEMENTARY LIBRARIAN
MANIS	MARY	SUNSET VIEW ELEMENTARY	4TH GRADE TEACHER
MCCABE	MAYRENE	SUNSET VIEW ELEMENTARY	3RD GRADE TEACHER
MCCOLLUM	R	SUNSET VIEW ELEMENTARY	5TH GRADE TEACHER
MEDRANO	STEPHANIE	SUNSET VIEW ELEMENTARY	ELEMENTARY SPED TEACHER
MORGAN	PATSYANNA	SUNSET VIEW ELEMENTARY	3RD GRADE TEACHER
OLAUGHLIN	SHANNON	SUNSET VIEW ELEMENTARY	ELEMENTARY MUSIC TEACHER
PAULAKIS	NICHOLAS	SUNSET VIEW ELEMENTARY	ELEMENTARY COUNSELOR
PEREA	MARY	SUNSET VIEW ELEMENTARY	3RD GRADE TEACHER
RIVERA	SHANTEL	SUNSET VIEW ELEMENTARY	5TH GRADE TEACHER
SKINNER	JESSICA	SUNSET VIEW ELEMENTARY	3RD GRADE TEACHER
TREVINO	MELISSA	SUNSET VIEW ELEMENTARY	2ND GRADE TEACHER
VALERIO	MORGAN	SUNSET VIEW ELEMENTARY	2ND GRADE TEACHER
WATERS	KRYSTAL	SUNSET VIEW ELEMENTARY	1ST GRADE TEACHER
WHITLOW	NICOLE	SUNSET VIEW ELEMENTARY	1ST GRADE TEACHER
WOOD	PAMELA	SUNSET VIEW ELEMENTARY	KINDERGARTEN TEACHER
ADELMUND	MATHEW	TRI-TECH SKILLS CENTER	HIGH SCHOOL TEACHER
ANDERSON	KIMBERLY	TRI-TECH SKILLS CENTER	HIGH SCHOOL TEACHER
BLASDEL	SARAH	TRI-TECH SKILLS CENTER	HIGH SCHOOL TEACHER
BRACKETT	JAYME	TRI-TECH SKILLS CENTER	HIGH SCHOOL TEACHER
BRACKETT	ROBERT	TRI-TECH SKILLS CENTER	HIGH SCHOOL TEACHER
BUROKER	BRENDA	TRI-TECH SKILLS CENTER	HIGH SCHOOL TEACHER
COE	RYAN	TRI-TECH SKILLS CENTER	HIGH SCHOOL TEACHER
CROSHAW	SHERRIE	TRI-TECH SKILLS CENTER	HIGH SCHOOL TEACHER
CUTTS	GINA	TRI-TECH SKILLS CENTER	HIGH SCHOOL TEACHER
GREENHALGH	KELLEY	TRI-TECH SKILLS CENTER	HIGH SCHOOL TEACHER
LOZANO	ROBERTO	TRI-TECH SKILLS CENTER	HIGH SCHOOL TEACHER
MILEWSKI	ANTHONY	TRI-TECH SKILLS CENTER	HIGH SCHOOL TEACHER
NEMETH	ANGELA	TRI-TECH SKILLS CENTER	HIGH SCHOOL TEACHER

2022-23
CERTIFICATED STAFF

Last_Name	First_Name	Location	Position
PORTER	JOSEPH	TRI-TECH SKILLS CENTER	HIGH SCHOOL TEACHER
POTTS	ROGER	TRI-TECH SKILLS CENTER	HIGH SCHOOL TEACHER
SHRACK	JUSTIN	TRI-TECH SKILLS CENTER	HIGH SCHOOL TEACHER
BERRY	HEIDI	VISTA ELEMENTARY	3RD GRADE TEACHER
BRUTZMAN	KAREN	VISTA ELEMENTARY	TECHNOLOGY TEACHER
CARLSON	YVONNE	VISTA ELEMENTARY	SPECIALIST TEACHER
CLEMENCE	NATALIE	VISTA ELEMENTARY	5TH GRADE TEACHER
CROWE	JESSICA	VISTA ELEMENTARY	2ND GRADE TEACHER
DEVINE	DEBORAH	VISTA ELEMENTARY	5TH GRADE TEACHER
DIDIER	AUSTIN	VISTA ELEMENTARY	ELEMENTARY SPED TEACHER
DIRK	TRACEY	VISTA ELEMENTARY	2ND GRADE TEACHER
ESTES	KIMBERLY	VISTA ELEMENTARY	3RD GRADE TEACHER
FANN	LISA	VISTA ELEMENTARY	KINDERGARTEN TEACHER
FULLERTON	KATHERINE	VISTA ELEMENTARY	3RD GRADE TEACHER
GOFORTH	ALLISON	VISTA ELEMENTARY	1ST GRADE TEACHER
LINDGREN	HOLLIE	VISTA ELEMENTARY	5TH GRADE TEACHER
MAGANA	CRYSTAL	VISTA ELEMENTARY	4TH GRADE TEACHER
MCFADDEN	KELLY	VISTA ELEMENTARY	ELEMENTARY MUSIC TEACHER
MCKINNON	KRISTY	VISTA ELEMENTARY	SPECIALIST TEACHER
MELVILLE	MICHELLE	VISTA ELEMENTARY	ELEMENTARY LIBRARIAN
MILLER	BART	VISTA ELEMENTARY	ELEMENTARY PE TEACHER
MORGAN	EMILY	VISTA ELEMENTARY	1ST GRADE TEACHER
OATIS	ESTER	VISTA ELEMENTARY	SPECIALIST TEACHER
SAMPLES	APRIL	VISTA ELEMENTARY	4TH GRADE TEACHER
SMITH	JEFFREY	VISTA ELEMENTARY	SPECIALIST TEACHER
STEWART	CARRIE	VISTA ELEMENTARY	KINDERGARTEN TEACHER
TURNER	HAILEY	VISTA ELEMENTARY	ELEMENTARY SPED TEACHER
VIETZ	PAMELA	VISTA ELEMENTARY	2ND GRADE TEACHER
WARNACA	BRENDA	VISTA ELEMENTARY	4TH GRADE TEACHER
WHITMORE	MELISSA	VISTA ELEMENTARY	ELEMENTARY COUNSELOR
ZEHNDER	BRENDA	VISTA ELEMENTARY	KINDERGARTEN TEACHER
BOWLING	BETHANY	WASHINGTON ELEMENTARY	1ST GRADE TEACHER
CARRASCO	SHAWNA	WASHINGTON ELEMENTARY	ELEMENTARY LIBRARIAN
CLARK	ERIN	WASHINGTON ELEMENTARY	3RD GRADE TEACHER
EHR	COURTNEY	WASHINGTON ELEMENTARY	4TH GRADE TEACHER
FARIAS	JESSICA	WASHINGTON ELEMENTARY	1ST GRADE TEACHER
FLEMING	KELLY	WASHINGTON ELEMENTARY	ELEMENTARY SPED TEACHER
FLORES	JANET	WASHINGTON ELEMENTARY	SPECIALIST TEACHER
GARCIA	MICHAEL	WASHINGTON ELEMENTARY	4TH GRADE TEACHER
HEVLAND	SARA	WASHINGTON ELEMENTARY	ELEMENTARY SPED TEACHER
HOGG	CRYSTAL	WASHINGTON ELEMENTARY	KINDERGARTEN TEACHER
IBARRA	MALISA	WASHINGTON ELEMENTARY	ELEMENTARY SPED TEACHER
ISLEY	DAVID	WASHINGTON ELEMENTARY	5TH GRADE TEACHER
JARAMILLO	YVETTE	WASHINGTON ELEMENTARY	SPECIALIST TEACHER
KOHAN	LISA	WASHINGTON ELEMENTARY	3RD GRADE TEACHER

2022-23
CERTIFICATED STAFF

Last_Name	First_Name	Location	Position
KRAMER	JESSICA	WASHINGTON ELEMENTARY	3RD GRADE TEACHER
LAMPREY	LAURIE	WASHINGTON ELEMENTARY	2ND GRADE TEACHER
MACLELLAN	SEAN	WASHINGTON ELEMENTARY	TECHNOLOGY TEACHER
MARQUARDT	KIMBERLY	WASHINGTON ELEMENTARY	SPECIALIST TEACHER
MILLBAUER	JACOB	WASHINGTON ELEMENTARY	ELEMENTARY PE TEACHER
PERRY	JAMIE	WASHINGTON ELEMENTARY	4TH GRADE TEACHER
PRATT	KATHARINE	WASHINGTON ELEMENTARY	2ND GRADE TEACHER
QUINN	LORI	WASHINGTON ELEMENTARY	1ST GRADE TEACHER
REAVIS	JOHNNA	WASHINGTON ELEMENTARY	KINDERGARTEN TEACHER
SMITH	LISA	WASHINGTON ELEMENTARY	2ND GRADE TEACHER
SNYDER	JORDAN	WASHINGTON ELEMENTARY	5TH GRADE TEACHER
STAPLETON	KATELYNN	WASHINGTON ELEMENTARY	ELEMENTARY SPED TEACHER
UYTICO	GODOFREDO	WASHINGTON ELEMENTARY	ELEMENTARY SPED TEACHER
VANMEIGHAM	TAYLOR	WASHINGTON ELEMENTARY	KINDERGARTEN TEACHER
VANPELT	YVONNE	WASHINGTON ELEMENTARY	5TH GRADE TEACHER
WILLIAMS	SHARON	WASHINGTON ELEMENTARY	ELEMENTARY COUNSELOR
BAILEY	BRIENNA	WESTGATE ELEMENTARY	1ST GRADE TEACHER
BARWELL	BRADLEY	WESTGATE ELEMENTARY	ELEMENTARY MUSIC TEACHER
BECKER	CHRISTOPHER	WESTGATE ELEMENTARY	5TH GRADE TEACHER
BERRY	KATELYN	WESTGATE ELEMENTARY	KINDERGARTEN TEACHER
CARTER	KORY	WESTGATE ELEMENTARY	KINDERGARTEN TEACHER
COOK	DOMINIQUE	WESTGATE ELEMENTARY	4TH GRADE TEACHER
CORNELL	KATHRYN	WESTGATE ELEMENTARY	KINDERGARTEN TEACHER
DUNN	NICOLE	WESTGATE ELEMENTARY	ELEMENTARY COUNSELOR
HAAN	AMANDA	WESTGATE ELEMENTARY	SPECIALIST TEACHER
HIBBS	COURTNEY	WESTGATE ELEMENTARY	KINDERGARTEN TEACHER
HOUGH SALES	JODY	WESTGATE ELEMENTARY	SPECIALIST TEACHER
JONES	JENNIFER	WESTGATE ELEMENTARY	2ND GRADE TEACHER
KINNER	SHELBY	WESTGATE ELEMENTARY	3RD GRADE TEACHER
KRUZIC	LESLIE	WESTGATE ELEMENTARY	2ND GRADE TEACHER
LAFFERTY	MIQUELLA	WESTGATE ELEMENTARY	ELEMENTARY SPED TEACHER
LAMBERSON	JAMEY	WESTGATE ELEMENTARY	5TH GRADE TEACHER
LAMBERSON	KADI	WESTGATE ELEMENTARY	4TH GRADE TEACHER
MAKELA-SCOMA	KENDALL	WESTGATE ELEMENTARY	4TH GRADE TEACHER
MEARNS	TAYLOR	WESTGATE ELEMENTARY	2ND GRADE TEACHER
MERK	PEGGY	WESTGATE ELEMENTARY	SPECIALIST TEACHER
MOMOTOK	VITALIY	WESTGATE ELEMENTARY	ELEMENTARY PE TEACHER
MURBACH	MALLORY	WESTGATE ELEMENTARY	SPECIALIST TEACHER
ODONNELL	DEBORAH	WESTGATE ELEMENTARY	1ST GRADE TEACHER
ROMM	SHELBY	WESTGATE ELEMENTARY	3RD GRADE TEACHER
RUSSELL	MARK	WESTGATE ELEMENTARY	TECHNOLOGY TEACHER
RYON	ANGELA	WESTGATE ELEMENTARY	4TH GRADE TEACHER
SAKIC	ALDIJANA	WESTGATE ELEMENTARY	2ND GRADE TEACHER
SCHERMERHORN	NICHOLE	WESTGATE ELEMENTARY	SPECIALIST TEACHER
SKEELS	JARAD	WESTGATE ELEMENTARY	5TH GRADE TEACHER
TABOR	SAMANTHA	WESTGATE ELEMENTARY	1ST GRADE TEACHER

2022-23
CERTIFICATED STAFF

Last_Name	First_Name	Location	Position
VARGAS	ALEXANDRIA	WESTGATE ELEMENTARY	3RD GRADE TEACHER
YANEZ	KYREY	WESTGATE ELEMENTARY	1ST GRADE TEACHER

Kennewick School District No. 17

Curriculum and Instruction Department

1000 W 4th Ave

Kennewick, WA 99336

Phone: (509) 222-6423

FAX: (509) 585-3046

TO: Dr. Traci Pierce, Superintendent
Kennewick School District Board of Directors

FROM: Matt Scott
Assistant Superintendent

SUBJECT: Curriculum Adoption

DATE: May 2nd, 2022

In compliance with Kennewick School District Policy #2311, the following Curriculum material has gone through the approval process for the district and is now presented to the Kennewick School District Board of Directors for final approval and adoption. The materials have completed the review process involving faculty, parent/community members, and district level curriculum advisory committee. The material has been approved by the Assistant Superintendent of Secondary Education and the Assistant Superintendent of Curriculum.

Curriculum: Creative Writer's Handbook, textbook. Authors, Philip K. Jason and Allan B. Lefcowitz, published by Pearson. This material will be used in 12th grade Creative Writing Classes at Kamiakin High School. This material was recommended without reservation by all staff members and parent/community members.

Staff Comments:

- N/A

Parent/Community Member Comments:

- N/A



Curriculum Adoption Cover Page

This form is to be completed by the staff requesting the curriculum adoption. Once done, please download, print, or email a copy of the Background Information for Teacher and Parent Reviewers. This should be given to reviewers that will be completing the Curriculum Adoption Recommendation form.

Cover Page:

Material Title: * Creative Writer's Handbook: Fifth Edition

Material Author: * Philip K. Jason and Allan B. Lefcowitz

Publisher/Producer: * Pearson

Copyright Date * 2010

Type of material adoption: *

☒ Core Curriculum material

☐ Supplemental material

Material Format: * Book

Is the material available in an alternative language? * No

Technology: * If applicable, please explain digital components including how teachers and students will access those components.

N/A

If not applicable please write in N/A.

Curricular Goals: * What data or research was used in your decision-making process that these materials will meet your building's curricular goals for your students?

The Creative Writer's Handbook is geared toward a high school level creative writing class. It begins with the creative process in terms of generating ideas and keeping a journal and then moves into teaching key literary concepts. This includes things such as point of view, the elements of poetry, the elements of a narrative, flashback, dialogue, etc. Interspersed with these practical writing lessons are exercises for student practice and examples of quality writing for students to emulate. These examples are especially useful as they give students a goal to aim for in their own writing. The end of the book includes a chapter on revising, proofreading, and submitting final work. As a whole, this book clearly hits several CCSS standards, primarily writing standards 3-6 and all of the language standards. Use of this book in our creative writing courses will standardize the creative writing curriculum and give both teachers and students an excellent resource.

Instruction: * Please list 3-5 activities/assessments that will be used when instructing this material (i.e. formative assessments, discussion groups, writing assignments).

- 1) The chapter titled "Working Like a Writer" will be assigned for students to read and then write a brief reflection on how it applies to them as writers.
- 2) The chapter titled "Point of View" will be used during our lesson on point-of-view right before we write a first-person nonfiction narrative.
- 3) Portions of chapters 8 and 9 will be read in class and several of the writing exercises assigned as we begin our short story unit.
- 4) Chapters 12, 13, and 14 will be read in part and several exercises will be used as we begin our screenplay writing unit.

Background Information for Teacher and Parent Reviewers:

This page is meant to help reviewers understand how the material will be used.

Teacher Name: * Jessie Kurtz

Building: * Kamiakin High School

Material Title: * Creative Writer's Handbook: 5th Edition

Department: * English

What grade levels will this material be used for? * ☐ K ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☒ 12

Which course(s) will this material be used for? * Creative Writing

How does the material meet the WSLS (Washington State Learning Standards)? What standards will be covered? * This book primarily meets CCSS writing standards 3-6, in that it teaches narrative writing and elements, how to organize writing coherently, and the writing process. It also meets all of the CCSS language standards.

Any additional information that would be helpful to the reviewers.

Kennewick School District No. 17

Curriculum and Instruction Department

1000 W 4th Ave

Kennewick, WA 99336

Phone: (509) 222-6423

FAX: (509) 585-3046

TO: Dr. Traci Pierce, Superintendent
Kennewick School District Board of Directors

FROM: Matt Scott
Assistant Superintendent

SUBJECT: Curriculum Adoption

DATE: May 5th, 2022

In compliance with Kennewick School District Policy #2311, the following Curriculum material has gone through the approval process for the district and is now presented to the Kennewick School District Board of Directors for final approval and adoption. The materials have completed the review process involving faculty, parent/community members, and district level curriculum advisory committee. The material has been approved by the Assistant Superintendent of Secondary Education and the Assistant Superintendent of Curriculum.

Curriculum: Write Now, Right Now, Digital Program. Authors, Darlene McPherson and Terry Hoit, published by Write Now, Right Now. This material will be used in K- 5th grade Writing Classes at Hawthorne Elementary. This material was recommended without reservation by all staff members and parent/community members.

Staff Comments:

- N/A

Parent/Community Member Comments:

- N/A



Curriculum Adoption Cover Page

This form is to be completed by the staff requesting the curriculum adoption. Once done, please download, print, or email a copy of the Background Information for Teacher and Parent Reviewers. This should be given to reviewers that will be completing the Curriculum Adoption Recommendation form.

Cover Page:

Material Title: * Write Now, Right Now

Material Author: * Darlene McPherson and Terry Hoit

Publisher/Producer: * Write Now-->Right Now

Copyright Date * 2014

Type of material adoption: *

☐ Core Curriculum material

☒ Supplemental material

Material Format: * Other

Please list other format: All material is on a USB flash drive

Is the material available in an alternative language? * No

Technology: * If applicable, please explain digital components including how teachers and students will access those components.

All material including lesson plans and supplemental sheets come on a USB flash drive available to print.

If not applicable please write in N/A.

Curricular Goals: * What data or research was used in your decision-making process that these materials will meet your building's curricular goals for your students?

Our SIP includes the goal of implementing a schoolwide writing program that will help students master their end of year writing standards. Using a consistent program in grades K-5 will provide this structure that our intensive and strategic students need to make growth from grade to grade. Our students need instruction that promotes a growth mindset and grit in order to work towards the standards. We found that Write Now Right Now includes 3 components that make up the program: the main writing program which includes detailed lesson plans for the 3 types of writing, writing in response to reading which targets the skills Journey's provides in the anchor texts, and supplemental pages which include rubrics that will aid in assessment as well and goal sheets and data collection sheets.

Instruction: *

Please list 3-5 activities/assessments that will be used when instructing this material (i.e. formative assessments, discussion groups, writing assignments).

We will use KSD rubrics and assessments to monitor growth and/or achievement as they relate to the standards that are taught in Write Now, Right Now.

We will use the formative and summative writing prompts included in Write Now, Right Now to monitor growth.

We will hold grade level data meetings to monitor implementation, success, and instruction.

We will examine the SBA data scores to compare student achievement from year to year.

We will hold professional development opportunities for teachers to assure the alignment of Write Now, Right Now assessments, KSD rubrics, and SBA data.

Background Information for Teacher and Parent Reviewers:

This page is meant to help reviewers understand how the material will be used.

Teacher Name: * Becky LaBarre

Building: * Hawthorne Elementary

Material Title: * Write Now, Right Now

Department: * ELA

What grade levels will this material be used for? * ☒ K ☒ 1 ☒ 2 ☒ 3 ☒ 4 ☒ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12

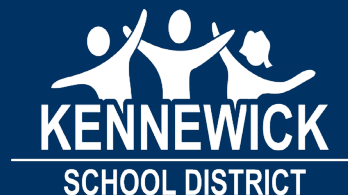
Which course(s) will this material be used for? * Writing in K-5

How does the material meet the WSLS (Washington State Learning Standards)? What standards will be covered? * A variety of content Area reading standards, writing standards, and communication standards are taught, reviewed, and introduced in every grade level over every lesson.

Any additional information that would be helpful to the reviewers.

2022-23 Preliminary Budget Update General Fund

May 11, 2022



District Funds & Presentation Dates

- General Fund/Other Funds: May 25
- Public Hearing & Adoption: June 22

Presentation Outline

- **School Funding Sources and Uses**
- **April 2022 EP&O and Budget Impacts**
 - Short-term impacts
 - Long-term impacts
 - Future levy plan
- **Pre-Levy Failure Budget**
- **Post-Levy Failure Budget**
- **Next Steps/Budget Timeline**

School District Funding – State

Types of Funding	Purpose
General Funding	Basic Education Apportionment <ul style="list-style-type: none">• Staff salaries• Staffing levels (prototypical model) Maintenance, Supplies, and Operating Costs (MSOC) <ul style="list-style-type: none">○ Curriculum○ Training Special Education Career and Technical Education/Skills Center <ul style="list-style-type: none">• Staffing• Programs Transportation <ul style="list-style-type: none">• Student Transportation

School District Funding – Federal

Types of Funding	Purpose
Federal Funding	<ul style="list-style-type: none">• Title I: High Poverty/Closing Gaps• Title II: Training/PD• Title III: Bilingual Education• Title IV: Student Support
One-Time Emergency ESSER Funding	<ul style="list-style-type: none">• One-time emergency relief funding allocated to address impacts of COVID-19/support staffing/address learning loss.

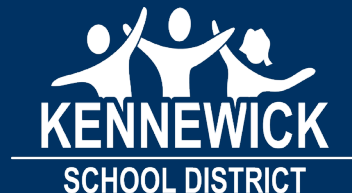
School District Funding – Local

Types of Funding	Purpose
Bond Funding	<ul style="list-style-type: none">• Build new schools• Rebuild existing aging schools• Property• Other capital projects
Levy Funding	<p>Educational Programs & Operations (EP & O)</p> <ul style="list-style-type: none">• “Enrichment” beyond Basic Education<ul style="list-style-type: none">• Extra-curricular athletics and activities• Staff professional development• Programs not funded by Basic Education• Staffing/positions/costs not funded by Basic Education• Additional activities or enhancements that OSPI deems enrichment of basic education <p>Capital Technology Levy</p> <ul style="list-style-type: none">• Technology hardware, software and training and staff support

2022 EP&O Levy Failure: April Results

Date	Total Returns	Accepted Ballots	Rejected Ballots	Blanks	EP&O % Yes	EP&O % No	Total Votes	EP&O % +/- from prior
04/18/2022	7,937	7,785	151	1				
04/20/2022	9,547	9,364	181	2				
04/25/2022	11,882	11,640	240	2				
04/26/2022	14,398	14,155	240	2	47.31% 5,493 votes	52.69% 6,118 votes	11,611	-
04/28/2022	-	-	-	-	48.77% 7,750 votes	51.23% 8,141 votes	15,891	+1.46%
05/05/2022	-	-	-	-	48.98% 7,937 votes	51.02% 8,267 votes	16,204	+0.21%
05/06/2022	-	-	-	-	48.97% 8,029 votes	51.03% 8,366 votes	16,395	-0.01%

Levy Failure and Budget Impacts



Short-Term Financial Outlook

- **The EP&O levy failure results in \$34 million in enrichment funding loss** over school years 2022-23 and 2023-2024the two-year period
 - School Year 2022-23 Levy and Levy Equalization Funds are based partially on 2022 tax collections and partially on 2023 tax collections
 - The \$34 million loss including levy funding and state Local Effort Assistance funding
- **For school year 2022-23, we can avoid significant budget cuts**
 - We have a healthy fund balance due to strong financial management and administration of various one-time funding allocations
 - We have access to one-time federal dollars available to help offset costs
 - We have received state enrollment stabilization funding to help offset loss of levy funding.
- **For school year 2022-23, budget reductions of \$5.0M - \$6.0M will be made** to offset some burden on the district fund balance

Longer -Term Financial Outlook

- **In planning for school year 2023-24, we will be working through potential reductions of \$5.0M to \$25.0M.** This list will also provide a basis for future levy planning.
- **The degree and extent will be dependent on:**
 - September 2022 enrollment
 - Available fund balance and ESSER funding
 - Future levy plan/outcome

Future Levy Plan

Facts

- State enrollment stabilization and other funding adjustments were one-time allocations targeted toward 2021-22
- ESSER funding is not ongoing funding
- The district fund balance will decrease over school year 2022-23
- Without future levy funding, enrichment programs and staffing will need to be cut

Planning for 2023-24

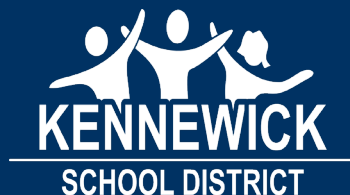
- Potential levy in 2023 for collection in 2024
- The Board will need to discuss and determine the amount and term of the levy by October 31, 2022 for a February 2023 election
- We have the opportunity to refine our approach and communication
 - Treat levies more categorically (the levy pays for “X;” if the levy fails, “X” will be cut)

Short-Term Financial Outlook

2022-23 Budget Reductions

- **For school year 2022-23, budget reductions of \$5.0M - \$6.0M will be made to offset some burden on the district fund balance**
- **Our approach to reductions:**
 - Identify and create efficiencies for the long term
 - “Rightsize” staffing through elimination/re-allocation of unfilled/vacant positions
 - Find cost savings throughout the year:
 - Evaluate holding unfilled positions for 2022-23 to reduce impact on fund balance and provide ample reserves to mitigate possible reductions for 2023-24
 - Make reductions to materials, supplies & operating cost budgets (MSOC)
 - Pause on 2022-23 MSOC spending/ensure purposeful spending

Pre-Levy Failure Budget



Preliminary Basic Ed Revenue Changes

School Year 2022-23

Revenue Source (Basic Ed/Local Funded) Increases	Projected Amount March 23	Projected Amount April 13	Projected Amount Per OSPI Pre Levy Fail
Inflationary Formula Allocation Adjustment \$87.4M to \$92.3M	\$4,900,000	\$4,900,000	11,310,000
Employer Benefit Allocation & Health Insurance Allocation (\$11,616 to \$12,312 per year health ins) \$34.75M to \$36.85M	2,100,000	2,100,000	
Materials, Supplies & Operating Cost (MSOC) (Inflation Adjustment) \$22.65M to \$24.25M	1,600,000	1,600,000	
Formula Adjustment For Social Emotional Learning (SEL) Staff (counselors/nurse/safety/psych) – <i>New Funding For 2022-23</i>	1,780,000	1,780,000	
Special Educ Inflationary Adjustment/Employer Benefit Allocation \$21.05M to \$22.37M	<u>1,320,000</u>	<u>1,320,000</u>	<u>1,490,000</u>
Total Basic Ed & Local Funded At 21-22 Budgeted Enrollment	11,700,000	11,700,000	12,800,000
22-23 Budgeted Enrollment To Be 200 less than 21-22 Budget	(1,700,000)	(1,700,000)	(1,800,000)
Levy Equalization \$14.57M 21-22 budget to \$15.54M 22-23 budget	(374,000)	970,000	970,000
Transportation Funding budgeted at \$7.8M for 21-22, projecting \$7.8M for 22-23	No Change	No Change	No Change
Property Tax Increase \$17.20M to \$19.27M	2,077,000	2,077,000	2,077,000
Other Revenue Changes	<u>200,000</u>	<u>200,000</u>	<u>400,000</u>
Total Preliminary Revenue Change	\$11,903,000	\$13,247,000	\$14,447,000

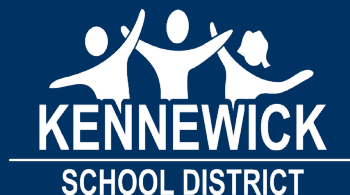
2022-23 Preliminary Staff Cost Changes

Staffing Costs	Projected Amount March 23	Projected Amount April 12	Projected Amount Pre Levy Fail
Elementary Cert Staff (Reduce/right size up to 7.0 classroom teachers)	(\$700,000)	(\$560,000)	(\$632,236)
Middle School Teaching Staff (Reduce/right size 3.0 classroom teachers)	(600,000)	(500,000)	(266,478)
High School Teaching Staff – (Add 3.0 classroom teachers)	??	200,000	282,581
MCP Online & Endeavor Staffing (Reduce/right size 9.0 Teaching Staff FTE)	??	??	(826,628)
Special Education Certificated & Para Staff	??	??	223,902
Other Staffing (Under Review) +1.0 Driver Trainer \$86,881/Admin-Cabinet Re-Organization Changes Net +36,985	??	??	123,866
Change from budgeted baseline staffing cost vs actual bargained changes.	??	350,000	488,466
Projected Increase In Staff Costs/Inflationary Adjustments/Employer Benefits	12,850,000	13,350,000	12,054,905
Teacher Retirements	(850,000)	(1,000,000)	(1,000,000)
Certificated/Classified Pools \$12.5M (Overload/Subs/Coaches/Extra Pay/Stipends/Etc.)	??	\$250,000	\$438,206
Preliminary Basic Ed/Local Funded Staff Cost Change	\$10,700,000	\$12,090,000	\$10,886,584

2022-23 Preliminary MSOC Budget

Materials/Supplies/Operating Costs (MSOC) Select Categories	19/20 Budget	20/21 Budget	21/22 Budget	22/23 Budget In Progress	Budget Change 22/23 -21/22 Pre Levy Fail
Utility Cost	\$ 3,586,500	\$ 3,641,500	\$ 3,642,500	\$ 3,761,000	\$ 118,500
Property/Liability Insurance	2,085,000	2,280,000	2,755,000	3,105,000	350,000
Transportation/Fleet Fuel	885,000	885,000	885,000	900,000	15,000
Transportation	491,300	491,300	475,350	465,350	-
Curriculum Adoption	1,032,500	1,032,500	1,032,500	-	-
IT/Technology/Software	3,129,000	3,109,000	3,109,000	3,109,000	-
Maint/Fleet/Custodial/Grounds/Warehouse/Print Shop	3,622,850	3,600,850	3,602,850	3,249,850	-
Maint/Grounds/Custodial (Equip & Fleet Replacement)	221,500	221,500	221,500	196,500	-
Special Education	1,472,168	1,309,976	1,309,976	1,442,976	179,000
Security Resource Officer Contract	350,000	400,000	400,000	430,000	30,000
ESD Prevention Services	170,000	175,000	175,000	175,000	-
Reading Foundation	379,575	379,575	379,575	379,575	-
Testing/Assessment Contract	185,000	185,000	185,000	-	-
Building Budgets	3,188,174	2,950,975	2,904,342	2,699,342	-
Other MSOC/No Tri Tech/No CTE (01,02,97)	1,845,647	1,648,641	1,660,900	1,443,900	-
Delta/Running Start/CBC Academy-Offset With Revenue	3,405,000	3,155,000	3,145,000	3,145,000	-
Open Doors- Offset With Revenue	125,000	375,000	365,000	365,000	-
Subtotal Basic Ed/Local Funded MSOC Budget Change	\$ 26,174,214	\$ 25,840,817	\$ 26,248,493	\$ 24,867,493	\$ 692,500

Post-Levy Failure Budget



2022-23 Preliminary Basic Ed/Local Revenue Changes

Revenue Source (Basic Ed/Local Funded) Increases	Projected Amount March 23	Projected Amount April 13	Projected Amount Per OSPI Pre Levy Fail	Projected Amount After Levy Fail
Inflationary Formula Allocation Adjustment \$87.4M to \$92.3M	\$4,900,000	\$4,900,000	11,310,000	11,310,000
Employer Benefit Allocation & Health Insurance Allocation (\$11,616 to \$12,312 per year health ins) \$34.75M to \$36.85M	2,100,000	2,100,000		
Materials, Supplies & Operating Cost (MSOC) (Inflation Adjustment) \$22.65M to \$24.25M	1,600,000	1,600,000		
Formula Adjustment For Social Emotional Learning (SEL) Staff (counselors/nurse/safety/psych) – <i>New Funding For 2022-23</i>	1,780,000	1,780,000		
Special Educ Inflationary Adjustment/Employer Benefit Allocation \$21.05M to \$22.37M	<u>1,320,000</u>	<u>1,320,000</u>	<u>1,490,000</u>	<u>1,490,000</u>
Total Basic Ed & Local Funded At 21-22 Budgeted Enrollment	11,700,000	11,700,000	12,800,000	12,800,000
22-23 Budgeted Enrollment To Be 200 less than 21-22 Budget	(1,700,000)	(1,700,000)	(1,800,000)	(1,800,000)
Levy Equalization \$14.57M 21-22 budget to \$15.54M 22-23 budget	(374,000)	970,000	970,000	(10,524,189)
Transportation Funding budgeted at \$7.8M for 21-22, projecting \$7.8M for 22-23	No Change	No Change	No Change	No Change
Property Tax Increase \$17.20M to \$19.27M	2,077,000	2,077,000	2,077,000	(9,074,835)
Other Revenue Changes	<u>200,000</u>	<u>200,000</u>	<u>400,000</u>	<u>400,000</u>
Total Preliminary Revenue Change	\$11,903,000	\$13,247,000	\$14,447,000	(\$8,199,024)

2022-23 Preliminary MSOC Budget

Materials/Supplies/Operating Costs (MSOC) Select Categories	19/20 Budget	20/21 Budget	21/22 Budget	22/23 Budget In Progress	Budget Change 22/23 -21/22 Pre Levy Fail	Levy Fail Budget Changes
Utility Cost	\$ 3,586,500	\$ 3,641,500	\$ 3,642,500	\$ 3,761,000	\$ 118,500	\$ (14,500)
Property/Liability Insurance	2,085,000	2,280,000	2,755,000	3,105,000	350,000	(40,000)
Transportation/Fleet Fuel	885,000	885,000	885,000	900,000	15,000	-
Transportation	491,300	491,300	475,350	465,350	-	(10,000)
Curriculum Adoption	1,032,500	1,032,500	1,032,500	-	-	(1,032,500)
IT/Technology/Software	3,129,000	3,109,000	3,109,000	3,109,000	-	-
Maint/Fleet/Custodial/Grounds/Warehouse/Print Shop	3,622,850	3,600,850	3,602,850	3,249,850	-	(353,000)
Maint/Grounds/Custodial (Equip & Fleet Replacement)	221,500	221,500	221,500	196,500	-	(25,000)
Special Education	1,472,168	1,309,976	1,309,976	1,442,976	179,000	(46,000)
Security Resource Officer Contract	350,000	400,000	400,000	430,000	30,000	-
ESD Prevention Services	170,000	175,000	175,000	175,000	-	-
Reading Foundation	379,575	379,575	379,575	379,575	-	TBD
Testing/Assessment Contract	185,000	185,000	185,000	-	-	(185,000)
Building Budgets	3,188,174	2,950,975	2,904,342	2,699,342	-	(205,000)
Other MSOC/No Tri Tech/No CTE (01,02,97)	1,845,647	1,648,641	1,660,900	1,443,900	-	(217,000)
Delta/Running Start/CBC Academy-Offset With Revenue	3,405,000	3,155,000	3,145,000	3,145,000	-	-
Open Doors- Offset With Revenue	125,000	375,000	365,000	365,000	-	-
Subtotal Basic Ed/Local Funded MSOC Budget Change	\$ 26,174,214	\$ 25,840,817	\$ 26,248,493	\$ 24,867,493	\$ 692,500	\$ (2,128,000)

2022-23 Preliminary Staff Cost Changes

Staffing Costs	Projected Amount March 23	Projected Amount April 12	Projected Amount May 11	Local Funded Reductions/ Changes Due To Levy Fail
Elementary Cert Staff (Reduce/right size up to 7.0 classroom teachers)	(\$700,000)	(\$560,000)	(\$632,236)	<p>Target is to reduce/re-allocate (\$3,000,000) of staff costs. In addition to reducing (\$2,000,000) of non-staff costs.</p>
Middle School Teaching Staff (Reduce/right size 3.0 classroom teachers)	(600,000)	(500,000)	(266,478)	
High School Teaching Staff – (Add 3.0 classroom teachers)	??	200,000	282,581	
MCP Online & Endeavor Staffing (Reduce/right size 9.0 Teaching Staff FTE)	??	??	(826,628)	
Special Education Certificated & Para Staff	??	??	223,902	
Other Staffing (Under Review) +1.0 Driver Trainer \$86,881/Admin-Cabinet Re-Organization Changes Net +107,244	??	??	194,125	
Change from budgeted baseline staffing cost vs actual bargained changes.	??	350,000	488,466	
Projected Increase In Staff Costs/Inflationary Adjustments/Employer Benefits	12,850,000	13,350,000	12,005,994	
Teacher Retirements	(850,000)	(1,000,000)	(1,000,000)	
Certificated/Classified Pools \$12.5M (Overload/Subs/Coaches/Extra Pay/Stipends/Etc.)	??	\$250,000	\$438,206	
Preliminary Basic Ed/Local Funded Staff Cost Change	\$10,700,000	\$12,090,000	\$10,886,584	\$7,886,584

2022-23 Levy Failure

Staffing Cost Reductions/Changes

Staff Related Costs	Amount
Not filling vacant certificated positions and re-allocate (teaching/administrative) to other programs	(\$950,000)
Eliminate 5 unfilled/vacant operational and maintenance positions	(530,000)
Rightsize classified positions (use open/vacant positions to eliminate/re-assign/create efficient staffing)	(990,000)
Efficient management of classified substitutes	(200,000)
Eliminate Additional Pay (Curriculum Adoptions/KG Assessment Testing)	(130,000)
Other Reductions/Re-allocation of Costs Among Programs - In Process	(200,000)
Middle School/High School Athletic Coaching Contracts/Teams/Review Participation #'s/No Cut Policy	In Review
Evaluate/hold the filling of other vacant positions that come up to conserve fund balance for application toward school year 2023-24 support of staff and programs.	<u>Ongoing</u>
Total Savings	(\$3,000,000)

**Kennewick School District
General Fund
Budget Outlook**

	Adopted Budget 21/22	Prelim 22/23 Pre Levy Fail	Projected 22/23 2023 Levy Fail	Projected 23/24 2023 Levy Fail & 2024 Levy Pass	Projected 24/25	Projected 25/26
Revenues						
Property Taxes	\$ 17,201,380	\$ 19,278,380	\$ 8,126,545	\$ 10,137,100	\$ 19,290,330	\$ 20,476,530
Levy Equalization	14,570,000	15,540,000	4,045,811	10,653,952	14,628,519	14,331,855
Other Local Revenue	1,843,500	2,243,500	2,243,500	2,243,500	2,243,500	2,243,500
State Revenue	177,862,314	187,372,314	187,372,314	192,839,682	197,349,598	201,172,912
Special Education	26,456,691	27,946,691	27,946,691	28,446,691	28,956,691	29,476,691
Transportation	7,800,000	7,800,000	7,800,000	7,800,000	7,800,000	7,800,000
Federal Revenue	24,824,883	24,824,883	24,824,883	24,824,883	24,824,883	24,824,883
Other Grant/Contingency	1,500,000	1,500,000	1,500,000	1,500,000	1,500,000	1,500,000
Other Revenue & Grants	1,138,420	1,138,420	1,138,420	1,138,420	1,138,420	1,138,420
Total Revenue	\$ 273,197,188	\$ 287,644,188	\$ 264,998,164	\$ 279,584,228	\$ 297,731,941	\$ 302,964,791
Expenditures						
Salaries & Benefits	\$ 242,992,885	\$ 253,879,469	\$ 253,879,469	\$ 258,759,719	\$ 263,941,179	\$ 269,391,162
Materials/Supplies & Operating Costs (MSOC)	40,651,030	41,343,530	41,343,530	41,843,530	42,343,530	42,843,530
Total Expenditures	\$ 283,643,915	\$ 295,222,999	\$ 295,222,999	\$ 300,603,249	\$ 306,284,709	\$ 312,234,692
Change In Fund Balance	(10,446,727)	(7,578,811)	(30,224,835)	(21,019,021)	(8,552,768)	(9,269,901)
Transfer To Capital Fund (Tri Tech)	(1,000,000)	(1,000,000)	(1,000,000)	-	-	-
Change In Fund Balance After Transfers	(11,446,727)	(8,578,811)	(31,224,835)	(21,019,021)	(8,552,768)	(9,269,901)
<i>Projecting ESSER Reimbursement + OSPI Enrollment Stabilization + One Time Levy Equalization + One Time Transportation \$ to add ~\$17.0M leaving Fund Balance at ~\$50.0M</i>						
	17,296,727					
Beginning Fund Balance	\$ 44,150,000					
Ending Fund Balance	\$ 50,000,000	\$ 41,421,189	\$ 18,775,165	\$ 7,756,144	\$ 9,203,376	\$ (66,525)
	Apply ESSER Funding		\$ 10,000,000	\$ 10,000,000		
Ending Fund Balance			\$ 28,775,165	\$ 17,756,144	\$ 9,203,376	\$ (66,525)

Reduce 2022-23 budget by at least \$5.0M (not included in above), apply ESSER and use Fund Balance To Offset Extreme Staff/Program Reductions For 2022-23.

General Fund Budget Outlook

	Projected 22/23 Pre Levy Fail	Projected 22/23 Levy Fail	Projected 23/24	Projected 24/25	Projected 25/26	Projected 26/27
Budget Surplus/(Deficit) Prior Year	\$ (10,446,727)	\$ (10,446,727)	(30,224,835)	\$ (21,019,021)	\$ (8,552,768)	\$ (9,269,901)
Preliminary Budgeted Revenue Increase						
Enrollment Changes/Enrollment Future Years 100 FTE x \$9,300	(1,800,000)	(1,800,000)	930,000	950,000	970,000	990,000
Special Education Enrollment At 2,400 For 22-23 +50 FTE Future Years	1,490,000	1,490,000	500,000	510,000	520,000	530,000
Transportation Funding Change	-	-	-	-	-	-
Other State Leg Revenue Increase/(Decrease)/ SEL Staffing	2,710,000	2,710,000	1,770,000	750,000	-	-
State Funding Materials, Supplies & Operating Cost (MSOC) Increase	1,600,000	1,600,000	350,000	350,000	350,000	350,000
Other Revenue Increases	400,000	400,000	-	-	-	-
Levy Rate	\$ 1.75	Reflects Feb 2023 levy amount and future levies pass at lower amount than proposed Feb 2022				
Property Tax Revenue Increase	2,077,000	(9,074,835)	2,010,555	9,153,230	1,186,200	1,289,695
Levy Equalization Funding Change	970,000	(10,524,189)	6,608,141	3,974,567	(296,664)	(295,000)
22/23 +5.50% State Inflation Adjustment/Health Ins/Benefits	7,000,000	7,000,000	2,417,368	2,459,916	2,503,314	2,547,580
Preliminary Increased Revenue Basic Ed/Local Funded	\$ 14,447,000	\$ (8,199,024)	14,586,064	\$ 18,147,713	\$ 5,232,850	\$ 5,412,275
Preliminary Budgeted Expenditure Increase						
Staff Costs Increases During 2021-22 > Budget	488,466	488,466	-	-	-	-
Retired Teachers	(1,000,000)	(1,000,000)	(900,000)	(900,000)	(950,000)	(950,000)
Annual Cost Increase To Wage/Benefits For BEA/SPED/Local Funded	12,330,971	12,330,971	5,780,250	6,081,460	6,399,983	6,531,157
Staffing Reductions & Additions	(932,853)	(932,853)	??	??	??	??
Levy Fail Reductions Need (\$5,000,000) In Shaded For 2022-23	-	-	-	-	-	-
Utilities/Liability Insurance/Fuel	483,500	483,500	250,000	250,000	250,000	250,000
Other MSOC	209,000	209,000	250,000	250,000	250,000	250,000
Indirect Charges To Other Program Funding	-	-	-	-	-	-
Preliminary Increased Cost Basic Ed/Local Funded	\$ 11,579,084	\$ 11,579,084	5,380,250	\$ 5,681,460	\$ 5,949,983	\$ 6,081,157
(Deficit)/Surplus	\$ (7,578,811)	\$ (30,224,835)	(21,019,021)	\$ (8,552,768)	\$ (9,269,901)	\$ (9,938,783)
Apply ESSER Funding/Enrollment Stabilization Funding	\$ 7,578,811	\$ 10,000,000	\$ 10,000,000	-	-	-
Change In Fund Balance (\$5.0M) of reductions will increase the fund balance by \$5.0M, \$28.7M to \$32.7M, \$17.7M to \$22.7M, etc.	\$ -	\$ (20,224,835)	\$ (11,019,021)	\$ (8,552,768)	\$ (9,269,901)	\$ (9,938,783)
Transfer Out - Tri Tech	\$ (1,000,000)	\$ (1,000,000)	\$ -	\$ -	\$ -	\$ -
Beginning Fund Balance	\$ 50,000,000	\$ 50,000,000	\$ 28,775,165	\$ 17,756,144	\$ 9,203,376	\$ (66,525)
Projected Ending Fund Balance	\$ 49,000,000	\$ 28,775,165	\$ 17,756,144	\$ 9,203,376	\$ (66,525)	\$ (10,005,308)

Next Steps & Budget Timeline

- **Levy Failure - Next Steps**

- **2022-23 Budget** – Update for first phase of levy failure reductions
 - Target is at least \$5.0M of reductions
- **2023-24 Budget** – Develop additional reduction list of \$5.0 - \$25.0M
 - **Extent of some or all reductions for 2023-24 dependent on:**
 - 2022-23 Enrollment vs Budget
 - Ending Fund Balance at August 31, 2023
 - Ability to use ESSER funding
 - 2023 Levy Election Results

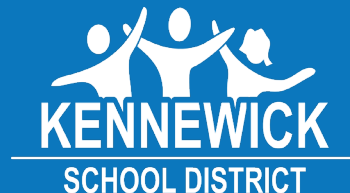
- **2022-2023 Budget Timeline**

- **May 25:** Budget Presentations – General Fund/Other Funds
- **June 22:** Public Hearing & Adoption of District Budget

K-12 Annual Student Goal Report:

All Students are Safe, Known and Valued

May 11, 2022



Our Vision

All KSD Students are Known Well, Safe and Destined to Reach their Highest Potential



STRATEGIC GOALS



Our Mission

To provide a safe environment in which all students reach their highest potential and graduate well prepared for success in post-secondary education, work and life.

Students

Our Goals are for All Kennewick School District Students

All students can learn and achieve at high levels. Student performance, attendance, and discipline data is disaggregated and analyzed for any existing achievement and opportunity gaps, especially in gender, race, language, ability, and socioeconomic status. Each school's individual School Improvement Plan includes equity statements and concrete, district-supported strategies for closing achievement and opportunity gaps where they exist.

All students are safe, known and valued



- *Physically, social-emotionally, and intellectually safe.*
- *Known well by their teachers, staff and each other.*
- *Valued for their diverse strengths and backgrounds.*

2021-22 Annual Objectives

1. Implement districtwide "Focus on Belonging" professional development plan.
2. Meet monthly with Superintendent's Student Advisory Council to seek student voice.
3. Update building safety goals based on annual student survey results.
4. Provide training and support for multi-tiered systems of behavior support and positive behavior intervention systems.
5. Implement annual Attendance Awareness Campaign.
6. Establish Community Engagement Board and student-centered attendance practices.
7. Update district Comprehensive Emergency Management Plan (CEMP) to include Continuity of Operations Plan.
8. Perform nine safety drills per school.
9. Partner with KPD to provide safety/active shooter training for all school and district office staffs.

Performance Indicators & Targets

- **≥90%** of students report that they feel safe, included and welcomed at school.
- **≥90%** of students regularly attend school (< 2 absences per month).
- The districtwide discipline rate is **≤4.0%**.
- Building safety goals are presented to the Board in October 2021.

Presentation Outline

- Annual student survey results
 - 2021-22: 8996 responses
 - 2020-21: 8937 responses
- Student attendance data
- Student discipline data
- Continuous improvement efforts
- 2020-21 progress toward meeting performance targets

The background of the slide is composed of several overlapping, wavy bands of blue. The colors range from a deep, dark blue to a lighter, sky-blue. The waves flow from the left side towards the right, creating a sense of movement and depth. The top of the slide is white, and the bottom also features a white area, framing the blue central section.

Annual Student Survey Results

Student Survey: Update and Development Process

2022 Survey

- Includes students in grades 3 -12
- Was administered between March 28 – April 22

Annual Student Survey: Additional Secondary Questions

2022 Survey

- This year, two additional questions were added for high school students:

"I have had the opportunities to learn digital citizenship, social, life and employment skills."

"I have access to diverse course offerings, activities and athletics."

Student Survey: New Secondary Questions

	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
I have had the opportunities to learn digital citizenship, social, life and employment skills.	87%	82%	82%	81%	79%	77%	82%
I have had the opportunities to learn digital citizenship, social, life and employment skills.	83%	89%	89%	92%	92%	90%	86%

Student Survey:

New Secondary Questions

School	I have had the opportunities to learn digital citizenship, social, life and employment skills.	I have access to diverse course offerings, activities and athletics.
Chinook Middle School	86%	90%
Desert Hills Middle School	79%	85%
Highlands Middle School	84%	85%
Horse Heaven Hills Middle School	85%	90%
Park Middle School	84%	82%
Kamiakin High School	76%	89%
Kennewick High School	81%	94%
Legacy High School	89%	76%
Phoenix High School	97%	80%
Southridge High School	81%	92%

Student Survey Questions

1. I can really be myself at this school.
2. I wish I were at a different school. *(reversed)
3. I feel safe on school grounds, fields, and playgrounds before, during, and after school.
4. Do you ride a school bus to school?
5. I feel safe riding the bus. *
6. In your opinion, is there unsafe behavior that happens at your school?
7. What is the unsafe behavior that happens most at your school?
 - Physical acts (for example shoving, hitting, tripping, etc.)
 - Verbal acts (for example insults, name calling, swearing, threats, etc.)
 - Inappropriate acts on electronic devices (for example insults, name calling, swearing, threats, etc.)
 - Other
8. Students and staff at my school notice me when I am good at something.
9. There is at least one teacher or other adult at my school that I can talk to if I have a problem. *
10. Students and staff at my school are friendly to me.
11. I am included in activities at my school. (Games, recess, play, teams, groups)
12. I feel very different from most other students at my school. *(reversed)

Student Survey Questions

13. Students and staff know I can do good work.
14. Other students at my school like me the way that I am.
15. I feel like a real part of my school.
16. It is hard for people like me to be accepted at my school. *(reversed)
17. Other students at my school take my opinions, ideas, and concerns seriously.
18. Most adults at my school take my opinions, ideas, and concerns seriously.
19. Sometimes I feel as if I don't belong at my school. *(reversed)
20. Adults at my school are not interested in people like me. *(reversed)
21. I am treated with as much respect as other students.
22. The adults at my school respect me.
23. I feel proud to attend my school.
24. Is there anything else you would like to share?

* Extended response

Districtwide 3rd - 5th Grade Student Survey:

Results for Questions Focused on “Safe”

	Grade 3 2020-21	Grade 3 2021-22	Grade 4 2020-21	Grade 4 2021-22	Grade 5 2020-21	Grade 5 2021-22
I can really be myself at this school.	86%	84%	82%	81%	85%	81%
I feel safe on school grounds, fields, and playgrounds before, during, and after school.	89%	88%	88%	86%	91%	89%
I feel safe riding the bus.*	89%	75%	88%	74%	91%	76%
In your opinion, is there unsafe behavior that happens at your school? (%No)	73%	48%	78%	50%	81%	59%
Students and staff at my school are friendly to me.	95%	89%	92%	88%	92%	86%
I feel like a real part of my school.	90%	86%	88%	83%	87%	83%

Districtwide 6th – 8th Grade Student Survey:

Results for Questions Focused on “Safe”

	Grade 6 2020-21	Grade 6 2021-22	Grade 7 2020-21	Grade 7 2021-22	Grade 8 2020-21	Grade 8 2021-22
I can really be myself at this school.	86%	74%	82%	69%	85%	70%
I feel safe on school grounds, fields, and playgrounds before, during, and after school.	89%	86%	88%	84%	91%	86%
I feel safe riding the bus.*	89%	83%	88%	83%	91%	84%
In your opinion, is there unsafe behavior that happens at your school? (%No)	73%	42%	78%	44%	81%	46%
Students and staff at my school are friendly to me.	95%	87%	92%	83%	92%	83%
I feel like a real part of my school.	90%	73%	88%	72%	87%	70%

Districtwide 9th – 12th Grade Student Survey:

Results for Questions Focused on “Safe”

	Grade 9 2020-21	Grade 9 2021-22	Grade 10 2020-21	Grade 10 2021-22	Grade 11 2020-21	Grade 11 2021-22	Grade 12 2021-22	Grade 12 2021-22
I can really be myself at this school.	86%	79%	82%	71%	85%	76%	78%	75%
I feel safe on school grounds, fields, and playgrounds before, during, and after school.	89%	85%	84%	84%	88%	88%	95%	87%
I feel safe riding the bus.*	89%	91%	88%	85%	91%	95%	94%	75%
In your opinion, is there unsafe behavior that happens at your school? (%No)	73%	54%	78%	48%	81%	55%	77%	51%
Students and staff at my school are friendly to me.	95%	90%	92%	90%	92%	91%	87%	92%
I feel like a real part of my school.	90%	70%	88%	65%	87%	66%	65%	66%

Districtwide 3rd - 5th Grade Student Survey: Results for Questions Focused on “Known”

	Grade 3 2020-21	Grade 3 2021-22	Grade 4 2020-21	Grade 4 2021-22	Grade 5 2020-21	Grade 5 2021-22
I wish I were at a different school. <i>*(reversed)</i>	11%	10%	11%	12%	13%	13%
Students and staff at my school notice me when I am good at something.	82%	80%	81%	79%	69%	75%
There is at least one teacher or other adult at my school that I can talk to if I have a problem.*	89%	89%	87%	90%	79%	89%
I am included in activities at my school. (Games, recess, play, teams, groups)	89%	88%	90%	86%	85%	89%
I feel very different from most other students at my school. <i>*(reversed)</i>	46%	51%	43%	51%	35%	45%
Students and staff know I can do good work.	94%	93%	95%	93%	86%	92%
I feel proud to attend my school.	93%	91%	92%	88%	83%	89%

Districtwide 6th – 8th Grade Student Survey: Results for Questions Focused on “Known”

	Grade 6 2020-21	Grade 6 2021-22	Grade 7 2020-21	Grade 7 2021-22	Grade 8 2020-21	Grade 8 2021-22
I wish I were at a different school.*(reversed)	11%	16%	11%	23%	13%	23%
Students and staff at my school notice me when I am good at something.	82%	70%	81%	70%	69%	70%
There is at least one teacher or other adult at my school that I can talk to if I have a problem.*	89%	80%	87%	82%	79%	83%
I am included in activities at my school. (Games, recess, play, teams, groups)	89%	87%	90%	89%	85%	88%
I feel very different from most other students at my school.*(reversed)	46%	49%	43%	45%	35%	43%
Students and staff know I can do good work.	94%	90%	95%	88%	86%	88%
I feel proud to attend my school.	93%	81%	92%	73%	83%	72%

Districtwide 9th – 12th Grade Student Survey: Results for Questions Focused on “Known”

	Grade 9 2020- 21	Grade 9 2021- 22	Grade 10 2020- 21	Grade 10 2021- 22	Grade 11 2020- 21	Grade 11 2021- 22	Grade 12 2020- 21	Grade 12 2021- 22
I wish I were at a different school.* <i>(reversed)</i>	15%	23%	21%	22%	19%	23%	14%	21%
Students and staff at my school notice me when I am good at something.	69%	68%	67%	67%	70%	73%	65%	72%
There is at least one teacher or other adult at my school that I can talk to if I have a problem.*	80%	83%	80%	83%	80%	86%	80%	88%
I am included in activities at my school. (Games, recess, play, teams, groups)	83%	84%	68%	82%	71%	81%	70%	80%
I feel very different from most other students at my school.* <i>(reversed)</i>	38%	35%	39%	44%	44%	46%	44%	52%
Students and staff know I can do good work.	87%	91%	84%	88%	85%	90%	85%	90%
I feel proud to attend my school.	85%	79%	76%	72%	80%	75%	78%	75%

Districtwide 3rd - 5th Grade Student Survey:

Results for Questions Focused on “Valued”

	Grade 3 2020-21	Grade 3 2021-22	Grade 4 2020-21	Grade 4 2021-22	Grade 5 2020-21	Grade 5 2021-22
Other students at my school like me the way that I am.	89%	86%	87%	82%	88%	83%
It is hard for people like me to be accepted at my school.*(reversed)	21%	26%	22%	24%	19%	20%
Other students at my school take my opinions, ideas, and concerns seriously.	69%	67%	69%	67%	72%	69%
Most adults at my school take my opinions, ideas, and concerns seriously.	79%	79%	74%	78%	81%	80%
Sometimes I feel as if I don't belong at my school.*(reversed)	21%	29%	20%	29%	18%	28%
Adults at my school are not interested in people like me.*(reversed)	17%	16%	17%	13%	14%	12%
I am treated with as much respect as other students.	88%	82%	89%	81%	90%	80%
The adults at my school respect me.	93%	91%	94%	91%	93%	91%

Districtwide 6th – 8th Grade Student Survey:

Results for Questions Focused on “Valued”

	Grade 6 2020-21	Grade 6 2021-22	Grade 7 2020-21	Grade 7 2021-22	Grade 8 2020-21	Grade 8 2021-22
Other students at my school like me the way that I am.	82%	80%	83%	79%	77%	81%
It is hard for people like me to be accepted at my school. <i>*(reversed)</i>	23%	24%	18%	24%	20%	23%
Other students at my school take my opinions, ideas, and concerns seriously.	67%	68%	67%	65%	62%	66%
Most adults at my school take my opinions, ideas, and concerns seriously.	79%	78%	78%	74%	74%	76%
Sometimes I feel as if I don't belong at my school. <i>*(reversed)</i>	19%	33%	18%	33%	21%	30%
Adults at my school are not interested in people like me. <i>*(reversed)</i>	15%	17%	15%	18%	14%	17%
I am treated with as much respect as other students.	92%	81%	87%	77%	86%	79%
The adults at my school respect me.	91%	88%	91%	88%	87%	85%

Districtwide 9th – 12th Grade Student Survey: Results for Questions Focused on “Valued”

	Grade 9 2020-21	Grade 9 2021-22	Grade 10 2020-21	Grade 10 2021-22	Grade 11 2020-21	Grade 11 2021-22	Grade 12 2020-21	Grade 12 2021-22
Other students at my school like me the way that I am.	73%	84%	78%	85%	83%	84%	79%	85%
It is hard for people like me to be accepted at my school.* <i>(reversed)</i>	12%	19%	21%	20%	19%	22%	16%	23%
Other students at my school take my opinions, ideas, and concerns seriously.	63%	70%	61%	70%	66%	71%	64%	72%
Most adults at my school take my opinions, ideas, and concerns seriously.	78%	78%	75%	75%	79%	78%	76%	76%
Sometimes I feel as if I don't belong at my school.* <i>(reversed)</i>	16%	25%	19%	29%	21%	29%	21%	34%
Adults at my school are not interested in people like me.* <i>(reversed)</i>	10%	18%	14%	20%	15%	16%	16%	19%
I am treated with as much respect as other students.	92%	86%	88%	84%	90%	89%	85%	87%
The adults at my school respect me.	93%	89%	92%	86%	89%	89%	90%	90%

School Level Data – Elementary

Questions Focused on “Safe”

School	I feel safe on school grounds, fields, and playgrounds before, during, and after school.		I feel safe riding the bus.*		In your opinion, is there unsafe behavior that happens at your school?(% No)	
	2020-21	2021-22	2020-21	2021-22	2020-21	2021-22
Amistad	80%	75%	80%	73%	65%	36%
Amon Creek	91%	90%	91%	74%	91%	65%
Canyon View	94%	84%	94%	87%	79%	29%
Cascade	85%	88%	85%	77%	73%	49%
Cottonwood	92%	89%	92%	81%	85%	67%
Eastgate	92%	86%	92%	68%	78%	58%
Edison	88%	79%	88%	58%	76%	38%
Fuerza	91%	88%	91%	70%	80%	50%
Hawthorne	75%	92%	75%	88%	78%	55%
Lincoln	88%	93%	88%	62%	72%	63%
Ridge View	97%	95%	97%	84%	77%	45%
Sage Crest	94%	89%	94%	72%	78%	46%
Southgate	86%	86%	86%	82%	78%	58%
Sunset View	92%	89%	92%	79%	74%	53%
Vista	90%	85%	90%	76%	71%	48%
Washington	79%	87%	79%	77%	75%	36%
Westgate	97%	89%	97%	82%	82%	64%

School Level Data – Secondary

Questions Focused on “Safe”

School	I feel safe on school grounds, fields, and playgrounds before, during, and after school.		I feel safe riding the bus.*		In your opinion, is there unsafe behavior that happens at your school? (% No)	
	2020-21	2021-22	2020-21	2021-22	2020-21	2021-22
Chinook Middle School	93%	89%	93%	82%	88%	45%
Desert Hills Middle School	94%	88%	94%	84%	88%	42%
Highlands Middle School	95%	82%	95%	88%	77%	42%
Horse Heaven Hills Middle School	91%	84%	91%	83%	77%	31%
Park Middle School	89%	80%	89%	75%	90%	51%
Kamiakin High School	92%	84%	92%	91%	79%	48%
Kennewick High School	86%	89%	87%	86%	84%	58%
Legacy High School	100%	92%	N/A	0%	98%	79%
Phoenix High School	N/A	97%	N/A	50%	N/A	94%
Southridge High School	95%	84%	95%	89%	76%	46%

The background of the slide features several overlapping, wavy bands of blue in various shades, ranging from a deep navy blue to a lighter sky blue. These bands create a sense of movement and depth. The top portion of the slide is white, providing a clean space for the title.

Student Attendance Data

Attendance

“Attendance is a critical building block for student learning. If students are not present, they cannot engage in learning. Attendance is a powerful signal and leading indicator of equity. Students that miss just two days a month for any reason are more likely not to read at grade level and more likely not to graduate.”

Attendance

“Regular attendance is defined as having, on average, less than two absences per month. It doesn't matter if the absences are excused or unexcused. An absence is defined as missing more than half the school day. This measure includes students that were enrolled for at least 90 days at any given school.”

Districtwide Attendance Data

What percentage of students had fewer than two absences per month, on average?

Kennewick School District

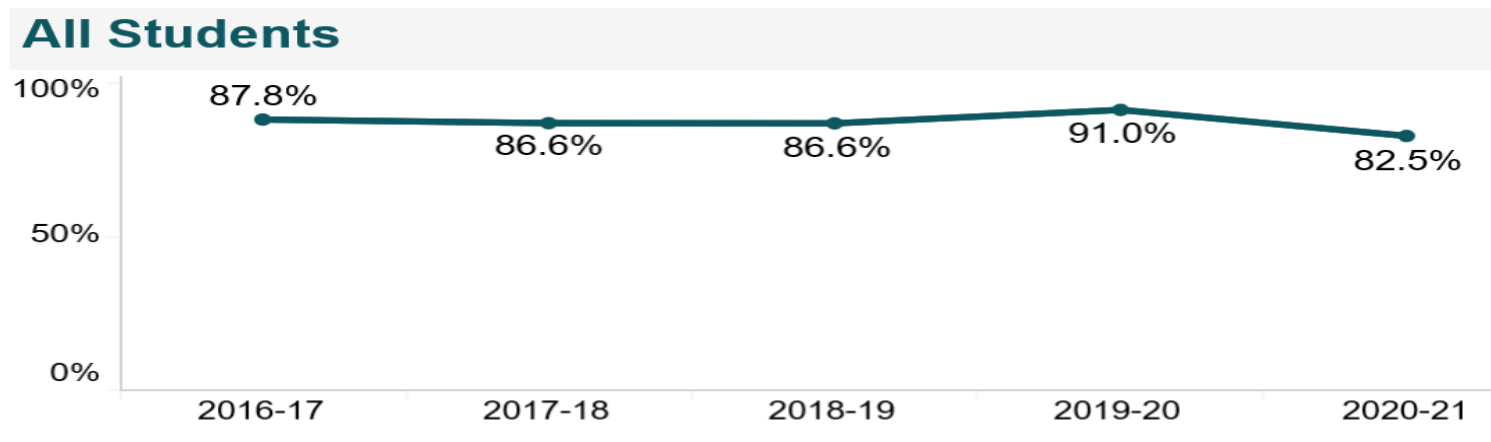
2020-21

82.55%

Districtwide Attendance Data

What percentage of students had fewer than two absences per month, on average?

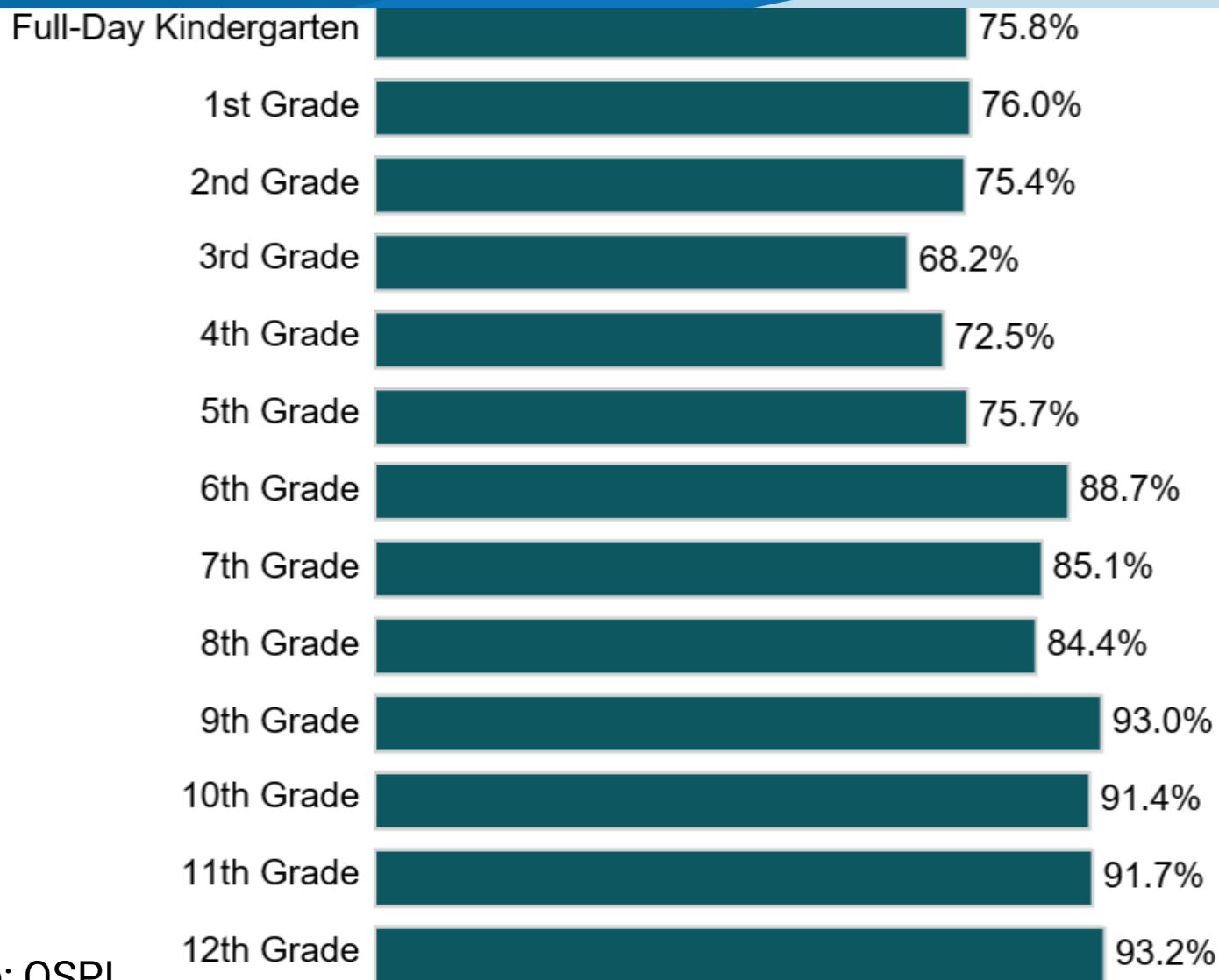
**Kennewick School District
Trend Data**



Source: OSPI

Disaggregated Attendance Data

By grade level



Source: OSPI

Districtwide Attendance Data

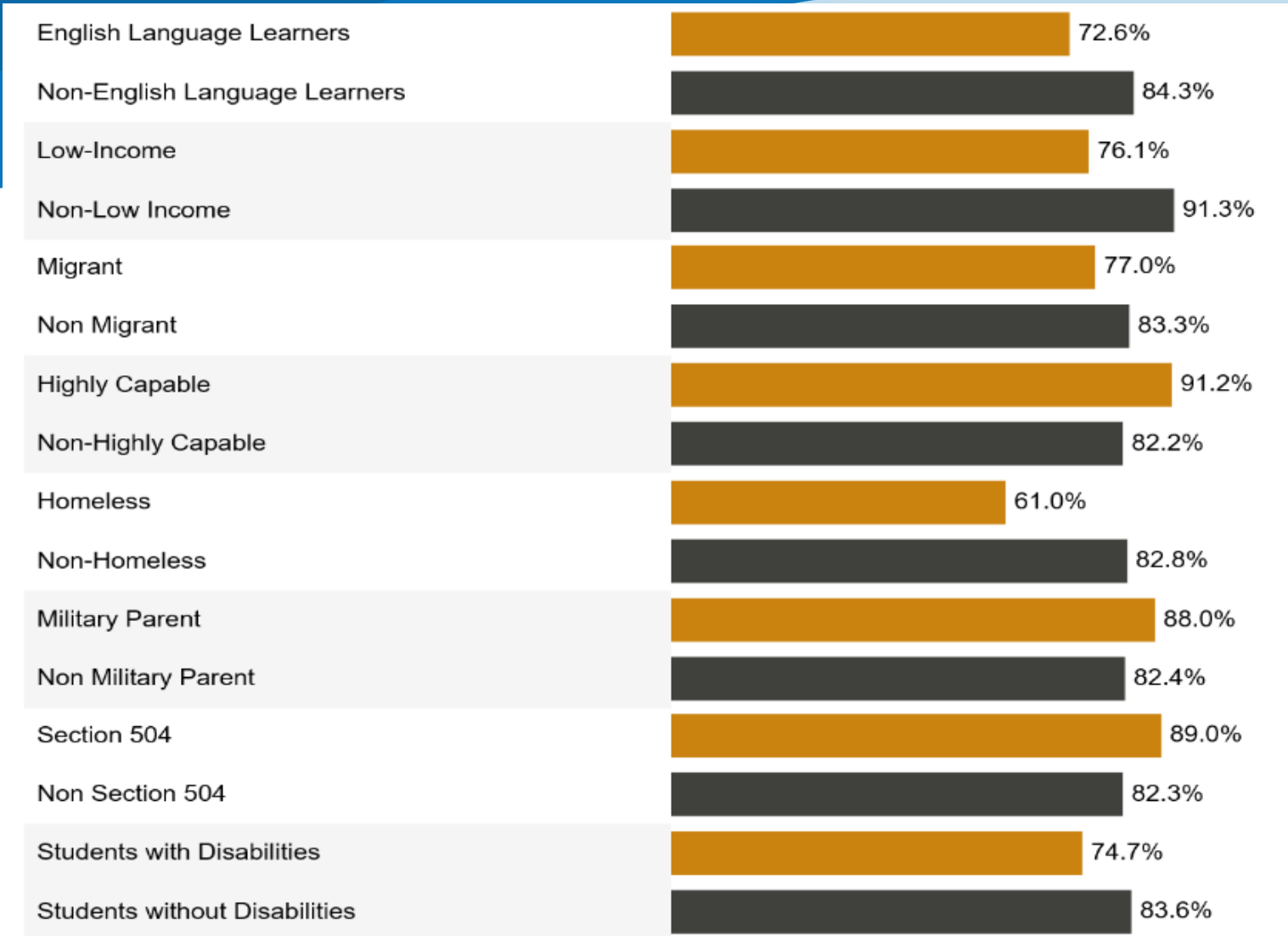
By student ethnicity



Source: OSPI

Districtwide Attendance Data

By student program participation



Districtwide Attendance Data

By elementary school

School	Average Attendance: Fewer than 2 absences per month	Average Attendance: Fewer than 2 absences per month
	2019-20	2020-21
Amistad	76.7%	73.0%
Amon Creek	90.1%	88.1%
Canyon View	87.9%	70.0%
Cascade	84.8%	70.2%
Cottonwood	93.5%	Suppressed >99%
Eastgate	78.3%	41.5%
Edison	71.5%	59.6%
Fuerza	88.6%	84.5%
Hawthorne	81.2%	47.0%
Lincoln	83.1%	72.9%
Ridge View	92.4%	74.7%
Sage Crest	88.0%	Suppressed >99%
Southgate	86.5%	82.9%
Sunset View	92.7%	77.1%
Vista	77.9%	66.9%
Washington	88.2%	54.8
Westgate	81.5%	51.9

Districtwide Attendance Data

By secondary school

School	Average Attendance: Fewer than 2 absences per month	Average Attendance: Fewer than 2 absences per month
	2019-20	2020-21
Chinook	69.1%	47.6%
Desert Hills	90.1%	98.9%
Highlands	79.9%	Suppressed >99%
Horse Heaven	86.8%	88.7%
Park	80.7%	Suppressed >99%
Kamiakin	88.7%	97.8%
Kennewick	81.0%	83.3%
Legacy	56.2%	73.4%
Phoenix	31.5%	22.9%
Southridge	86.0%	Suppressed >99%

The background of the slide features several overlapping, wavy bands of blue in various shades, ranging from a deep navy blue to a lighter sky blue. These bands create a sense of movement and depth. The text is centered within the darkest blue band.

Student Discipline Data

Discipline

“Student discipline is defined as, for (state) report card purposes, ‘out-of-school exclusionary discipline.’ A school district’s discipline policies and procedures must ensure due process protections for students and should provide a continuum of equitable, culturally responsive, instructional approaches to support students and all members of the school community in meeting behavioral expectations.”

Districtwide Discipline Rate

What percent of students are excluded in response to a behavioral violation, over time?

Select an Organization

Kennewick School District

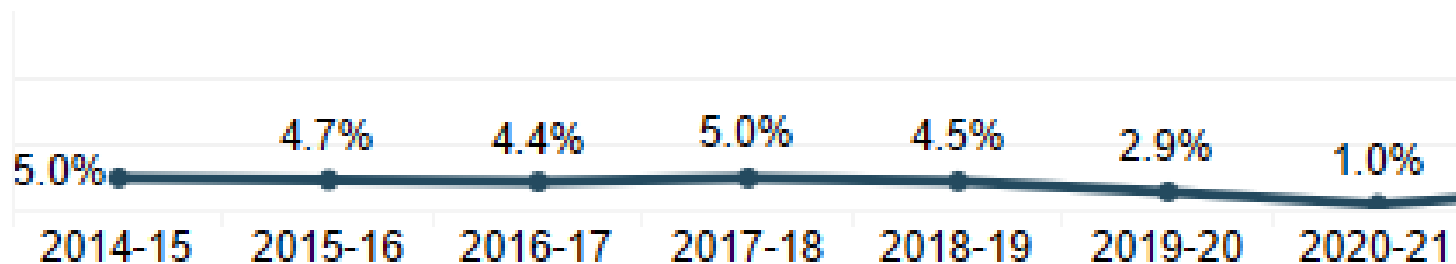
Select School Year

2020-21

Organization Name	Discipline Rate
Kennewick School District	1.0%

Districtwide Discipline Rate

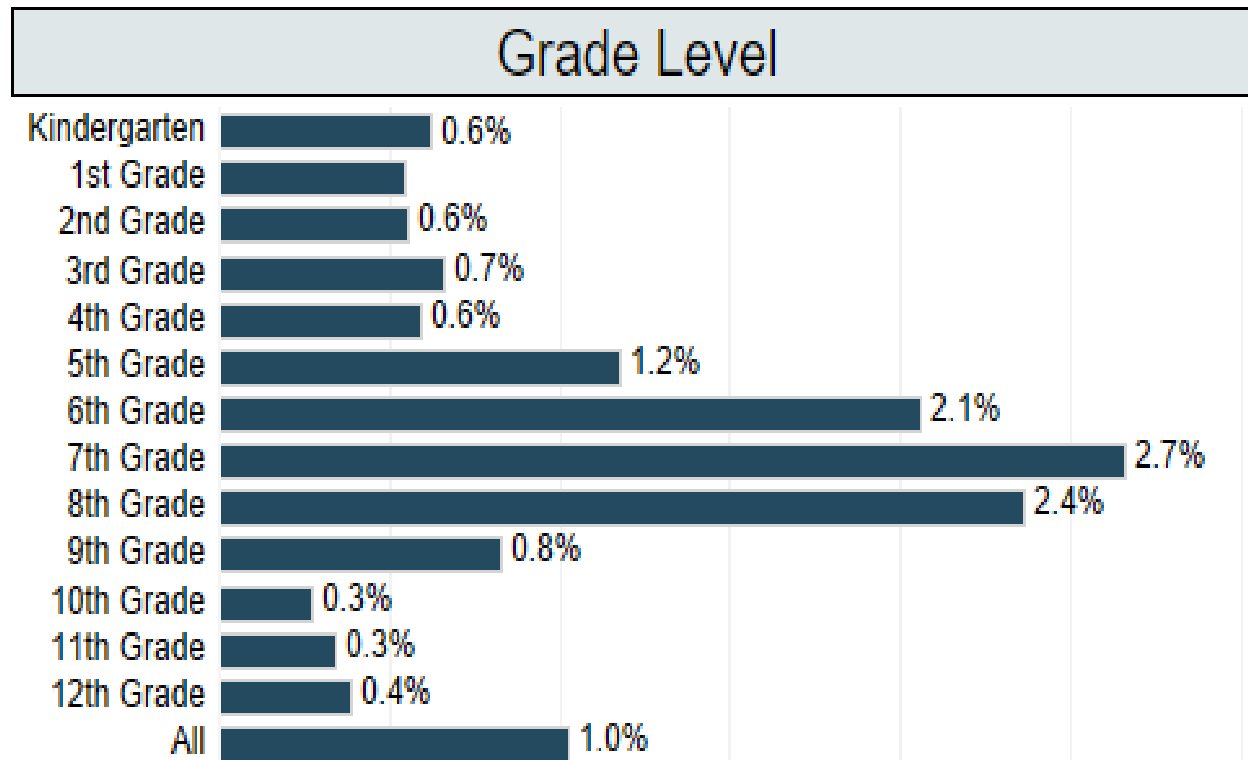
What percent of students are excluded in response to a behavioral violation, over time?



Disaggregated Discipline Rate

By grade level

What percent of students are excluded in response to a behavioral violation, over time?

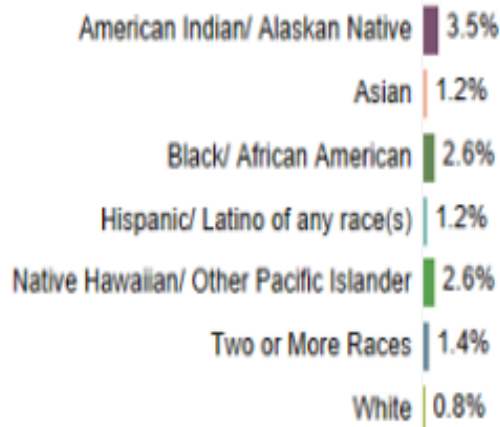


Disaggregated Discipline Rate

By ethnicity and gender

What percent of students are excluded in response to a behavioral violation, over time?

Race



Gender

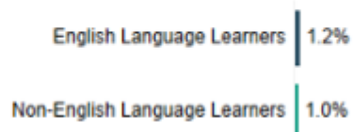


Disaggregated Discipline Rate

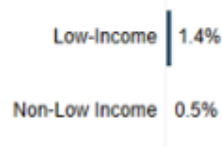
By student program participation

What percent of students are excluded in response to a behavioral violation, over time?

English Learners and Non English Learners



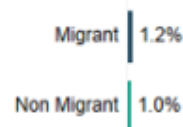
Low Income and Non Low Income



Homeless and Non Homeless



Migrant Students and Non Migrant Students



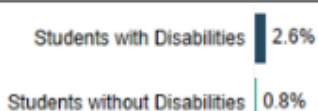
Military Parent and Non Military Parent



Section 504 and Non Section 504



Students with Disabilities and Students without Disabilities



Foster Care and Non Foster Care



Discipline Rate

By elementary school

School	Discipline: % of students excluded from school due to a behavior violation 2019-2020	Discipline: % of students excluded from school due to a behavior violation 2020-2021
Amistad	1.5%	1.0%
Amon Creek	1.0%	0.3%
Canyon View	2.9%	0.2%
Cascade	1.0%	0.5%
Cottonwood	1.0%	0.2%
Eastgate	1.0%	0.6%
Edison	6.0%	1.0%
Fuerza	1.0%	0.2%
Hawthorne	1.9%	1.5%
Lincoln	1.0%	0.2%
Ridge View	1.0%	0.5%
Sage Crest	1.0%	0.6%
Southgate	1.9%	2.6%
Sunset View	1.1%	1.2%
Vista	3.8%	0.0%
Washington	3.4%	1.5%
Westgate	2.9%	0.2%

Discipline Rate

By secondary school

School	Discipline: % of students excluded from school due to a behavior violation 2019-2020	Discipline: % of students excluded from school due to a behavior violation 2020-2021
Chinook	3.9%	2.0%
Desert Hills	1.5%	1.1%
Highlands	6.0%	3.7%
Horse Heaven	2.1%	1.8%
Park	8.1%	3.3%
Kamiakin	3.0%	0.6%
Kennewick	4.7%	1.0%
Legacy	2.9%	0.6%
Phoenix	7.0%	0.0%
Southridge	1.9%	0.0%

Continuous Improvement Efforts

- Building School Improvement Plan (SIP) expectations are aligned to district strategic plan goals and targets:
 - Schools analyze student survey, attendance and discipline data
 - Schools work to try to determine root cause
 - Schools set goals aligned to the “All Students Safe, Known, and Valued Goal” and targets tied to student perception data, attendance, and discipline targets
 - Schools implement, monitor, and assess improvement strategies:
 - Social Emotional Learning (SEL)
 - Multi-Tiered Systems of Support (MTSS)
 - Positive Behavior Intervention Systems (PBIS)
 - Partnership with Communities in Schools (CIS)
 - Provide ongoing, focused principal and teacher professional support and development

Progress Toward Meeting Targets

Performance Indicators and Targets	2020-21 Performance
≥90% of students report that they feel safe, included and welcomed at school	<p>86% of students reported that they feel safe, included and welcomed at school on the spring 2022 student survey</p> <ul style="list-style-type: none">• <i>I feel safe on school grounds, fields, and playgrounds before, during, and after school.</i>• <i>I feel safe riding the bus.</i>• <i>Students and staff at my school are friendly to me.</i>• <i>There is at least one teacher or other adult at my school that I can talk to if I have a problem.</i>• <i>I am treated with as much respect as other students.</i>• <i>The adults at my school respect me.</i>
≥90% of students regularly attend school (<2 absences per month)	<p>82.55% of students regularly attended school in 2020-21</p>
The districtwide discipline rate is ≤4.0%	<p>The districtwide discipline rate was 1.0% in 2020-21</p>

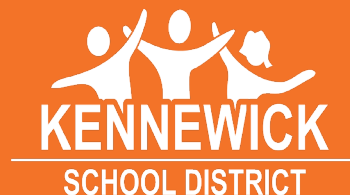
The background of the slide is composed of several overlapping, wavy bands of blue in various shades, ranging from a deep navy blue to a lighter sky blue. These bands create a sense of movement and depth. The text is centered within the darker blue middle section.

Comments/Questions?

Grades 8-12 World Language Adoption

2021-2022

Recommendation for Board Approval



All students are engaged learners



- *Provided relevant, rigorous and engaging instruction.*
- *Receiving individualized, equitable and inclusive supports.*
- *Accessing diverse course offerings, activities and athletics.*
- *Making progress, annual growth, and meeting grade level standards.*

2021-22 Annual Objectives

1. Implement districtwide high dosage tutoring strategy.
2. Implement new 6-12 English Language Arts curriculum.
3. Adopt new World Language curriculum.
4. Adopt 4-12 comprehensive health/sex education curriculum.
5. Convene mathematics committee to evaluate math pathways committee.
6. Provide training and support for multi-tiered systems of academic support and positive academic intervention systems.
7. Provide inclusionary practices professional development and implement specific strategies to increase student inclusion rates.
8. Continue to expand summer school offerings.
9. Implement Hoonuit data system to support student data analysis and aide schools in identifying students in need of additional supports.

World Language Adoption Committee and Process

- **Committee Composition**

- Middle and high school Spanish, German and French teachers
- High school parents
- Facilitator Liz Dale, ELA/Social Studies Coordinator

- **Committee Process**

- Complete standards mapping and Comprehensible Input (CI) Training
- Conduct research and host publisher presentations
- Complete parent preview and recommendation sessions
- Present final recommendation to the Board

Pre-Committee Preparation

Winter 2019

- Looked at standards alignment and course proficiencies across all languages
- Determined that the traditional "grammar based" methods were keeping students from wanting to continue past year 2 language courses
- Spanish teachers piloted Comprehensible Input (CI) strategies and materials

Spring 2019

- Sent Jen Wright (Kamiakin) to a "trainer of teachers" conference for Comprehensible Input (CI)

Pre-Committee Preparation

Summer 2021

- Invited all world language teachers to participate in in-district training
- 20 teachers participated in CI training on:
 - basics of language acquisition
 - skills and techniques
 - assessments
 - novels
 - remote learning options.

Spring of 2022

- 90 students at KaHS register for year 4 Spanish

Selection Criteria



[This Photo](#) by Unknown Author is licensed under [CC BY-SA-NC](#)

- **Strong alignment with State learning standards** and the 5 C's of World Language Education (*Communication, Cultures, Connections, Comparisons, and Communities*)
- **Alignment with Comprehensible Input**, which stresses acquiring language through speaking and listening rather than through memorization and grammar. Students comprehend by using the context and background to understand the information they are receiving (the input).

Selection Criteria



- **An online component** and/or other multimedia resources that support classroom instruction and are compatible with the district's Learning Management System, Schoology.
- **A fluid technology/digital platform**, offering a flexibility in teacher/student choice of new and different materials that integrate with our Learning Management System, Schoology.

Selection Criteria



- **Materials coordinate** within and between course levels, courses and disciplines; clear understanding of what students should know and be able to do by the end of a unit/course/level/cycle.
- **More academic Spanish instruction for native Spanish speakers** (Spanish Language Arts).

Parent and Community Preview Process

- Instructional materials were displayed at the administration center and at schools for parent review.
- Parents or community members reviewed Spanish materials on April 12 and 14 the Administration Center at the invitation of committee members.
- German and French teachers solicited feedback on the selected materials from parents of current students in those classes.



[This Photo](#) by Unknown Author is licensed under [CC BY](#)

Parent and Community Preview Process



[This Photo](#) by Unknown Author is licensed under [CC BY](#)

- Written recommendation for adoption was provided by these parents or community members reviewers.
- The committee presented to or received feedback from over 60 parents/community members.
- There were no reviewers who did not recommend the materials.

Spanish Curriculum Recommendations: Somos

Courses:

- Spanish 1-2 (first year)
- Honors Spanish 3-4 (second year)



Somos: Staff and Parent Feedback



Parent #1:

- Cultural diversity topics imbedded into curriculum was highlighted as a favorite part of the curriculum.

Parent #2:

- Plus one for personal interests.
- I appreciate the alignment with natural language acquisition.

Parent #3:

- This is perfect.
- My twins use this and it really works.
- This is how all learning should be.
- These materials are better than textbooks!

Somos: Staff and Parent Feedback



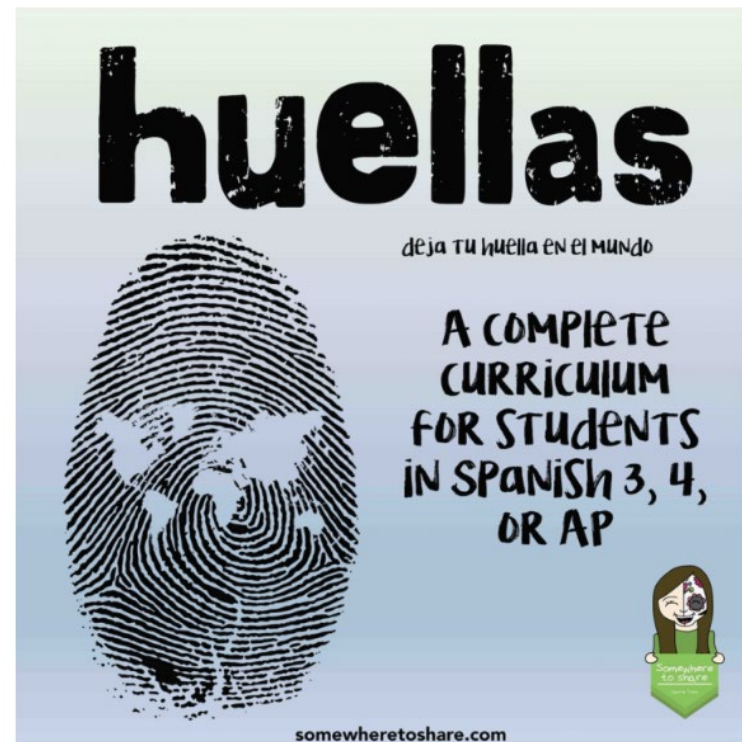
Staff #1:

- The curriculum aligns with the Washington State World Language standards; based on the “5Cs” of WL Instruction: Communication, Cultures, Connections, Comparison, and Communities. In addition, it aligns with high frequency structures. It contains a focus on communication: reading , speaking, listening and writing.
- The units of learning include: up-to-date research-based teaching strategies, opportunities for varied approaches and choice for learners, variety of teaching and grouping strategies based on student learning needs, and opportunities for authentic application of new learning in or out of the classroom. Finally, the materials are suited to the maturity level of the students for whom they are intended.

Spanish Curriculum Recommendations: Huellas

Courses:

- Spanish 5-6 (year 3)
- IB Spanish 5-6 (year 3)
- Spanish 7-8 (year 4)



Huellas: Staff and Parent Feedback



Staff #1:

- Hands on engagement will make the learning more passive and fun.

Staff #2:

- The Huellas curriculum meets our goal to provide comprehensible input to upper-level Spanish students. It also provides many cultural activities and incorporates authentic sources. This curriculum provides communicative goals, and each unit is based on the themes AP Spanish.
- This meets the ACFLT learning standards in communication, cultures, connections, comparisons and communities.

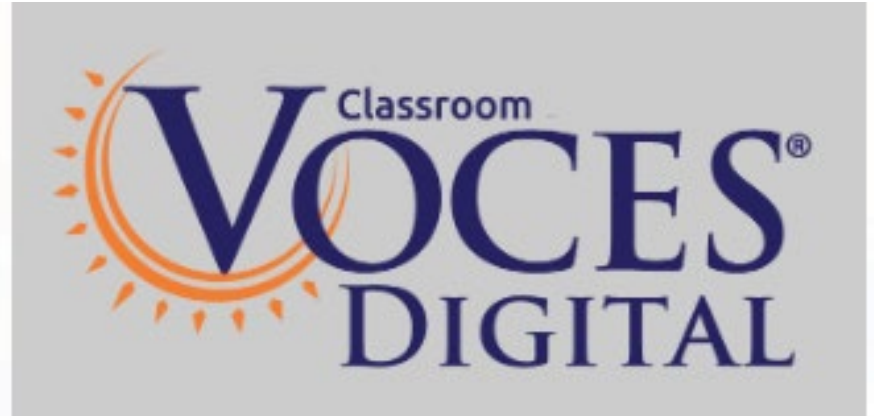
Parent #1:

- I would love to take these classes!

Spanish Curriculum Recommendations: Voces Digital (Aprender/Preparar)

Course:

- AP Spanish Language Culture



Voces: Staff and Parent Feedback



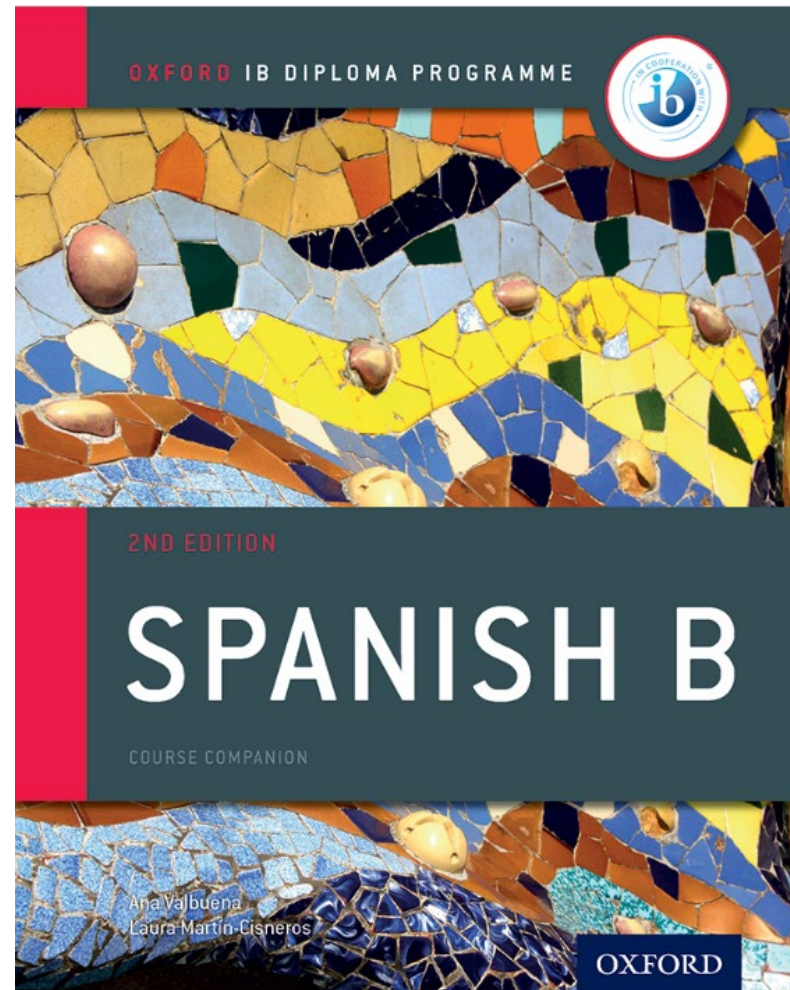
Staff #1:

- This is a very user-friendly platform that offers a great deal of flexibility for both teacher and student.
- Activities can be tailored to fit students of any level and ability.
- The program is also vertically aligned to AP themes and subthemes, suitable to students going on to AP classes as well as IB classes.
- Students will be exposed to the language in a more holistic manner, in which tenses, vocabulary, and grammar are part of material being learned, not a section in a textbook separate from the stories that make up the bulk of each chapter.
- Our goal in choosing this curriculum was to give students the tools necessary to be communicating right away.

Spanish Curriculum Recommendations: Oxford IB (Spanish B)

Course:

- IB Spanish 7-8
- IB Spanish 9-10 (years 4 and 5)



Oxford IB: Staff and Parent Feedback



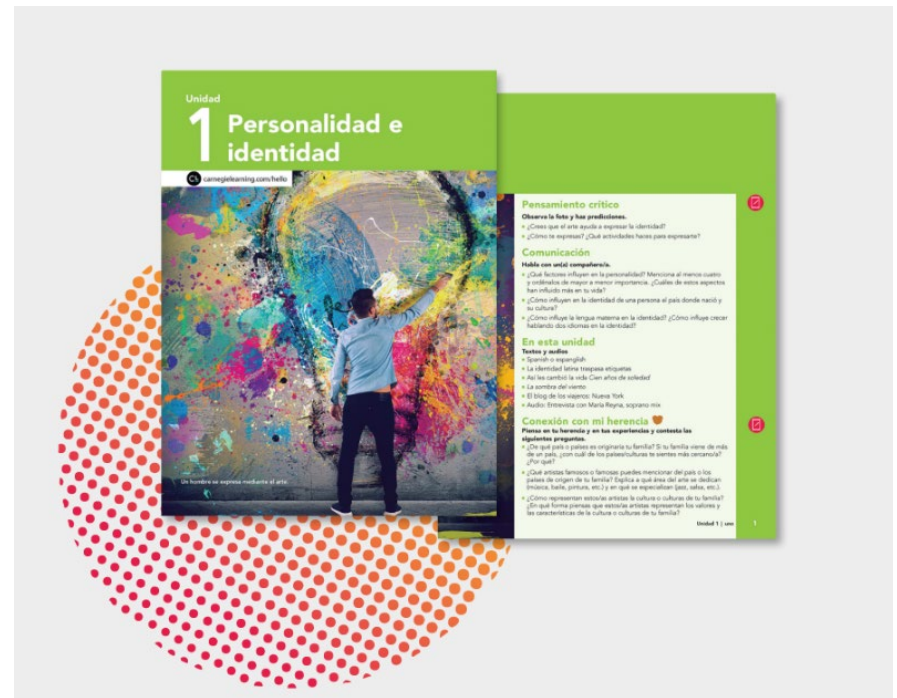
Staff:

- In the World Languages, IB focuses on 5 themes of study: Identities, Experiences, Human Ingenuity, Social Organization, and Sharing the Planet. The textbook is organized in such a manner as to approach each of the themes using a variety of authentic texts representing multiple regions, cultures, and dialects of the Spanish world.
- The textbook meets both Washington State Language standards as well as the aims and purposes of the International Baccalaureate (IB) program.
- The text is designed specifically to meet the requirements of the IB Spanish B course in order to help students demonstrate proficiency and prepare for IB examinations

Spanish Curriculum Recommendations: Carnegie (En Voz Alta 1 and 2)

Course:

- Spanish Language Arts (years 1 and 2)



Carnegie: Staff and Parent Feedback



Parent #1:

- Love the community involvement.

Parent #2:

- I think it is important to offer these heritage classes!

Carnegie: Staff and Parent Feedback

Staff #1:

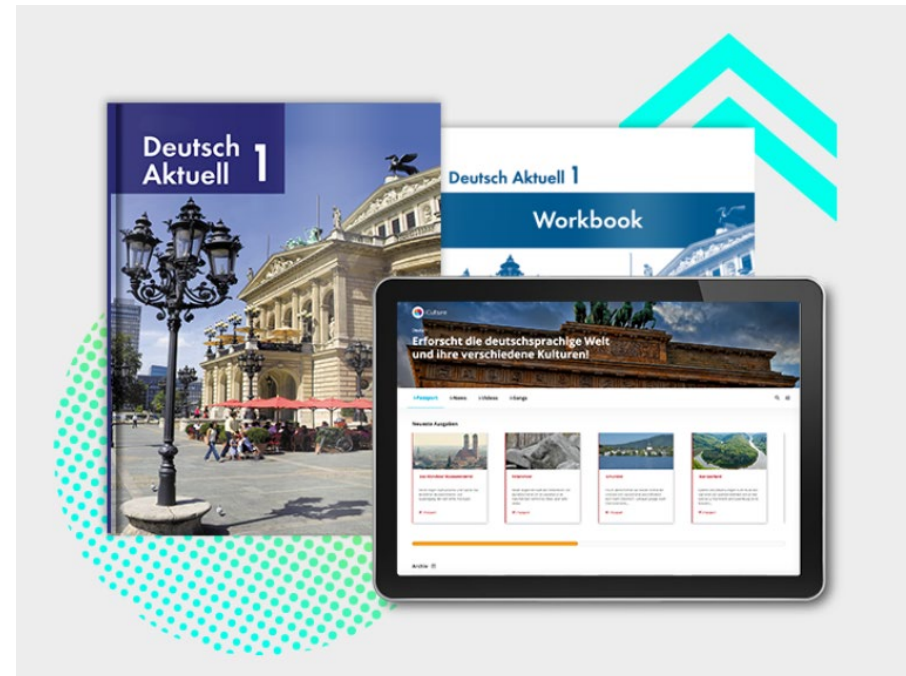
- We liked this program because:
- -it has all the standards incorporated in the units
- -it does a good job of exposing the students to Spanish from all over the Spanish speaking world, not just one
- -it focuses on using authentic texts (reading, listening and visual) with high interest
- themes that are also connected to themes they would need to cover in later IB or AP
- classes
- -it offers ways to easily differentiate instruction (because heritage/native speakers
- come from many different levels)
- -it has an on-line component to help assign material, give quick feedback and has
- extra reading materials (novels, readers, articles)
- -the on-line component also has direct links to listening and video activities
- -the on-line component gives students to listen to some of the texts as they read to



German Curriculum Recommendations: Carnegie (Deutsch Aktuell 1)

Course:

- German (years 1 and 2)



Carnegie: Staff and Parent Feedback



Staff:

- Deutsch Aktuell activities enable learners to communicate in the target language as they interact orally in dialogues, interviews, surveys, and cooperative projects; constant recycling of vocabulary, functions and structures allow for learner's mastery of materials presented throughout the academic year.
- Throughout this program, learners have multiple opportunities to develop their critical thinking and problem-solving skills and have fun (hopefully) doing so!

German Curriculum Recommendations: Novels

Fluency Matters (TPRS) Novels:

Brandon Brown Entdeckt Bayern

Er Träumt Von Amerika

Der Neue Houdini

German Novels: Staff and Parent Feedback



Staff:

- Meets/Integrates the five "C's of ACTFL World- Readiness"
- Standards for learning Languages:
 - Communication
 - Cultures
 - Connections
 - Comparisons
 - Communities

French Curriculum Recommendations: Voces (Notre Histoire 1, 2 and 3)

Courses:

- French (years 1 and 2)
- IB French (year 3)



Voces: Staff and Parent Feedback

Staff:

- This program is entirely online. Students and teachers will access the textbook through vocesdigital.com. Students will use their Chromebooks to access all the materials, including all oral and written activities, the workbook, and stories and novels. Teachers will have their own teachers' edition in which they will be able to assign, teach, and grade student work. Voces aligns with Schoology for ease of assigning and grading.



Voces: Staff and Parent Feedback

Staff:

- Each unit has a unit song, short stories and long stories, an end-of-unit review and assessment, and an integrated performance assessment. Embedded in all "workbook" activities where students can work with the material presented in the stories, by rearranging text, responding verbally to prompts, and summarizing or elaborating on stories. Students will have the opportunity to do self-check activities, interact with each other within the online curriculum, and within the context of review, write their own stories. Finally, end of unit IPAs will give the students the opportunity to demonstrate their knowledge in culturally specific content in listening, reading, writing, and speaking.



French Curriculum Recommendations: Le monde en français, 2nd Edition, Cambridge

Course:

- IB French (years 3 and 4)



Cambridge: Staff and Parent Feedback



Staff #1:

- Le monde en français--French B for the IB Diploma helps students develop their language skills (reading, writing, listening, and speaking) while exploring the five prescribed themes of the IB program.
- The textbook presents activities that prepare the students for the IB exams while at the same time enriching their knowledge of Francophone culture.
- It is very user-friendly, interspersing grammar lessons in the context of the texts (auditory or written) being studied and encourages independent thinking and intellectual growth.
- Within the text as well are interspersed activities that align with their TOK (Theory of Knowledge) class as well as with the CAS component of the IB program (Creativity, Activity, Service)

French Curriculum Recommendations: Novels

Fluency Matters (TPRS) novels:

Level 1: Édi l'éléphant

Brandon Brown à la conquête de Québec

Brandon Brown dit la vérité

L'Étudiante étrangère

Level 2: Un Royaume en Danger (1 class set)

Pirates français des Caraïbes

Marie-Antoinette et le collier de la mort

Nuits mystérieuses à Lyon

Level 3: Au revoir l'Acadie

Paroles

Béni ou le paradis privé

Monsieur Ibrahim et les Fleurs du Coran

French Novels: Staff and Parent Feedback

Un Royaume en Danger

Staff:

- A fun read with ample vocabulary for beginning level French students.

Pirates français des Caraïbes

Staff:

- Students should enjoy this historical fiction with a fun story with plenty of useful French vocab.

Parent:

- I believe this material will benefit the French students.

Paroles

Staff:

- This should be a good novel for the IB study



French Novels: Staff and Parent Feedback



Monsieur Ibrahim et les Fleurs du Coran

Staff:

- This novel has a good message for students to learn about overcoming difficult circumstances to achieve better for themselves and contribute positively to their communities.

Béni ou le paradis privé

Staff:

- This text should help students with their French literary breadth of knowledge as required by the IB program.

Parent:

- I believe this material is beneficial to French students to help broaden the scope of their language skills.

Au revoir L'Acadie: Novel

Staff:

- This is a good mid-beginner reader in the target language.

Projected Costs for Materials



Total projected cost of World Language Adoption: under \$150,000

- This is a very non-traditional material adoption; most, but not all, materials are digital (web-based or pdfs) and are very reasonably priced.

Examples:

- Somos will be purchased for 17 Year 1 Spanish teachers – the cost is a one-time download fee \$400 per teacher for a total of \$6800.
- The German textbook can cover 2 years of German instruction

Spanish Curriculum Recommendation

Course	Year	Curriculum Resource
Spanish 1-2	Year 1	Somos 1
Spanish 3-4	Year 2	Somos 2
Honors Spanish 3-4	Year 2	Somos 2
Honors Spanish 5-6	Year 3	Huellas 1
IB Spanish 5-6	Year 3	Huellas 1
Honors Spanish 7-8	Year 4	Huellas 2

Spanish Curriculum Recommendation

Course	Year	Curriculum Resource
AP Spanish Language and		Voces Digital Aprender/Preparar
IB Spanish 7-8	Year 1	Oxford IB Spanish B
IB Spanish 9-10	Year 2	Oxford IB Spanish B
Spanish Language Arts 1-2 (Heritage)	Year 1	Carnegie En Voz Alta 1
Spanish Language Arts 3-4 (Heritage)	Year 2	Carnegie En Voz Alta 2

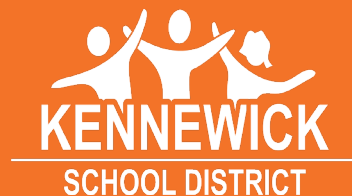
German Curriculum Recommendation

Course	Year	Curriculum Resource
German 1-2	Year 1	Deutsch 1: Aktuell
German 3-4	Year 2	Deutsch 1: Aktuell

French Curriculum Recommendation

Course	Year	Curriculum Resource
French 1-2	Year 1	Notre histoire 1 and 2
French 3-4	Year 2	Notre histoire 2 and 3
IB French		Le monde en francais, 2 nd edition InThinking IBDP French B

Comments and Questions



Recommendation

- The School Board accepts the World Language Adoption Committee's recommendation to adopt all World Language materials presented.

INSTRUCTION

Health, Family Life, and Sexual Health Education

Elementary and secondary students shall be provided instruction in comprehensive sexual health education, wellness, personal safety, family life, sex education and human sexuality consistent with state law. ~~Such instruction may be included in the instructional program as appropriate to the grade level and course of study.~~ Only approved curriculum materials may be used in the instruction of sex education and human sexuality.

In grades K-3 instruction will be in social and emotional learning that is consistent with the social and emotional standards and benchmarks adopted by the Office of Superintendent of Public Instruction (OSPI).

Comprehensive sexual health education instruction provided by the District to students in grades 4-12 will be medically and scientifically accurate, age appropriate, and inclusive of students regardless of their protected class status under Chapter 49.60 RCW. Abstinence will not be taught to the exclusion of other instruction on contraceptives and disease prevention. The District's comprehensive sexual health education program will be consistent with the *Guidelines for Sexual Health Information and Disease Prevention* developed by the Department of Health, OSPI, the Health Education K-12 Learning Standards adopted by OSPI, and other provisions of RCW 28A.300.475.

Parents and community ~~members will be provided the opportunity to~~ ~~groups shall be~~ involved in the planning, development, evaluation, and revision of any instruction in comprehensive sexual health education and human sexuality offered as a part of the school program.

~~The superintendent will provide Pparents/guardians mayan opportunity to review the materials to be used, will provide information on excluding their child from sexual health education instruction, and will grant all such requests. and after viewing the curriculum and materials may request in writing that their child be excluded from sex education or human sexuality classes. The superintendent shall distribute forms to parents who wish to exercise this right. Students who are excused shall be provided alternative health education opportunities.~~

Legal Reference: ~~WAC 180-50-140 Sex Education-Definitions-Optional Course or Subject Matter-Excusal of Students~~
~~RCW 28A.300.475 Medically accurate sexual health education-Curricula-Participation excused-Parental Review~~
~~RCW 28A.600.480(2) Reporting of harassment, intimidation, or bullying-Retaliation prohibited-Immunity~~
~~WAC 392-410-140 Sexual health education-Definition-Option course or subject matter-Excusal of students~~

Adopted: April 28, 1993

Revised: May 11, 2022~~Amended:~~

INSTRUCTION

HIV-AIDS Prevention Education

The life-threatening dangers of human immunodeficiency virus (HIV) and acquired immune ~~e~~deficiency syndrome (AIDS) and its prevention shall be taught in the district. HIV/AIDS prevention education shall be limited to the discussion of the life-threatening dangers of the disease, its spread, and prevention. Students shall receive such education at least once each school year beginning no later than the fifth grade.

The HIVAIDS prevention education program shall be developed in consultation with teachers, administrators, parents, and other community members including, but not limited, to persons from medical, public health, and mental health organizations and agencies. Parents/guardians will receive notification prior to conducting the AIDS education program and the Superintendent will implement procedures for parents/guardians to exclude their child from this instruction.

Legal Reference:	RCW 28A.230.070	AIDS Education in Public Schools-- Limitations--Program Adoption--Model Curricula-Students Exclusion From Participation
	RCW 28A.300.475	<u>Medically accurate sexual health education – curricula – Participation excused – Parental review</u>

Adopted: April 28, 1993
Revised: May 11, 2022

COMMUNITY RELATIONS

School ~~Resource Officer~~ Safety and Security Services Program

Purpose, Mission, and Role

At the beginning of each school year, if the district has safety and security staff working on school property, the district must present to and discuss with students, and distribute to students' families, information about the role and responsibilities of safety and security staff.

Formatted: Font: Times New Roman, 12 pt

"Safety and security staff" means a school resource officer, a school security officer, a campus security officer, and any other commissioned or noncommissioned employee or contractor, whose primary job duty is to provide safety or security services for a public school.

A School Resource Officer (SRO) is a commissioned law enforcement officer in the state of Washington with sworn authority to make arrests, deployed in community-oriented policing, and assigned by the employing police department or sheriff's office to work in schools to build positive relationships with students and address crime and disorder problems, gangs, and drug activities affecting or occurring in or around K–12 schools. School resource officers should focus on keeping students out of the criminal justice system when possible and should not be used to attempt to impose criminal sanctions in matters that are more appropriately handled within the educational system.~~address crime and disorder problems, gangs, and drug activities affecting or occurring in or around K–12 schools.~~

Purpose

The ~~mission purpose~~ of the Kennewick School District ~~SRO safety and security services~~ program is to improve school safety and the educational climate at the school. ~~The role of the SRO on campus typically involves three parts: educator, informal counselor, and law enforcer. The focus of any SRO working in the district is to keep students out of the criminal justice system when possible.~~ The safety and security staff SRO shall be integrated into the school community through participation in faculty and student meetings and assemblies as appropriate. SROs They shall support a positive school climate by developing positive relationships with students, parents, and staff, and by helping to promote a safe, inclusive, and positive learning environment. Safety and security staff are valuable team members of School Based Threat Assessment Teams, which are preventative in purpose. They are encouraged to participate consistent with Policy and Procedure 3225 – School Based Threat Assessment.

Formatted: Font: (Default) Verdana, 10 pt, Font color: Auto

Formatted: Normal (Web), Space Before: 0 pt, After: 0 pt, Font Alignment: Auto, Pattern: Clear

Formatted: Underline

Limitations

The primary responsibility for maintaining proper order and conduct in the schools resides with school principals or their designee, with the support of other school staff. A School Resource Officer is prohibited from becoming involved in formal school discipline situations that are the

Formatted: Font: (Default) Times New Roman, 12 pt

Formatted: Font: (Default) Times New Roman, 12 pt

Formatted: Font: (Default) Times New Roman, 12 pt

Formatted: Font: (Default) Times New Roman, 12 pt

Policy No. 4410
School Resource Officer – Continued

~~responsibility of school administrators. This may include minor violations of the law occurring during school hours or at school activities. The SRO program does not diminish the district's authority and shall not be used to attempt to impose criminal sanctions in matters that are more appropriately handled within the district.~~ Principals or their designee maintain order and handle all student discipline matters consistent with 3300 - Student Discipline Policy and Procedures, 3314 -Student Exceptional Misconduct, 3240 – Student Responsibilities and Limitations. SROs appropriately interact with students informally to reinforce school rules.

Requests for Intervention

Formatted: Underline

Teachers and school administrators may ask ~~safety and security staff an SRO~~ to intervene if a student's presence poses an immediate and continuing danger to others or an immediate and continuing threat of material and substantial disruption of the educational process or in other emergency circumstances consistent with 3300 - Student Discipline Policy and Procedure, 3314 - Student Exceptional Misconduct, 3240 – Student Responsibilities and Limitations. ~~SROs~~ Safety and security staff do not need to be asked before intervening in emergencies.

Formatted: Underline

Law Enforcement Activity and Immigration Enforcement

As a general rule, law enforcement activity should take place at a location other than school premises. However, there are circumstances where formal law enforcement intervention/activity at school is warranted and may be conducted by an SRO. These law enforcement activities may include interviews and interrogations; search of a student's person, possessions, or locker; citations, filing of delinquency petitions, referrals to a probation officer, actual arrests, and other referrals to the juvenile justice system, consistent with: 4411 – Relations with Law Enforcement, Child Protective Services, and County Health Department; ~~3418 - Alcohol and other Drug Use/Abuse Policy 3230 – Student Privacy and Searches; 3300 Student Discipline; 3314 - Student Exceptional Misconduct; 4210- Regulation of Dangerous Weapons on School Premises; and, effective January 1, 2022, consistent with state law regarding a juvenile's access to an attorney when contacted by law enforcement.~~

Formatted: Pattern: Clear

Formatted: Font: (Default) Times New Roman, 12 pt

Formatted: Font: (Default) +Body (Calibri), 11 pt

The SRO duties do not extend to immigration enforcement, and the SRO will not inquire into or collect information about an individual's immigration or citizenship status, or place of birth. Neither will the SRO provide information pursuant to notification requests from federal immigration authorities for the purposes of civil immigration enforcement, except as required by law, consistent with 4310 – District Relationship with Law Enforcement and Other Government Agencies, 4520 Cooperative Programs with Other School Districts and Public Agencies, 4411 - Relations with Law Enforcement, Child Protective Services, and the County Health Department.

Annual Review and Adoption of Agreements with Law Enforcement Agencies or Security Guard Companies.

If a law enforcement agency or security guard company supplies safety and security staff to work on school property when students are expected to be present, the district must annually review and adopt an agreement with the law enforcement agency or security guard company. The agreement must:

- A. Include a clear statement regarding safety and security staff duties and responsibilities related to student behavior and discipline that: prohibits a school resource officer from becoming involved in formal school discipline situations that are the responsibility of school administrators; recognizes that a trained safety and security staff knows when to informally interact with students to reinforce school rules and when to enforce the law; clarifies the circumstances under which teachers and school administrators may ask safety and security staff to intervene with a student; explains how safety and security staff will be engaged in creating a positive school climate and positive relationships with students; and describes the process for families to file complaints with the school and, when applicable, the local law enforcement agency or the company that provides the safety and security staff on contract related to safety and security staff and a process for investigating and responding to complaints;
- B. Include a jointly determined hiring and placement process and a performance evaluation process; and,
- C. Either confirm that the safety and security staff have completed training series documentation provided by the educational service district or describe the plan for safety and security staff to complete the training series required by law.

Formatted: Font: (Default) Times New Roman, 12 pt, Underline, Font color: Custom Color(RGB(34,34,34))

Formatted: Font: (Default) Times New Roman, 12 pt, Underline, Font color: Custom Color(RGB(34,34,34))

Formatted: Font: (Default) Times New Roman, 12 pt, Underline, Font color: Custom Color(RGB(34,34,34))

Formatted: List Paragraph, Numbered + Level: 1 + Numbering Style: A, B, C, ... + Start at: 1 + Alignment: Left + Aligned at: 0.25" + Indent at: 0.5"

The agreement review and adoption process must involve parents, students, and community members.

The superintendent or designee will develop additional procedures to implement this policy.

Agreement, Training, and Program Review

The District and the Kennewick Police Department will adopt an agreement and annually review the SRO program using a process that involves parents, students, and community members. Law enforcement agencies are responsible for training their employees, including SROs; therefore, the law enforcement agency will confirm in the agreement that SROs have been trained in all the topics required by RCW 28A.320.124(1), including:

- Constitutional and civil rights of children in schools, including state law governing search and interrogation of youth in schools;
- Child and adolescent development;
- Trauma informed approaches to working with youth;
- Recognizing and responding to youth mental health issues;
- Educational rights of students with disabilities, the relationship of disability to behavior, and best practices for interacting with students with disabilities;
- Collateral consequences of arrest and prosecution and pathways for youth to access services without court or criminal justice involvement;
- Local and national disparities in the use of force and arrest of children;
- De-escalation techniques when working with youth or groups of youth;
- State law regarding restraint and isolation in schools, including RCW 28A.600.485;

Policy No. 4410
School Resource Officer – Continued

- ~~Bias-free policing and cultural competency, including best practices for interacting with students from particular backgrounds, including English learners, Lesbian Gay Bisexual Transgender and Queer (LGBTQ), and immigrants; and,~~
- ~~The federal Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. Sec. 1232g) requirements, including limits on access to and dissemination of student records for non-educational purposes.~~

~~Additionally, the agreement will include a process for families to file complaints with the district and local law enforcement agencies related to the district SROs and a process for investigating and responding to complaints. The agreement will incorporate an annual collection and reporting of data regarding calls for law enforcement service and the outcome of each call. In addition, the agreement will also incorporate the SRO's duties and the limitations thereof consistent with this policy; other related governing policies, and the governing regulations.~~

Legal References [RCW 10.93.160](#) – Immigration and Citizenship Status
 [RCW 26.44.030](#) Interviews of children
 [RCW 26.44.050](#) - Abuse or neglect of child — Duty of law enforcement agency or department of social and health services — Taking child into custody without court order
 [RCW 26.44.110](#) Information about rights — Custody without court order — written statement required — Contents
 [RCW 26.44.115](#) Child taken into custody under court order — Information to parents
 [RCW 28A.300.640 - 645](#) – School-based threat assessment program
 [RCW 28A.320.124](#) – School resource officer programs
 [20 USC. 1232g](#) Family Education Rights and Privacy Act 2

Adopted: August 12, 2020

Revised: May 11, 2022

COMMUNITY RELATIONS

School Safety and Security Services Program

Safety and Security Staff Training

The district recognizes that trained safety and security staff know when to informally interact with students to reinforce school rules and when to enforce the law. Prior to assigning safety and security staff to work on school property when students are expected to be present, the district and its contractors must either:

- A. Confirm that the safety and security staff have completed training series documentation provided by the educational service district; or
- B. Require the safety and security staff to complete the following educational service district training series: two components for school resource officers and three components for other safety and security staff, which must meet the following requirements:
 - 1) All safety and security staff must complete classroom training on the subjects listed below, within the first six months of working on school property when students are expected to be present:
 - Constitutional and civil rights of children in schools, including state law governing search and interrogation of youth in schools;
 - Child and adolescent development;
 - Trauma-informed approaches to working with youth;
 - Recognizing and responding to youth mental health issues;
 - Educational rights of students with disabilities, the relationship of disability to behavior, and best practices for interacting with students with disabilities;
 - Collateral consequences of arrest, referral for prosecution, and court involvement;
 - Resources available in the community that serve as alternatives to arrest and prosecution and pathways for youth to access services without court or criminal justice involvement;
 - Local and national disparities in the use of force and arrest of children;
 - De-escalation techniques when working with youth or groups of youth;
 - State law regarding restraint and isolation in schools, including RCW 28A.600.485
 - Bias free policing and cultural competency, including best practices for interacting with students from particular backgrounds, including English learner, Lesbian Gay Bisexual Transgender and Queer (LGBTQ), immigrant, female, and nonbinary;
 - The federal Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. Sec. 1232g) requirements, including limits on access to and dissemination of student records for non-educational purposes; and
 - Restorative justice principles and practices;

- 2) All safety and security staff must complete two days of on-the-job training with experienced safety and security staff, at the school of the experienced staff, within the first year of working on school property when students are expected to be present; and,
- 3) Safety and security staff who are not school resource officers must complete at least six check-in trainings with experienced staff within the first year of working on school property when students are expected to be present.

Complaint Resolution Process

The district recognizes the importance of establishing a simple and effective means for resolving concerns that may arise related to safety and security staff. The following complaint resolution system will address concerns regarding safety and security staff, provide for the investigation of complaints, and provide for timely communication of the resolution of the complaint to the complainant.

The complaint resolution system shall allow parents and guardians and adult students to submit complaints. A complaint shall mean a written claim by a parent or guardian or adult student that alleges improper conduct by safety and security staff that has directly aggrieved them.

The following procedure has been established for resolving a written complaint filed by a parent or guardian or adult student.

Step One

The parent or guardian or adult student will present the complaint in writing to the school principal or their designee within five (5) calendar days of the action or incident that gave rise to the complaint. The written statement of the complaint will contain:

- A. The facts upon which the complaint is based as the parent or guardian or adult student who is filing the complaint sees them;
- B. A reference to the policies/procedures of the district which have allegedly been violated; and
- C. The remedies sought.

Failure to submit a written complaint within the timeline specified will result in waiver of the complaint.

If a written complaint is filed in compliance with the timeline specified above, the parent or guardian or adult student will discuss this complaint with the school principal or their designee. A sincere effort will be made to resolve the complaint at this level. If the parent or guardian or adult student does not appeal the complaint to the superintendent or their designee in writing

within five (5) calendar days of the parent or guardian or adult student's meeting with the school principal or their designee, the complaint will be waived.

Step Two

If the parent or guardian or adult student does appeal the complaint to the superintendent or their designee in writing within five (5) calendar days of the parent or guardian or adult student's meeting with the school principal or their designee, the superintendent or their designee will, within five (5) calendar days of the receipt of the complainant's written appeal, meet with that parent or guardian or adult student to hear their claim.

The superintendent or their designee will render a decision regarding the appeal within seven (7) calendar days of the parent or guardian or adult student's meeting with the superintendent or their designee. The superintendent or their designee's decision will be considered final.

Annual Data Collection and Reporting

The district must annually collect the following information on safety and security staff:

- A. The total number of safety and security staff working in the district and in each school building, and number of days per week that each staff works;
- B. The name of any law enforcement agency or private organization with which the district has an agreement for safety and security services;
- C. A description of each incident where safety and security staff were involved that resulted in student discipline, use of force against a student, or a student arrest. For each student involved in the incident, the description must include:
 - 1) The student's race, ethnicity, and other demographics; and
 - 2) Whether the student has an individualized education program or plan developed under section 504 of the rehabilitation act of 1973;
- D. The number of complaints related to job duties and student interactions filed against safety and security staff; and,
- E. Other school safety and security information required by the office of the superintendent of public instruction.

The district must annually submit any agreements with a law enforcement agency or security guard company and the information collected above the time and in the manner required by the office of the superintendent of public instruction. The office of the superintendent of public instruction will make the submitted agreements and information publicly available. To the extent possible, information collected under C. above must be disaggregated as provided in RCW 28A.300.042.

Adopted: May 11, 2022