

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

Meeting Date: Wednesday, December 14, 2022
Time: 5:30 p.m.
Location: District Administration Building
Remote Viewing Access: <http://bit.ly/3VEKbiU>
Remote Public Comment Sign Up Form: <https://bit.ly/3dn9dyk>
Interpretación al español estará disponible.

AGENDA

1. **Call to Order** – 5:30 PM **MICHAEL CONNORS**

2. **Pledge of Allegiance**

3. **Election of Officers**

3. **Communications from Parents, Staff, and District Residents**

4. **Consent Items**

Approval of Board Minutes

A. Minutes of School Board Meeting November 9, 2022

Legislative Items

A. 2023 Board Legislative Priorities

Teaching and Learning Reports

A. Career and Technical Education: 2022 – 2023 KSD & Tri-Tech Skills Center Perkins Assurances

B. Recommendation of Approval of Instructional Materials:

- ***Frida***, author Kristy Placido, published by Fluency Matters. This material will be used in 9-12 grade World Language.
- ***Mata la pinata***, author Kristy Placido, published by Fluency Matters. This material will be used in 9-12 grade World Language.
- ***IXL Learning***, digital. This material will be used in K-12 grade Special Education.
- ***Unique Learning Systems***, digital. This material will be used in 6-12 grade Special Education.

Human Resources Reports

- A. Personnel Actions – Certificated, Classified, and Extracurricular
- B. Future School Year Calendars
- C. KSD-Maintenance and Operations Collective Bargaining Agreement 2022-2025

Business & Operations Reports

- A. Payroll and Vouchers Ending October 31, 2022
- B. Budget Status Report Ending September 30, 2022
- C. Resolution No. 2, 2022-2023: Cancellation of Outstanding Warrants

5. Superintendent/Board Member Report

6. Reports and Discussions

- A. Delta High School
- B. Tri-Tech Skills Center
- C. 2021-22 Financial Close-out
- D. Boundary Process Overview

**K.C. BENNION
PAUL RANDALL
VIC ROBERTS
ROB PHILLIPS**

7. Unfinished Business

- A. Policy No. 2333 INSTRUCTION: Flag Exercises, First Reading

DR. TRACI PIERCE

8. New Business

- A. Appointment of “Against” Levy Committee

DR. TRACI PIERCE

9. Next Meeting Agenda (Draft) – Semi-Annual Board Retreat

- A. Increasing community engagement and volunteerism/volunteer coordination
- B. Curriculum cycle
- C. Future facility planning/priorities and use of space

10. Executive Session

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

11. Other Business as Authorized by Law

12. Adjourn

**KENNEWICK SCHOOL DISTRICT NO. 17
DR. TRACI PIERCE
SECRETARY OF THE BOARD**

KENNEWICK SCHOOL DISTRICT NO. 17
SCHOOL BOARD MEETING
ADMINISTRATION BUILDING / Remote Board Meeting
November 9, 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 (attending remotely); Diane Sundvik, Legislative Representative of the Board; Micah Valentine, Board Member; Gabe Galbraith, Board Member; London Moody, 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 K-12 Education; Rob Phillips, Assistant Superintendent of Elementary Education; Alyssa St. Hilaire, Assistant Superintendent of Teaching & Learning; Vic Roberts, Executive Director of Business Operations; Robyn Chastain, Executive Director of Communications and Public Relations; Ron Cone, Executive Director of Information Technology.

Other Guest(s): Bronson Brown, District Legal Counsel

CALL TO ORDER

President Michael Connors called the meeting to order at 5:30 p.m. and led the Pledge of Allegiance with approximately 71 online and in-person staff and guests in attendance.

COMMUNICATIONS FROM PARENTS, STAFF, AND RESIDENTS

Allison Dabler shared that she is here tonight to say love must be louder than hate. She commented on pride flags and how many other things are happening at schools that are controversial and indoctrinating.

Tina Gregory stated that she stands against the woke agendas, woke pronouns, and sexualization of our youth.

Annette Rose commented on the American Flag and how it stands for every student and every person. She stated that the American Flag is the only Flag that represents everyone. She stated that the American Flag means you are accepted, you are free, and you get to be anyone you want because it gives you that right.

Lisa Peppard stated that she does not believe it is the Board's job to censor everyone's expressions of support for the LGBTQ community, and it is not the Board's job to promote the nuclear family.

Silas Clayton spoke on the importance of Pride flags and inclusion.

Rob Woodford commented on flags and reminded everyone to vote yes on the levy.

Linda Stephenson acknowledged the amazing accomplishments of the Kamiakin High School Math team at the Math is Cool regional contest placing first in the 11th and 12th-grade top division. She shared there will be an in-person Math is Cool Middle School contest in Richland on February 10, with Desert Hills Middle School participating.

Jason Goodwin commented on the Title 9 Federal Law that talks about sex discrimination and LGBTQ and how the law provides a safe place for students. He stated that the U.S. flag is the only Flag that should be allowed in the classroom as the U.S. flag stands for being one of the most tolerant nations in the whole world. Mr. Goodwin stated that the Board should be focused on The National Center of Education Statistics, showing the largest score drop in reading since 1990, along with score drops in math.

Carly Coburn commented that she is the chairperson for the local nonprofit PFLAG Benton Franklin. The organization offers advocates and supporters for the local LGBTQ+ community and educates people regarding LGBTQ+ issues. Ms. Coburn stated she is here tonight because of the flag policy and would like to hear from the Board on continuing a conversation where the Board can ask questions and discuss the realities of being LGBTQ+ and hopes the Board will do right by the LGBTQ + students in Kennewick.

Shelly Burt commented that she would like the School Board Meetings to start later as she feels it is difficult for people to arrive on time due to traffic. She also stated that the American Flag should be the only Flag in a classroom for students to know they are accepted and loved.

Roger Hayes shared that he is a combat veteran, and in his combat unit, they had Black, Puerto Rican, Hawaiian, and Hispanic people., He stated that they were diverse, and they all served one Flag. He said having a pride flag in the classroom is divisive and not helpful. Mr. Hayes shared that he is also concerned about the core curriculum and math scores dropping. He said he feels that's what should be the focus.

Brian Achenbach shared that he served in the military under "Don't Ask, Don't Tell" and stated that if it weren't for the United States Flag, there wouldn't be any flags. He commented that many flags represent many things for many different people, and the educational system needs to focus on curriculum and educating students.

RECOGNITION

Native American Heritage Month

Superintendent Dr. Pierce read Governor Inslee's Proclamation proclaiming November 2022 as Native American Heritage Month.

CONSENT ITEMS

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

Seconded by Gabe Galbraith.

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 October 26, 2022
- Personnel Actions – Certificated, Classified, and Extracurricular
- Payroll and Vouchers Ending August 31, 2022
- Payroll and Vouchers Ending September 30, 2022
- Budget Status Report Year Ending August 31, 2022

SUPERINTENDENT/BOARD MEMBER REPORT

Superintendent Dr. Traci Pierce reported on our mascot updates in the Kennewick School District, noting that the logos and imagery for the Braves mascot at Kamiakin High School is being updated, and the school is also providing learning opportunities about Yakama Tribal history and culture. Dr. Pierce added that the district appreciates the consultation process and the renewed relationship with the Yakama Tribe.

Student Representative to the Board, London Moody, reported she did not attend the Superintendent's Student Advisory Council meeting on November 9, 2022, but shared the discussion on bathrooms that occurred during the meeting,

Board Member Gabe Galbraith reported he attended Tri-Tech Skills Center's soup competition.

Board Member Micah Valentine reported attending both the morning and afternoon Tri-Tech Skills Center's soup competitions. He also visited Legacy, Endeavor, Phoenix High Schools, and Amistad Elementary.

Board Member Diane Sundvik reported attending Tri-Tech Skills Center's soup competition, WA DOH media briefing, WSSDA networking hour, Fuerza Book or Boo Bash, and Getting to Know KSD Safety and Security. She encouraged people to check out the Tri-Tech pies and sides that can be ordered for Thanksgiving.

Board Member Ron Mabry reminded the Board about the Amazing Shake and encouraged everyone to read a book.

REPORTS AND DISCUSSIONS

Discussion of Board Legislative Priorities

Superintendent Dr. Pierce presented a draft of legislative priorities for 2023 and asked the Board to review it and let her know if they had any changes they would like her to make before the adoption at the December 14 School Board meeting.

Following the Board discussion, Dr. Pierce was asked to present an updated draft for the Board to review.

NEW BUSINESS

Resolution No. 1, 2022-2023: Educational Programs and Operations Levy

Superintendent Dr. Pierce presented a recap of the levy information followed by a recommendation for the approval of Resolution No. 1, 2022-2023: Educational Programs and Operations Levy.

Motion by Diane Sundvik to approve Resolution No. 1, 2022-2023: Educational Programs and Operations Levy.

Seconded by Gabe Galbraith.

Roll call vote:	Connors	Yes
	Mabry	Yes
	Sundvik	Yes
	Valentine	Yes
	Galbraith	Yes

Motion carried 5-0.

Appointment of “For” and “Against” Committees

Superintendent Dr. Pierce presented a recommendation for the Board to appoint Mary Lynn Merriman, Jan Fraley, and Pat Mastaler to serve on the committee to write the “for” statement for the levies for the voters’ pamphlet.

Motion by Diane Sundvik to approve the Board appointing the following individuals to serve as the committee to write the “for” statement for the levies for the voters’ pamphlet: Mary Lynn Merriman, Jan Fraley, and Pat Mastaler.

Seconded by Micah Valentine.

Roll call vote:	Connors	Yes
	Mabry	Yes
	Sundvik	Yes
	Valentine	Yes
	Galbraith	Yes

Motion carried 5-0.

Policy No. 2333 INSTRUCTION: Flag Exercises, First Reading

Dr. Pierce presented a draft update of Policy 2333, which deals with displaying flags in schools and classrooms. Following the School Board discussion, the Board directed Dr. Pierce and district attorney Bronson Brown to update the draft, which will be presented to the Board at the next meeting.

7:15 p.m. Ron Mabry, excused

NEXT MEETING AGENDA

The Board reviewed items for the next meeting agenda:

- A. 2021-22 Financial Closeout
- B. Delta High School Annual Report
- C. Tri-Tech Skills Center Annual Report
- D. Boundary Process Overview
- E. Policy No. 2333 INSTRUCTION: Flag Exercises

Ms. Sundvik asked that the Board have time to discuss the 2022 WSDDA Annual Conference they will be attending next week.

There being no further business, the Board adjourned at 7:34 p.m.

RECORDING SECRETARY

PRESIDENT OF THE BOARD

SECRETARY OF THE BOARD

Approved: December 14, 2022

Legislative Priorities

We applaud the legislature's efforts to provide more adequate and equitable funding for school districts. We ask the legislature to continue to attend to its paramount duty to provide full funding and support for basic public education in the state of Washington by supporting the following:



Adequate and Equitable K -12 Funding

- Fully fund Basic Education.
- Update staffing allocations in the Prototypical School Funding Model to reflect more realistic needs.
- Adjust Regionalization and Experience factors to provide fair and equitable staff salaries.
- Fully fund Special Education.
- Fix the current Pupil Transportation Funding Model (STARS) to provide adequate resources.
- Enhance student learning by funding Early Learning/Kindergarten Preparedness; Multilingual Education; Accelerated Programs; and Career and Technical Education.



Access and Opportunity for Students and Educators

- Advance policies to close the opportunity gap for persistently underserved students.
- Provide supports for student social-emotional, mental, and behavioral health and safety needs.
- Provide the necessary support to implement Individualized Education Programs (IEPs) for students with disabilities.
- Ensure equitable access to technology resources including affordable devices and broadband access for students and families.
- Support ongoing learning and professional development for teachers, staff, and administrators.



Safe and Sufficient School Facilities

- Update the School Construction Funding Assistance formula from pre-1979 standards to reflect actual construction costs, educational needs, and legislative class-size language.
- Propose a constitutional amendment to eliminate the supermajority requirement and allow for simple majority passage of school construction bonds.

Board of Directors

Michael Connors
President

Ron Mabry
Vice President

Diane Sundvik
Legislative
Representative

Gabe Galbraith
Director

Micah Valentine
Director

London Moody
Student
Representative

Dr. Traci Pierce
Superintendent

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.



Career & Technical Education
1000 W 4th Avenue
Kennewick, WA 99336
Phone: (509) 222-6982
FAX: (509) 222-5053

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

FROM: Tricia Anderson
Director of Career & Technical Education

SUBJECT: Perkins Assurances

DATE: December 8, 2022

The Perkins grant is an integral part of the Federal act established to improve career-technical education programs, integrate academic and career-technical instruction, serve special populations, and meet gender equity needs.

These allocations are a part of the state's Vocational Education Basic Grant Award from the U.S. Department of Education under the Strengthening Career and Technical Education for the 21st Century Act (Perkins V), previously known as the Carl D. Perkins Career and Technical Education Improvement Act of 2006 (Perkins IV).

Please see attached document for board approval.

215 Perkins V Application

Fiscal Year: 22-23

Milestone: Final Approval Issued (Printed 12/7/2022)

District: Kennewick School District

Organization Code: 03017

ESD: Educational Service District 123

Page 1

Grant Administration Timeline for SAS [Link To Document](#)

The Strengthening Career and Technical Education for the 21st Century Act (Public Law 115-224) was signed into law on July 31, 2018 and reauthorized the Carl D. Perkins Career and Technical Education Act of 2006.

It is important to note that the results from each eligible recipient’s 2021-2022 Comprehensive Local Needs Assessment (CLNA) will dictate the types of programs and activities that agencies can implement with Perkins V funds during the 2022-2023 program year and in subsequent program years.

(For OSPI Use Only)		
OSPI Approval Status	SAS Further Action Required	SAS Approval
	○	Ⓞ

Request Substantially Approvable Status

PURPOSE: Federal regulations (34 CFR 76.708) require that federal formula grant funds may not be obligated (incur costs) until the latter of the following two dates: (1) July 1 or (2) the date the applicant submits its application to the State in substantially approvable form. Federal regulations further stipulate that reimbursement for obligations is subject to final approval of the application.

IMPORTANT! This page represents a request for a Substantially Approvable Status (SAS) for this federal program. Certain application pages and process buttons, e.g., Budget, Finish, and Notify have been hidden. School Districts/State-Tribal Education Compact (STEC) schools **will not be able to request OSPI Approval** for this form package **until final allocations have been announced.**

In order to incur any costs associated with this program as of July 1, the district/STEC must first request SAS. Next, the Office of Superintendent of Public Instruction (OSPI) will review the request and communicate to the district/STEC if further action is necessary or if SAS approval has been issued.

NOTE: If an applicant does not request SAS they will not be able to obligate funds back to July 1.

Preliminary Allocation: \$6,248	
SAS Process	Yes

If not requesting SAS approval, follow the steps below:	
Step 1:	Make sure "NO" is displayed in the drop-down list.
Step 2:	Press the Mark Completed icon on this page.

Step 3: WAIT FOR FINAL ALLOCATIONS TO BE ANNOUNCED.

If requesting SAS approval, follow the steps below:

1. Choose "YES" from the drop-down list to the SAS Process question
2. Complete all sections of the Perkins Assurances -
 - a. Choose an answer under Question 5
 - b. Click, read and certify each Perkins Assurance
 - c. Fill out the Authorized Representatives Signature Block
3. Press the Mark Completed icon on this page.
4. Send email message (displayed after pressing Mark Completed icon).

Perkins Assurances

1. Review the following requirements by clicking each hyperlink.
2. Click the box certifying the district/STEC has read and understood the requirements listed under each section.
3. Complete the Authorized Representatives Signature Block.
4. Sign, date, and print a copy of this assurance section.
5. **ALERT!** A hard copy of the printed, signed, and dated assurance section must be in district/STEC files for monitoring/auditing purposes.

Yes Upon written request, will the district/STEC consult in a timely and meaningful manner with representatives of nonprofit private schools in the geographic areas served by the eligible recipient? [section 317(b)(2)].

NOTE: The Office of Superintendent of Public Instruction is required to monitor the performance of career and technical education programs in at least the following areas:

- Student participation in and completion of high-demand programs.
- Students earning dual credit for high school and college.

The applicant hereby assures compliance with the following requirements under each section:

FEDERAL

- [The Office of Management and Budget's \(OMB\) Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards \(Uniform Guidance\)](#)
- [Education Department General Administrative Regulations \(EDGAR\)](#)
- [Strengthening Career and Technical Education for the 21st Century Act \(Public Law 115-224\)](#)

STATE

- [Washington State Perkins Plan Requirements](#)
- [Washington Administrative Code \(WAC\)](#)
- [Revised Code of Washington \(RCW\)](#)

State Administrative and Accounting Manual (SAAM)

Career and Technical Education Program Standards

OSPI

Accounting Manual for Public School Districts in the State of Washington

By accepting these funds and signing below, your district/STEC agrees to abide by all federal, state, and agency rules and regulations required of this money. Electronic signatures are allowed.

Authorized Representatives Signature Block	
Superintendent:	Dr. Traci Pierce
Section 504 Coordinator:	Brian Leavitt
Title IX Officer:	Brian Leavitt
General Advisory Chair:	Pam McCullogh
Board Chair:	Michael Connors
CTE Director/Administrator:	Tricia Anderson
Date: (MM/DD/YY)	08/17/22

* SIGNATURES ATTACHED - END.

Waiver Request

ATTENTION: Applicants with allocations of more than \$15,000 may skip this page and mark it N/A.

Applicants with an allocation of less than \$15,000 who have demonstrated inability to enter into a consortium may be granted a waiver and will answer 3.1 through 3.3. In order to receive a waiver, districts/STECs must meet certain eligibility requirements and demonstrate their ability to provide a program of sufficient size, scope and quality and demonstrate how Perkins V funding will be used to strengthen existing programs.

2.1 Is your district/STEC located in a rural, sparsely populated area (335 or fewer students in grades 9-12)?

No

2.2 What effort did the district/STEC make to enter into a consortium during the 2021-2022 school year? If no effort was made, please explain why joining a consortium was not a viable option for your district/STEC.

NA

2.3 Describe how the applicant will provide services and activities that are sufficient size, scope, and quality to be effective (this should include a description of existing programs of study, preparatory course offerings, articulations agreements, significant partnerships, etc.):

NA

Receipt of a waiver will be contingent on the following:

- The district/STEC’s statutory eligibility for a waiver, per responses to the above questions.
- The quality of the district/STEC’s entire Perkins Local Plan.
- The applicant's historical capacity to manage the requirements of the Perkins grant (may include a review of past performance during Consolidated Program Reviews).

2.4a If this application is reflective of a consortium, please identify ALL school districts/STECs involved. **If not** a consortium, leave this question blank.

District/STEC Name(s)	CTE Director(s)/ Administrator(s)	Phone Number	Current Allocation

2.4b Which district/STEC will be the fiscal agent for the consortium?

NA

Final Allocation Amount: \$131,424

Required Uses of the Funds (Section 135)

Requirements for Uses of Funds (Sec. 135)

Funds made available to school districts/STECs under this part shall be used to support CTE programs that are of sufficient size, scope, and quality to be effective. Applicants should review [Section 135, Local Uses of Funds](#) and review the full list of required uses of funds. Districts/STECs should only spend in areas that are specifically allowable through Perkins V.

- If funds will not be spent in an area, please leave blank.
- Enter whole dollar amounts.
- Totals on this page must equal final allocation amount minus Indirects (if taken).

Required Uses of Funds Categories	Amount of Perkins funds to be used
Provide career exploration and career development activities through an organized, systematic framework designed to aid students, before enrolling and while participating in a CTE program, in making informed plans and decisions about future education, career opportunities, and programs of study. <i>(Examples may include work on High School and Beyond Plan, CTE advising, outreach to middle school(s) in the district/STEC.)</i>	\$23,000
Provide professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals. <i>(Examples of PD may include the integrations of academic and CTE standards, ensuring labor market information is used to inform programs and guide students, providing teachers the opportunity to advance knowledge, skills, CTSO trainings, and understanding of all aspects of an industry, and other topics as identified in section 2.(A-I))</i>	\$45,000
Provide within career and technical education the skills necessary to pursue careers in high-skill, high-wage, or in-demand industry sectors or occupations. <i>(Examples may include alignment of area high wage/high demand data, CTE program standards, use of data from local workforce council, working with industry partners and stakeholders, or integrating new programs/modifications of existing programs to increase relevance.)</i>	\$3,000
Support the integration of academic skills into career and technical education programs and programs of study to support CTE students at the secondary school level in meeting state academic standards. <i>(Examples may include funding teacher review of standards to support the development of frameworks and articulation agreements, integration of academic and industry standards and the development of curriculum resources, development and adoption of local and state equivalencies.)</i>	\$1,678

Plan and carry out elements that support the implementation of career and technical education programs and programs of study and that result in increasing student achievement of the local levels of performance established under section 113. <i>(Examples may include supporting teacher and postsecondary alignment of programs of study, work based learning opportunities, industry recognized credentials, high demand equipment purchases, curriculum and instructional resource purchase.)</i>	\$50,000
Develop and implement evaluations of the activities carried out with funds under this part, including evaluations necessary to complete the comprehensive needs assessment required under Section 134(c) and Section 113(b)(4)(B). <i>(Examples may include costs associated completion of CLNA and program evaluation.)</i>	\$2,500
Total:	\$125,178

Local Application for Funds (Section 134(b))

Please provide a narrative response to each of the required questions below. Each question is a required component of the Perkins V local application.

The state negotiated level of performance for each of the core indicators are listed on Page 8.

4.1 Describe the career and technical education course offerings and activities that the district/STEC will provide with funds, which shall include not less than 1 program of study approved by OSPI under section 124(b)(2), including:

(a) how the results of the comprehensive needs assessment described in subsection (c) informed the selection of the specific career and technical education programs and activities selected to be funded;

(b) a description of any new programs of study the eligible recipient will develop and submit to OSPI for approval; and

(c) how students, including students who are members of special populations, will learn about their school's career and technical education course offerings and whether each course is part of a career and technical education program of study.

The CLNA shows that we need to offer opportunities for all CTE students in all CTE programs to experience a worksite visit. Funding will be used for field trips for this purpose. We seek information from our counselors, migrant graduation specialists, Special Education Director, and other sources to identify ways to support our special populations. This is gaining momentum and has been successful. Our Assistant Director has been assigned to help implement the new platform for the High School & Beyond Plan which has been valuable in getting out into the classrooms to teach students how to use the career research tool to find student career interest. This is for basic ed as well as CTE students so CTE programs are getting more exposure through classroom presence. Our Career Specialists, in each comprehensive building, have been instrumental in helping in the classrooms guiding students to use the career research tool to explore career possibilities to support their high school & beyond plan. Kennewick School District offers exploratory courses and preparatory courses in each program area. These courses offer industry certification in the preparatory courses and dual credit aligned to post-secondary education. For real world experience, Perkins funding will be used to visit businesses and workplaces.

There will be an emphasis on Business & Marketing courses this year which will be promoted during registration and in the current Business courses taught at all comprehensive high schools in the district. We will be working more closely with Columbia Basin College and our articulated courses for there has been some changes in the last year. They are dropping some of our articulation agreements due to their curriculum. We are working with them but have gone outside of the Tri-city area to successfully get articulated agreements with other junior colleges. Meanwhile, we will be looking at the course sequence of all our programs, as we do every year, to ensure that we are aligned with industry needs.

4.2 Describe how the applicant, in collaboration with local workforce development boards and other local workforce agencies, one-stop delivery systems, and other partners, will provide:

(a) career exploration and career development coursework, activities, or services;

(b) career information on employment opportunities that incorporate the most up-to-date information on high-skill, high-wage, or in-demand industry sectors or occupations, as determined by the comprehensive needs assessment; and

(c) an organized system of career guidance and academic counseling to students before enrolling and while participating in a career and technical education program.

We have researched outside agency educational materials (such as Fred Hutch Cancer Center, Seattle) and currently are connected with organizations like "STEM, like me" to utilize educational resources. Our main focus for all CTE programs will be to build strong relationship and partners in our Program Advisories. We want to know what are our regional industry needs, if they will partner with us to offer 20-hour minimum internships and what skills should we be implementing in our coursework that is not present at this time? This has been addressed in the CLNA. We have purchased Virtual Job Shadows and SchoolLinks to create a more deliberate career research for our students. Last November 2021 we hired a "Workforce Specialist and Community Engagement Coordinator" to support and help build our Advisory member base in each CTE program. The main goal is to collaborate and develop a stronger partnership program for student internships. This person attends all the Advisory meetings for all our CTE programs and seeks industry partners to enhance and build our internship programs to get the most up-to-date information on high-skill, high-wage, and in-demand jobs. It has been exciting. She also works closely with our CTE Director, CTE Assistant Director, CTE counselors and CTE Career Center Specialists. The specialists have been going into the classrooms to promote CTE programs and WBL opportunities. They also help our Workforce Specialist & Community Engagement Coordinator plan events in the high schools focusing on job opportunities. We had a Student Job Fair May 2022 that was phenomenal. The event was such a success with over 200 students attending with resumes in hand.

- 4.3** Describe how the district/STEC will improve the academic and technical skills of students participating in career and technical education programs by strengthening the academic and career and technical education components of such programs through the integration of coherent and rigorous content aligned with challenging academic standards and relevant career and technical education programs to ensure learning in the subjects that constitute a well-rounded education (as defined in section 8101 of the Elementary and Secondary Education Act of 1965).

Our program evaluations help us decide what we should be focusing on and purchasing in our classrooms. Our Advisory committees are strong in letting us know what industry skills and equipment are needed. Our CTE courses are aligned with state and industry standards. We collaborate with our district to research and implement the needed curriculum and equipment to help all students, with a more intense focus on special populations. We have purchased simulation equipment and career research software applications to support ALL students in our CTE courses. We continue to promote equity in CTE through data analysis, funding, technical assistance, professional development and regular stakeholder meetings; consistently keeping our eyes on learner outcomes for our special populations.

- 4.4** A description of how the district/STEC will:

(a) provide activities to prepare special populations for high- skill, high-wage, or in-demand industry sectors or occupations that will lead to self-sufficiency;

(b) prepare CTE participants for non-traditional fields;

(c) provide equal access for special populations to CTE courses, programs, and programs of study; and

(d) ensure that members of special populations will not be discriminated against on the basis of their status as members of special populations.

The work that has come out of the partnerships in our CLNA (to include special populations) and the data we review has helped guide our next steps. In an effort to support our marginalized learners and continue to emphasize CTE as "Programs for ALL students", we work closely with our Learning Support Program Director, the SPED Director and Counselors to identify students

and ways to recruit them into our classes. We will purchase another welding simulation computer for one more of our comprehensive high schools to introduce welding to students that may have never thought possible of welding as a career. The simulation computer is used in class but also taken down to the middle school level in the early spring before registration for a demonstration to introduce students to the Computer Science and Agriculture programs, explaining what courses and pathways are available to them. We also added a new Career Lab to our 5th middle school (5 out of 5) to ensure ALL students in the 7th and 8th grade experience a career entry level experience to make a more deliberate decision when choosing courses in high school for their high school and beyond plan and career pathway. As a part of the CLNA, looking at data and possible outcomes with our partners (to include students/parents), we are guided down this path to support grades 7-12.

- 4.5** A description of the work-based learning opportunities that the district/STEC will provide to students participating in CTE programs and how the recipient will work with representatives from employers to develop or expand work-based learning opportunities for CTE students, as applicable.

We have focused our efforts to review and renew our Work base learning program. In the past, our WBL Coordinator would work with students that wanted to work and help find them employment through a few of our WBL partners. We now are focusing on 20+ hour student internships to get them in the workplace. If the employer wants to continue the student as an employee after the term is over, they will hire them. We recently hired a "Workforce Specialist" to help build this program. This is a new position in our district to support and help build our Advisory member base in each CTE program as well. The main goal is to collaborate and develop a stronger partnership program for student internships. This position will work closely with our CTE counselors and CTE Career Center Coordinators to promote entry level job opportunities for our students. These people will be going into the classroom to promote CTE programs and WBL opportunities plus making more of a deliberate effort to get high demand career representatives in the classroom to talk about what they do. While this position is not paid for from Perkins, it supports the work we do to build a larger employee base to get more students internship opportunities.

- 4.6** A description of how the district/STEC will provide students participating in CTE programs with the opportunity to gain postsecondary credit while still attending high school, such as through dual or concurrent enrollment programs or early college high school, as practicable. Describe how the district/STEC will expand aligned programs of study with postsecondary partners, including articulation agreements.

We are constantly looking for CTE dual credit opportunities for our students. In the last year we added articulation agreements with Spokane Community College in our Agriculture program (Floral Design) and Spokane Falls Community College in our Skilled and Technical program (Photography). We have aligned programs of study in Child Psychology, Teaching Academy (College in the High School through Central Washington University of which these credits transfer to WSU Tri-cities), Ag Science, Floral Design, Plant Science, American Sign Language (Seattle Community College), Drafting, Computer applications, Marketing, Entrepreneurship, Marketing Management, Marketing Operations, Fashion Marketing, Entertainment Marketing and Financial Algebra. Each year our CTE counselors inform our students of post-secondary opportunities while still in high school by going into the classroom to explain and answer questions. Our post-secondary partners participate each year in College Night, Career Fairs, Student Job Fair and Financial Aid Night. We meet on a quarterly basis with our CTE counselors and Career Center Specialist from our comprehensive high schools to discuss courses, job markets, programs of study, graduation pathways and dual credit opportunities (current and new) to give our students opportunities for post-secondary credit.

- 4.7** A description of how the applicant will coordinate with OSPI, educator preparation programs and other stakeholders to support the recruitment, preparation, retention, and training, including professional development, of teachers, faculty, administrators, and specialized instructional support personnel.

Perkins funding is used for professional development to support CTE teachers coming into the profession but also existing CTE teachers to improve their teaching skills and content area.

Teachers are encouraged to attend local and state conferences sponsored by OSPI and education institutions. Our district offers a long list of professional development that focuses on strategies and platforms that we use in our district. Our Educational Cooperative for Career & Technical Education (regional CTE Coop consisting of 9 districts) sponsors a "Teacher Recruitment Night" each year to inform and recruit from the industry. During this 2-hour session, participants are informed on state (OSPI) application processes and current certification opportunities available from educational institutions. We are sponsoring again this year a 5 session, 2-hour training for new teachers (opened up to second/third year teachers as well) that want additional support and professional development on how to be a better teacher in the classroom using best practices. This is proving to be a valuable addition to our professional development offerings. We are continuing our efforts to recruit students into our Teaching Academy class. In looking at demographic data, we have teamed up migrant specialists at the high school level to recruit students that they feel will be good teachers. These are students that show compassion for helping other students and enjoy academia.

4.8 A description of how the district/STEC will address disparities or gaps in performance between groups of students, and any actions that will be taken to eliminate these disparities or gaps.

To address gaps in performance in our district, we offer professional development in equity and the commitment to work together to make sure all students are valued and seen. The correlation between student success and the relationship of a trusted teacher is foundational for closing the gap. It is our goal that every learner has access to CTE courses and is successful in our programs. Our teachers have gone through training this fall and will continue to go through a study to ensure that students can and will learn under their care. We are providing resources and best practices for our teachers through professional development, workshops and conferences. We are researching resources for students and their families to help ensure they have the help they need to be successful. We use our indicators data to help guide us making decisions to support our students and close the gap.

Comprehensive Local Needs Assessment (CLNA)

School Districts/STECs may opt to complete an individual CLNA or partner with one or more local educational agencies (secondary and/or postsecondary) to conduct the CLNA. Most of the data must be collected on each individual school district/STEC programs to meet the Perkins V requirements for the CLNA.

2022-23 FP 215 Perkins V Application: Eligible recipients will:

- Be prepared to incorporate the results of the CLNA to support CTE size, scope, and quality; budget alignment; and effective program offerings into the application.

School Year	CLNA Requirement	Perkins V Application Requirement
2022-23	Full CLNA process is required, including expanded stakeholders and all elements within the CLNA.	Application Required. <ul style="list-style-type: none"> • CLNA upload required. • District/STEC negotiate local performance targets.
2023-24	District/STEC is not required to conduct the full process for CLNA during this year. Review the prior CLNA to inform decisions and edit as needed.	Application Required. <ul style="list-style-type: none"> • CLNA upload required. • District/STEC negotiate local performance targets.

5.1 Individual Did the district/STEC complete an individual CLNA or partner with one or more local educational agencies?

Please upload your **Comprehensive Local Needs Assessment (CLNA)** conducted during the 2021-22 school year, finalized prior to upload.

- Applicant assures the CLNA was developed in coordination with stakeholders as identified in the CLNA document.
- Applicant assures that the CLNA results will be used to inform Perkins investments.

UPLOAD COMPLETED FILE ON OR BEFORE DUE DATE

NOTE: File names may NOT include symbols, including #.

Uploaded Files	Uploaded By	Uploaded At
----------------	-------------	-------------

2022-2023 Perkins V
CLNA.docx

TRICIA
ANDERSON

10/13/2022 10:26
AM

Programs of Study

Federal definition of a Program of Study: The term "Program of Study" means a coordinated, non-duplicative sequence of academic and technical content at the secondary and postsecondary level that:

- A. Incorporates challenging state academic standards including those adopted by a state under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965;
- B. Addresses both academic and technical knowledge and skills including employability skills;
- C. Is aligned with the needs of industries in the economy of the state, region, tribal community or local area;
- D. Progresses in specificity (beginning with all aspects of an industry or career cluster and leading to a more occupation-specific instruction);
- E. Has multiple entry and exit points that incorporate credentialing; and
- F. Culminates in the attainment of a recognized postsecondary credential.

Programs of Study

The following are minimum criteria for program of study assurances:

- The secondary CTE, academic, and appropriate elective courses are included, as well as the state and local graduation requirements.
- The secondary Program of Study includes leadership standards, through 21st Century skills.
- The Program of Study includes coherent and rigorous coursework in a non-duplicative sequence of courses from secondary to postsecondary.
- Completion of the secondary Program of Study prepares students for entry into the postsecondary opportunities (military, employment, apprenticeship, certificate and/or degree programs).
- Program of Study courses include appropriate state standards and/or industry skills standards.
- Program of Study leads to an industry recognized credential; academic certificate or degree; or employment.

Indicate a Minimum of One Program of Study

**Press the "NEW" button to complete information for each NEW record.
To avoid losing data, press the "SAVE" button after completion of each NEW record before pressing the "NEW" button again. Allow SAVE to complete before pressing the "NEW" button again.**

Please identify your current program of study:

Career Cluster: Agriculture Food and Natural Resources

Pathway: Agricultural Food & Natural Resources

[Link To Pathways](#)

In the list below, check the appropriate box(es) and identify the name of the institution(s):

- 4-year Institution Washington State University
- Community College Columbia Basin College
- Technical School
- Apprenticeship

Does this program of study lead to any state or nationally recognized certification? No

If yes, please identify certification name.

Please identify the current high school building code where this program of study is offered: [Bldg. Codes \(CO/DIST/BLDG\)](#)

High School Bldg. Code 4484

REMEMBER: Allow **SAVE** time to complete *before* hitting the **NEW** button.

Please identify your current program of study:

Career Cluster: Business Management and Administration

Pathway: General Business Operations

[Link To Pathways](#)

In the list below, check the appropriate box(es) and identify the name of the institution(s):

- 4-year Institution Eastern Washington University
- Community College Columbia Basin College
- Technical School
- Apprenticeship

Does this program of study lead to any state or nationally recognized certification? Yes

If yes, please identify certification name. Microsoft Office Specialist

Please identify the current high school building code where this program of study is offered: [Bldg. Codes \(CO/DIST/BLDG\)](#)

High School

**Bldg.
Code
2826**

REMEMBER: Allow **SAVE** time to complete before hitting the **NEW** button.

Please identify your current program of study:

Career Cluster: Health Science

Pathway: Sports Medicine

[Link To Pathways](#)

In the list below, check the appropriate box(es) and identify the name of the institution(s):

- 4-year Institution Washington State University
- Community College Columbia Basin College
- Technical School
- Apprenticeship

Does this program of study lead to any state or nationally recognized certification? Yes

If yes, please identify certification name. CPR/First aid

Please identify the current high school building code where this program of study is offered: [Bldg. Codes \(CO/DIST/BLDG\)](#)

**High
School
Bldg.
Code
3731**

REMEMBER: Allow **SAVE** time to complete before hitting the **NEW** button.

Overview of Perkins Performance Indicators and Requirements

Identification of Performance Levels

For the 2022-23 school year, applicants are required report their performance on the Perkins Core Indicators of Performance. Applicants may accept the state performance target or negotiate their own. Please use 2021 data from the Perkins Tableau dashboard.

Districts/STECs opting to negotiate must set a performance level that is three (3) full percentage points above the district/STEC's performance level in the 2022-23 reporting year.




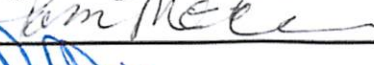

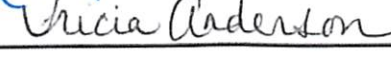
Perkins Indicators	2022-23 State Target	Proposed Negotiated Target
1S1: Four-Year Graduation Rate	85.7%	
1S2: Extended Graduation Rate <i>(no data available, please default to state target)</i>	88.7%	88.7
2S1: Academic Proficiency in Reading/Language Arts	68%	
2S2: Academic Proficiency in Mathematics	68.1%	36.6
2S3: Academic Proficiency in Science	29.1%	10.1
3S1: Postsecondary Placement <i>(no data available, please default to state target)</i>	73.4%	73.4
4S1: Non-traditional Program Enrollment	57.8%	16.2
5S1: Program Quality – Attained Recognized Postsecondary Credential	35%	
5S2: Program Quality – Attained Postsecondary Credits	81.5%	
5S3: Program Quality – Participated in Work-Based Learning <i>(no data available, please default to state target)</i>	50%	

- Washington State Perkins Plan Requirements
- Washington Administrative Code (WAC)
- Revised Code of Washington (RCW)
- State Administrative and Accounting Manual (SAAM)
- Career and Technical Education Program Standards

OSPI

- Accounting Manual for Public School Districts in the State of Washington

By accepting these funds and signing below, your district/STEC agrees to abide by all federal, state, and agency rules and regulations required of this money. Electronic signatures are allowed.

Authorized Representatives Signature Block	
Superintendent: 	Dr. Traci Pierce
Section 504 Coordinator: 	Brian Leavitt
Title IX Officer: 	Brian Leavitt
General Advisory Chair: 	Pam McCullogh
Board Chair: 	Michael Connors
CTE Director/Administrator: 	Tricia Anderson
Date: (MM/DD/YY)	08/17/22

274 Perkins V Application (Skill Centers Only)**Fiscal Year:** 22-23**Milestone: Final Approval Issued** (Printed 12/8/2022)**District:** Kennewick School District**Organization Code:** 03017**ESD:** Educational Service District 123

Page 1

Grant Administration Timeline for
Substantially Approvable Status (SAS)[Link To Document](#)

The Strengthening Career and Technical Education for the 21st Century Act (Public Law 115-224) was signed into law on July 31, 2018 and reauthorized the Carl D. Perkins Career and Technical Education Act of 2006.

It is important to note that the results from each eligible recipient's 2021-22 Comprehensive Local Needs Assessment (CLNA) will dictate the types of programs and activities that agencies can implement with Perkins V funds during the 2022-23 program year and in subsequent program years.

(For OSPI Use Only)		
OSPI Approval Status	SAS Further Action Required ○	SAS Approval ⓐ

Request SAS Option

Purpose: Federal regulations (34 CFR 76.708) require that federal formula grant funds may not be obligated (incur costs) until the latter of the following two dates: (1) July 1 or (2) the date the applicant submits its application to the State in substantially approvable form. Federal regulations further stipulate that reimbursement for obligations is subject to final approval of the application.

Important! This page represents a request for a Substantially Approvable Status (SAS) for this federal program. Certain application pages and process buttons, e.g., Budget, Finish, and Notify have been hidden. Skill Centers **will not be able to Request OSPI Approval** for this form package **until final allocations have been announced.**

In order to incur any costs associated with this program as of July 1, the applicant must first request SAS. Next, the Office of Superintendent of Public Instruction (OSPI) will review the request and communicate to the skill center if further action is necessary or if SAS approval has been issued.

NOTE: If an applicant does not request SAS they will only be able to obligate funds once the Perkins V application has reached Final Approval status.

Preliminary Allocation: \$3,437	
SAS Process	Yes
<i>If not requesting SAS approval, follow the steps below:</i>	
Step 1:	Make sure "No" is displayed in the drop-down list.
Step 2:	Press the Mark Completed icon on this page.

Step 3: WAIT FOR FINAL ALLOCATIONS TO BE ANNOUNCED.

If requesting SAS approval, follow the steps below:

1. Choose "YES" from the drop-down list to the SAS Process question
2. Complete all sections of the Perkins Assurances -
 - a. Choose an answer under Question 5
 - b. Click, read and certify each Perkins Assurance
 - c. Fill out the Authorized Representatives Signature Block
3. Press the Mark Completed icon on this page.
4. Send email message (displayed after pressing Mark Completed icon).

Perkins Assurances

1. Review the following requirements by clicking each hyperlink.
2. Click the box certifying the skill center has read and understood the requirements listed under each section.
3. Complete the Authorized Representatives Signature Block.
4. Sign, date, and print a copy of this assurance section.
5. **ALERT!** A hard copy of the printed, signed, and dated assurance section must be in skill center files for monitoring/auditing purposes.

Yes Upon written request, will the skill center consult in a timely and meaningful manner with representatives of nonprofit private schools in the geographic areas served by the eligible recipient? [section 317(b)(2)].

NOTE: The Office of Superintendent of Public Instruction is required to monitor the performance of career and technical education programs in at least the following areas:

- Student participation in and completion of high-demand programs.
- Students earning dual credit for high school and college.

The applicant hereby assures compliance with the following requirements under each section:

FEDERAL

- [The Office of Management and Budget's \(OMB\) Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards \(Uniform Guidance\)](#)
- [Education Department General Administrative Regulations \(EDGAR\)](#)
- [Strengthening Career and Technical Education for the 21st Century Act \(Public Law 115-224\)](#)

STATE

- [Washington State Perkins Plan Requirements](#)
- [Washington Administrative Code \(WAC\)](#)
- [Revised Code of Washington \(RCW\)](#)
- [State Administrative and Accounting Manual \(SAAM\)](#)

Career and Technical Education Program Standards

OSPI

Accounting Manual for Public School Districts in the State of Washington

By accepting these funds and signing below, the skill center agrees to abide by all federal, state, and agency rules and regulations required of this money. Electronic signatures are allowed.

Authorized Representatives Signature Block	
Superintendent:	Traci Pierce
Section 504 Coordinator:	Rhonda Pratt
Title IX Officer:	Brian Leavitt
General Advisory Chair:	Pam McCullough
Board Chair:	Michael Connors
CTE Director/Administrator:	Paul Randall
Date: (MM/DD/YY)	08/15/2022

Waiver Request

ATTENTION: Applicants with allocations of more than \$15,000 may skip this page and mark it N/A.

Applicants with an allocation of less than \$15,000 who have demonstrated inability to enter into a consortium may be granted a waiver and will answer 3.1 through 3.3. In order to receive a waiver, skill centers must meet certain eligibility requirements and demonstrate their ability to provide a program of sufficient size, scope and quality and demonstrate how Perkins V funding will be used to strengthen existing programs.

2.1 Is your skill center located in a rural, sparsely populated area (335 or fewer students in grades 9-12)?

No

2.2 What effort did the skill center make to enter into a consortium during the 2021-2022 school year? If no effort was made, please explain why joining a consortium was not a viable option for your skill center.

2.3 Describe how the applicant will provide services and activities that are sufficient size, scope, and quality to be effective (this should include a description of existing programs of study, preparatory course offerings, articulations agreements, significant partnerships, etc.):

Receipt of a waiver will be contingent on the following:

- The skill center's statutory eligibility for a waiver, per responses to the above questions.
- The quality of the applicants entire Perkins Local Plan.
- The applicant's historical capacity to manage the requirements of the Perkins grant (may include a review of past performance during Consolidated Program Reviews).

2.4a If this application is reflective of a consortium, please identify ALL skill centers/districts/STECs involved. **If not** a consortium, leave this question blank.

Skill Center/District/STEC Name(s)	CTE Director(s)/ Administrator(s)	Phone Number	Current Allocation

2.4b Which skill center/district/STEC will be the fiscal agent for the consortium?

Final Allocation Amount: \$72,307

Required Uses of the Funds (Section 135)

Requirements for Uses of Funds (Sec. 135)

Funds made available to skill centers under this part shall be used to support CTE programs that are of sufficient size, scope, and quality to be effective. Applicants should review [Section 135, Local Uses of Funds](#) and review the full list of required uses of funds.

- If funds will not be spent in an area, please leave blank.
- Enter whole dollar amounts.
- Totals on this page must equal final allocation amount minus Indirects (if taken).

Required Uses of Funds Categories	Amount of Perkins funds to be used
Provide career exploration and career development activities through an organized, systematic framework designed to aid students, before enrolling and while participating in a CTE program, in making informed plans and decisions about future education, career opportunities, and programs of study. <i>(Examples may include work on High School and Beyond Plan, CTE advising, outreach to middle school(s) in the district/STEC.)</i>	\$2,000
Provide professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals. <i>(Examples of PD may include the integrations of academic and CTE standards, ensuring labor market information is used to inform programs and guide students, providing teachers the opportunity to advance knowledge, skills, CTSO trainings, and understanding of all aspects of an industry, and other topics as identified in section 2.(A-I)</i>	\$25,000
Provide within career and technical education the skills necessary to pursue careers in high-skill, high-wage, or in-demand industry sectors or occupations. <i>(Examples may include alignment of area high wage/high demand data, CTE program standards, use of data from local workforce council, working with industry partners and stakeholders, or integrating new programs/modifications of existing programs to increase relevance.)</i>	\$36,307
Support the integration of academic skills into career and technical education programs and programs of study to support CTE students at the secondary school level in meeting state academic standards. <i>(Examples may include funding teacher review of standards to support the development of frameworks and articulation agreements, integration of academic and industry standards and the development of curriculum resources, development and adoption of local and state equivalencies.)</i>	\$5,000

Plan and carry out elements that support the implementation of career and technical education programs and programs of study and that result in increasing student achievement of the local levels of performance established under section 113. <i>(Examples may include supporting teacher and postsecondary alignment of programs of study, work based learning opportunities, industry recognized credentials, high demand equipment purchases, curriculum and instructional resource purchase.)</i>	\$2,000
Develop and implement evaluations of the activities carried out with funds under this part, including evaluations necessary to complete the comprehensive needs assessment required under Section 134(c) and Section 113(b)(4)(B). <i>(Examples may include costs associated completion of CLNA and program evaluation.)</i>	\$2,000
Total:	\$72,307

Local Application for Funds (Section 134(b))

Please provide a narrative response to each of the required questions below. Each question is a required component of the Perkins V local application.

The state negotiated level of performance for each of the core indicators are listed on Page 8.

4.1 Describe the career and technical education course offerings and activities that the skill center will provide with funds, which shall include not less than 1 program of study approved by OSPI under section 124(b)(2), including:

(a) how the results of the comprehensive needs assessment described in subsection (c) informed the selection of the specific career and technical education programs and activities selected to be funded;

(b) a description of any new programs of study the eligible recipient will develop and submit to OSPI for approval; and

(c) how students, including students who are members of special populations, will learn about their school's career and technical education course offerings and whether each course is part of a career and technical education program of study.

After working through the CLNA process, most feedback was that the existing Tri-Tech programs are helping to meet the local industry needs for both entry level and long term employees. As the programs are led by industry based, advisory committees, curriculum ,instruction and equipment continues to evolve to remain at industry standards. The newest Tri-Tech program, Pre-Electrical, opened Fall 2020 after being on the docket waiting for space for several years. The program will support the huge demand both locally and regionally for all types of electricians by giving the students the foundation they need to be successful apprentices or to go straight to work in another capacity. We had twice as many students apply as we had room for two years in a row so the students see the value of the program and we were lucky to get a journeyman electrician with over 25 years construction and maintenance experience as our instructor. We will be building the program a new space which will open Fall 2023 which will allow for more students to be enrolled.

Tri-Tech is evaluating offering an HVACR program in Fall 2023 due to huge employment demand in the area.

Tri-Tech markets to all regional school districts (Pasco, Richland, Kennewick, Finley, North Franklin, Columbia Burbank, Kiona Benton and Prosser) as well as all home school and private school students in the area. Information is also sent out to all eligible students homes.

4.2 Describe how the applicant, in collaboration with local workforce development boards and other local workforce agencies, one-stop delivery systems, and other partners, will provide:

(a) career exploration and career development coursework, activities, or services;

(b) career information on employment opportunities that incorporate the most up-to-date information on high-skill, high-wage, or in-demand industry sectors or occupations, as determined by the comprehensive needs assessment; and

(c) an organized system of career guidance and academic counseling to students before enrolling and while participating in a career and technical education program.

Tri-Tech Skills Center starts working with students as young as 5th grade during our school tours where students get to do hands on activities and learn about the programs we offer. They can also do programs like Kids Can Code and Girls Can Code and MAGIC Camp before they are old enough to attend the skills center. Tri-Tech also has a robust Summer Academy open to students entering 9th-12th grade, that is free, that provides students an opportunity to take introductory classes in their area of interest. This is important because often they find out they love or don't love the the career they thought they would and then can pursue it or check out something different. Tri-Tech staff and students attend elementary and middle school science and math nights as well as career fairs. Some programs send out students to do elementary presentations as part of their preparation for internships. Tri-Tech also does 8th grade tours open to all regional middle schools as well as special tours for Special Education or English Language Learning programs where the students need a little extra time and attention to understand what they are seeing and how their participation could impact their future.

Tri-Tech also sponsors monthly counselor meetings open to all high school counselors where we talk about Tri-Tech programs, local career related events, career related resources and even career guest speaker. We know that many counselors really only know education because that is what they have done themselves, many never having worked outside except maybe as a high school at a fast food place. Tri Tech staff continually works to educate our sending counselors about all of the opportunities for their students that attend our programs. Tri-Tech also tries to feature student success stories showing students starting and continuing on in successful, professional careers. Our High School and Beyond Night incorporated an interview night with local employers which was very well received and will be broadened at this year's event.

- 4.3** Describe how the skill center will improve the academic and technical skills of students participating in career and technical education programs by strengthening the academic and career and technical education components of such programs through the integration of coherent and rigorous content aligned with challenging academic standards and relevant career and technical education programs to ensure learning in the subjects that constitute a well-rounded education (as defined in section 8101 of the Elementary and Secondary Education Act of 1965).

All of the programs at Tri-Tech Skills Center have industry based frameworks aligned to state learning standards. All courses also have equivalency credits including Math, Lab Science, Health, Fitness, Visual Art, and Technical English. The programs also have strong local leaderships components that include community service, career evaluation and a professional portfolio that meets the High School and Beyond Plan process for the year they are at Tri-Tech.

4.4 A description of how the skill center will:

(a) provide activities to prepare special populations for high- skill, high-wage, or in-demand industry sectors or occupations that will lead to self-sufficiency;

(b) prepare CTE participants for non-traditional fields;

(c) provide equal access for special populations to CTE courses, programs, and programs of study; and

(d) ensure that members of special populations will not be discriminated against on the basis of their status as members of special populations.

The very nature of a skills center is to provide professional and technical training to high school juniors and seniors in high wage, high demand careers. All of our programs are guided by our industry based, advisory committees to insure that we are meeting current industry standards. Tri-Tech has a clear pathway for all of our program completers whether they choose to go to work right away and utilize the entry level skills and certifications they have acquired or whether they choose to pursue an apprenticeship, the military, a 2 year or 4 year degree or other postsecondary technical training. Tri-Tech emphasizes the opportunities available to all students, regardless of race or gender and take special care to use non-traditional photos when we can so that everybody can see themselves as a student and then as a working adult. We also have

several non traditional staff members (welding, law enforcement and nursing) and this has also helped students to see that success is possible for anyone.

All students are able to access the skills center through their home school and our application process is online so there is no middle man between a student's interest and us receiving their application. Our Special Education Liaison in the Learning Opportunity Center and Assistant Director work with the sending schools case managers and counselors in the spring to review the IEPs and 504's, meet with parents and students if possible, to understand the challenges and accommodations and to ensure a safe and successful placement. Often times students are so motivated to be in a program that they work harder than they ever have and have more success than they might have ever had at school. This will include they work to pass industry related certifications at the industry required, unaccommodated levels so they can earn the certification. These successes are so inspirational. We have also done additional professional development for our staff in relation to supporting our students on the Autism Spectrum to be successful both in school and ready for their transition to the world of work.

- 4.5** A description of the work-based learning opportunities that the skill center will provide to students participating in CTE programs and how the recipient will work with representatives from employers to develop or expand work-based learning opportunities for CTE students, as applicable.

All of our skills center programs have various levels of work based learning opportunities ranging from job shadows to full blown, paid internships such as through our AYES Auto and Diesel programs. The AYES Auto and Diesel program has been recognized as a Career Launch program by the state of Washington. Our health related programs, Pre Nursing, Dental Assisting, Pre-Physical Therapy and Pre-Veterinary Technician, have embedded internship and clinical opportunities. Our Firefighting 2nd year program is recognized by the Washington State Apprenticeship Council as an Apprentice Preparation program for the opportunities provided through the Kennewick Fire Department and the local volunteer fire districts. Our other programs such as Cyber Security, Radio, Digital Arts and Filmmaking and Video Game Design work on local and regional business work and national level competitions such as Cyber Patriot that provide real world, real time work experience. Our Early Childhood Education programs operates a public pre-school which provides students with real time, real world teaching and child development experience. The Culinary Arts student work in a real commercial kitchen and provide catering for public and private events. Our Construction Trades and Welding Technology students also access our state recognized Apprentice Preparation program to learn how to apply to and be successful in a registered apprenticeship. This program is open to students at all local high schools. We have created a half time work based learning coordinator position to help our teachers get even more qualified students out on internships.

- 4.6** A description of how the skill center will provide students participating in CTE programs with the opportunity to gain postsecondary credit while still attending high school, such as through dual or concurrent enrollment programs or early college high school, as practicable. Describe how the skill center will expand aligned programs of study with postsecondary partners, including articulation agreements.

Tri-Tech has dual credit articulations for all but one program. These articulations are with Columbia Basin College, Walla Walla Community College, Yakima Valley College and PC3 Consortiuam and range from 2 credits to 25 credits when completing a 2 year program. Our Construction, Welding and Pre-Electrical programs have an articulation arrangement with our three local apprentice training programs.

- 4.7** A description of how the applicant will coordinate with OSPI, educator preparation programs and other stakeholders to support the recruitment, preparation, retention, and training, including professional development, of teachers, faculty, administrators, and specialized instructional support personnel.

Tri-Tech Skills Center works alongside our Tri Cities Area Educational Co-Op in hosting an annual CTE teacher recruitment event that seeks to provide information on how to become a CTE teacher for those people that are in industry and contemplating a career change. These events have been very successful over the past 5 plus years and while someone might not be ready that

night, many attendees have become CTE instructors within a few years of the event, depending on district openings. Tri-Tech also seeks out new instructors through our program advisory committees and industry contacts when positions become open. Several of our last hires came through exactly this route. They were on the advisory committee and a position opened and they joined our team. Tri-Tech Director, Paul Randall, also is the Block 1 instructor for Central Washington University so he personally puts a lot of blood/sweat and tears into the instruction of new area CTE instructors so they are ready to be successful in the classroom. Outside of these activities, Tri-Tech uses Perkins funds to help pay for a new staff member's Business and Industry route certification classes so there is no out of pocket (or more disincentive to not teacher over money). Our instructors are encouraged and supported through Perkins funds to attend local, regional and national continuing education opportunities within their specialized fields.

4.8 A description of how the skill center will address disparities or gaps in performance between groups of students, and any actions that will be taken to eliminate these disparities or gaps.

Tri-Tech emphasizes the success of all students and provides academic and other supports to all students. Our Learning Opportunity Center provides tutoring, test help, IEP and 504 support to those identified students, but also provides the same assistance to all students who could benefit from the additional supports. In addition to our Special Education population, we pay special attention to our English Language Learners as well as our at risk (for any reason, homeless, poverty, mobility, etc). Tri-Tech has historically been very successful with all student populations as the student is interested in our programs, chose to attend our programs and can see a potential career related to their time spent here. The average F rate for any semester at Tri-Tech is usually around 2-4% and those are usually almost exclusively based on attendance and we just can't help a student who won't show up. The Kennewick School District has also added Varsity Tutors online tutoring help that is available to all Tri-Tech students for both their programs and their home school classes.

Comprehensive Local Needs Assessment (CLNA)

Skill Centers may opt to complete an individual CLNA or partner with one or more local educational agencies (secondary and/or postsecondary) to conduct the CLNA. Most of the data must be collected on each individual school/Skill Center's programs to meet the Perkins V requirements for the CLNA.

2022-23 FP 274 Perkins V Application: Eligible recipients will:

- Be prepared to incorporate the results of the CLNA to support CTE size, scope, and quality; budget alignment; and effective program offerings into the application.

School Year	CLNA Requirement	Perkins V Application Requirement
2022-23	Full CLNA process is required, including expanded stakeholders and all elements within the CLNA.	Application Required. <ul style="list-style-type: none"> • CLNA upload required. • Skill Centers negotiate local performance targets.
2023-24	Skill Centers are not required to conduct the full process for CLNA during this year. Review the prior CLNA to inform decisions and edit as needed.	Application Required. <ul style="list-style-type: none"> • CLNA upload required. • Skill Centers negotiate local performance targets.

5.1 Partner Did the skill center complete an individual CLNA or partner with one or more local educational agencies?

Please upload your Comprehensive Local Needs Assessment (CLNA) conducted during the 2021-22 school year, finalized prior to upload.

- Applicant assures the CLNA was developed in coordination with stakeholders as identified in the CLNA document.
- Applicant assures that the CLNA results will be used to inform Perkins investments.

UPLOAD COMPLETED FILE ON OR BEFORE DUE DATE

NOTE: File names may NOT include symbols, including #.

Uploaded Files	Uploaded By	Uploaded At
Tri-Tech Perkins CLNA 21-22.docx	LISA MCKINNEY	9/26/2022 1:32 PM



Programs of Study

Federal definition of a Program of Study: The term "Program of Study" means a coordinated, non-duplicative sequence of academic and technical content at the secondary and postsecondary level that:

- A. Incorporates challenging state academic standards including those adopted by a state under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965;
- B. Addresses both academic and technical knowledge and skills including employability skills;
- C. Is aligned with the needs of industries in the economy of the state, region, tribal community or local area;
- D. Progresses in specificity (beginning with all aspects of an industry or career cluster and leading to a more occupation-specific instruction);
- E. Has multiple entry and exit points that incorporate credentialing; and
- F. Culminates in the attainment of a recognized postsecondary credential.

Programs of Study

The following are minimum criteria for program of study assurances:

- The secondary CTE, academic, and appropriate elective courses are included, as well as the state and local graduation requirements.
- The secondary Program of Study includes leadership standards, through 21st Century skills.
- The Program of Study includes coherent and rigorous coursework in a non-duplicative sequence of courses from secondary to postsecondary.
- Completion of the secondary Program of Study prepares students for entry into the postsecondary opportunities (military, employment, apprenticeship, certificate and/or degree programs).
- Program of Study courses include appropriate state standards and/or industry skills standards.
- Program of Study leads to an industry recognized credential; academic certificate or degree; or employment.

Indicate a Minimum of One Program of Study

Press the "NEW" button to complete information for each NEW record.

To avoid losing data, press the "SAVE" button after completion of each NEW record before pressing the "NEW" button again. Allow SAVE to complete before pressing the "NEW" button again.

Please identify your current program of study:

Career Cluster: Health Science

Pathway: Therapeutic Nursing

[Link To Pathways](#)

In the list below, check the appropriate box(es) and identify the name of the institution(s):

4-year Institution

Community College

Columbia Basin College

Technical School

Apprenticeship

Does this program of study lead to any state or nationally recognized certification? Yes

If yes, please identify certification name. Nursing Assistant Certified, BLS/First Aid, Food Handlers Card

Please identify the current high school building code where this program of study is offered: [Bldg. Codes \(CO/DIST/BLDG\)](#)

High School Bldg. Code 4118

REMEMBER: Allow **SAVE** to complete before pressing the **NEW** button again.

Please identify your current program of study:

Career Cluster: Architecture and Construction

Pathway: Electrician

[Link To Pathways](#)

In the list below, check the appropriate box(es) and identify the name of the institution(s):

4-year Institution

Community College

Technical School

Perry Tech

Apprenticeship

IBEW 112, AGC Apprenticeship

Does this program of study lead to any state or nationally recognized certification? Yes

If yes, please identify certification name. OSHA 10, First Aid CPR, Forklift Operator

Please identify the current high school building code where this program of study is offered: [Bldg. Codes \(CO/DIST/BLDG\)](#)

High School Bldg. Code

**Code
4118**

REMEMBER: Allow **SAVE** to complete before pressing the **NEW** button again.

Please identify your current program of study:

Career Cluster: Manufacturing

Pathway: fabrication and manufacturing

[Link To Pathways](#)

In the list below, check the appropriate box(es) and identify the name of the institution(s):

- 4-year Institution
- Community College Columbia Basin College
- Technical School Perry Technical School Yakima
- Apprenticeship Local 598, SMW55, IBEW 112

Does this program of study lead to any state or nationally recognized certification? Yes

If yes, please identify certification name. OSHA 10, AWS Student SENSE certificaiton, Forlift operator

Please identify the current high school building code where this program of study is offered: [Bldg. Codes \(CO/DIST/BLDG\)](#)

**High
School
Bldg.
Code
4118**

REMEMBER: Allow **SAVE** to complete before pressing the **NEW** button again.

Please identify your current program of study:

Career Cluster: Health Science

Pathway: Therapeutic Dental

[Link To Pathways](#)

In the list below, check the appropriate box(es) and identify the name of the institution(s):

- 4-year Institution Columbia Basin College 4 year Dental Hygiene program
- Community College Yakima Valley Community College
- Technical School
- Apprenticeship

Does this program of study lead to any state or nationally recognized certification? Yes

If yes, please identify certification name. Registered Dental Assistant, BLS/First Aid, HIV, WISHA

High School Bldg. Code 4118

Please identify the current high school building code where this program of study is offered: Bldg. Codes (CO/DIST/BLDG)

REMEMBER: Allow **SAVE** to complete before pressing the **NEW** button again.

Please identify your current program of study:

Career Cluster: Health Science

Pathway: Therapuetic Physicl Therapy

[Link To Pathways](#)

In the list below, check the appropriate box(es) and identify the name of the institution(s):

- 4-year Institution Eastern Washington University
- Community College Spokane Falls Community College, Whatcom College
- Technical School
- Apprenticeship

Does this program of study lead to any state or nationally recognized certification? Yes

If yes, please identify certification name. Kinesotaping Certification, BLS/First Aid

High School Bldg. Code 4118

Please identify the current high school building code where this program of study is offered: Bldg. Codes (CO/DIST/BLDG)

REMEMBER: Allow **SAVE** to complete before pressing the **NEW** button again.

Please identify your current program of study:

Career Cluster: Education and Training

Pathway: Early Childhood Educatoin

[Link To Pathways](#)

In the list below, check the appropriate box(es) and identify the name of the institution(s):

- 4-year Institution Washington State University

Columbia Basin College

- Community College
- Technical School
- Apprenticeship

Does this program of study lead to any state or nationally recognized certification? Yes

If yes, please identify certification name. STARS/Merit, First Aid/CPR, Food Workers Card

Please identify the current high school building code where this program of study is offered: Bldg. Codes (CO/DIST/BLDG)

High School Bldg. Code 4118

REMEMBER: Allow **SAVE** to complete before pressing the **NEW** button again.

Please identify your current program of study:

Career Cluster: Law, Public Safety, Corrections and Security

Pathway: Firefighting and Emergency Medical Services

[Link To Pathways](#)

In the list below, check the appropriate box(es) and identify the name of the institution(s):

- 4-year Institution University of Alaska Fairbanks
- Community College Columbia Basin College
- Technical School Columbia Safety, LLC
- Apprenticeship

Does this program of study lead to any state or nationally recognized certification? Yes

If yes, please identify certification name. Emergency Medical Responder, IFSTA FFA, Wildland Firefighter red card, BLS/First Aid ICS 100 and 200

Please identify the current high school building code where this program of study is offered: Bldg. Codes (CO/DIST/BLDG)

High School Bldg. Code 4118

REMEMBER: Allow **SAVE** to complete before pressing the **NEW** button again.

Please identify your current program of study:

Career Cluster: Information Technology

Pathway: Cyber Security

[Link To Pathways](#)

In the list below, check the appropriate box(es) and identify the name of the institution(s):

- 4-year Institution Eastern Washington University/ Columbia Basin College
- Community College
- Technical School
- Apprenticeship IBEW 112

Does this program of study lead to any state or nationally recognized certification? Yes

If yes, please identify certification name. C++

Please identify the current high school building code where this program of study is offered: [Bldg. Codes \(CO/DIST/BLDG\)](#)

High School Bldg. Code 4118

REMEMBER: Allow **SAVE** to complete before pressing the **NEW** button again.

Please identify your current program of study:

Career Cluster: Transportation, Distribution and Logistics

Pathway: Auto and Diesel Technology -transportation & Logistics

[Link To Pathways](#)

In the list below, check the appropriate box(es) and identify the name of the institution(s):

- 4-year Institution
- Community College Columbia Basin College, Walla Walla Community College
- Technical School UTI, Perry Tech, WyoTech
- Apprenticeship IBEW 112, SMW 55, Local 598

Does this program of study lead to any state or nationally recognized certification? Yes

If yes, please identify certification name. ASE Student certification, SP 2 safety, Forklift Operator

Please identify the current high school building code where this program of study is offered: [Bldg. Codes \(CO/DIST/BLDG\)](#)

High School Bldg. Code 4118

REMEMBER: Allow **SAVE** to complete before pressing the **NEW** button again.

Please identify your current program of study:**Career Cluster:** Information Technology**Pathway:** Viedo Game Design/ Virtual Reality/Computer Science programming[Link To Pathways](#)**In the list below, check the appropriate box(es) and identify the name of the institution(s):**

- 4-year Institution Digipen Institute, Eastern Washington University, Columbia Basin College
- Community College
- Technical School
- Apprenticeship

Does this program of study lead to any state or nationally recognized certification? Yes

If yes, please identify certification name. C++

Please identify the current high school building code where this program of study is offered: [Bldg. Codes \(CO/DIST/BLDG\)](#)**High
School
Bldg.
Code
4118****REMEMBER:** Allow **SAVE** to complete before pressing the **NEW** button again.**Please identify your current program of study:****Career Cluster:** Hospitality and Tourism**Pathway:** Culinary Arts[Link To Pathways](#)**In the list below, check the appropriate box(es) and identify the name of the institution(s):**

- 4-year Institution Washington State University
- Community College Walla Walla Community College, Oregon Coast Culinary Institute
- Technical School
- Apprenticeship

Does this program of study lead to any state or nationally recognized certification? Yes

If yes, please identify certification name. American Culinary Federal Junior Culinarian, Serv Safe

High School Bldg. Code 4118

Please identify the current high school building code where this program of study is offered: [Bldg. Codes \(CO/DIST/BLDG\)](#)

REMEMBER: Allow **SAVE** to complete *before* pressing the **NEW** button again.

Please identify your current program of study:

Career Cluster: Law, Public Safety, Corrections and Security

Pathway: Law Enforcement

[Link To Pathways](#)

In the list below, check the appropriate box(es) and identify the name of the institution(s):

- 4-year Institution WSU, Eastern Washington University
- Community College Columbia Basin College
- Technical School Military
- Apprenticeship

Does this program of study lead to any state or nationally recognized certification? Yes

If yes, please identify certification name. NIMS ICS 100, 200, CPR/First Aid

High School Bldg. Code 4118

Please identify the current high school building code where this program of study is offered: [Bldg. Codes \(CO/DIST/BLDG\)](#)

REMEMBER: Allow **SAVE** to complete *before* pressing the **NEW** button again.

Please identify your current program of study:

Career Cluster: Arts, A/V Technology and Communications

Pathway: Digital Arts and Filmmaking

[Link To Pathways](#)

In the list below, check the appropriate box(es) and identify the name of the institution(s):

- 4-year Institution Eastern Washington University
- Community College Columbia Basin College, Walla Walla Community College,
- Technical School Bates TEchnical College
- Apprenticeship

Does this program of study lead to any state or nationally recognized certification? Yes

If yes, please identify certification name. Adobe Creative Suite

Please identify the current high school building code where this program of study is offered: [Bldg. Codes \(CO/DIST/BLDG\)](#)

**High
School
Bldg.
Code
4118**

REMEMBER: Allow **SAVE** to complete *before* pressing the **NEW** button again.

Please identify your current program of study:

Career Cluster: Human Services

Pathway: Cosmetology

[Link To Pathways](#)

In the list below, check the appropriate box(es) and identify the name of the institution(s):

4-year Institution

Community College

Technical School

Victorias Academy of Cosmetology

Apprenticeship

Does this program of study lead to any state or nationally recognized certification? Yes

If yes, please identify certification name. Cosmetology license state of Washington

Please identify the current high school building code where this program of study is offered: [Bldg. Codes \(CO/DIST/BLDG\)](#)

**High
School
Bldg.
Code
4118**

REMEMBER: Allow **SAVE** to complete *before* pressing the **NEW** button again.

Please identify your current program of study:

Career Cluster: Architecture and Construction

Pathway: Construction Trades

[Link To Pathways](#)

In the list below, check the appropriate box(es) and identify the name of the institution(s):

WSU

- 4-year Institution
- Community College
- Technical School
- Apprenticeship

Perry Tech

Carpenters, Laborers, IBEW 112, Local 598, SMW 55

Does this program of study lead to any state or nationally recognized certification? Yes

If yes, please identify certification name. Osha 10/30, Forklift and Ariel Lift Operator, First Aid/CPR

Please identify the current high school building code where this program of study is offered: [Bldg. Codes \(CO/DIST/BLDG\)](#)

High School Bldg. Code 4118

REMEMBER: Allow **SAVE** to complete *before* pressing the **NEW** button again.

Please identify your current program of study:

Career Cluster: Arts, A/V Technology and Communications

Pathway: Radio Broadcasting/ Social Media/ Podcasting

[Link To Pathways](#)

In the list below, check the appropriate box(es) and identify the name of the institution(s):

- 4-year Institution WSU, Eastern Washington
- Community College
- Technical School
- Apprenticeship

Does this program of study lead to any state or nationally recognized certification? Select

If yes, please identify certification name. Zeta production software

Please identify the current high school building code where this program of study is offered: [Bldg. Codes \(CO/DIST/BLDG\)](#)

High School Bldg. Code 4118

REMEMBER: Allow **SAVE** to complete *before* pressing the **NEW** button again.

Please identify your current program of study:

Career Cluster: Agriculture Food and Natural Resources

Pathway: Veterinary Technician

[Link To Pathways](#)

In the list below, check the appropriate box(es) and identify the name of the institution(s):

- 4-year Institution WSU
- Community College Yakinma Valley College
- Technical School
- Apprenticeship

Does this program of study lead to any state or nationally recognized certification? Yes

If yes, please identify certification name. Pet First Aid/CPR

Please identify the current high school building code where this program of study is offered: [Bldg. Codes \(CO/DIST/BLDG\)](#)

High School Bldg. Code 4118

REMEMBER: Allow **SAVE** to complete before pressing the **NEW** button again.

Please identify your current program of study:

Career Cluster: Transportation, Distribution and Logistics

Pathway: Auto Body Technology -Collision Repair

[Link To Pathways](#)

In the list below, check the appropriate box(es) and identify the name of the institution(s):

- 4-year Institution
- Community College Walla Walla, North Idaho College
- Technical School
- Apprenticeship

Does this program of study lead to any state or nationally recognized certification? Yes

If yes, please identify certification name. SP2 Safety, Forklift and Ariel Lift Operator

Please identify the current high school building code where this program of study is offered: [Bldg. Codes \(CO/DIST/BLDG\)](#)

High School Bldg. Code 4118

REMEMBER: Allow **SAVE** to complete *before* pressing the **NEW** button again.

Overview of Perkins Performance Indicators

Identification of Performance Levels

For the 2022-23 school year, applicants are required report their performance on the Perkins Core Indicators of Performance. Applicants may accept the state performance target or negotiate their own. Please use 2021 data from the Perkins Tableau dashboard.

Skill Centers opting to negotiate must set a performance level that is three (3) full percentage points above the host district's performance level in the 2022-23 reporting year.

While OSPI works on creating data views specific to skill centers, please use host district data to determine the answers below. Targets may be modified once skill center reporting is available.

Perkins Indicators	2022-23 State Target	Proposed Negotiated Target
1S1: Four-Year Graduation Rate	85.7%	85.7
1S2: Extended Graduation Rate <i>(no data available, please default to state target)</i>	88.7%	88.7
2S1: Academic Proficiency in Reading/Language Arts	68%	68.0
2S2: Academic Proficiency in Mathematics	68.1%	36.6
2S3: Academic Proficiency in Science	29.1%	10.1
3S1: Postsecondary Placement <i>(no data available, please default to state target)</i>	73.4%	73.4
4S1: Non-traditional Program Enrollment	57.8%	16.6
5S1: Program Quality – Attained Recognized Postsecondary Credential	35%	35.0
5S2: Program Quality – Attained Postsecondary Credits	81.5%	81.5
5S3: Program Quality – Participated in Work-Based Learning <i>(no data available, please default to state target)</i>	50%	53.0

ESD: Educational Service District 123		CoDistID: 03017	Organization: Kennewick School District	Grant Number: 0174985	
Form Package Name: 274 Perkins V Application (Skill Centers Only)	Program Number: 46	Revenue Account Number: 6146	Sub Program Number:	Fiscal Period: 22-23	Beginning: 7/1/2022 Ending: 8/31/2023
Fiscal Officer: Brandon Lord	Budget Contact Name: lisa mckinney	Budget Contact Phone: 509-222-7305	Category: 2022-23 Funding		Budget Type: Original

Object of Expenditure

Activity	Total	Supplies Instr. Resources. & Purchased Services Travel Capital								
		Debit Transfer 0	Credit Transfer 1	Salaries-Certificated 2	Salaries-Classified 3	Benefits & Payroll Taxes 4	Non-Capitalized 5	7	8	9
11 Board of Directors	\$0		XXXX	XXXX						
12 Superintendent's Office	\$0		XXXX							
13 Business Office	\$0		XXXX							
14 Human Resources	\$0		XXXX							
15 Public Relations	\$0		XXXX							
21 Superv. -Instruction	\$0		XXXX							
22 Learning Resources	\$0		XXXX							
23 Principal's Office	\$0		XXXX							
24 Guid. & Counseling	\$0		XXXX							
25 Pupil Mgt. & Safety	\$0		XXXX							
26 Health/Related Serv	\$0		XXXX							
27 Teaching	\$24,371	5,000	XXXX				2,371	10,000	7,000	
28 Extracurricular	\$0		XXXX							
29 Pay to School Dists.	\$0	XXXX	XXXX	XXXX	XXXX	XXXX	XXXX		XXXX	XXXX
31 Instruc. Pro. Dev.	\$24,500		XXXX	3,000		1,500		10,000	10,000	
32 Instructional Tech.	\$0		XXXX	XXXX						
33 Curriculum	\$20,000		XXXX				5,000			15,000
41 Supervision	\$0		XXXX							
42 Food	\$0		XXXX	XXXX	XXXX	XXXX			XXXX	XXXX
44 Food Services Oper.	\$0		XXXX	XXXX						
51 Transportation Supervision and Coordination	\$0		XXXX							
52 Operations	\$0		XXXX	XXXX						
53 Maintenance	\$0		XXXX	XXXX						
56 Insurance	\$0	XXXX	XXXX	XXXX	XXXX	XXXX	XXXX		XXXX	XXXX
58 Remote Learning - Operations	\$0		XXXX	XXXX					XXXX	XXXX
61 Supervision	\$0		XXXX							
62 Grds. Care & Maint.	\$0		XXXX	XXXX						
63 Oper. of Bldg.	\$0		XXXX	XXXX						
64 Maintenance	\$0		XXXX	XXXX						
65 Utilities	\$0		XXXX	XXXX	XXXX	XXXX	XXXX		XXXX	XXXX
67 Building and Property Security	\$0		XXXX	XXXX						
68 Ins. -Except Trans.	\$0		XXXX	XXXX	XXXX	XXXX	XXXX		XXXX	
72 Information Systems	\$0		XXXX							
73 Printing	\$0		XXXX							
74 Warehousing and Distribution	\$0		XXXX							
75 Motor Pool	\$0		XXXX							
91 Public Activities	\$0									
Budgeted Expenditures	\$68,871	\$5,000	\$0	\$3,000	\$0	\$1,500	\$7,371	\$20,000	\$17,000	\$15,000

Budgeted Indirect Expenditures: \$3,436

Total Budgeted Expenditures: \$72,307	FTE Program Staff:	Act. 21-2	Act. 21-3	Act. 27-2	Act. 27-3	Act. 31-2	Act. 31-3	Act. 32-3

Comments:
 Modified By Modified On By Org. Modified By Modified On By OSPI By OSPI



Teaching and Learning 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 Directions

FROM: Alyssa St. Hilaire
Assistant Superintendent

SUBJECT: Recommendation of Instructional Materials

DATE: December 2, 2022

In compliance with Kennewick School District Policy 2310, the following instructional materials have 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, district level curriculum advisory committee, district level instructional material committee and the Assistant Superintendent of Teaching and Learning/Secondary.

Please see attached table for recommendations for board approval:

A handwritten signature in blue ink that reads "Alyssa St. Hilaire". The signature is written in a cursive, flowing style.

Alyssa St. Hilaire
Assistant Superintendent of Teaching and Learning

Instructional Materials Committee

November 17, 2022

4:00pm-5:45pm

Attendance: Elida Alvarez, Chad Foltz, Carla Zoerb, Jeff Pieros. Allison Dabler, Tina Brewer, Madge Pedersen, Leslie Sievers, Amanda Brown, Alyssa St. Hilaire, Linda Stephenson, Rhonda Pratt, Nick Nelson, Gayle Hayne

Absent: Yvette Jaramillo, Jeff Joggerst, Jessica Robledo and Nesreen Hasson.

Title	Author	Publisher	Format	Date Published	Grade Level	Action by IMC
Frida	Kristy Placido	Fluency Matters	Book	2015	9-12, World Language	Recommended for approval
Mata la piñata	Kristy Placido	Fluency Matters	Book	2018	9-12, World Language	Recommended for approval
IXL Learning	Paul Mishkin, CEO	IXL Learning	Digital	2022	K-12, Special Education	Recommended for approval
Unique Learning Systems	Jackie Clark, CEO Collaboration of N2Y, LLC	News to You	Digital	2022	6-12, Special Education	Recommended for approval

AS:kl

**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: December 14, 2022

EXHIBIT A

	<i>Name</i>	<i>School</i>	<i>Position</i>	<i>Justification</i>	<i>FTE</i>	<i>Date</i>
NEW POSITIONS						
REHIRE						
REPLACEMENT	Jessica Nunez	Cascade	Teacher - Elem	Mace retirement	1.0	Eff. 11/16/22
LEAVE OF ABSENCE	Diana Fuentes	Fuerza	Teacher - Elem	Temporary personal leave	1.0	12/1/22-1/3/23
	Jessica Ford	Canyon View	Teacher - Elem	LOA for remainder of year	1.0	Eff. 12/1/22
	Katy Michel	Cascade	Counselor	Personal LOA	1.0	Eff. 4/14/23 to end of year.
	McKala Hamby	Cascade	Teacher - Elem	Personal LOA	1.0	Eff. 3/13/23 to end of year.
LEAVE OF ABSENCE REPLACEMENT						
RETIREMENTS	Robin Duncan	Ridge View	Librarian	Amended date	1.0	Eff. 1/29/2023
RESIGNATIONS						
IN DISTRICT TRANSFERS	Kristi DeLancy	Sgate	Teacher - Elem	Morris resig., adding .5 NON	.5 C/.5 N	Eff. 11/28/22
	Yesica Uribe	Egate to Amistad	Teacher - Elem	Gregory resignation	1.0	Eff. 2023-24

**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: December 14, 2022

EXHIBIT B

	<i>Name</i>	<i>School</i>	<i>Position</i>	<i>Justification</i>	<i>Hours</i>	<i>Date</i>
NEW POSITONS	Megan Gray	Amistad	Para/SS/LifeSkills	Program Need	6.5	11/15/2022
	Araceli Lopez	District-Wide	Temporary Health Room Personnel	Program Need	6.0	11/15/2022
	Abbie Drake-Spier	Cottonwood	Para/SS/LifeSkills	Program Need	6.5	1/4/2023
	Heidi Pace	Kamiakin	Para/SS/LifeSkills	Program Need	6.5	11/30/2022
	Stacy Johnson	Southridge	Para/SS/LifeSkills Classroom	Program Need	6.5	12/6/2022
	Talitha Heffner	District-Wide	Temporary Health Room Personnel	Program Need	6.0	11/15/2022
	Sofia Mellish-Garcia	Canyon View	Para/SS/Tier II Behavior	Program Need	6.0	11/22/2022
	Leah Singer-Jett	Southridge	Para/SS/LifeSkills	Program Need	6.5	11/22/2022
REPLACEMENT	Elizabeth Diaz	Highlands	Para/FP/BE/Bilingual	Replaces Amantina Jeppson	6.0	11/15/2022
	Elizabeth Salas	Chinook	Para/SS/LifeSkills 1-1	Replaces Shauna Payne	6.5	11/14/2022
	Faviola Samudio Chacon	Administration	Front Desk Receptionist/ Bilingual	Replaces Denisse Moran-Pandya	8.0	11/14/2022
	Deric Moore	Kamiakin	Para/SS/Resource Room	Replaces Kenton Bell	6.0	11/21/2022
	Alexis Ames	Amistad	Para/SS/Tier II Behavior	Replaces Juliana Furniss	6.0	12/1/2022
	Isabel Ramos-Barboza	Kennewick	Para/FP/LAP	Replaces Brendon Higham	7.0	12/6/2022
	Lucas Guerrero	Kennewick	Para/FP/LAP	Replaces Matias Mendoza	6.0	12/1/2022
	Raeshell Lutes	Vista	Para/BE	Replaces Paula Anderson	6.5	12/6/2022
	Becky Nichol	Hawthorne	Para/Behavior Support	Replaces Staci Burrill	6.5	12/12/2022
	Tanya Romero	Kennewick	Para/SS/Autism 1-1	Replace Scott Norr	6.5	12/16/2022
	Jordan Merrick	Sunset View	Para/SS/Tier II Autism	Replaces Minky Sim	6.0	11/15/2022
	Veronica Soria	Washington	Para/SS/Autism Classroom	Replaces Devon Nield	6.5	12/12/2022
	Doris Hurtado Rosas	Transportation	Bus Attendant		3.42	11/15/2022
	Suzi Bullock	Transportation	Bus Driver		4.25	11/17/2022

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

REPLACEMENT CONT.	Codi Bancroft	Transportation	Bus Attendant		2.92	11/21/2022
	Viv Thielmann	Transportation	Bus Attendant		3.75	11/21/2022
	Brindean Gamble	Transportation	Bus Attendant		3.33	11/22/2022
	Maria Garces Betancourt	Chinook	Para/SS/Autism Classroom	Replaces Natalie Teeples	6.5	11/29/2022
	Jake Chaussee	Facilities Services	Locksmith	Replaces Eric Thaelke	8.0	12/5/2022
	Larry Cooney	Transportation	Bus Driver		4.25	12/12/2022
	Marci Webb	Transportation	Bus Driver		4.08	12/14/2022
	Kayla Atkins	Kennewick	Para/SS/LifeSkills	Replaces Marcus Dunnigan	6.5	11/28/2022
	Scott Wheeler	Transportation	Bus Driver		4.25	11/8/2022
	Teresa Gonzales	Hawthorne	Cook	Replaces Ana Cuello	6.0	11/21/2022
	Lauralai Pellman	Kennewick	Para/SS/Autism Classroom	Replaces Gaylee Quam	6.5	11/29/2022
	Kristie Burnett	Canyon View	Para/SS/Resource Room	Replaces Shana Robinson	6.0	11/29/2022
REHIRE						
RESIGNATION	Araceli Lopez	District-Wide	Temporary Health Room Personnel		6.0	11/15/2022
	Laurie Legard	Ridge View	Para/BE		2.75	11/14/2022
	Danna Smith	Desert Hills	Kitchen Manager		6.75	11/30/2022
	Megan Gray	Amistad	Para/SS/LifeSkills	To sub para	6.5	12/1/2022
	Maleyna Fuentes	ECEAP	Para/ECEAP	To sub para	8.0	12/20/2022
	Amita Thatsana	Cottonwood	Para/FP/LAP		5.0	1/13/2023
	Lynn Huisigh	Lincoln	Lead Secretary	To sub secretary	8.0	12/21/2022
	Eli Crosby	Transportation	Bus Driver		5.08	1/6/2023
	Viv Thielmann	Transportation	Bus Attendant	To sub bus attendant	3.75	12/9/2022
	Veronica Baldrige	Amistad	Para/SS/LifeSkills	To sub para	6.5	12/12/2022
	Carly McDaniel	Chinook	Para/SS/Tier II Autism		6.0	12/14/2022
	Claudia Jimenez	Amon Creek	Para/SS/Autism 1-1		6.5	12/15/2022
	Tara Bersosa	Vista	Para/BE		6.2	12/9/2022
	Juana Perez	Washington	Para/FP/BE/LAP		6.0	12/21/2022
	Benjamin Johnson	Horse Heaven Hills	Para/SS/LifeSkills		6.5	12/1/2022

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

LEAVE OF ABSENCE	Philip Smith	Westgate	Para/SS/Tier II Autism	To student teach; Until 4/17/2023	6.0	1/4/2023
	Kathryn Martell	ECEAP	Para/ECEAP	To student teach	8.0	1/4/2023
	America Fonseca	Highlands	Para/SS/Resource Room	To student teach	6.0	1/4/2023
RESIGNED FROM LOA	Elizabeth Rivera	Transportation	Bus Attendant		N/A	11/16/2022
	Holly Levy	N/A	Para		N/A	12/11/2022
	Jessica Garcia	Sunset View	Para/SS/Tier II Autism		6.0	11/17/2022
LAYOFF						
RETIREMENT						
RETURN FROM LOA	Brenda Cardona	Canyon View	Para/FP/ELL/ESL	Replaces Carol Dickson	6.0	12/7/2022
TERMINATION						

EXTRACURRICULAR ELECTIONS, LEAVES OF ABSENCE AND TERMINATIONS

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, December 14, 2022

EXHIBIT C SUPPLEMENTAL CONTRACTS ELECTIONS AND TERMINATIONS

	<i>NAME</i>	<i>SCHOOL</i>	<i>POSITION</i>	<i>JUSTIFICATION</i>	<i>HOURS</i>	<i>DATE</i>
NEW POSITIONS						2022-2023 Sc Yr
REPLACEMENT POSITIONS						2022-2023 Sc Yr
	Robert Martin	Desert Hills MS	Assist Boys Basketball	Emergency Hire – Based on Numbers		
	Shaun Suss	Desert Hills MS	Assist Boys Basketball	Demerenyc Hire – Based on Numbers		2022-2023 Sc Yr
	Lisa Martin	Horse Heaven Hills MS	Head Girls Basketball	Replaces Alexandra Sparhawk		2022-2023 Sc Yr
	Zayid Al-Ghani	Southridge HS	Assist Boys Wrestling	Replaces .5 – Steven Davis		2022-2023 Sc Yr
	Jose Mendoza	Southridge HS	Assist Boys Wrestling	Replaces .5 – Steven Davis		2022-2023 Sc Yr
	Deric Moore	Kamiakin HS	Marching Band	Replaces Aaron Clark		2022-2023 Sc Yr
	Megan Deines	Desert Hills MS	Head Girls Basketball	Replaces Crithy Legard		2022-2023 Sc Yr
	Cyle DeLeon	Desert Hills MS	Assistant Wrestling	Rehire		2022-2023 Sc Yr
						2022-2023 Sc Yr
						2022-2023 Sc Yr
						2022-2023 Sc Yr
						2022-2023 Sc Yr
						2022-2023 Sc Yr
						2022-2023 Sc Yr
						2022-2023 Sc Yr
						2022-2023 Sc Yr
						2022-2023 Sc Yr
						2022-2023 Sc Yr
						2022-2023 Sc Yr
						2022-2023 Sc Yr
						2022-2023 Sc Yr

LEAVE OF ABSENCE	<i>NAME</i>	<i>SCHOOL</i>	<i>POSITION</i>	<i>COMMENTS</i>	<i>DATE</i>
	Seth Powers	Highlands MS	Assistant Girls Basketball	One Year LOA	2022-2023 Sc Yr
					2022-2023 Sc Yr
					2022-2023 Sc Yr
RESIGNATIONS	<i>NAME</i>	<i>SCHOOL</i>	<i>POSITION</i>	<i>COMMENTS</i>	
	Eddy Mendoza	KENEWICK HS	Assistant Wrestling	.5 FTE Contract	2022-2023 Sc Yr
	Tim Bisson	Chinook MS	Head Girls Basketball	Resigned	2022-2023 Sc Yr
	Christy Legard	Desert Hills MS	Head Girls Basketball	Resigned	2022-2023 Sc Yr



DR. DOUG CHRISTENSEN / *Associate Superintendent of Human Resources*

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

PHONE: (509) 222-5010 • FAX: (509) 222-5051

doug.christensen@ksd.org

To: Kennewick School District Board Members
From: Doug Christensen, Associate Superintendent of Human Resources
Date: December 9, 2022
Re: **Future School Year Calendars**

The current KSD-KEA collective bargaining agreement (CBA) specifies that school year calendars will be developed for the duration of the CBA plus one year. Establishing multi-year calendars helps families and staff to plan accordingly.

The KSD-KEA collective bargaining agreement specifies the following:

Multi-year Calendar

The Calendar Committee will use the following parameters to develop a calendar (or calendars) for the duration of the CBA plus one year. The one additional year will be subject to changes in bargaining:

- Benton Franklin County Fair
- graduation
- spring break
- winter break
- first day of school
- last day of school
- holidays
- snow days
- ½ day employee release to exchange for Open House attendance
- last day for seniors
- conferencing and report card prep
- optional Professional Development Days

The Calendar Committee convened, per the CBA, to develop future school year calendars for school years 2023-24 through 2026-27. Calendars are presented for Board approval.

Aug 2023				
M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

24 Staff Professional Day
 28 Staff Professional Day
 29 Professional Day & Staff Welcome Back
 30 First Day of School (ER K-8)

Sep 2023				
M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

4 No School (K-12) - Labor Day
 13 Early Release (9-12)
 22 No School (K-12) - Staff Professional Day (Focus on Instruction)

Oct 2023				
M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

4 Early Release (9-12)
 13 Mid-Trimester (K-5)
 13 No School for Kindergarten Students
 20 No School (K-12) Staff Professional Day

Nov 2023				
M	T	W	T	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

1 Early Release (9-12)
 3 End of 1st Quarter (6-12)
 9 Early Release (K-5) Report Card Prep
 10 No School (K-12) Veteran's Day
 20 No School (K-12) Conferences
 21 Early Release (K-8) Conferences
 22 Early Release (K-12)
 23-24 No School (K-12) Thanksgiving
 30 End of 1st Trimester

Dec 2023				
M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

6 Early Release (9-12)
 20 Early Release (K-12)
 21-29 No School (K-12) Winter Break

Jan 2024				
M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

1-2 No School (K-12) Winter Break
 10 Early Release (9-12)
 15 No School (K-12) MLK Jr. Day
 24-26 High School Finals
 26 Mid-Trimester (K-5)
 26 End of 1st Semester - Early Release (6-12)

Feb 2024				
M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	

7 Early Release (9-12)
 16 Early Release (K-12)
 19 No School (K-12) Presidents' Day
 28 Early Release (9-12)

Mar 2024				
M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

8 Early Release (K-5), End of 2nd Trimester, Report Card Prep
 11 No School (K-12) (Snow Make-up)
 14-15 Early Release (K-5) Conferences
 22 No School (K-12) Professional Day
 27 Early Release (9-12)
 29 End of 3rd Quarter (6-12)

Apr 2024				
M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

1-5 No School (K-12) Spring Break
 26 Mid-Trimester (K-5)

May 2024				
M	T	W	T	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

8 Early Release (9-12)
 24 No School (K-12) (Snow Day Make-up)
 27 No School (K-12) Memorial Day

Jun 2024				
M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

7 Early Release (K-5) Report Card Prep
 8 Class of 2023 Graduation
 10-12 High School Finals
 12 Early Release (K-12) - Last Day of School (30 days) (44 days)

Jul 2024				
M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

Every Wednesday is Early Release for K-8 students except for Highlands and Park Middle Schools. March 11 and May 24 are scheduled snow make-up days. Any other days that need to be made up will be added to the end of the school year.

Aug 2024				
M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

22 Staff Professional Day
 26 Staff Professional Day
 27 Professional Day & Staff Welcome Back
 28 First Day of School (ER K-8)

Sep 2024				
M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

2 No School (K-12) - Labor Day
 11 Early Release (9-12)
 20 No School (K-12) - Staff Professional Day (Focus on Instruction)

Oct 2024				
M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

2 Early Release (9-12)
 11 Mid-Trimester (K-5)
 11 No School for Kindergarten Students
 18 No School (K-12) Staff Professional Day
 30 Early Release (9-12)

Nov 2024				
M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

1 End of 1st Quarter (6-12) (45 days)
 8 Early Release (K-5) Report Card Prep
 11 No School (K-12) Veteran's Day
 22 Early Release (K-8) Conferences, End of 1st Trimester,
 25 No School (K-12) Conferences
 26 Early Release (K-8) Conferences (30 days)
 27 Early Release (K-12)
 28-29 No School (K-12) Thanksgiving

Dec 2024				
M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

4 Early Release (9-12)
 23-31 No School (K-12) Winter Break

Jan 2025				
M	T	W	T	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

1-3 No School (K-12) Winter Break
 15 Early Release (9-12)
 20 No School (K-12) MLK Jr. Day
 22-24 High School Finals
 24 Mid-Trimester (K-5)
 24 End of 1st Semester - Early Release (6-12)

Feb 2025				
M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

5 Early Release (9-12)
 14 Early Release (K-12)
 17 No School (K-12) Presidents' Day
 28 No School (K-12) Professional Day

Mar 2025				
M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

5 Early Release (9-12)
 7 Early Release (K-5), End of 2nd Trimester, Report Card Prep
 17 No School (K-12) (Snow Make-up)
 19 Early Release (9-12)
 20-21 Early Release (K-5) Conferences
 28 End of 3rd Quarter (6-12)
 31 No School (K-12) Spring Break

Apr 2025				
M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

1-4 No School (K-12) Spring Break
 25 Mid-Trimester (K-5)

May 2025				
M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

7 Early Release (9-12)
 23 No School (K-12) (Snow Day Make-up)
 26 No School (K-12) Memorial Day

Jun 2025				
M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

6 Early Release (K-5) Report Card Prep
 7 Class of 2023 Graduation
 10-12 High School Finals
 12 Early Release (K-12) - Last Day of School

Jul 2025				
M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

Every Wednesday is Early Release for K-8 students except for Highlands and Park Middle Schools. March 17 and May 23 are scheduled snow make-up days. Any other days that need to be made up will be added to the end of the school year.

Aug 2025				
M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

21 Staff Professional Day
 25 Staff Professional Day
 26 Professional Day & Staff Welcome Back
 27 First Day of School (ER K-8)

Sep 2025				
M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

1 No School (K-12) - Labor Day
 10 Early Release (9-12)
 26 No School (K-12) - Staff Professional Day (Focus on Instruction)

Oct 2025				
M	T	W	T	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

1 Early Release (9-12)
 10 Mid-Trimester (K-5)
 10 No School for Kindergarten Students
 24 No School (K-12) Staff Professional Day
 29 Early Release (9-12)
 31 End of 1st Quarter (6-12)

Nov 2025				
M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

7 Early Release (K-5) Report Card Prep
 11 No School (K-12) Veteran's Day
 21 End of 1st Trimester, Early Release- (K-8) Conferences
 24 No School (K-12) Conferences
 25 Early Release (K-8) Conferences
 26 Early Release (K-12)
 27-28 No School (K-12) Thanksgiving

Dec 2025				
M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

10 Early Release (9-12)
 22-31 No School (K-12) Winter Break

Jan 2026				
M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

1-2 No School (K-12) Winter Break
 14 Early Release (9-12)
 19 No School (K-12) MLK Jr. Day
 21-23 High School Finals
 23 End of 1st Semester - Early Release (6-12)
 23 Mid-Trimester (K-5)

Feb 2026				
M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27

4 Early Release (9-12)
 13 Early Release (K-12)
 16 No School (K-12) Presidents' Day
 27 No School (K-12) Professional Day

Mar 2026				
M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

4 Early Release (9-12)
 13 Early Release (K-5), End of 2nd Trimester, Report Card Prep
 16 No School (K-12) (Snow Make-up)
 19-20 Early Release (K-5) Conferences
 18 Early Release (9-12)
 27 End of 3rd Quarter (6-12)
 30-31 No School (K-12) Spring Break

Apr 2026				
M	T	W	T	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

1-3 No School (K-12) Spring Break
 24 Mid-Trimester (K-5)

May 2026				
M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

6 Early Release (9-12)
 22 No School (K-12) (Snow Day Make-up)
 25 No School (K-12) Memorial Day

Jun 2026				
M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

3 Early Release (K-5) Report Card Prep
 6 Class of 2023 Graduation
 9-11 High School Finals
 11 Early Release (K-12) - Last Day of School

Jul 2026				
M	T	W	T	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

Every Wednesday is Early Release for K-8 students except for Highlands and Park Middle Schools. March 16 and May 22 are scheduled snow make-up days. Any other days that need to be made up will be added to the end of the school year.

Aug 2026				
M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

27 Staff Professional Day
31 Staff Professional Day

Sep 2026				
M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

1 Professional Day & Staff Welcome Back
2 First Day of School (ER K-8)
7 No School (K-12) - Labor Day
16 Early Release (9-12)
25 No School (K-12) - Staff Professional Day (Focus on Instruction)
30 Early Release (9-12)

Oct 2026				
M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

9 No School for Kindergarten Students
16 Mid-Trimester (K-5)
23 No School (K-12) Staff Professional Day

Nov 2026				
M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

4 Early Release (9-12)
6 End of 1st Quarter (6-12)
11 No School (K-12) Veteran's Day
13 Early Release (K-5) Report Card Prep
20 Early Release- (K-8) Conferences
23 No School (K-12) Conferences
24 Early Release (K-8) Conferences
25 Early Release (K-12)
26-27 No School (K-12) Thanksgiving

Dec 2026				
M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

4 End of 1st Trimester – Early Release (6-12)
9 Early Release (9-12)
21-31 No School (K-12) Winter Break

Jan 2027				
M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

1 No School (K-12) Winter Break
13 Early Release (9-12)
18 No School (K-12) MLK Jr. Day
27-29 High School Finals
29 End of 1st Semester - Early Release (6-12)
29 Mid-Trimester (K-5)

Feb 2027				
M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26

3 Early Release (9-12)
12 Early Release (K-12)
15 No School (K-12) Presidents' Day
26 No School (K-12) Professional Day

Mar 2027				
M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

3 Early Release (9-12)
12 Early Release (K-5), End of 2nd Trimester, Report Card Prep
18-19 Early Release (K-5) Conferences
22 No School (K-12) (Snow Make-up)
31 Early Release (9-12)

Apr 2027				
M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

2 End of 3rd Quarter (6-12)
5-9 No School (K-12) Spring Break

May 2027				
M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

7 Mid-Trimester (K-5)
12 Early Release (9-12)
28 No School (K-12) (Snow Day Make-up)
31 No School (K-12) Memorial Day

Jun 2027				
M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

4 Early Release (K-5) Report Card Prep
12 Class of 2023 Graduation
15-17 High School Finals
17 Early Release (K-12) - Last Day of School (30 days)

Jul 2027				
M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

Every Wednesday is Early Release for K-8 students except for Highlands and Park Middle Schools. March 22 and May 28 are scheduled snow make-up days. Any other days that need to be made up will be added to the end of the school year.



Toni Neidhold

Director of Human Resources

1000 W. 4th Avenue

Kennewick, WA 99336

(509) 222-5010 | toni.neidhold@ksd.org | ksd.org

To: Kennewick School District Board Members
From: Toni Neidhold, Director of Human Resources
Date: December 8, 2022
Re: **Summary of Maintenance and Operations-KSD Collective Bargaining Agreement 2022-2025**

An overview of the terms of collective bargaining agreement are as follows:

- Contract duration: 3 years
- Compensation: *The state salary flow through of the Implicit Price Deflator (IPD) only for each of the 3 years. On an annual basis, the state applies an inflation rate to salary allocations to districts equivalent to the Implicit Price Deflator (IPD). For 2022-23, the IPD is 5.5%. The IPD, as determined by the state, will be applied to the base salary schedule (Schedule A) each year the next three years. Structural Journeyman wages were increased an additional \$1.50 per hour above the 5.5% IPD and Mechanical Journeyman wages were increased an additional \$2.50 per hour above the 5.5% IPD to be competitive with prevailing wages in our neighboring districts and community. Salary schedule steps and longevity steps were also adjusted.*
- Other mutually beneficial contract language updates and adjustments with no costs. For example:
 - *Bereavement and Personal Leave language*
 - *Decreasing days in transfer qualification language*
 - *Updated Paid Family Medical Leave and benefits language*
 - *Required training for security staff*

A full ratification document with all changes in blue font is attached.

The KSE-M&O Collective Bargaining Agreement is presented for Board approval.

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Key: Black = Current CBA Language **Blue = New Language** ~~Strikethrough = Deleted Language~~

Article	Section	Proposal	Date TA														
		<p><u>Section 1.4.</u> The bargaining unit to which this Agreement is applicable shall consist of all regular full-time and part-time classified employees in the following general job classifications: Mechanical to include Electricians, Plumbers, HVAC, Boilers and Vehicle Mechanics; Structural to include Carpenters, Painters, Welders. Locksmith (Grandfathered), Warehouse/Delivery, Printshop, Grounds, Custodial, Security; and General Laborer.</p>	<p>10/6/22</p>														
		<p><u>Section 4.8.</u> The District agrees to provide the following employee information in electronic format to the regional PSE office membership@pseofwa.org, and to the chapter president or membership officer (or whomever is responsible for membership), and the PSE Field Representative on a monthly basis:</p> <ul style="list-style-type: none"> • Employee Names (who are hired, rehired, reinstated, transferred, reclassified, any type of leave including retirement) • Addresses (personal and work) • Phone Numbers (personal and work) • Email Addresses (personal and work) • ID Number • Job Classification • Job title • Job Location • Hire Date • Regular Dues/Agency Fee/Religious Objector Status Union dues paid 	<p>10/6/22</p>														
		<p><u>Section 8.1 Holidays</u> All employees shall receive the following paid holidays that fall within their work year:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">1. New Year's Day</td> <td style="width: 50%;">7. Thanksgiving Day</td> </tr> <tr> <td>2. Presidents' Day</td> <td>8. Day after Thanksgiving Day</td> </tr> <tr> <td>3. Memorial Day</td> <td>9. Day before or day after Christmas</td> </tr> <tr> <td>4. Independence Day</td> <td>10. Christmas Day</td> </tr> <tr> <td>5. Labor Day</td> <td>11. Martin Luther King Day</td> </tr> <tr> <td>6. Veterans' Day</td> <td>12. Juneteenth (June 19)</td> </tr> <tr> <td></td> <td>13. Day before or day after New Year's Day</td> </tr> </table> <p>Holidays will be listed in calendar order</p>	1. New Year's Day	7. Thanksgiving Day	2. Presidents' Day	8. Day after Thanksgiving Day	3. Memorial Day	9. Day before or day after Christmas	4. Independence Day	10. Christmas Day	5. Labor Day	11. Martin Luther King Day	6. Veterans' Day	12. Juneteenth (June 19)		13. Day before or day after New Year's Day	<p>11/1/22</p>
1. New Year's Day	7. Thanksgiving Day																
2. Presidents' Day	8. Day after Thanksgiving Day																
3. Memorial Day	9. Day before or day after Christmas																
4. Independence Day	10. Christmas Day																
5. Labor Day	11. Martin Luther King Day																
6. Veterans' Day	12. Juneteenth (June 19)																
	13. Day before or day after New Year's Day																

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Article	Section	Proposal	Date TA
		<p><u>Section 9.2. Bereavement Leave.</u> One (1) to five (5) days in succession will be granted by the supervisor without deduction in pay Each employee shall be entitled to one (1) to a maximum of five (5) days leave with pay for each occasion when the absence is caused by the death of a relative or other (as approved by the District). for bereavement leave when such absence is occasioned by the death of a relative. The number of days granted shall be mutually determined between the employee and his/her supervisor. Bereavement leave is allowed to be taken in hourly increments, or half day or whole day increments. Additional days in excess of the five (5) bereavement days may be requested shall there be extenuating circumstances, as related to an immediate family member. Additional leave shall be deducted from vacation or personal leave if approved by Human Resources. Relative is to include domestic partner and family of domestic partner. The number of days granted shall be determined between the employee and supervisor. Employees shall be allowed time off entitled to up to one (1) day with pay to attend the funeral of a friend or co-worker. An official death notice, funeral notice or program may be requested by Supervisor upon the employee's return.</p>	<p>10/20/22</p>
		<p><u>Section 9.3.2 Personal Leave</u> Each employee shall be granted entitled to annually three (3) days of personal leave discrete from sick leave. Employees may cash out unused days of personal leave at 100% of employee's current hourly rate of pay or accumulate An employee may accrue up to a maximum of four (4) five (5) days of unused personal leave, or may cash out a maximum of two (2) days of unused leave at current rate of pay in August or may roll unused leave one-hundred percent (100%) into the employee's sick leave bank, as long as the sick leave does not exceed a total accrual of twelve (12) days per year or any combination thereof. The appropriate district form must be completed and turned into payroll by July 31st of each year. Notification, whenever possible, will be scheduled with the Immediate Supervisor in advance. Employees shall be entitled to use personal leave in hourly, half day (1/2 day), or full day increments.</p>	<p>11/1/22</p>
		<p><u>Section 9.7.2</u> Workers Compensation (L & I) or Medical Leave of Absence. When an employee is anticipated to be on extended leave of less than ninety (90) consecutive workdays for documented medical reasons the temporarily vacated position will be filled by a substitute employee, if a need exists. When an employee is anticipated to be on an extended leave of more than ninety (90) consecutive days and up to fifteen (15) twelve (12) calendar months, the position will be posted</p>	<p>10/20/22</p>

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Article	Section	Proposal	Date TA
		<p>as temporary in accordance with Section 10.8.1. for up to fifteen (15) twelve (12) calendar months, inclusive of the initial date of absence. If it is known through medical documentation or the employee’s self-report that the medical leave will exceed fifteen (15) twelve (12) calendar months inclusive of FMLA and paid sick leave, their position will be posted as a continuing position. If the District has received medical notification that the employee will no longer be able to perform the essential functions of the position, and after discussion with the employee, the District has determined that no reasonable accommodation can be made, the position will be posted as a continuing position. The employee may remain on a leave of absence and will be eligible to bid on available positions, for which they are qualified or will be placed in a position in accordance with Section 9.7.2., when released to return to work. Employees shall retain their seniority date during this period for up to two (2) years from the initial date of leave.</p> <p>The returning employee will be assigned to a comparable position if available to the position occupied before the leave of absence. An employee returning from a Leave of Absence defined under Section 9.7.1. & 9.7.2 or lay-off as defined under Article X without an established position will be placed in a substitute or temporary position until a successful bid on an available position takes place. During this time, the employee will be paid at the wage of the position he/she is substituting in; but at the Step they were on prior to the Leave of Absence/Layoff, and will not receive other benefits, but may continue COBRA (insurance) payment. Seniority will continue as defined in Section 10.5.</p>	
		<p>Memorializing MOU dated 8/13/21</p> <p><u>Section 9.8.</u> Employees are eligible to apply for Paid Family and Medical Leave (PFML) benefits as allowed by law:</p> <ul style="list-style-type: none"> • The District shall annually notify employees about the benefits available under PFML. • Employees will be required to file a claim for PFML benefits with the Employment Security Division (ESD) at the following email address https://paidleave.wa.gov/get-ready-to-apply/ all payments will come from the ESD. • PFML benefits shall include up to twelve (12) weeks of paid leave per year to care for self or family unless otherwise extended by specific circumstances. See above website. 	<p>10/6/22</p>

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Article	Section	Proposal	Date TA
		<ul style="list-style-type: none"> • To qualify for PFML, employees must work eight hundred and twenty (820) hours or more in the qualifying period, which shall be defined as the first four (4) of the last five (5) completed calendar quarters starting from which the employee makes their claim for benefits. PFML may not be taken without a qualifying event. • Employees should go to https://esd.wa.gov/paid-family-medical-leave/benefits or www.paidleave.wa.gov for all information pertaining to this leave. • All paid leave shall count towards hours worked for PFML accrual purposes. If paid leave is used concurrently with PFML it will be considered a supplemental benefit. Example: (PFML may pay 90% of employee’s wage, employee may utilize their own leaves to supplement the 10% pay loss). 	
		<p><u>Section 10.7.1.</u> Full time and regular employees who bid on and are awarded a position in a classification outside their current classification or a Lead position in accordance with Section 10.7., shall be considered to be in a qualification period not to exceed sixty (60) twenty (20) workdays, with the right to return to his/her previous position. During this period, the employee will be evaluated and/or trained in the skills and requirements of the new position. A substitute employee shall be assigned to fill such employee’s former position during the qualification period if necessary. An employee may voluntarily request to return to his/her former position or may be returned to his/her former position if found to be deficient in the skills of the position during the qualification period. Any decision to return an employee to his/her former position will be made by the sixtieth (60th) twentieth (20th) workday.</p> <p>Employees who apply for and are awarded the General Laborer position will only have sixty (60) workdays to return to their former position, regardless of the six (6) month qualification period per Section 13.3. Return rights after the sixty (60) workdays will be adhered to as per Section 13.3.</p>	<p>11/1/22</p>
		<p><u>Section 10.8</u> With the exception of 10.7.1, the District shall publicize the availability of post-all new or vacant positions within ten (10) workdays of the creation of such openings. All open positions shall be posted at each building in designated areas or placed in Job posting notebooks. Posting at Maintenance and Transportation shall be posted in the Mechanics area, the Maintenance office area, and the</p>	<p>10/14/22</p>

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Article	Section	Proposal	Date TA
		<p>Warehouse. A copy of each posting shall be provided emailed to the Chapter President. All postings shall be publicized posted on the District website for five (5) workdays, at the above noted sites, before the opening is filled. The job posting shall include the minimum hourly rate.</p>	
		<p>Based on MOU signed January 2020 which will create a re-numbering of Article XII. The parties acknowledge that Sections: 12. 2., 12.3., 12.4., 12.7., 12.8., 12.9, 12.10., 12.11., 12.12., and 12.13. will sunset with the implementation of the SEBB.</p> <p><u>Section 12.1.</u> The parties agree to abide by state law relating to School District Employees Benefits. The School District shall not use state benefit allocations for any purpose other than insurance benefits.</p> <p>The employer agrees to provide the insurance plans, follow employee eligibility rules and provide funding for all bargaining unit members and their dependents as required by State law, the State Operating Budget, and the School Employees’ Benefits’ Board (SEBB). Inclusive of employer funding will be payment of the retiree carve-out for all eligible employees.</p> <p><u>Eligibility</u></p> <ul style="list-style-type: none"> • SEBB health care plans are available for individual employees who work a minimum of 630 hours or are anticipated to work 630 hours or more in school year (September 1 – August 31). <p><u>Programs</u></p> <p>The regionally accessible health care programs provided by SEBB carriers will be available to employees and will include:</p> <p><u>REQUIRED (100% covered premium)</u></p> <ul style="list-style-type: none"> • Vision • Dental • Basic Life • Long Term Disability • AD&D Insurance <p><u>Voluntary</u></p> <ul style="list-style-type: none"> • SEBB medical plans <p><u>Other Benefits</u> Flexible Spending Arrangement, Medical Flex, Savings Accounts, Dependent Care Assistance, and other voluntary</p>	<p>10/6/22</p>

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Article	Section	Proposal	Date TA
		<p>employee paid SEBB programs will be available to employees under terms as determined by SEBB. The District will provide access to an</p> <p>Employee Assistance Program at no cost to the employee. Other Non-SEBB programs are available to employees but are not funded from the amount provided by the District.</p> <p>The District and Association will mutually determine non-SEBB voluntary plans. These plans may not be implemented without prior written agreement of the District and Association. A list of the programs eligible for payroll deduction is available at the District payroll office.</p> <p><u>Enrollment Period</u> Enrollment period will be from October 1 to November 15 or as otherwise set by SEBB. When the enrollment ends, no insurance options may be added or deleted during the contract year except for changes in family status or job status. If an employee fails to enroll within the open enrollment period the employee will be placed on the default medical, dental and vision plans as determined by SEBB.</p> <p>If an employee is hired after the open enrollment period, he or she may enroll in approved plans prior to the first day of the following month. If the employees fail to enroll, they will be placed in a default medical, dental and vision plans as determined by SEBB. Coverage will begin the first day of the month following the date of hire.</p> <p><u>Termination of Benefits</u> For employees who resign their position but are employed through the last workday of the school year, their resignation will be deemed effective on August 31 and their SEBB benefits will continue to that date. When resignation/termination takes places during the school year, the employee’s SEBB benefits will continue to the last day of the month in which resignation/terminations occurs.</p> <p><u>Sharing Health Care Contributions</u> SEBB does not allow for dual coverage within SEBB. Spouses/domestic partners who are both employees of the District may choose to enroll both employees for medical coverage under one (1) SEBB account along with medical and</p>	

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Article	Section	Proposal	Date TA
		<p>required benefits for their dependents. However, each employee must register for dental, vision and other required benefits under their own SEBB account.</p> <p><u>Health Care Authority (HCA)</u> The HCA contributions will be paid in full by the district SEBB remittance.</p> <p><u>Ineligibility</u> If the District does not anticipate an employee will be eligible, they must notify the employee as per all SEBB rules and laws. The District will not deny or limit an employee’s work hours for the purpose of preventing SEBB benefit eligibility.</p>	
		<p>Memorializing MOU dated 8/13/21</p> <p><u>Section 13.7.</u> District Security staff shall be required to complete training on thirteen (13) mandated topics within six (6) months of starting their position. Requirements also include two days of on-the-job training and six (6) check-ins with identified experienced staff. ESDs are required to develop and administer an annual safety and security staff training program that meets these training requirements. Classroom training can be done remotely or in-person, synchronously or asynchronously. Notification will be provided thirty (30) days prior to the training being offered, if possible. Registration fees shall be covered by the district and if the training will be conducted outside of the employees regular contracted day, the employee shall be paid their regular rate of pay. Current security staff hired prior to this agreement shall be allowed to complete this training within six (6) months from the first day of school, unless otherwise agreed upon by the parties.</p>	<p>10/6/22</p>
		<p><u>Section 14.1. Authorizations and Revocations.</u> Each employee subject to this Agreement, who, on the effective date of this Agreement, is a member of the Association in good standing shall, as a condition of employment, maintain membership in the Association in good standing during the period of this Agreement.</p> <p>An employee's written, electronic, or recorded voice authorization to have the employer deduct membership dues from the employee's salary must be made by the employee to Public School Employees of Washington (PSE). If the employer receives a request for authorization of deductions, the employer shall as soon as practicable forward the request to Public School Employees of Washington (PSE).</p>	<p>10/6/22</p>

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Article	Section	Proposal	Date TA
		<p>Upon receiving notice of the employee's authorization from Public School Employees of Washington (PSE) the employer shall deduct from the employee's salary membership dues and remit the amounts to Public School Employees of Washington (PSE), by the first Monday following payroll.</p> <p>The employee's authorization remains in effect until expressly revoked by the employee in accordance with the terms and conditions of the authorization. An employee's request to revoke authorization for payroll deductions must be in writing and submitted by the employee to Public School Employees of Washington (PSE) in accordance with the terms and conditions of the authorization. Revocations will not be accepted by the employer if the authorization is not obtained by the employee to Public School Employees of Washington (PSE). After the employer receives confirmation from the exclusive bargaining representative that the employee has revoked authorization for deductions, the employer shall end the deduction effective on the first payroll after receipt of the confirmation. The employer shall rely on information provided by the exclusive bargaining representative regarding the authorization and revocation of deductions.</p> <p><u>Section 14.2.</u> All employees subject to this Agreement who are not members of the Association on the effective date of this Agreement, and all employees subject to this Agreement who are hired at a time subsequent to the effective date of this Agreement, shall, as a condition of employment, become members of the Association. Such employee shall then maintain membership in the Association or pay a representation fee during the period of this Agreement.</p> <p><u>Section 14.3.</u> The parties recognize that an employee should have the option of declining to participate as a member in the Association, yet contribute financially to the activities of the Association in representing such employee as a member of the collective bargaining unit. Therefore, as an alternative to, and in lieu of the membership requirements of the previous sections of this Article, an employee who declines membership in the Association may pay to the Association each month a representation fee as a contribution towards the administration of this Agreement in an amount equal to the regular monthly dues. This representation fee shall be collected by the Association in the same manner as monthly dues.</p>	

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Section 14.4.

~~Any current employee, who refuses to become a member of the Association in good standing or pay the representation fee in accordance with the previous sections, shall be immediately discharged from employment by the District.~~

Section 14.5 2. New Employee Access.

The District will notify the Association of all new hires within ten (10) workdays of the hire date. ~~At the time of hire, the District will inform the new hire of the terms and conditions of this Article.~~ **The District will provide the exclusive bargaining representative/Association representative reasonable access to new employees of the bargaining unit for the purposes of presenting information about PSE to the new employee. The presentation may occur during a new employee orientation provided by the District, or at another time mutually agreed to by the District and PSE. The District’s representatives shall not be present during PSE’s presentation.**

“Reasonable access” for the purposes of this section means:

- The access to the new employee occurs within ten (10) days of the employee’s start date within the bargaining unit;**
- The access is for no less than thirty (30) paid minutes; and**
- The access occurs during the new employee’s regular work hours at the employee’s regular worksite, or at a location mutually agreed to by the District and PSE.**

The District will provide PSE monthly electronic list of all newly hired bargaining unit employees. Information shall include: employee name, address, personal phone number, personal email address, classification, job title, work location, and start date.

Section 14.6.

~~Nothing contained in this Agreement shall require Association membership of employees who object to such membership based on bona fide religious tenets or teachings of a church or religious body of which such employee is a member. Such employee shall pay an amount equivalent to normal dues to a nonreligious charity or other charitable organization mutually agreed upon by the employee and the Association. The employee shall furnish written proof that such payment has been made. If the employee and the Association cannot agree on such matter, it shall be resolved by the Public Employment Relations Commission pursuant to RCW 41.56.122.~~

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Article	Section	Proposal	Date TA
		<p><u>Section 14.7 3. Check Off.</u> The District shall deduct PSE dues or a representation fee from the pay of all eligible employees. The District shall transmit all such funds deducted to the Treasurer of the Public School Employees of Washington on a monthly basis.</p> <p>It is mutually agreed that in accordance with RCW 41.56.110, the School District shall withhold the employee’s current monthly dues, assessments, voluntary political contributions by payroll deduction upon an employee’s written, electronic, or recorded voice authorization and remit them to the Treasurer of the State Office of the Public School Employees of Washington. Transmissions will include payments and electronic list of all represented employees with deduction amounts. A dues remittance form needs to accompany the payment every month and include membership status changes.</p> <p><u>Section 14.8 4. Political Action Committee.</u> The District shall, upon receipt of a written authorization form that conforms to legal requirements, deduct from the pay of such bargaining unit employee the amount of contribution the employee voluntarily chooses for deduction for political purposes and shall transmit the same electronically to the Union on the Union dues transmittal check. The employee may revoke the request at any time. At least annually, the employee shall be notified by the PSE State Office about the right to revoke the request.</p>	
		<p><u>Section 17.2.1.</u> Salaries contained in Schedule A shall be for the entire term of this Agreement.</p> <ul style="list-style-type: none"> • 2022-2023: All employees shall receive a five-point five (5.5%) IPD increase. Structural Journeyman will receive a one dollar and fifty cent (\$1.50) per hour increase in addition to the 5.5% IPD increase. Mechanical Journeyman will receive a two dollar and fifty cent (\$2.50) per hour increase in addition to the 5.5% IPD increase. • 2023-24: All employees receive IPD. • 2024-25: All employees receive IPD. 	
		<p><u>Section 17.2.3.</u> Incremental steps, where applicable shall take effect as follows:</p>	

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Article	Section	Proposal	Date TA
		<p><u>260 Day Employees</u></p> <p>Step 1: Assigned to all new employees with limited experience in the field for which they are hired.</p> <p>Step 2: Assigned at the beginning of the next contract year (September 1st), as long as the employee has been in Step 1 for at least six (6) months of the previous contract year or for new employees with significant experience in the position for which they are hired.</p> <p>Step 3: Will be applied to those beginning their 10th 5th year of service within the bargaining unit on September 1st following the anniversary date of that year.</p> <p>Step 4: Longevity: Will be applied to those beginning their 16th 8th year of service within the District on September 1st following the anniversary date of that year.</p> <p>Longevity (12-15 Years): Will be applied to those beginning their 12th year of service with the District on September 1st following the anniversary date of that year. Longevity is .75% above Step 4.</p> <p>Longevity (16-20 Years): Will be applied to those beginning their 16th year of service with the District on September 1st following the anniversary date of that year. Longevity is 1.5% above Step 4.</p> <p>Longevity (21+ Years): Will be applied to those beginning their 21st year of service with the District on September 1st following the anniversary date of that year. Longevity is 2.5% above Step 4.</p> <p><u>Less than 260 Day Employees</u></p> <p>Step 1: Assigned to all new employees with limited experience in the position for which they are hired.</p> <p>Step 2: At the beginning of the next contract year (September 1st) as long as the employee as been in Step 1 for at least six (6) months of the previous contract year or for new employees with significant experience in the position for which they are hired.</p> <p>Step 3: Will be applied to those beginning their 10th 5th year of service within the bargaining unit on September 1st following the anniversary date of that year.</p>	

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Article	Section	Proposal	Date TA
		<p>Step 4: Longevity: Will be applied to those beginning their 16th 8th year of service within the District on September 1st following the anniversary date of that year.</p> <p>Longevity (12-15 Years): Will be applied to those beginning their 12th year of service with the District on September 1st following the anniversary date of that year. Longevity is .75% above Step 4.</p> <p>Longevity (16-20 Years): Will be applied to those beginning their 16th year of service with the District on September 1st following the anniversary date of that year. Longevity is 1.5% above Step 4.</p> <p>Longevity (21+ Years): Will be applied to those beginning their 21st year of service with the District on September 1st following the anniversary date of that year. Longevity is 2.5% above Step 4.</p>	
		<p><u>Section 18.1.</u> The term of this Agreement is from September 1, 2017- 2022 to August 31, 2024 2025. Insurance and Schedule A will be re-opened annually, however the term of this contract will follow language in 17.2.1.</p>	
		<p><u>Section 18.3.</u> This Agreement may be reopened and modified at any time during its term upon mutual consent of the parties in writing; provided that this Agreement shall be reopened annually as necessary to consider legislative impact. Further, Schedule A and Insurance shall be re-opened each year of the term of this contract, unless otherwise noted in Section 17.2.1.</p>	

KENNEWICK SCHOOL DISTRICT #17
Regular Board Meeting
12/14/2022

WARRANT REGISTEF **Dated: 10/01/22 - 10/31/22**

<u>Warrant Type</u>	<u>Date</u>	<u>Numbers</u>	<u>Amount</u>	<u>Totals</u>	
General	10/5/2022	392683-392694	9,361.41		
	10/6/2022	392695	30.00		
	10/11/2022	392696	400.00		
	10/14/2022	392697-392791	1,285,624.52		
	10/31/2022	392792-292908	1,021,307.70		
	10/31/2022	392909-392950	3,342,035.68		
	10/31/2022	392951	47,218.45		
	Total Accounts Payable Warrants				5,705,977.76
		10/4/2022	Fed Tax Wire/B/C	39.16	
		10/7/2022	Fed Tax Wire/B/C	82.74	
	10/14/2022	A/P EFT	30,219.37		
	10/14/2022	Capital One	43,711.21		
	10/25/2022	Wire BMO	859,037.62		
	10/25/2022	Use Tax	657.25		
	10/25/2022	Unclaimed Property	271.00		
	10/31/2022	Capital One	67,360.50		
	10/31/2022	A/P EFT	11,555.54		
	10/31/2022	Child Supp wire	5,543.61		
	10/31/2022	Fed Tax Wire/B/C	3,641,912.72		
	10/31/2022	P/R Dir Dep Wire	10,382,550.50		
	10/31/2022	D Of R Wire	3,130,750.20		
	10/31/2022	PFML	440,236.33		
	Total Wire - Benton County				18,613,927.75
	10/4/2022	702431	235.30		
	10/7/2022	702432	458.85		
	10/31/2022	702433-702462	65,621.76		
	Total Payroll General Warrants				66,315.91
Capital Projects	<u>Date</u>				
	10/14/2022	12805-12810	1,770,456.92		
	10/25/2022	re BMO/DoR/Capital C	10,054.25		
	10/31/2022	12811-12812	28,142.00		
	Total Capital Projects Warrants				1,808,653.17
ASB	<u>Date</u>				
	10/14/2022	65391-65410	6,943.03		
	10/25/2022	Wire BMO/DoR/EFT/K	84,967.52		
	10/31/2022	65411-65441	41,219.07		
	Total ASB Warrants				133,129.62
Transportation/Vehicle	<u>Date</u>				
	Total Transportation/Vehicle Warrants				0.00
Self Ins Wkrs Comp	<u>Date</u>				
	10/14/2022	1115-1116	29,072.26		
	10/25/2022	Wire BMO/DoR/EFT	0.00		
	10/31/2022	1117-1119	16,458.90		
	Total Self Ins Wkrs Comp/Dental Fund				45,531.16
Total Warrants Issued			26,373,535.37	26,373,535.37	

^ 12/9/2022



To: Kennewick School Board Members

From: Brandon Lord, Fiscal Officer

Re: Budget Status Report

Attached are the Budget Status Reports through, September 30, 2022

	BUDGET		PERCENTAGE TO BUDGET
GENERAL FUND			
Revenues	285,269,534.00	20,874,062.48	0.07
Expenditures	300,358,646.00	26,271,326.51	0.09
CAPITAL PROJECTS FUND			
Revenues	11,738,750.00	476,844.14	0.04
Expenditures	44,250,000.00	4,678,274.41	0.11
DEBT SERVICE FUND			
Revenues	17,310,000.00	360,515.79	0.02
Expenditures	16,360,000.00	0.00	0.00
ASSOCIATED STUDENT BODY FUND			
Revenues	1,760,000.00	442,775.77	0.25
Expenditures	2,043,000.00	179,734.73	0.09
SELF-INSURED WORKERS COMP / DENTAL FUND BALANCE			
Revenues	1,450,000.00	5,479.65	0.00
Expenditures	2,175,000.00	146,054.95	0.07
TRANSPORTATION VEHICLE FUND			
Revenues	873,000.00	362.43	0.00
Expenditures	1,085,000.00	0.00	0.00

Kennewick SD #17
Budget Status - General Fund

Location 000

Report Date: 09/30/2022

		Budget	MTD Actual	YTD Actual	Encumbrance	Balance	% Remaining
A. Revenue/Other Fin. Sources							
1000	Local Revenues	8,126,545.00	375,745.62	375,745.62	0.00	7,750,799.38	95.37
2000	Local State Non-Tax	2,131,314.00	192,211.10	192,211.10	0.00	1,939,102.90	90.98
3000	State Revenues	178,467,093.00	15,654,953.69	15,654,953.69	0.00	162,812,139.31	91.22
4000	State Revenues Special Purpose	51,842,785.00	4,254,592.14	4,254,592.14	0.00	47,588,192.86	91.79
5000	Federal Revenues	0.00	0.00	0.00	0.00	0.00	0.00
6000	Other Revenue	43,818,330.00	383,596.52	383,596.52	0.00	43,434,733.48	99.12
7000	Sale of Bonds	604,464.00	0.00	0.00	0.00	604,464.00	100.00
8000	Sale of Property & Equipment	279,003.00	12,963.41	12,963.41	0.00	266,039.59	95.35
Total Revenues/Other Fin. Sources		285,269,534.00	20,874,062.48	20,874,062.48	0.00	264,395,471.52	92.68
B. Expenditures							
00	Not Applicable	0.00	0.00	0.00	0.00	0.00	0.00
01	Basic Education	157,424,163.00	13,818,346.72	13,818,346.72	5,251,964.81	138,353,851.47	87.88
02	Alternative Learning Exp	3,494,963.00	220,278.24	220,278.24	10,726.14	3,263,958.62	93.39
03	Dropout Reengagement	390,500.00	0.00	0.00	390,500.00	0.00	0.00
10	TBD	0.00	0.00	0.00	0.00	0.00	0.00
11	Federal Stimulus	0.00	0.00	0.00	0.00	0.00	0.00
12	TBD	0.00	140,437.63	140,437.63	9,377.18	-149,814.81	0.00*
13	Fiscal Stabilization	5,469,092.00	298,409.23	298,409.23	85,698.60	5,084,984.17	92.97
14	IDEA Stimulus	0.00	75,000.00	75,000.00	1,175,000.00	-1,250,000.00	0.00*
18	Mckinney Vento	0.00	0.00	0.00	0.00	0.00	0.00
19	ARRA	0.00	337.79	337.79	0.00	-337.79	0.00*
21	Special Education State	27,995,328.00	2,495,643.62	2,495,643.62	541,924.55	24,957,759.83	89.14
22	SPED St Inf/Toddlers	0.00	0.00	0.00	0.00	0.00	0.00
23	SPED-ARP-IDEA	614,742.00	40,059.57	40,059.57	188,076.95	386,605.48	62.88
24	Special Education Supp Fed	3,492,410.00	252,247.07	252,247.07	1,102,819.36	2,137,343.57	61.19
29	Special Education Other	16,467.00	0.00	0.00	0.00	16,467.00	100.00
31	Vocational Basic State	8,686,629.00	816,304.79	816,304.79	670,361.65	7,199,962.56	82.88
34	Vocational M S	1,436,249.00	107,583.94	107,583.94	-65,767.44	1,394,432.50	97.08
38	Vocational Federal	118,380.00	11,368.20	11,368.20	19,248.07	87,763.73	74.13
39	Vocational Other	41,072.00	3,253.44	3,253.44	0.00	37,818.56	92.07
45	Skills Center Basic State	5,649,674.00	451,210.44	451,210.44	592,664.34	4,605,799.22	81.52

* Zero budget with charges against it.

Kennewick SD #17

Budget Status - General Fund

Location 000

Report Date: 09/30/2022

	Budget	MTD Actual	YTD Actual	Encumbrance	Balance	% Remaining
46 Skills Center Federal	84,428.00	792.50	792.50	250.00	83,385.50	98.76
51 Disadvantaged Fed	7,050,777.00	571,171.86	571,171.86	93,634.23	6,385,970.91	90.57
52 School Improvement Fed	1,056,911.00	150,745.19	150,745.19	7,352.10	898,813.71	85.04
53 Migrant Federal	2,059,781.00	192,715.50	192,715.50	28,885.49	1,838,180.01	89.24
55 Learning Assistance	10,512,388.00	912,376.11	912,376.11	585,067.59	9,014,944.30	85.75
56 Inst. Center & Homes Delin	550,295.00	45,365.89	45,365.89	172.34	504,756.77	91.72
57 Inst Neglected & Delinq	0.00	0.00	0.00	0.00	0.00	0.00
58 Special & Pilot Programs State	1,804,461.00	24,517.65	24,517.65	0.00	1,779,943.35	98.64
59 St Institution Co Jail	40,245.00	2,175.08	2,175.08	0.00	38,069.92	94.59
64 Limited English Porficiency	415,281.00	17,437.49	17,437.49	0.00	397,843.51	95.80
65 Transitional Bilingual State	3,956,349.00	327,142.30	327,142.30	16,865.62	3,612,341.08	91.30
66 Student Achievement	0.00	0.00	0.00	0.00	0.00	0.00
73 Summer School	54,165.00	0.00	0.00	0.00	54,165.00	100.00
74 Highly Capable	521,028.00	49,254.32	49,254.32	1,588.28	470,185.40	90.24
75 Flexible Education State	0.00	0.00	0.00	0.00	0.00	0.00
79 Instructional Programs Other	1,972,208.00	13,468.56	13,468.56	176,120.82	1,782,618.62	90.38
86 Community Schools	201,486.00	11,774.90	11,774.90	0.00	189,711.10	94.15
88 Day Care	2,730,089.00	196,114.48	196,114.48	103,549.36	2,430,425.16	89.02
89 Other Community Service	111,270.00	2,277.70	2,277.70	66,306.00	42,686.30	38.36
97 Districtwide Support	31,104,779.00	3,669,534.78	3,669,534.78	2,937,010.19	24,498,234.03	78.76
98 Food Services	11,202,781.00	323,273.96	323,273.96	4,560,880.29	6,318,626.75	56.40
99 Pupil Transportation	10,100,255.00	1,030,707.56	1,030,707.56	622,111.18	8,447,436.26	83.63
Total Expenditures	300,358,646.00	26,271,326.51	26,271,326.51	19,172,387.70	254,914,931.79	84.87
C. Other Fin. Uses Trans. Out (GL 536)	0.00	0.00	0.00			
D. Other Financing Uses (GL535)						
E. Excess of Revenues/Other Fin. Srcs Over (Under) Expenditures And Other Fin Uses (A-B-C-D)	-15,089,112.00	-5,397,264.03	-5,397,264.03		9,480,539.73	0.00
F. Total Beginning Fund Balance	0.00		50,845,329.10			

* Zero budget with charges against it.

Kennewick SD #17
Budget Status - General Fund

Location 000

Report Date: 09/30/2022

	Budget	MTD Actual	YTD Actual	Encumbrance	Balance	% Remaining
G. GL 898 Prior Year Adjustments (+ or -)						
H. Total Ending Fund Balance (E + F + OR - G)	-15,089,112.00		45,448,065.07			
I. Ending Fund Balance Accounts						
GL 810 Restricted for Other Items	0.00		0.00			
GL 821 Rest for C/O of Restricted Rev	0.00		998,791.01			
GL 825 Restricted Skill Centers	0.00		550,738.00			
GL 828 Restricted C/O Food Service	0.00		0.00			
GL 831 Restricted Emp Comp Absences	0.00		0.00			
GL 840 Nonsp Fd Bal Inventory/Prepaid	0.00		1,026,174.15			
GL 862 Restricted from Levy Proceeds	0.00		0.00			
GL 863 Restricted from State Proceeds	0.00		0.00			
GL 870 Committed to Other Purposes	0.00		0.00			
GL 872 Committed To Economic Stabiliz	0.00		0.00			
GL 875 Assigned to Contingencies	0.00		35,059,542.94			
GL 884 Assigned to Capital Projects	0.00		1,500,000.00			
GL 888 Assigned to Other Purposes	0.00		1,210,083.00			
GL 889 Assigned to Fund Purposes	0.00		0.00			
GL 891 Unassigned Minimum Fd Bal Poli	0.00		10,500,000.00			
GL 890 Unreserved/ Fund Balance	-15,089,112.00		-5,397,264.03			
	-15,089,112.00		45,448,065.07			

* Zero budget with charges against it.

KENNEWICK SCHOOL DISTRICT
Current Expenditure Budget by Activity

FISCAL YEAR: 2023

REPORT DATE: 09/30/2022

Activity		Expenditures Year-to-Date	Current Budget	Encumbered	Over/Under
000	Not Applicable	0.00	0.00	0.00	0.00
011	Board Of Directors	0.00	287,500.00	52,000.00	235,500.00
012	Superintendent Office	31,624.07	464,512.00	0.00	432,887.93
013	Business Office	50,393.54	1,757,411.00	219,810.43	1,487,207.03
014	Human Resources	89,987.16	1,216,038.00	86,909.21	1,039,141.63
015	Public Relations	41,854.63	585,150.00	61,500.00	481,795.37
021	Supervision	436,888.65	6,190,086.00	79,796.19	5,673,401.16
022	Learning Resources	646,567.85	5,171,940.00	6,270.70	4,519,101.45
023	Principals	1,467,708.09	18,393,369.00	26,319.68	16,899,341.23
024	Counseling	884,468.64	9,476,714.00	1,471,678.00	7,120,567.36
025	Pupil Mgnt & Safety	295,975.40	4,103,962.00	602,995.85	3,204,990.75
026	Health Services	914,465.11	11,053,489.00	623,427.43	9,515,596.46
027	Teaching	15,499,646.47	177,284,517.00	7,260,582.70	154,524,287.83
028	Extra Curricular	442,515.96	3,905,732.00	307,782.87	3,155,433.17
031	Professional Development	596,970.28	8,019,106.00	202,040.43	7,220,095.29
032	Inst Technology Equip	-139,647.28	1,491,422.00	262,169.99	1,368,899.29
033	Curriculum	79,678.24	1,186,410.00	55,838.43	1,050,893.33
034	Professonal Learning State	0.00	2,061,738.00	0.00	2,061,738.00
041	Food Service Supervision	13,235.46	1,012,837.00	661,884.79	337,716.75
042	Food	-15,826.35	3,355,954.00	3,357,970.00	13,810.35
043	Commodities	0.00	700,239.00	0.00	700,239.00
044	Food Service Operations	328,142.55	6,199,727.00	585,195.50	5,286,388.95
049	Transfers	0.00	0.00	0.00	0.00
051	Transportation Supervision	74,867.09	921,274.00	1,654.17	844,752.74
052	Transportation Operations	505,002.90	6,780,414.00	480,741.77	5,794,669.33
053	Transportation Maintenance	56,137.17	900,130.00	139,715.24	704,277.59
054	Transportation Maintenance	0.00	0.00	0.00	0.00
055	Transportation Maintenance	0.00	0.00	0.00	0.00
056	Transportation Insurance	250,497.53	290,000.00	0.00	39,502.47
058	TBD	0.00	0.00	0.00	0.00
059	Transfers	0.00	-318,920.00	0.00	-318,920.00
061	Maintenance Supervision	48,317.18	825,565.00	0.00	777,247.82
062	Maintenance Grounds	83,294.66	2,247,559.00	236,337.86	1,927,926.48
063	Operations Buildings	480,311.09	7,029,876.00	75,686.77	6,473,878.14
064	Maintenance Of Bldg & Equip	-174,299.23	4,881,416.00	1,251,546.59	3,804,168.64
065	Utilities	268,225.16	3,750,750.00	4,312.61	3,478,212.23
067	Bldg Security	-58,756.71	95,000.00	98,756.71	55,000.00

KENNEWICK SCHOOL DISTRICT
Current Expenditure Budget by Activity

FISCAL YEAR: 2023

REPORT DATE: 09/30/2022

Activity	Expenditures Year-to-Date	Current Budget	Encumbered	Over/Under
068 Insurance	2,563,262.12	2,781,900.00	0.00	218,637.88
072 Data Processing	251,382.05	4,843,259.00	931,404.41	3,660,472.54
073 Printing	38,563.72	372,691.00	70,486.92	263,640.36
074 Warehouse	63,924.59	663,921.00	1,627.01	598,369.40
075 Motor Pool	155,559.01	331,577.00	-44,054.56	220,072.55
083 Interest	0.00	6,500.00	0.00	6,500.00
091 Public Activities	389.71	37,881.00	0.00	37,491.29
Total:	26,271,326.51	300,358,646.00	19,172,387.70	254,914,931.79

Report Selection:

GLK_KEY_MSTR.[glk_grp_part01] = '01'

KENNEWICK SCHOOL DISTRICT
Current Expenditure Budget by State Object

FISCAL YEAR: 2023

REPORT DATE: 09/30/2022

State Object	Expenditures Year-to-Date	Current Budget	Encumbered	Over/Under
0 Debit Transfer	22,609.93	472,620.00	0.00	450,010.07
1 Credit Transfer	-22,505.62	-472,720.00	0.00	-450,214.38
2 Certificated Salaries	12,950,416.23	140,100,869.00	0.00	127,150,452.77
3 Classified Salaries	3,631,588.24	47,915,231.00	0.00	44,283,642.76
4 Benefits & PR Taxes	6,124,585.41	73,052,029.00	0.00	66,927,443.59
5 Supplies	547,449.95	11,723,760.00	2,437,111.31	8,739,198.74
7 Contract Services	3,142,494.85	26,124,647.00	16,295,325.55	6,686,826.60
8 Travel	16,163.24	760,772.00	-5,385.34	749,994.10
9 Capital Outlay	-141,475.72	681,438.00	445,336.18	377,577.54
Total:	26,271,326.51	300,358,646.00	19,172,387.70	254,914,931.78

Report Selection:

GLK_KEY_MSTR.[glk_grp_part01] = '01'

Kennewick SD #17

Budget Status - Capital Projects Fund

Location 000

Report Date: 09/30/2022

	Budget	MTD Actual	YTD Actual	Encumbrance	Balance	%
						Remaining
A. Revenue/Other Fin. Sources						
1000 Local Revenues	4,238,750.00	83,018.72	83,018.72	0.00	4,155,731.28	98.04
2000 Local State Non-Tax	500,000.00	82,209.44	82,209.44	0.00	417,790.56	83.55
4000 State Revenues Special Purpose	7,000,000.00	311,615.98	311,615.98	0.00	6,688,384.02	95.54
7000 Sale of Bonds	0.00	0.00	0.00	0.00	0.00	0.00
9000 Long-Term Financing	0.00	0.00	0.00	0.00	0.00	0.00
9999 Transfers	0.00	0.00	0.00	0.00	0.00	0.00
Total Revenues/Other Fin. Sources	11,738,750.00	476,844.14	476,844.14	0.00	11,261,905.86	95.93
B. Expenditures						
10 - Sites	2,000,000.00	0.00	0.00	0.00	2,000,000.00	100.00
20 - Buildings	33,150,000.00	804,365.67	804,365.67	28,916,993.26	3,428,641.07	10.34
30 - Equipment	9,100,000.00	3,873,908.74	3,873,908.74	282,366.91	4,943,724.35	54.32
Total Expenditures	44,250,000.00	4,678,274.41	4,678,274.41	29,199,360.17	10,372,365.42	23.44
C. Other Fin. Uses Trans. Out (GL 536)						
D. Other Financing Uses (GL535)						
E. Excess of Revenues/Other Fin. Srcs Over (Under) Expenditures And Other Fin Uses (A-B-C-D)	-32,511,250.00	-4,201,430.27	-4,201,430.27		889,540.44	0.00
F. Total Beginning Fund Balance	0.00		54,493,048.99			
G. GL 898 Prior Year Adjustments (+ or -)						
H. Total Ending Fund Balance (E + F + OR - G)	-32,511,250.00		50,291,618.72			
I. Ending Fund Balance Accounts						
GL 810 Restricted for Other Items	0.00		0.00			
GL 825 Restricted Skill Centers	0.00		0.00			
GL 861 Restricted from Bond Proceeds	0.00		22,462,004.10			

* Zero budget with charges against it.

Kennewick SD #17

Budget Status - Capital Projects Fund

Location 000

Report Date: 09/30/2022

	Budget	MTD Actual	YTD Actual	Encumbrance	Balance	% Remaining
GL 862 Restricted from Levy Proceeds	0.00		647,904.19			
GL 863 Restricted from State Proceeds	0.00		23,069,270.36			
GL 888 Assigned to Other Purposes	0.00		11,704,409.62			
GL 889 Assigned to Fund Purposes	0.00		8,313,870.34			
GL 890 Unreserved/ Fund Balance	-32,511,250.00		-15,905,839.89			

* Zero budget with charges against it.

Kennewick SD #17
Budget Status - Debt Service Fund

Location 000

Report Date: 09/30/2022

	Budget	MTD Actual	YTD Actual	Encumbrance	Balance	% Remaining
A. Revenue/Other Fin. Sources						
1000 Local Revenues	17,310,000.00	360,515.79	360,515.79	0.00	16,949,484.21	97.91
9000 Long-Term Financing	0.00	0.00	0.00	0.00	0.00	0.00
9999 Transfers	0.00	0.00	0.00	0.00	0.00	0.00
Total Revenues/Other Fin. Sources	17,310,000.00	360,515.79	360,515.79	0.00	16,949,484.21	97.91
B. Expenditures						
92 .	7,000,000.00	0.00	0.00	0.00	7,000,000.00	100.00
11 Debt Principal	9,360,000.00	0.00	0.00	0.00	9,360,000.00	100.00
Total Expenditures	16,360,000.00	0.00	0.00	0.00	16,360,000.00	100.00
C. Other Fin. Uses Trans. Out (GL 536)						
D. Other Financing Uses (GL535)						
E. Excess of Revenues/Other Fin. Srcs Over (Under) Expenditures And Other Fin Uses (A-B-C-D)	950,000.00	360,515.79	360,515.79		589,484.21	62.05
F. Total Beginning Fund Balance	0.00		7,873,180.97			
G. GL 898 Prior Year Adjustments (+ or -)						
H. Total Ending Fund Balance (E + F + OR - G)	950,000.00		8,233,696.76			
I. Ending Fund Balance Accounts						
GL 810 Restricted for Other Items	0.00		0.00			
GL 830 Restricted Debt Service	0.00		7,873,180.97			
GL 889 Assigned to Fund Purposes	0.00		0.00			
GL 890 Unreserved/ Fund Balance	950,000.00		360,515.79			

* Zero budget with charges against it.

Kennewick SD #17
Budget Status - ASB Fund

Location 000

Report Date: 09/30/2022

		Budget	MTD Actual	YTD Actual	Encumbrance	Balance	% Remaining
A. Revenue/Other Fin. Sources							
		0.00	0.00	0.00	0.00	0.00	0.00
100	General Student Body	645,000.00	210,444.47	210,444.47	0.00	434,555.53	67.37
200	Athletics	445,000.00	140,892.37	140,892.37	0.00	304,107.63	68.33
300	Classes	50,000.00	600.00	600.00	0.00	49,400.00	98.80
400	Clubs	570,000.00	89,476.23	89,476.23	0.00	480,523.77	84.30
600	Private Moneys	50,000.00	1,362.70	1,362.70	0.00	48,637.30	97.27
Total Revenues/Other Fin. Sources		1,760,000.00	442,775.77	442,775.77	0.00	1,317,224.23	74.84
B. Expenditures							
100	General Student Body	570,000.00	33,725.06	33,725.06	31,193.95	505,080.99	88.61
200	Athletics	705,000.00	70,357.10	70,357.10	12,496.65	622,146.25	88.24
300	Classes	51,000.00	173.05	173.05	0.00	50,826.95	99.66
400	Clubs	650,000.00	73,468.60	73,468.60	26,685.39	549,846.01	84.59
600	Private Moneys	67,000.00	2,010.92	2,010.92	0.00	64,989.08	97.00
Total Expenditures		2,043,000.00	179,734.73	179,734.73	70,375.99	1,792,889.28	87.75
C. Other Fin. Uses Trans. Out (GL 536)							
D. Other Financing Uses (GL535)							
E. Excess of Revenues/Other Fin. Srcs Over (Under) Expenditures And Other Fin Uses (A-B-C-D)		-283,000.00	263,041.04	263,041.04		-475,665.05	0.00
F. Total Beginning Fund Balance		0.00		1,664,727.22			
G. GL 898 Prior Year Adjustments (+ or -)							
H. Total Ending Fund Balance (E + F + OR - G)		-283,000.00		1,927,768.26			
I. Ending Fund Balance Accounts GL 810 Restricted for Other Items		0.00		0.00			

* Zero budget with charges against it.

Kennewick SD #17
Budget Status - ASB Fund

Location 000

Report Date: 09/30/2022

	Budget	MTD Actual	YTD Actual	Encumbrance	Balance	% Remaining
GL 819 Restricted to Fund Purpose	0.00		1,664,727.22			
GL 889 Assigned to Fund Purposes	0.00		0.00			
GL 890 Unreserved/ Fund Balance	-283,000.00		1,927,768.26			
	-283,000.00		3,592,495.48			

* Zero budget with charges against it.

Kennewick SD #17
Budget Status - Self Insurance

Location 000

Report Date: 09/30/2022

	Budget	MTD Actual	YTD Actual	Encumbrance	Balance	%
						Remaining
A. Revenue/Other Fin. Sources						
1000 Local Revenues	0.00	0.00	0.00	0.00	0.00	0.00
2000 Local State Non-Tax	1,450,000.00	5,479.65	5,479.65	0.00	1,444,520.35	99.62
Total Revenues/Other Fin. Sources	1,450,000.00	5,479.65	5,479.65	0.00	1,444,520.35	99.62
B. Expenditures						
97 Districtwide Support	2,175,000.00	146,054.95	146,054.95	0.00	2,028,945.05	93.28
Total Expenditures	2,175,000.00	146,054.95	146,054.95	0.00	2,028,945.05	93.28
C. Other Fin. Uses Trans. Out (GL 536)						
D. Other Financing Uses (GL535)						
E. Excess of Revenues/Other Fin. Srcs Over (Under) Expenditures And Other Fin Uses (A-B-C-D)	-725,000.00	-140,575.30	-140,575.30		-584,424.70	0.00
F. Total Beginning Fund Balance	0.00		4,930,004.02			
G. GL 898 Prior Year Adjustments (+ or -)						
H. Total Ending Fund Balance (E + F + OR - G)	-725,000.00		4,789,428.72			
I. Ending Fund Balance Accounts						
GL 889 Assigned to Fund Purposes	0.00		4,930,004.02			
GL 890 Unreserved/ Fund Balance	-725,000.00		-140,575.30			
	-725,000.00		4,789,428.72			

* Zero budget with charges against it.

Kennewick SD #17

Budget Status - Transportation Fund

Report Date: 09/30/2022

	Budget	MTD Actual	YTD Actual	Encumbrance	Balance	%
						Remaining
A. Revenue/Other Fin. Sources						
2000 Local State Non-Tax	3,000.00	362.43	362.43	0.00	2,637.57	87.91
4000 State Revenues Special Purpose	870,000.00	0.00	0.00	0.00	870,000.00	100.00
9999 Transfers	0.00	0.00	0.00	0.00	0.00	0.00
Total Revenues/Other Fin. Sources	873,000.00	362.43	362.43	0.00	872,637.57	99.95
B. Expenditures						
99 Pupil Transport	0.00	0.00	0.00	0.00	0.00	0.00
99 Pupil Transport Equipmt Purc	1,085,000.00	0.00	0.00	1,057,447.79	27,552.21	2.53
Total Expenditures	1,085,000.00	0.00	0.00	1,057,447.79	27,552.21	2.53
C. Other Fin. Uses Trans. Out (GL 536)						
D. Other Financing Uses (GL535)						
E. Excess of Revenues/Other Fin. Srcs Over (Under) Expenditures And Other Fin Uses (A-B-C-D)	-212,000.00	362.43	362.43		845,085.36	0.00
F. Total Beginning Fund Balance	0.00		240,204.83			
G. GL 898 Prior Year Adjustments (+ or -)						
H. Total Ending Fund Balance (E + F + OR - G)	-212,000.00		240,567.26			
I. Ending Fund Balance Accounts						
GL 810 Restricted for Other Items	0.00		0.00			
GL 819 Restricted to Fund Purpose	0.00		240,204.83			
GL 889 Assigned to Fund Purposes	0.00		0.00			
GL 890 Unreserved/ Fund Balance	-212,000.00		362.43			

* Zero budget with charges against it.



**Resolution No. 2
2022-2023**

Cancellation of Outstanding Warrants

WHEREAS, the Kennewick School District issues several thousand warrants each year to pay for payroll, food, and services, and

WHEREAS, each year, several warrants are unclaimed, and

WHEREAS, attempts have been made to notify recipients of the unclaimed warrants, and

WHEREAS, R.C.W.39.56.040 AND RCW 36.22.100 requires the cancellation of warrants not present for payment within one (1) year of the date of issue, now therefore

BE IT RESOLVED, the Board of Directors of Kennewick School District No. 17 directs the Benton County Treasurer to cancel unclaimed warrants amounting to \$927.14 in the General Fund #6517-101 and \$90.00 in the ASB Fund #6517-112.

ADOPTED this 14th day of December 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



**Benton County Treasurer's Office
Kenneth Spencer, Treasurer**

Date: November 18, 2022
To: Brandon Lord, Kennewick School District #17
Cc: Aileen Coverdell, Chief Accountant
Jeanette Ulrick, Manager of Treasury Operations
From: Kenneth Spencer, Benton County Treasurer
RE: Cancellation of Unclaimed Warrants One Year or Older

Attached is a listing of unclaimed warrants dated on or before December 31, 2021, that have not been presented for payment. In accordance with RCW 39.56.040, these unclaimed warrants are to be cancelled by passage of a resolution by your governing body if not presented within one year of their issue date.

Please send written notice of the passage of the resolution canceling these unclaimed warrants to the Benton County Treasurer's Office. Upon receipt of that notice the Treasurer's Office will void these warrants and provide a copy to the County Auditor's Office.

If we can be of any further assistance and/or if you should have any questions, please contact Jeanette Ulrick or Lisa Lorentsen.

Stale Dated Warrants Kennewick SD #17

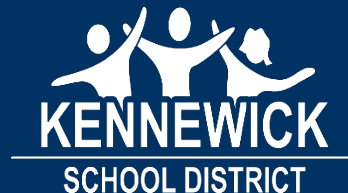
Thursday, November 17, 2022 3:03:34 PM

chk_date	chk_no	vend_code	bank_code	amount
General				
29-Jan-21	386853	517101	0433	13.76
26-Feb-21	387123	517101	0433	8.00
30-Apr-21	701906	517101	0433	60.66
28-May-21	388027	517101	0433	6.00
30-Jun-21	388306	517101	0433	11.11
30-Jun-21	388394	517101	0433	15.00
30-Jul-21	701964	517101	0433	668.84
30-Sep-21	389140	517101	0433	10.00
30-Sep-21	389153	517101	0433	20.00
15-Oct-21	389306	517101	0433	5.00
29-Oct-21	702097	517101	0433	7.33
30-Nov-21	702116	517101	0433	18.82
30-Nov-21	702117	517101	0433	25.08
20-Dec-21	389901	517101	0433	7.84
20-Dec-21	389981	517101	0433	49.70
				\$927.14
ASB				
15-Oct-21	64880	517112	0433	30.00
15-Oct-21	64894	517112	0433	30.00
15-Oct-21	64901	517112	0433	15.00
15-Oct-21	64903	517112	0433	15.00
				90.00
				\$1,017.14

Annual Reports to the Board:

Delta High School & Tri Tech

December 14, 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.

All students are ready for their future



- > Learning digital citizenship, social, life and employment skills
- > Provided the opportunity to become bilingual and biliterate
- > Graduating with a personalized plan for their post-secondary pathway

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.



Annual KSD Board Presentation

December 14, 2022



About Delta

Delta's Mission

Delta is a small, highly personalized high school that attracts a broad spectrum of students who are immersed in science, technology, engineering, and mathematics (STEM) learning experiences. We integrated the humanities and STEM fields to prepare students to succeed in post-secondary education, careers, and citizenship. Learning parallels how scientists, engineers, and mathematicians conduct inquiries, solve problems, and expand knowledge, with learning partnerships that connect academic learning to the world beyond the classroom.

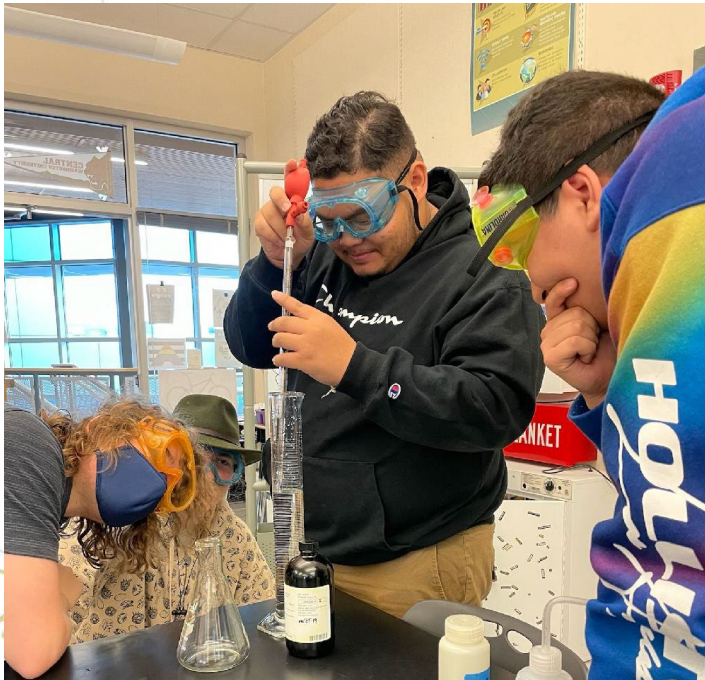
Delta High School is an inclusive, public program of the Kennewick, Pasco, and Richland School Districts. All students are selected by randomized lottery.

Think Differently



About Delta

- A rigorous STEM program
- Hands-on opportunities to demonstrate learning
- Project-based learning
- Ready for college-level work and industry after graduation
- Work-based learning



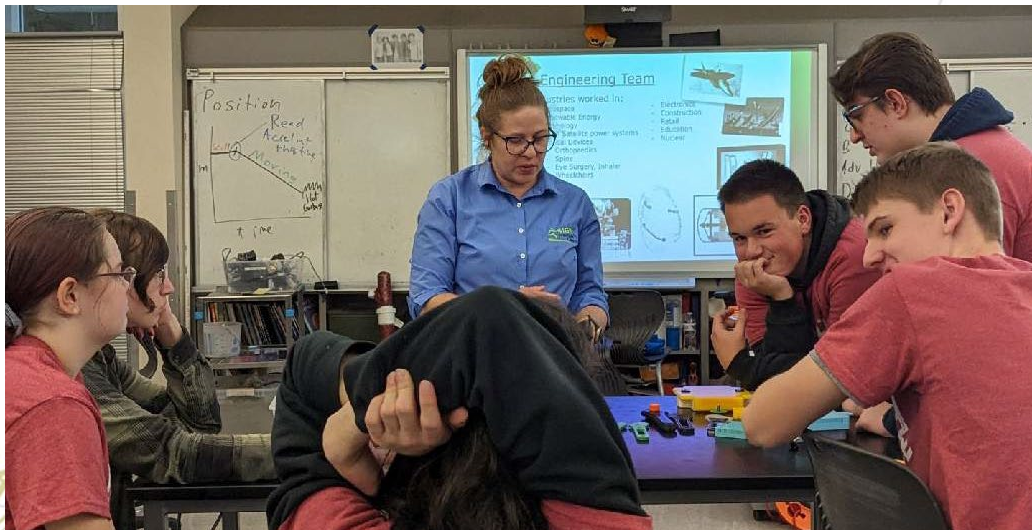
About Delta

- School opened in 2009 with first class of freshmen on a temporary campus in Richland
- During the 2014-2015 school year the new campus was constructed
- September 2015 the new facility opened in Pasco.



About Delta

- Pasco School District is the fiscal agent for Delta and supports our building and technology needs
- Students/teachers from all three districts
- Students attend all four years at Delta and attend a Delta graduation
- Students receive diplomas from their home high schools in our three partner districts (and are considered students at these schools while attending the Delta STEM program)
- Extra-curricular opportunities at Delta and at home high school



Our Partners (just to name a few!)



Think Differently



Signature Events

- College & Career Roadshow(9th Grade)
- B Reactor Tour (9th Grade)
- LIGO Field trip (9th Grade)
- Delta History Fair, History Day competitions (9th – 11th Grades)
- STEM-Con (9th – 11th Grade)
- Health Science Day (10th Grade)
- Resume Reviews (11th Grade)
- Mock Interviews (11th Grade)
- Job Shadow Week (11th Grade)
- Intern Fair (11th Grade)
- College Tours (11th-12th Grade)
- Elementary / Middle School Outreach (Ambassadors)
- Winter Wishes campaign
- Multi-Cultural Week
- Club competitions and field trips
- PBL Showcase Nights
- Family Awards Nights
- School Awards Ceremony
- Senior Capstone Presentations



Think Differently

22-23 Student Enrollment (compiled 11-4-22)

	9th	10th	11th	12th
Kennewick	48	33	34	27
Richland	34	27	23	21
Pasco	46	44	35	33
	128	104	92	81
			TOTAL	405

9th Grade Annual Enrollment is based on the lottery.

Annual commitment expected for all students enrolling at Delta High School.

Think Differently

College in the High School



- Students are able to take college courses from CWU adjunct faculty on our campus (Delta teachers)

Subject	Grade/Trimester	Course/Credits	Prerequisites
English	11 th Grade/T2	ENG 101: Composition I (5 credits)	Entrance Exam
English	11 th Grade/T3	ENG 105: Introduction to Literature (5 credits)	ENG 101
English	12 th Grade/T3	ENG 102: Composition II (5 credits)	ENG 101
Social Sciences	10 th Grade/T2	SOC 101: Social Problems (5 credits)	None
Social Sciences	10 th Grade/T1	SOC 107: Principles of Sociology (5 credits)	None
IT	12 th Grade/T1	IT 202: Change Ready: Technology Skills for Civic and Community Leaders (4 credits)	None
Science	12 th Grade/T2	PHYS 103: Physics of Musical Sound (5 credits)	Entrance Exam
Science	12 th Grade/T2	PHYS 111: Introductory Physics (5 credits)	Completion or co-enrollment in Math 153
Science	12 th Grade/T2	PHYS 112: Introductory Physics II (5 credits)	Phys 111

Think Differently

College in the High School



Subject	Grade/Trimester	Course/Credits	Prerequisites
Mathematics	12 th Grade/T2	MATH 130: Finite Math (5 credits)	Entrance Exam
Mathematics	12 th Grade/T3	MATH 211: Statistical Concepts & Methods (5 credits)	Entrance Exam
Mathematics	10 th -12 th Grade/T2	MATH 153: Pre-Calculus I (5 credits)	Entrance Exam
Mathematics	10 th -12 th Grade/T3	MATH 154: Pre-Calculus II (5 credits)	Math 153
Mathematics	10 th -12 th Grade/T2	MATH 172: Calculus I (5 credits)	Math 154 -or- Entrance Exam
Mathematics	10 th -12 th Grade/T3	MATH 173: Calculus II (5 credits)	Math 172
Mathematics	11 th -12 th Grade/T2	MATH 272: Multivariable Calculus I (5 credits)	Math 173
Mathematics	11 th -12 th Grade/T3	MATH 273: Multivariable Calculus II (5 credits)	Math 272

Running Start Program through CBC

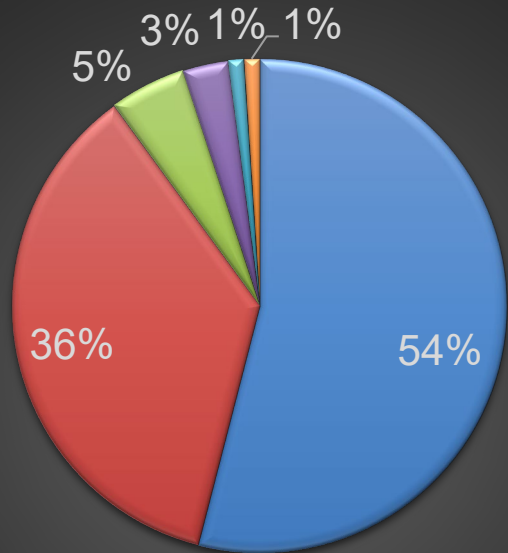
Qualifying students may graduate from Delta while concurrently earning an AA degree from CBC (and remaining on the Delta campus for most or all of the day)

Think Differently



21-22 School Demographics

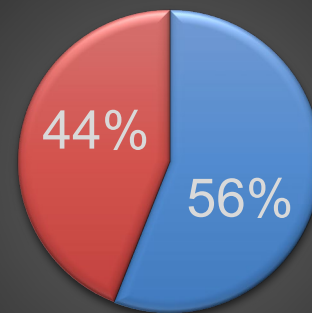
Enrollment By Ethnicity



- White
- Hispanic
- Multiracial
- Asian
- Black
- American Indian



Enrollment By Gender

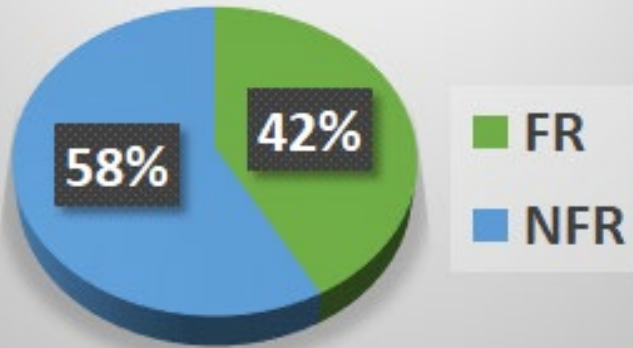


- Male
- Female

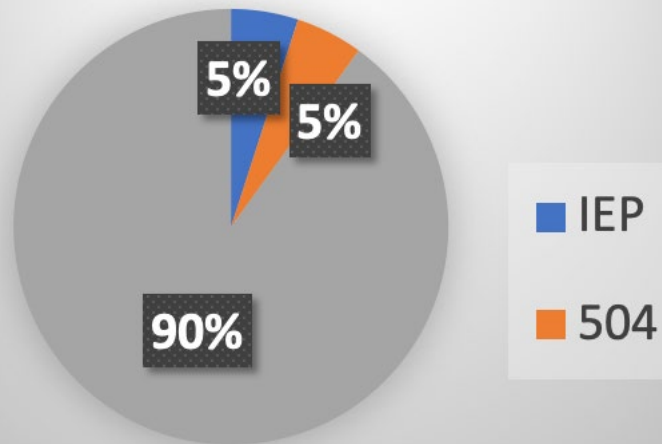
Think Differently

21-22 School Demographics

Free/Reduced Lunch Rate



Students Served by IEP/504



Impactful Life Long Learning / Planning

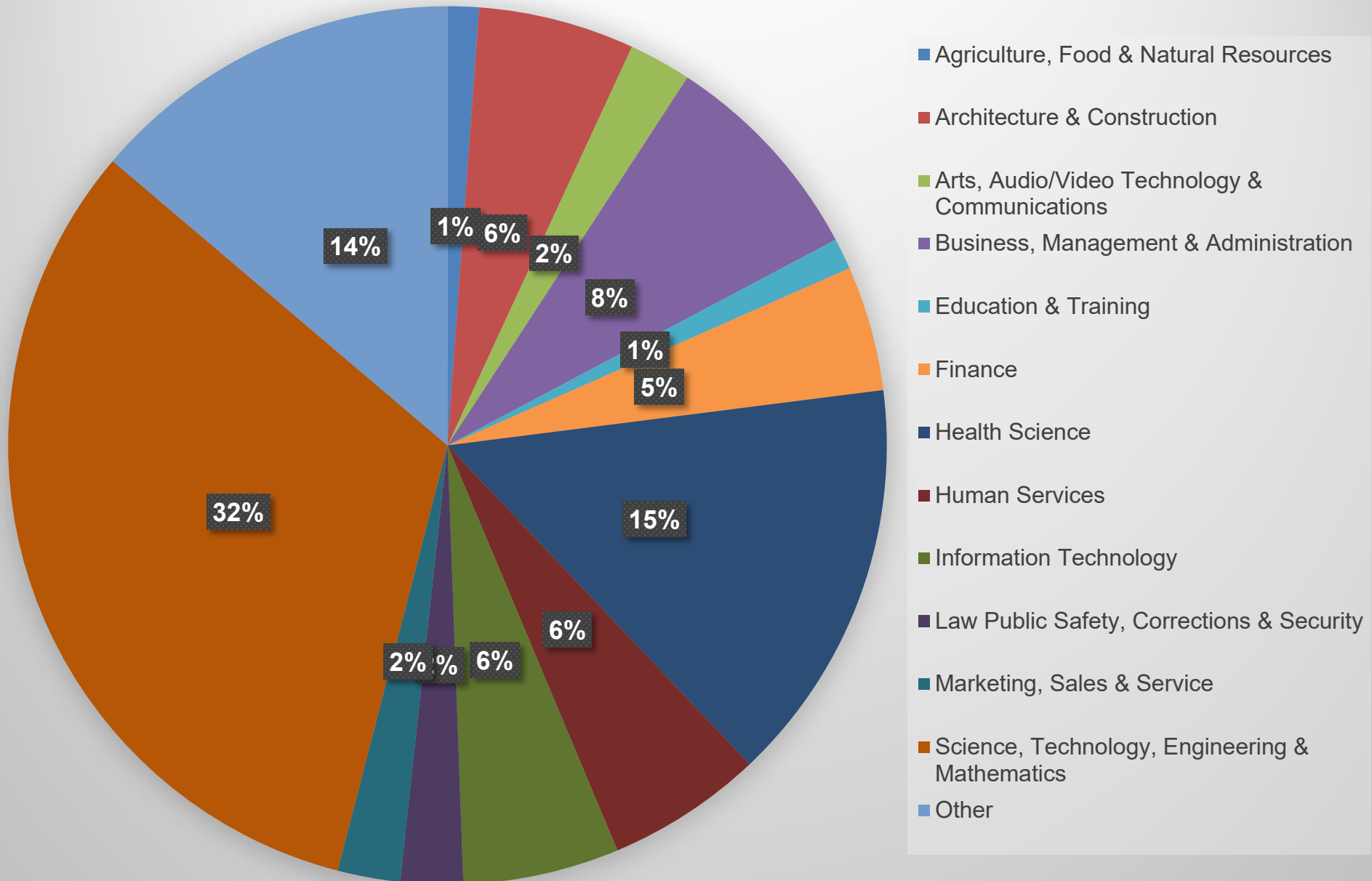
- Robust Advisory Program
 - Teachers meet with students 3 times a week to develop College and Career Readiness
 - Teachers meet with students once a week for a Character Strong Lesson



Think Differently



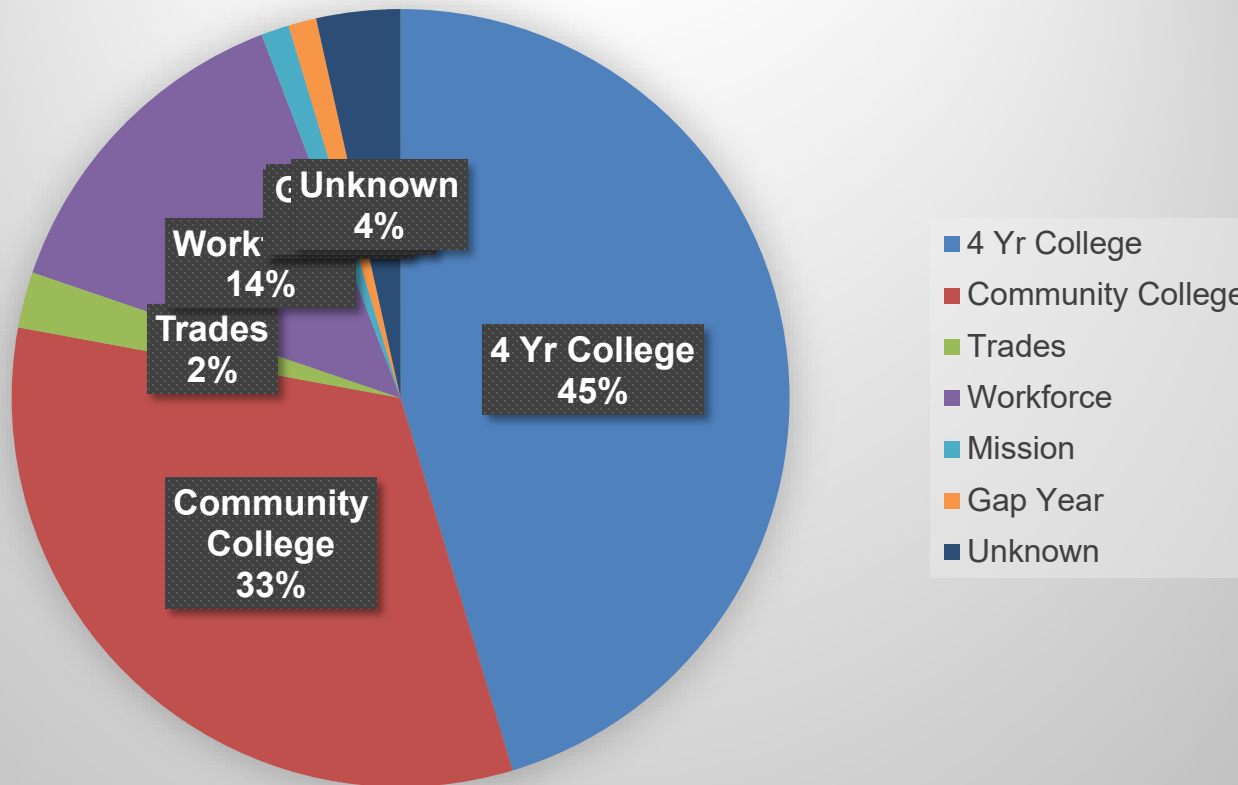
Class of 2022 Career Pathways



Class of 2022 Data

- Graduation rate: **97%** (85/87 students total; 28 KSD)
- Total Scholarship & Grant Offers: > **\$2.6 Million**

Post High School Plans



79% went on to higher education

Apply for the Class of 2027 Now!

DELTA HIGH SCHOOL CLASS OF 2027

APPLY TODAY!

STEM FOCUSED.
PROJECT-BASED.
HIGHLY PERSONALIZED.
INTERNSHIPS.
COLLEGE COURSES.
21ST CENTURY SKILLS.

WWW.THEDELTAHIGHSCHOOL.COM



**CLASS OF
2027**



Questions?



Career
Guidance
washington

Award of
Excellence – 2015



STEM Lighthouse
School – 2013



Think Differently

Delta
High School

The logo features the word "TRITECH" in a large, bold, italicized, black sans-serif font with a white outline. A red, stylized arrow or swoosh graphic is positioned behind the letters "RI" and "TE". Below "TRITECH" is the text "SKILLS CENTER" in a smaller, bold, italicized, black sans-serif font.

TRITECH
SKILLS CENTER



TRI TECH
5929 A

VISITOR

VISITOR

STAFF

STAFF

STAFF

STAFF



Tri-Tech is...

- A cooperative of Pasco, Richland, Ki-Be, Finley, Columbia Burbank, North Franklin, Prosser School Districts and hosted by the Kennewick School District.
- A branch campus of every high school in the area providing high quality, high expense, low enrollment preparatory Career and Technical programs that are not feasible or sustainable to offer at a single high school.
 - Full year programs serve juniors & seniors in high school who are on track to graduate.
 - Summer introductory classes for freshman through seniors
 - Students who are home-schooled, attend private school, on-line school or have a GED
- Long history of success - opened in 1981

Tri-Tech is...

- School of Choice
- Nineteen high quality Preparatory Career and Technical Education programs
- Relevant and contextual application-based learning environment
 - Facility replicates the worksite
 - Industry standard based curriculum
 - Mantra “What would your employer say?”
- Time to focus while maintaining a connection to the sending high school
 - ½ the day at Tri-Tech
 - ½ the day at their sending high school



Current Programs

• Autobody Technology	• Dental Assisting	• Pre-Nursing
• Automotive Systems	• Diesel Technology	• Pre-Electrical
• Broadcasting Today	• Digital Arts & Filmmaking	• Pre-Physical Therapy
• Construction Trades	• Early Childhood Education	• Pre-Vet Tech
• Cosmetology	• Fire Fighting	• Welding Technology
• Culinary Arts	• Game Design (Comp. Sci)	
• Cyber Security (Comp. Sci)	• Law Enforcement	



The Role We Play

- Help students strategically plan with a career in mind
- Preparing students for the workforce and post-secondary education
 - There is significant and growing workforce demand for students in CTE.
- Serve as a capstone for high school CTE programs and launch to post-secondary options
- Provide rigorous and relevant Career and Technical Education programs
- Connected and responsive to Business and Industry through Advisory Committees
 - Potential New Programs: HVAC-R and Pre-Medical Assisting
- Latest Technology
- Tri-Tech Employment Portfolio

Examples of the Tri-Tech Advantage

- Internships and Clinical
 - Dental Assisting, Pre-Nursing, Pre-Physical Therapy internships
 - Automotive and Diesel
 - Kadlec Externship Program
- Resident Firefighting placements at regional fire districts
- Construction Trades and Pre-Electrical transition to work and apprenticeships
- Career Launch Endorsed programs
 - Automotive and Diesel Technology
 - Firefighting and Emergency Medicine



Examples continued

- Industry Recognized Certificates and Licenses
 - OSHA 10/30
 - ASE Student Certification
 - Certified Nursing Assistant licensure
 - American Culinary Federation
 - MERIT STARS Workforce Registry
- CTE Dual Credit
 - Time and Money Saved – since 2000
 - Over 50,000 credits earned
 - Over \$6m dollars saved in tuition

Demographic Data

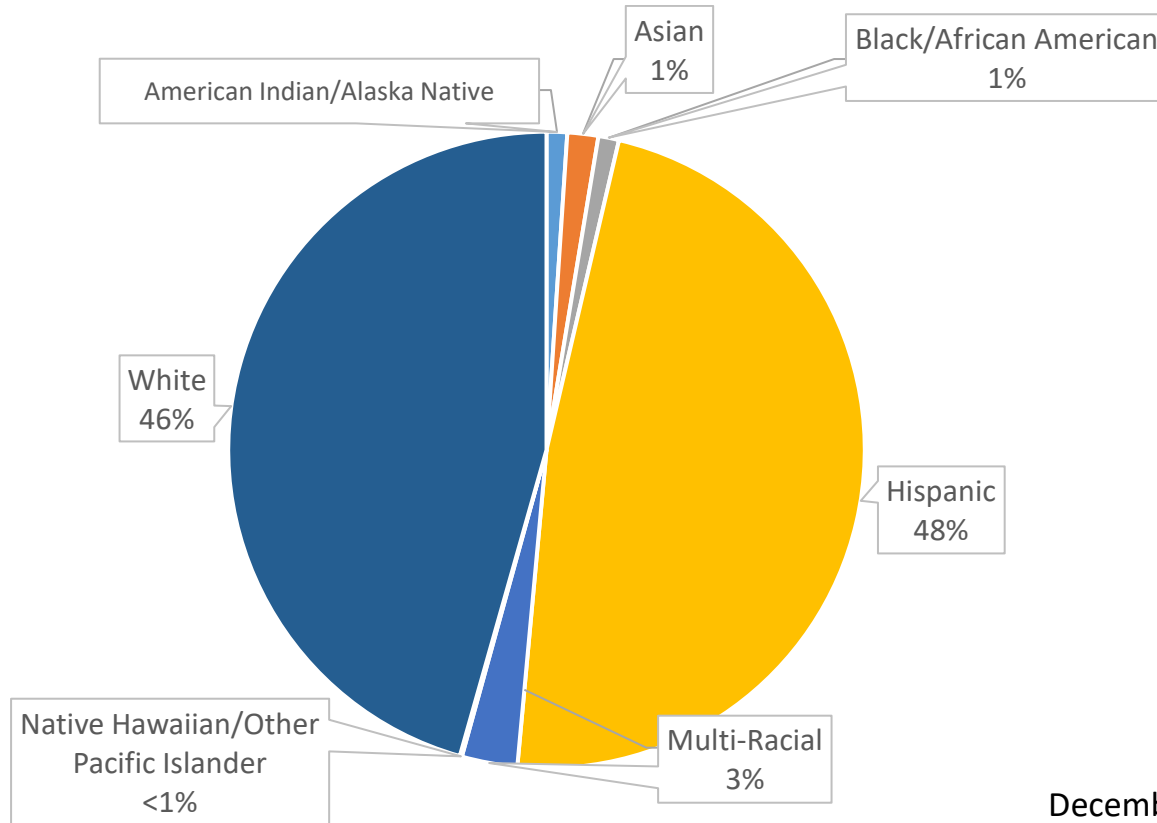
October Headcount

	2021-2022	2022-2023	Difference
KSD	294	321	+27
PSD	214	272	+58
RSD	142	180	+38
Small SD	164	205	+41
Total	814	978	+164

Gender

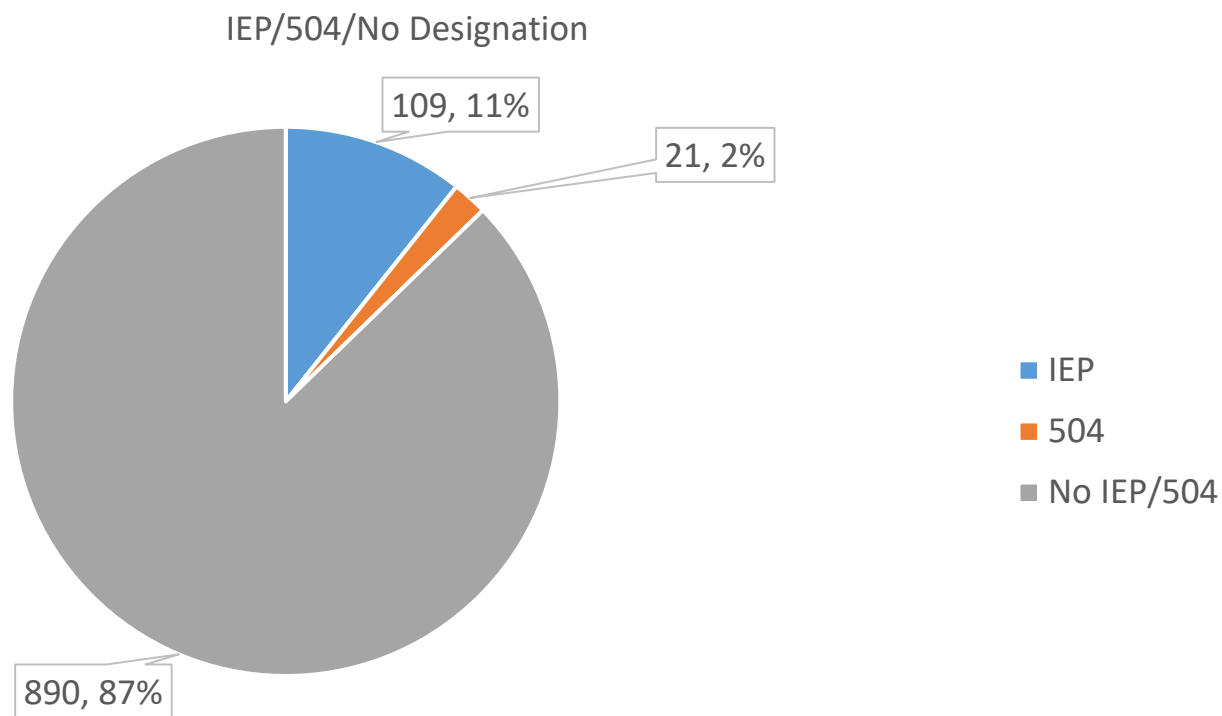
	2021-2022	2022-2023
Female	46%	47%
Male	54%	53%
X	<1%	<1%

Ethnicity



December 2022 Data

Special Populations



Focus Areas for 2022-2023

Connecting with our families



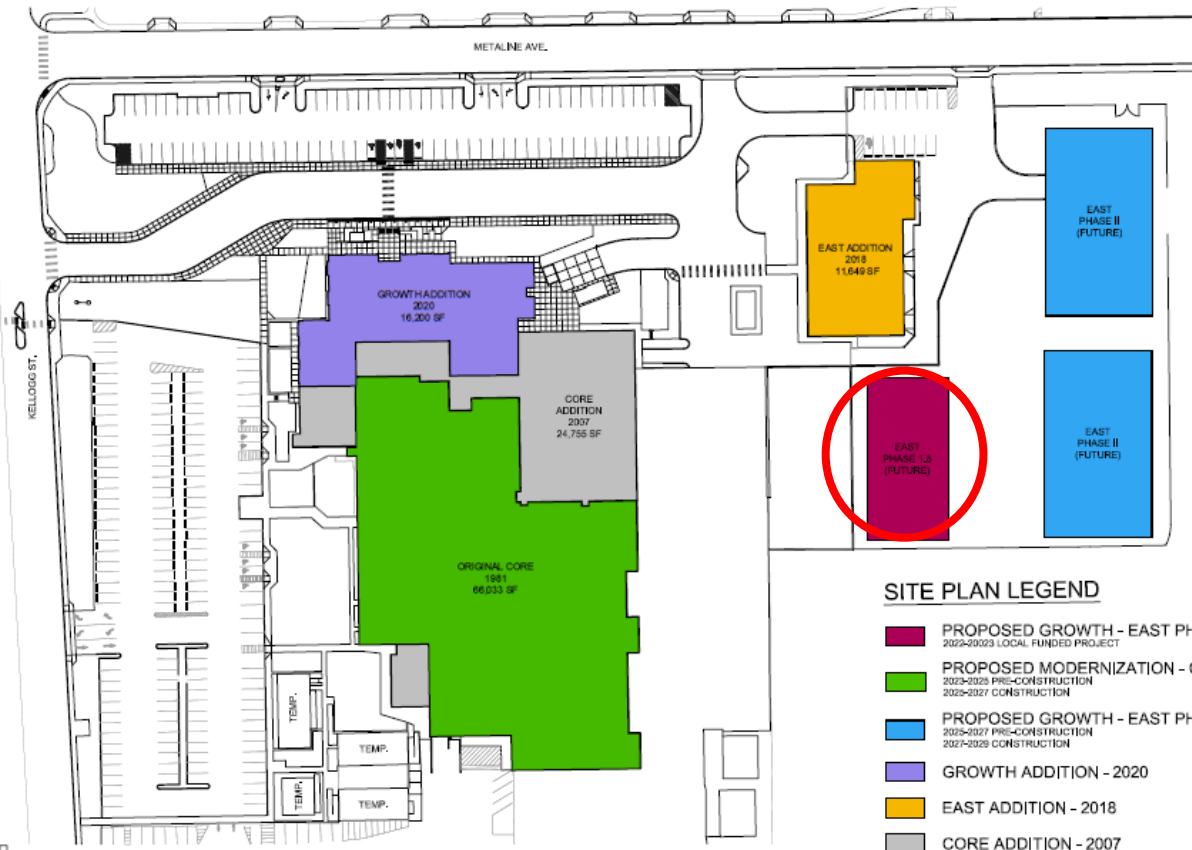


Expansion of Worksite Learning



APPENDIX C

TT East
 Building C
 -Pre-Electrical
 -Pre-Vet Tech



SITE PLAN LEGEND

- PROPOSED GROWTH - EAST PHASE 1.5
2022-2023 LOCAL FUNDED PROJECT
- PROPOSED MODERNIZATION - CORE
2023-2025 PRE-CONSTRUCTION
2025-2027 CONSTRUCTION
- PROPOSED GROWTH - EAST PHASE II
2025-2027 PRE-CONSTRUCTION
2027-2029 CONSTRUCTION
- GROWTH ADDITION - 2020
- EAST ADDITION - 2018
- CORE ADDITION - 2007



CAPITAL PROJECTS - SITE PLAN

TRI-TECH SKILLS CENTER - KENNEWICK, WA

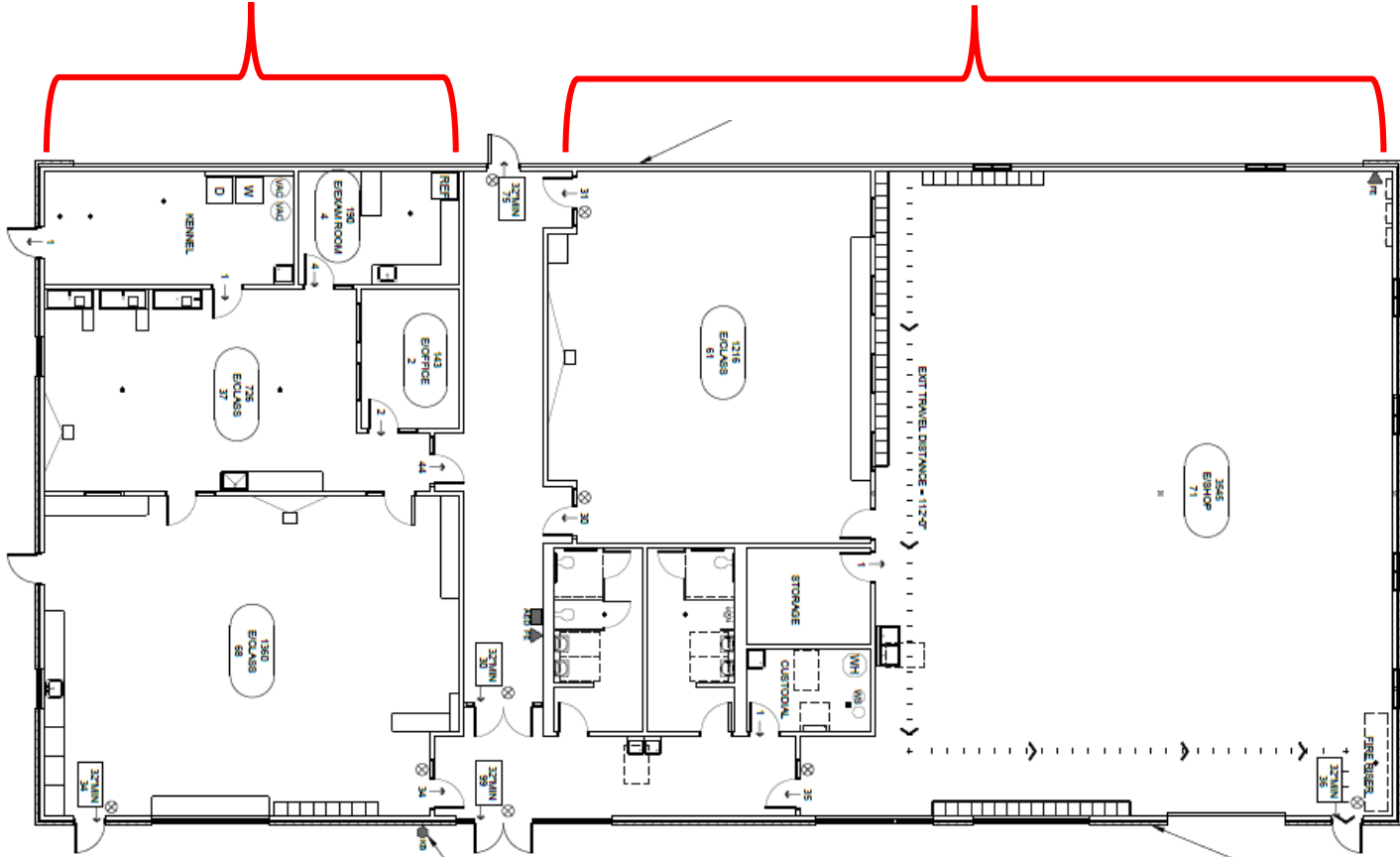
DRAWING NOT TO SCALE





Pre-Vet Tech

Pre-Electrical







Thank you

- Questions and Comments?



General Fund Year End Financial Report 2021-22

December 14, 2022

Kennewick School District Student Enrollment Full Time Equivalent

	17/18 Actual	18/19 Actual	19/20 Actual	20/21 Actual	21/22 Budget	21/22 Actual	21/22 Actual - Budget
Enrollment							
Basic Education Elementary	7,132	7,128	7,104	6,587	6,785	6,617	(168)
Kindergarten	1,410	1,345	1,358	1,289	1,380	1,324	(56)
Mid Columbia Partnership K - 5	141	139	163	237	206	313	107
Elementary	8,683	8,612	8,625	8,113	8,371	8,254	(117)
Basic Education Middle School	3,933	4,092	4,180	4,052	3,958	3,801	(157)
Basic Education High School	3,600	3,632	3,578	3,664	3,776	3,598	(178)
Delta High School (includes CTE)	152	152	152	152	152	143	(9)
Phoenix Project Based High School	58	52	56	49	55	54	(1)
Legacy High School	109	102	104	112	80	124	44
Online/Endeavor High School	38	29	37	36	30	174	144
Mid Columbia Partnership 6th - 12th	150	142	153	184	204	293	89
Secondary	8,040	8,201	8,260	8,249	8,255	8,187	(68)
Subtotal	16,723	16,813	16,885	16,362	16,626	16,441	(185)
<i>FTE \$'s Generated Are Restricted</i>							
Middle School Career & Technical Ed	172	162	166	146	150	160	10
High School Career & Technical Ed	836	754	791	807	830	919	89
Tri-Tech Skill Center	521	459	450	455	465	425	(40)
CBC Academy - \$ Pass Thru To CBC	20	15	20	12	10	16	6
Open Doors- \$ Pass Thru To ESD	NA	17	40	38	45	37	(8)
Running Start - \$ Pass Thru To CBC/WSU	281	346	384	341	370	267	(103)
Subtotal	1,830	1,753	1,851	1,799	1,870	1,824	(46)
Total Student FTE	18,553	18,566	18,736	18,160	18,496	18,264	(232)
Special Education Age 3 - 21 Enrollment	2,195	2,288	2,423	2,275	2,400	2,422	22
Bilingual Headcount	2,882	2,750	2,775	2,701	2,765	2,765	(0)
Free & Reduced Meal % Used For Funding	56.78%	59.03%	58.45%	55.68%	58.80%	58.80%	

**Kennewick School District
General Fund
Comparative Statement of Revenue, Expenditures & Change In Fund Balance
For School Year Ended August 31, 2022**

	2021-22 Adopted Budget NO ESSER/Stabilization	2021-22 Actual NO ESSER or Stabilization	2021-22 Final With ESSER & Stabilization
Revenues			
Property Taxes	17,201,380	\$ 17,447,711	\$ 17,447,711
Levy Equalization	14,570,000	14,735,211	14,735,211
Other Local Revenue	1,843,500	2,291,332	2,291,332
State Revenue	212,119,005	211,973,388	211,973,388
Federal Revenue	24,824,883	26,595,343	26,595,343
ESSER & Other Fed Provided (One-Time \$)	-	-	11,489,425
Stabilization (One-Time Funding)	-	-	3,531,055
Other Grants/Contingency	1,500,000	-	-
Other Revenue	1,138,420	824,933	824,933
Total Revenue	\$ 273,197,188	\$ 273,867,918	\$ 288,888,398
Expenditures			
Certificated Salaries	130,384,206	132,210,895	132,210,895
Classified Salaries	44,104,004	41,686,643	41,686,643
Employee Benefits	68,504,675	65,724,507	65,724,507
Subtotal Salaries & Benefits	242,992,885	\$ 239,622,045	\$ 239,622,045
Supplies & Materials	11,477,452	12,459,854	12,459,854
Purchased/Contractual Services	26,198,337	27,304,939	27,304,939
Travel	788,803	486,230	486,230
Capital Outlay	686,438	1,364,775	1,364,775
Other Grants/Contingency	1,500,000	-	-
Subtotal Materials, Supplies & Operating	40,651,030	\$ 41,615,798	\$ 41,615,798
Total Expenditures	283,643,915	\$ 281,237,843	\$ 281,237,843
Change In Fund Balance	(10,446,727)	(7,369,924)	7,650,556
Transfer To Transportation Fund		-	-
Transfer To Capital Fund	(1,000,000)	(1,000,000)	(1,000,000)
Change In Fund Balance After Transfers	(11,446,727)	(8,369,924)	6,650,556
Beginning Fund Balance	44,194,774	\$ 44,194,774	\$ 44,194,774
Ending Fund Balance	\$ 32,748,047	\$ 35,824,849	\$ 50,845,329

Kennewick School District
General Fund
Local/State/Federal Funded Revenues & Expenditures
For 2021-22 School Year

<u>Program/Revenue Source</u>	<u>Revenue</u>	<u>Expenditures</u>	<u>Surplus/(Deficit)</u>
Property Taxes	17,447,711	17,447,711	0
Levy Equalization	14,735,211	14,735,211	0
State Basic Ed Funding	138,610,670	151,624,009	(13,013,339)
Special Education	31,268,568	31,241,380	27,188
Transportation	8,924,187	9,349,005	(424,818)
Other Revenue	2,448,127	842,346	1,605,781
Subtotal Local & Basic Ed Funds	\$ 213,434,474	\$ 225,239,662	\$ (11,805,188)
Running Start	2,343,535	2,154,570	188,965
Open Doors	343,812	309,011	34,802
Tri Tech Skill Center	5,253,540	5,091,461	162,079
Career & Technical Education	9,836,484	9,693,395	143,089
Federal Title Programs	10,097,204	9,724,773	372,431
Learning Assistance Program	10,330,277	10,024,869	305,408
Bilingual Program	4,197,880	3,777,214	420,665
Early Childhood Education	2,664,225	2,422,939	241,286
Highly Capable	516,372	460,424	55,948
Other State Programs & Grants	1,177,582	1,033,998	143,584
Food Service Program	12,259,378	9,906,025	2,353,353
National Board Funding	1,413,156	1,399,503	13,653
Subtotal Restricted/Federal Funds	\$ 60,433,445	\$ 55,998,181	\$ 4,435,264
Total Prior To ESSER Funding	\$ 273,867,918	\$ 281,237,843	\$ (7,369,924)
ESSER/Stabilization Funding	15,020,480	In Above	15,020,480
Total Revenue & Expense	\$ 288,888,398	\$ 281,237,843	\$ 7,650,556

ESSER Funding	
ESSER I	4,330,767
ESSER II	16,740,145
ESSER III	30,102,055
ESSER III Learning Loss	7,525,514
Total	\$ 58,698,481
<i>Overhead Allowed From Above \$5,859,026</i>	
<i>Expect to have used \$20M at Aug 31, 2022</i>	
<i>Have until August 31, 2024 To Spend Funds</i>	

Costs Reimbursed Through ESSER			
	2020-21	2021-22	Total
Supplies & Equipment (PPE)	679,853	88,966	768,819
Curriculum & IT Related	400,825	365,325	766,150
Mental Health Services	-	440,547	440,547
Tutoring Contract	-	413,370	413,370
Online Program Staff	1,947,037	1,868,591	3,815,628
Staff Training	-	365,509	365,509
Transportation Staff	1,840,612	-	1,840,612
Maintain Staff	7,328,866	4,543,055	11,871,921
COVID Related Staff Costs	In Maint Staff	290,512	290,512
ESSER Indirect	1,510,070	868,779	2,378,849
Total	\$ 13,707,263	\$ 9,244,655	\$ 22,951,918

Kennewick School District
General Fund
Statement of Fund Balance
At August 31

		<u>Aug 31, 2020</u>	<u>Aug 31, 2021</u>	<u>Aug 31, 2022</u>
Reserved For Inventory	Non Spendable	\$ 766,096	\$ 760,802	\$ 1,026,174
Tri Tech	Restricted	2,438,555	2,071,176	701,804
Building Budget Carryover	Assigned	1,308,997	1,376,416	1,210,083
Building Renovation Carryover	Assigned	140,460	120,000	-
Career & Tech Ed Program Carryover	Restricted	646,743	491,118	228,127
Learning Assistance Program (LAP) Carryover	Restricted	485,369	651,381	585,868
Grant/Program Carryover	Restricted	382,489	106,044	412,187
Transfer To Capital Projects Fund	Assigned	-	1,000,000	1,500,000
Other Assigned (Stabilization)	Assigned	<u>22,971,101</u>	<u>27,917,837</u>	<u>34,681,086</u>
Subtotal		\$ 29,139,810	\$ 34,494,774	\$ 40,345,329
Minimum Fund Balance Policy (3.0%-5.0% of Budget)	Unassigned	<u>9,700,000</u>	<u>9,700,000</u>	<u>10,500,000</u>
Ending Fund Balance		\$ 38,839,810	\$ 44,194,774	\$ 50,845,329



General Fund 2022-23 Budget Update

Kennewick School District Student Enrollment Full Time Equivalent

	18/19 Actual	19/20 Actual	20/21 Actual	21/22 Actual	Prelim 22/23 Budget	22/23 Projected	22/23 Project vs Budget
Enrollment							
Basic Education Elementary	7,128	7,104	6,587	6,617	6,579	6,790	211
Kindergarten	1,345	1,358	1,289	1,324	1,324	1,240	(84)
Mid Columbia Partnership K - 5	139	163	237	313	276	206	(70)
Elementary	8,612	8,625	8,113	8,254	8,179	8,236	57
Basic Education Middle School	4,092	4,180	4,052	3,801	3,833	3,884	51
Basic Education High School	3,632	3,578	3,664	3,598	3,580	3,711	131
Delta High School (includes CTE)	152	152	152	143	152	140	(12)
Phoenix Project Based High School	52	56	49	54	55	55	-
Legacy High School	102	104	112	124	106	115	9
Online/Endeavor High School	29	37	36	174	200	150	(50)
Mid Columbia Partnership 6th - 12th	142	153	184	293	312	219	(93)
Secondary	8,201	8,260	8,249	8,187	8,238	8,274	36
Subtotal	16,813	16,885	16,362	16,441	16,417	16,510	93
<i>FTE \$'s Generated Are Restricted</i>							
Middle School Career & Technical Ed	162	166	146	160	160	151	(9)
High School Career & Technical Ed	754	791	807	919	898	829	(69)
Tri-Tech Skill Center	459	450	455	425	500	513	13
CBC Academy - \$ Pass Thru To CBC	15	20	12	16	10	10	-
Open Doors- \$ Pass Thru To ESD	17	40	38	37	45	45	-
Running Start - \$ Pass Thru To CBC/WSU	346	384	341	267	310	310	-
Subtotal	1,753	1,851	1,799	1,824	1,923	1,858	(65)
Total Student FTE	18,566	18,736	18,160	18,264	18,340	18,368	28
Special Education Age 3 - 21 Enrollment	2,288	2,423	2,275	2,422	2,400	2,600	200
Bilingual Headcount	2,750	2,775	2,701	2,765	2,765	3,000	235
Free & Reduced Meal % Used For Funding	59.03%	58.45%	55.68%	58.80%	57.40%	57.40%	

Projected ESSER Funding Use For 2022-23

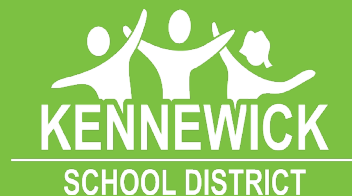
Program/Use	Amount
Online Program Staff	\$1,450,000
Mental Health Contract – High School/Middle School	630,000
Tutoring Services	500,000
Summer School	750,000
Curriculum/IT System/Data Collection Enhancements	750,000
Teacher Training/Other Support/In Building Subs	250,000
Maintain Staff Positions	<u>5,000,000</u>
Total	\$9,330,000
Other Costs To Be Reimbursed From ESSER -Employee COVID Related Absences 19/20 – 21/22: \$2.32M -Evaluating Capital Project Upgrades/Improvements -Possible Curriculum Adoption Cost ?2023-24?	

Next Steps

- Continued 2022-23 Budget Monitoring/Management
 - Using ESSER funding, fund balance, and budget reductions/not filling vacant positions to mitigate lost 2023 property tax revenue resulting from levy failure.
 - All are conscientious of budget situation.
 - Special education enrollment exceeding budget resulting in increased funding.
 - 2022-23 Transportation Funding Finalized By State in March (based on spring 2022/fall 2022/winter 2023 ridership)
 - Manage ESSER funding and budget to get District through school years 2023-24, 2024-25, 2025-26.
 - Proposed levy amounts that failed to pass in 2022 were reduced for the February 2023 levy.
 - Greater commitment toward re-purposing funding for future use to lower levy amounts presented to voters.
- 2023-24 Budget
 - Preliminary Budget Work: January 2023 – May 2023/Adopt Budget June 2023
 - **February 14, 2023 levy vote will impact the 2023-2024 school district revenue** as voters will be voting for the 2024 levy as well as 2025 and 2026.
 - 2023-24 enrollment growth not expected to be significant.
 - Special education enrollment has been increasing.
 - Social Emotional Learning (SEL) Year 2 Phase In Funding.
 - Legislative session January 9, 2023 - April 23, 2023.
 - Adopting biennium budget (2023 – 2025), impact on school district funding TBD.
 - ESSER \$ continued to be used for 2023-24 budget to backfill lost levy and levy equalization funding from the 2023 levy failure.
 - **ESSER \$'s Are One-Time Funding Through August 31, 2024**

Boundary Change Process Overview

December 14, 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.

District

GOAL: The Kennewick School District is innovative, proactive and accountable



- *Innovative in our strategic future planning and engaged in continuous improvement.*
- *Regular, timely and transparent with our communications.*
- *Effective and efficient in our operations.*
- *Responsible stewards of public resources.*

2022-23 Annual Objectives

Future Facilities Planning

- We will continue to implement the 2019 voter-approved bond program, ensuring construction projects are completed on time and on budget.
 - Completed projects include Kennewick High School, Amistad Elementary, and expansions at Kamiakin High School and Southridge High School.
 - Ridge View Elementary construction began in June 2022. The school is being replaced and expanded to 30 classrooms.
- We will continue to assess enrollment and capacity needs, updating our 10-Year Capital Facilities Plan to ensure we have property and school facilities to serve students and families now and in the future.
- We will conduct a boundary review study and process to determine if school boundaries need to be adjusted to balance enrollment between elementary schools.
- We work with our Long-Term Facility Planning Committee and Executive Committee to plan for future bond measures to replace aging facilities and build new schools as needed for enrollment.

Future Facilities Planning

- We will determine a path forward for our Educational Programs & Operations Levy.
 - We will use federal Elementary and Secondary School Emergency Relief (ESSER) funding and existing fund balance to continue to fund important programs and staff for the 2022-23 school year.
 - We will implement \$5 million in budget reductions for the 2022-23 school year.
- We will continue to maintain a long-term budget strategy to align revenue and expenditures and ensure good stewardship of public funds.

Continuous Improvement, Transparency, and Strategic Planning

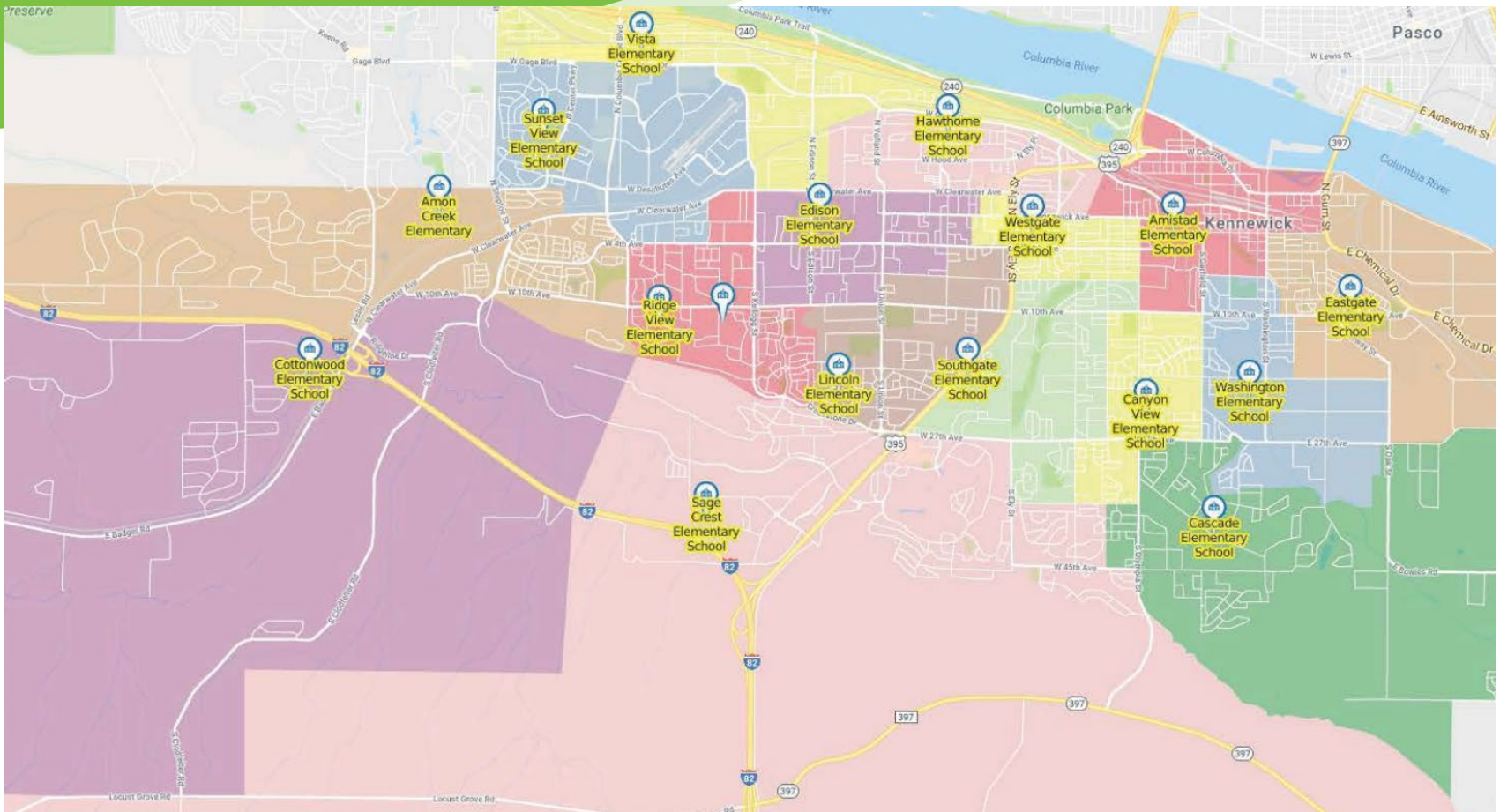
- We will place board policies and procedures on a regular review cycle, ensuring that policies remain up-to-date and consistent with practice and law.
- We will place district programs on a regular review cycle to assess effectiveness, efficiency and fiscal accountability and determine areas for improvement.
- We will continue to update our Strategic Plan each fall. The Strategic Plan and our District Performance Indicators and Targets – Annual Report, will continue to be posted on our district website.
- We will continue to publish an Annual Community Report in January.

Performance Indicators and Targets

- The Annual Community Report is published every January, providing the community with key information on student performance, district programs, capital projects and resource use.
- The unassigned, minimum fund balance is 3-5% of the total district budget.
- The district receives community support for levies and bond



KSD Elementary Boundaries



Background and History

Most recent boundary changes:

- **2017-2018**

Process completed for opening of Amon Creek Elementary School

- **2018-2019**

Process completed for increasing enrollment at Amistad Elementary School

Background and History

Process for making decisions about boundary adjustments:

- Utilize mapping software to evaluate options
- Determine criteria for decisions
 - Transportation
 - Walk zones
 - Program placements (Special Education)
 - Grandfathering students
- Convene committee and facilitate community input process
- Seek board feedback and direction
- Complete board approval process

Current Situation

School	Enrollment*	Capacity
Edison	326	406
Ridge View	334	520**
Vista	358	402
Sunset View	388	441
Washington	399	422
Canyon View	404	446
Hawthorne	476	476
Westgate	433	435
Southgate	439	439
Lincoln	441	522
Cottonwood	452	513
Eastgate	493	534
Cascade	540	541
Fuerza	587	587
Sage Crest	624	625
Amistad	635	695
Amon Creek	739	749
*October 2022		
**New Building		

Goals for Boundary Adjustment

- Distribute enrollment more equitably amongst schools
- Accommodate future growth in the west end of the district
- Increase enrollment at the new and larger Ridge View
- Decrease enrollment at Amon Creek and Sage Crest

Other Schools

- Sunset View
- Edison
- Vista
- Lincoln
- Hawthorne
- Potentially Westgate and others

Boundary – Pros and Cons

Pros	Cons
<ul style="list-style-type: none">• Avoid over-crowding• Avoid adding portables• Avoid staffing challenges (Admin, counseling, specials)• Avoid having too small of schools• Avoid resource issues	<ul style="list-style-type: none">• Families love their schools and don't want to change• Potential staff moves

Boundary Process and Timeline

Timeline

Complete the process in 2022-23 school year to determine new boundaries to take effect in **Fall 2024**

December 14, 2022	Board Meeting – Boundary Overview and Plan
December 2022 – February 2023	Internal Work/Committee Work
February 22, 2023	Board Meeting – Share Boundary Update & Scenarios
March 2023	Parent Meetings/Feedback Processes
April 26, 2023	Board Study Session – Boundary Update/Scenarios
May 10, 2023	Board Meeting – Initial Recommendation
May 24, 2023	Board Meeting – Final Recommendation/Board Action



Questions?

INSTRUCTION

Flag Displays and Exercises

The flag of the U.S. stands as the universal and most singularly important emblem of America. **Note: Board wanted to discuss** The flag of the United States and the flag of the state shall be prominently installed, displayed and maintained in schools. A United States flag being in good condition shall be displayed during school hours at every school site and in every school classroom. Flag exercises shall be conducted in each school on a minimum of once per day, including but not limited to the opening of all school assemblies. -Students not reciting the Pledge of Allegiance shall maintain a respectful silence.

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Flags Other Than the United States Flag

A flag is defined as, "a piece of cloth, usually rectangular, of distinctive color and design, used as a symbol, standard, signal, or emblem." When permanently displaying flags other than the United States flag in schools, the following restrictions apply:

- No flag larger than the United States flag may be displayed.
- No flag may be hung higher than the United States.
- Multiples of the same flag may not be displayed.
- Flags may not be used to cover a window.
- No flag may be hung in a manner that causes distraction. **NOTE: Board needs to discuss this as it is subjective**

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In addition, no posters or other signage may be used like a flag to signal or attract attention. **NOTE: Board needs to discuss this as it is subjective**

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Legal Reference: [RCW 28A.230.140](#) United States flag--Procurement, ~~Display display, Exercisesexercises~~--National Anthem, ~~Non-Compliance, Penalty~~
[RCW 1.20.015](#) Display of national and state flags.

Adopted: April 28, 1993
Revised: July 12, 2006
Revised: December 14, 2022

Board Discussion

Regarding flag displays:

- More prominent
- Larger
- Hung higher
- Hung over a window or hang multiple flags of the same flags
- Hung in a manner that causes distraction (eg hung over windows, having multiple flags (many of the same flags))
- Should be done as committee? Board not prepared to discuss
- Would like to discuss changes
- After definition - or something used like a flag to signal or attract attention (i.e. posters)
- First sentence: The flag of the U.S. stands as the universal and most singularly important emblem of America
- Wording to include permanent displays
- Subjective parts/wording need to be considered
- Community needs to see the draft in full to be able to comment/time to do it correctly/legally
- Bronson stated that policy needs to not be subjective so it can be enforced
- Bring back updated draft for first reading
- Be sure to add legal references
- Note the items that are ambiguous
- Draft something that is close to a finished product

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Appointment of “Con” Committee for Levy



“For”/”Against” Committee Appointment

- For each ballot measure, the School Board shall formally appoint committees “For” and “Against” the ballot measure (i.e. adopt completed form available in the Jurisdiction Guide on the Elections Department website) – RCW 29A.32.280.
- The Board must appoint persons known to favor or oppose the ballot measure to serve on the respective committees.
- Committees are limited to not more than 3 members per committee.
- The school district is not involved in preparing any “For” and “Against” statements or rebuttals. The Board’s sole duty is to appoint “For” and “Against” committee members.

Committee Roster

Completing this form is required *only* if submitting by mail. Information should be typewritten or neatly printed and returned with your initial argument.

If submitting by email (preferred), include all information requested on this form.

In favor of... In opposition to... Measure _____

The following will be published in the voters’ pamphlet. It does not count toward word limits.

Committee telephone number _____
(include area code)

Committee email address _____

Committee website _____

Committee members listed below will draft an argument for the voters’ pamphlet.

Name _____ Title or Identification (up to 8 words) _____

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

Enclosure checklist if mailing your information, please include...

- Argument, printed and on a CD
- Committee roster
- Committee contact information
- All materials must be received ten business days after the appointment of the initial two committee members.

Mail

Benton County Auditor
Elections Department
PO BOX 470
Prosser WA 99350

Email

We prefer email. Submit to
elections@co.benton.wa.us.

“For”/ “Against” Committee Appointment

- The District must notify the public that “For” and “Against” committee members are being sought (notice posted on district website or in local newspaper).
- The District is responsible for providing committee members with copies of instructions, specifications and deadlines for all statements.
 - Must be filed with the Elections Department no later than the deadline for filing the elections resolution

Committee Roster

Completing this form is required *only* if submitting by mail. Information should be typewritten or neatly printed and returned with your initial argument.

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1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____
5. _____	_____
6. _____	_____

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Email

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elections@co.benton.wa.us.

Response

The following individual submitted interest in being appointed to write the “against” statement for the levies for the voters’ pamphlet:

- Dallas Burt

Recommendation

The Board appoint the following individuals to serve as the committee to write the “against” statement for the levies for the voters’ pamphlet:

- Dallas Burt