

Sitka School District Mission:
The Sitka School District will intentionally develop
Haa Latseení
(Our Strength of Mind, Body, and Spirit)
to inspire and prepare students to be compassionate, empowered,
and equipped critical thinkers within a global community.

School Board Meeting

Tuesday, October 8, 2024 | 6:00 PM | District Office Board Room, 300 Kostrometinoff Street, Sitka, AK
99835

Proposed Agenda

1. **Amanda Williams Oath of Office**
2. **Call to Order**
3. **Flag Salute**
4. **Land Acknowledgment**
5. **Roll Call**
6. **Approval of the Proposed Agenda and Consent Agenda**
 - 6.a. Maintenance MOA
7. **Persons to be Heard - On or Off the Agenda**
8. **New Business**
 - 8.a. Approval of Establishing a Pre-K Program in SSD
9. **Adjournment**

Note: All items listed under Agenda & Consent Agenda are considered routine by the School Board and will be approved in one motion. Items may be removed at the request of a School Board Member.

Note: Meetings will adjourn by 10:30 p.m. Alaska Standard Time (or Alaska Daylight Standard Time) unless by a majority vote of the board the meeting is extended 30 minutes to 11:00 p.m. Further 30-minute extensions will require each a separate motion that will require a unanimous vote of those members present and constituting a quorum.

Note: The School Board reserves the right to go into executive session as and to the extent permitted by AS 44.62.310 and Board Bylaw 9321. An executive session may be called to consider the following subjects: (1) matters, the immediate knowledge of which would clearly have an adverse effect upon the finances of the District; (2) subjects that tend to prejudice the reputation and character of any person, provided the person may request a public discussion; (3) matters which by law, municipal charter, or ordinance are required to be confidential; and (4) matters involving consideration of government records that by law are not subject to public disclosure. The motion to go into executive session must clearly specify the subject of the proposed session without defeating the purpose of addressing the subject in executive session.

MEMORANDUM OF AGREEMENT
BETWEEN
THE CITY AND BOROUGH OF SITKA
AND
THE SITKA SCHOOL DISTRICT
FOR
FACILITY MAINTENANCE

This Memorandum of Agreement ("Agreement") is made and entered into as of [DATE], by and between the City and Borough of Sitka ("CBS"), and the Sitka School District ("SSD"), a public school district located at 300 Kostrometinoff Street, Sitka, Alaska 99835.

Whereas, the CBS is the entity responsible for the ownership and maintenance of various public facilities and infrastructure within the City and Borough of Sitka, including certain facilities that are operated and utilized by SSD for educational purposes;

Whereas, SSD, as the primary provider of education services within the City and Borough of Sitka, occupies and operates multiple school facilities owned by CBS, utilizing said facilities to deliver educational programs to students within the community;

Whereas, the maintenance, upkeep, and repair of SSD-operated school facilities require comprehensive and ongoing attention to ensure safe, functional, and supportive environments conducive to academic excellence and student well-being;

Whereas, both CBS and SSD acknowledge the mutual benefit and efficiency that can be derived from establishing a formal agreement dictating the responsibilities and obligations related to the maintenance of school facilities owned by CBS and utilized by SSD;

Whereas, this Memorandum of Agreement seeks to delineate the respective roles and expectations of CBS and SSD in ensuring the high-quality maintenance and operational functionality of school facilities, fostering a collaborative approach to facility management and upkeep;

Whereas, the purpose of this MOA is to formalize the relationship between CBS and SSD with regard to the maintenance, operational, and repair responsibilities for school facilities, promoting clarity, accountability, and efficient resource allocation in support of educational and community goals.

Therefore, in consideration of the recitals above and the mutual desire to establish clear parameters for the maintenance of school facilities, CBS and SSD have come to the following Memorandum of Agreement:

INTRODUCTION

This Agreement has been designed to outline the service levels that SSD can expect from the CBS with regard to facility maintenance activities. This sections and sub-sections throughout this Agreement include details regarding the scope of services to be covered, the resources anticipated to be transferred, the anticipated capital and operational budgeting processes, the general work prioritization framework, key performance metrics, and communication planning.

By detailing the terms, responsibilities, and expectations of both parties, this agreement aims to facilitate a seamless transition of facility maintenance action and performance measurement in the management of facilities operated by the SSD.

This MOA reflects the shared commitment of CBS and SSD to operational excellence, cost-effective facility management, and to ensuring that educational facilities are maintained to the highest standards and that the conduct of maintenance activities is aligned with the established goals and priorities of the Sitka School District and the City and Borough of Sitka.

SCOPE OF SERVICES

Maintenance services shall be provided by the CBS at the following facilities:

- Xóots Elementary School
- Keet Gooshi Heen Elementary School
- Blatchley Middle School
- Sitka High School
- Pacific High School & Greenhouse
- Southeast Career Center
- Sitka Performing Arts Center

Maintenance services shall be committed to within the property boundary of the respective facility.

Maintenance services shall be applied to the following assets and systems:

- Parking infrastructure
- Landscape, hardscape, and outdoor recreation areas
- Building structure, roof, foundation, and envelope
- Windows, walls, ceiling, flooring, and doors
- Mechanical and plumbing systems (including all forms of HVAC and their fueling systems)
- Electrical systems (including all lighting fixtures, distribution infrastructure and conduits)
- Water, wastewater, and stormwater systems (including all conduits and fixtures)
- Flagpoles, exterior monuments, or artistic features
- Fire and Life Safety systems and associated assets
- Lifts, elevators, and other systems and assets that support ADA requirements
- Other assets or systems that require physical, permanent installation to the above-listed assets or systems (i.e. a television that is mounted to the wall)
- Creation, maintenance, and management of building access keys and locks
- Coordinate and facilitate dump runs and other solid waste activities
- Coordinate with the SSD to setup and takedown graduation event materials and furniture

The following list outlines services that will not be provided by the CBS:

- Event support and furniture building & moves (setup/takedown of equipment, seating, etc. for SSD events); with exception of graduation events
- Provide event coordinator for graduation events that are setup by CBS staff
- Delivery or transport services
- IT Infrastructure
- Management of custodial and solid waste contracted services
- Facility access control – in alignment with SSD Policy, the SSD will remain the sole administrator of access (providing keys) to internal and external stakeholders. The CBS will create keys, maintain locks, and keep a key inventory.

TRANSFER OF RESOURCES FROM SSD TO CBS

This section outlines the transfer of equipment, personnel, materials, and workspaces from the SSD to the CBS.

Staffing Positions

The CBS shall absorb a total of four staff-level employees. All staff, including SSD transferred staff and existing CBS staff shall undergo background checks in alignment with SSD policy, prior to accessing school facilities.

Vehicles, Equipment, Materials, Workspace

Upon establishment of the CBS maintenance program, all vehicles, equipment, materials, and workspace (at the Public Service Center) used or intended to be used by the SSD maintenance staff for maintenance or improvement of school facilities, shall be transferred to the CBS. The CBS will assume all liabilities for maintenance, repairs, registration, and licensing of the vehicles following official transfer.

Vehicles:

The following vehicles shall be loaned to the CBS for use. The CBS shall apply a CBS City seal to each vehicle and shall be responsible for fueling, cost of insurance, and maintenance for the following vehicles.

- 2017 Chevy Express Van License #XZC740
- 2015 Ford Transit Van License #XZC988
- 2008 Chevy Silverado Plow Truck, License #XYB440
- 2004 Ford Ranger Pickup Truck License #XYA453
- 2010 Chevy Silverado Pickup Truck License #XYF241
- 4-wheeler (ATV)

Upon the CBS's replacement of these vehicles, all vehicles will be released back to the SSD with no further obligation by the CBS to perform maintenance. All costs associated with disposal of replaced vehicles shall be the responsibility of the SSD.

The following vehicles shall remain with the SSD. Operation, maintenance and ownership of these vehicles shall remain with the SSD.

- (1) 2013 Chevy Silverado Flat-bed Truck License #YZC353
- (8) Passenger transport vans AND any and all other vehicles that the SSD owns, operates or maintains that are not specified to be transferred above.

Equipment:

All equipment, tools, and materials that are used by SSD maintenance staff for SSD maintenance activities, that will be transferred to the CBS, shall be transferred to the CBS upon the effective date of this agreement.

Workspace:

The maintenance workspace located at the Public Service Center shall be transferred to the CBS upon the effective date of this agreement. Only CBS employees shall be permitted to remain at this workspace upon the effective date of this agreement. All material storage associated with facility maintenance activities shall remain stored at the

Public Service Center. All other materials belonging to the SSD shall be retrieved and stored at a campus facility. All utility and phone services for the Facilities shop shall be paid for by the CBS.

CAPITAL IMPROVEMENT PLANNING PROCESS

In alignment with the Sitka Home Rule Charter, the City and Borough of Sitka shall create a capital improvement plan each year that contains capital improvement projects that are intended to be budgeted through the upcoming fiscal year and identify a long-term inventory of capital needs.

Capital projects shall be defined as any improvement, replacement, refurbishment, or extension of an asset's life that is greater or equal in value to \$10,000. Projects that do not meet these qualifications shall be considered operational activities and shall be captured.

The process for meeting this requirement is outlined in the section below.

STEP 1 - IDENTIFICATION OF CAPITAL PROJECT NEEDS

Annual capital projects will be identified through one of the following avenues:

1. Asset Condition Assessments:

(All year) Annual Facility Condition Assessments: Annual condition assessments shall be conducted to evaluate the condition of all school facility assets. These assessments may be conducted by either qualified contractors or qualified CBS maintenance staff using standardized evaluation criteria. Asset condition assessments shall assess the condition, functionality, and performance of assets based on visual inspections, equipment testing, and other diagnostic methods. Assets condition assessments shall include, but not be limited to facility roofing and structural systems, mechanical systems, plumbing systems, electrical systems, architectural features, interior fixtures, interior flooring, walls, wall coverings, ceilings, windows, doors, appliances, etc.

An asset condition scoring scale shall be established using the designations of A, B, C, D, and F to categorize the condition of each asset. Condition scores shall be assigned to each asset based on the findings of the facility condition assessments. Assets are evaluated against the established criteria, and the corresponding condition rating is documented. Condition designations and their respective, high-level description are provided below:

- A. **New Condition** - Indicates that the asset is in optimal condition, with no significant deterioration or performance issues.
- B. **Good Condition** - Signifies an asset that is well-maintained, operational, and has no critical deficiencies impacting its performance.
- C. **Fair/Mid-life Condition** - Represents assets that are functional but exhibiting signs of wear, minor deterioration, or reduced performance.
- D. **Poor/Nearing End of Life Condition** - Assets that are showing significant wear, deteriorating performance, and are approaching the end of their useful service life.
- F. **Failed/End of Life Condition** - Identifies assets that are beyond their useful life, exhibiting severe deterioration, and in need of immediate attention or replacement.

Assets that receive a condition rating of D or F are flagged for further review to assess their eligibility for capital improvement projects. These assets are subjected to in-depth evaluation to determine the extent of deterioration, repair or replacement cost estimates, and priority for capital projects.

2. Daily Operational Rounds

Qualified staff members shall conduct daily walk-through inspections of school facilities, systematically following a standardized inspection checklist. The inspections involve visual assessments, functional checks, and minor diagnostics to identify any operational irregularities, maintenance needs, safety concerns, or other needs. Identified needs that meet capital project classification requirements, shall be added to a draft school facility capital improvement plan.

3. Facility Operator Requests:

The Superintendent, principals, or otherwise designated staff may issue requests for capital improvement projects. All such requests shall be routed through principals and ultimately to the superintendent's office for approval. All capital improvement projects that are approved by the superintendent's office shall be communicated to the CBS Facility Maintenance Superintendent. The CBS Facility Maintenance Superintendent shall be responsible for entering approved projects into the draft capital improvement plan.

STEP 2 – COMPILATION OF ALL CAPITAL IMPROVEMENT PROJECTS

(All year) All capital improvement projects captured in the identification process (Step 1) shall be added to a draft capital improvement plan. Items shall be systematically added to the draft CIP throughout the year, as project needs are identified.

Based on the information gathered from facility assessments, operational rounds, and staff requests, a comprehensive list of identified deficiencies and needs is compiled. Each item is documented with its corresponding details, including Project Name, Project Description, Project Sponsor, Estimated Project Cost, Estimated Project Start Date & End Date, and Risk Assessment Scores, Asset Condition Score (A,B,C,D,F).

STEP 3 – ASSESS RISK SCORES FOR EACH PROJECT

(October through November) A risk assessment shall be performed on each identified capital improvement project to determine the potential impact on Student Safety, Worker Safety, Regulatory Compliance, Asset Reliability, Reputation, and Fiscal Responsibility.

Risk assessments shall include evaluating the consequences of inaction or failure and the likelihood of adverse outcomes/failure associated with each deficiency. Risk scores will be developed through collaborative efforts with qualified maintenance staff and/or qualified contracted support services.

STEP 4 – PRIORITIZE DRAFT LIST OF CAPITAL IMPROVEMENT PROJECTS

(October through November) To ensure that project or deficiencies, that pose the greatest risk, are addressed before those projects that pose a lesser risk; the draft capital improvement plan will be sorted by risk score in descending order from highest risk to lowest risk.

STEP 5 – BUDGET ALLOCATION TO BUY-DOWN RISK

(December) The CBS Facilities Maintenance Superintendent shall apply the budget amount to the list of projects/deficiencies starting at the top of the list (highest risk) and working down the list, buying-down as much risk as possible until available funding runs out. This process will ensure that spending is solely focused on addressing projects by order of the risk that they pose to the organization.

STEP 6 – PRESENTATION OF CIP DRAFT TO ADMINISTRATOR AND SUPERINTENDENT

(December through January) The CBS Public Works Director shall present the Draft School Capital Improvement Plan to the Municipal Administrator and the SSD Superintendent by February 1st of each year for the following fiscal year.

The presentation shall include a wholistic listing of all identified capital projects and their respective attributes. The presented list shall be sorted in descending order of risk score (highest at the top of the list and the lowest on the bottom). This list shall also include recommendations for the project's source of funding (working capital, grant, State capital funds, loan, etc.)

During this step funding options will be strategically decided upon through collaboration between the CBS Administrator, Financial Director, SSD Superintendent, SSD Business Manager and others as needed.

The focus of the presentation shall be to provide a clear outline of the CIP for the Municipal Administrator and the SSD Superintendent AND to solicit discussion and direction from attendees to refine the budget allocation strategy and ensure alignment with organizational objectives.

STEP 7 – PRESENTATION OF CIP DRAFT 2.0 TO THE SSD SCHOOL BOARD

(January) Based on the feedback received from the presentation to the Municipal Administrator and the SSD Superintendent, edits shall be made to the proposed CIP. Such edits could include, but not be limited to, selecting to skip/bypass some projects. The resulting, revised draft CIP is then presented to the board for further discussion and direction.

The presentation shall include a wholistic listing of all identified capital projects and their respective attributes. The presented list shall be sorted in descending order of risk score (with the exception of any modifications that were made through suggestion by the Municipal Administrator and the SSD Superintendent).

The focus of the presentation shall be to provide a clear outline of the CIP for the SSD School Board members AND to solicit discussion and direction from attendees to refine the budget allocation strategy and ensure alignment with organizational objectives.

STEP 8 – PRESENTATION OF FINAL DRAFT CIP TO THE CBS ASSEMBLY

(March through May) Based on the feedback received from the presentation to the SSD School Board, edits shall be made to the proposed CIP. Such edits could include, but not be limited to, selecting to skip/bypass some projects. The resulting, revised draft CIP is then presented to the CBS Assembly for further discussion and direction.

Direction shall be given from the assembly regarding which projects are to be funded through CBS funding, and which projects are to be funded through the State of Alaska capital improvements funding.

The presentation shall include a wholistic listing of all identified capital projects and their respective attributes. The presented list shall be sorted in descending order of risk score (with the exception of any modifications that were made through suggestion by the SSD School Board).

STEP 9 – DEVELOPMENT & SUBMISSION OF DEED CAPITAL FUNDING REQUEST TO STATE

(May through September) Based on the feedback received from the presentation to the CBS Assembly, the Facility Maintenance Superintendent shall develop a final list of projects, that are candidates for State capital funding and submit the prepared list to the SSD for funding submission. Development of submission materials shall be the responsibility of the SSD.

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MAINTENANCE ACTIVITY PRIORITIES

The following designations shall be used to identify work priorities and help schedule work tasks for maintenance staff.

URGENT PRIORITY (Level 1)

- Description - Work designated as "Urgent Priority" pertains to tasks or projects that require immediate attention due to their significant impact on safety, compliance, or the sustained operation of essential functions. These are urgent and high-risk items that demand immediate action to prevent severe consequences or disruptions.
- Action – Drop everything and engage in project or task activity immediately
- Consequence of Failure (CoF) Criteria – Aligns with moderate, high, major, extreme, or catastrophic risk criteria; non-localized damage to other assets, potential for staff or citizen injury, potential for public or private property to be damaged, compliance violation, inability to safely provide services
- Examples – Mostly reactive actions, Fire and Life Safety responses, people stuck in elevator, snow & ice management

HIGH PRIORITY (Level 2)

- Description – Work, tasks, or projects designated as “High Priority” are those that, while not immediately critical, have a substantial impact on operations, objectives, or regulatory compliance. These items require prompt attention and resource allocation to mitigate risks, maintain productivity, and uphold standards.
- Action - Finish your current job/task then do this immediately
- CoF Criteria – Consequences of failure Aligns with minor to moderate risk consequence criteria. May include potential for near miss, minor property damage
- Examples – Mostly for reactive maintenance; primary services not provided or down; minor leaks, HVAC not operating in moderate temperatures, broken elevator, localized power outage, snow and ice management for emergency egress and fire muster pathways and muster stations, ice management in outdoor play areas.

MEDIUM PRIORITY (Level 3)

- Description - Work designated as “Medium Priority” represents important operational needs, routine maintenance, or initiatives that contribute to ongoing efficiency, performance improvement, or long-term planning. These items are essential for maintaining routine operations and sustaining organizational goals.
- Action - Plan/schedule dedicated time to get this completed within 15 days
- CoF Criteria – Aligns with insignificant to minor risk consequence criteria
- Examples – Mostly preventative maintenance or efficiency improvement tasks, snow management for outdoor play areas

LOW PRIORITY (Level 4)

- Description - "Low Priority" tasks or projects encompass non-urgent, routine, or discretionary activities that are valuable but not time-sensitive. These items can be scheduled, deferred, or integrated into operations as resource availability allows, without immediately impacting critical functions or performance objectives.

- Action - Plan/schedule dedicated time to get this completed within 30 days
- CoF Criteria – Aligns with insignificant to minor risk consequence criteria
- Examples – Some preventative maintenance activities, cosmetic repairs or refurbishments, or installation of improvements (new television monitor or bulletin board)

DEFERRED PRIORITY (Level 5)

- Description - "Deferred Priority" designates tasks, projects, or activities that, while recognized as valuable, may be intentionally deferred or delayed due to strategic considerations, resource limitations, or lower urgency. These items may be revisited, reprioritized, or implemented at a later time based on changing circumstances or operational needs.
- Action – Plan/schedule a dedicated time to complete this task within 3 to 6 months
- CoF Criteria – Aligns with no injury, near miss, or damage to property
- Examples – typically aligned with new improvements; adding an additional slide in the playground.

PERFORMANCE METRICS AND REPORTING

Performance measurements for tracking the success or failure of the CBS Maintenance Program are crucial for ensuring effective facility management and operational outcomes. This section addresses procedures for monitoring and reporting performance of maintenance services for school facilities. Performance measures shall be collected by the Facility Maintenance Superintendent and shall be reported to the Sitka School District School Board and the CBS Assembly on no-less than a quarterly interval. The following key performance indicators (KPIs) can be utilized to assess the performance of a school maintenance department:

Maintenance Response Time

Maintenance response time will be monitored to ensure that response times are executed within a reasonable period of time. This measurement will be derived from maintenance work orders and will key-in on the time taken by the maintenance department to respond to and address maintenance requests. This KPI will reflect the maintenance program's ability to promptly address facility issues and minimize disruptions to school operations.

Work Order Completion Time:

Track the average time taken to complete work orders for maintenance tasks. This KPI evaluates the efficiency of the maintenance team in resolving maintenance issues within a reasonable timeframe, contributing to optimal facility performance.

Preventive Maintenance Compliance:

Monitor the percentage of planned preventive maintenance tasks completed as scheduled. This KPI evaluates the department's adherence to preventive maintenance schedules, minimizing unexpected failures and prolonging the lifespan of facility assets.

Maintenance Backlog:

Measure the number of pending maintenance requests or work orders within the maintenance backlog. Tracking this KPI helps to monitor the department's capacity to manage maintenance requests and avoid a buildup of unresolved issues.

Asset Downtime:

Quantify the total downtime experienced by critical facility assets or systems due to maintenance-related issues. This KPI assesses the impact of maintenance activities on operational continuity and identifies opportunities for improvement.

Compliance with Related Regulatory Requirements:

Evaluate the maintenance department's adherence to safety regulations and standards in maintenance activities. This KPI measures the department's commitment to ensuring a safe and secure environment for students, staff, and visitors.

Cost of Maintenance per Student or per square foot:

Calculate the total maintenance expenditures per student enrolled. This KPI provides insight into the efficiency of maintenance spending relative to the student population and helps in assessing the cost-effectiveness of maintenance efforts.

Energy Efficiency and Conservation:

Track the energy consumption and conservation initiatives implemented by the maintenance department. Assessing energy consumption trends and conservation measures can indicate the department's contribution to sustainability and operational cost savings.

Tenant Satisfaction Ratings:

Gather feedback from school faculty, staff, principal, and superintendent regarding the quality of maintenance services and the condition of facilities. This KPI evaluates stakeholder satisfaction and perception of maintenance department performance.

Solid Waste Cost:

Track costs for disposing of solid waste. This KPI will evaluate the cost effectiveness of solid waste disposal and recycling activities associated with the school facilities. Measurement would be captured in cost of services and tons of solid waste disposed vs recycled.

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COMMUNICATION AND COLLABORATION

Regular communication between CBS and SSD stakeholders is paramount to the success of the CBS Building Maintenance Program and SSD operations. To facilitate effective communication the following coordinating shall occur:

CBS Building Maintenance Staff & CBS Building Maintenance Supervisor

Building maintenance needs will be prioritized, planned, and scheduled by the CBS Building Maintenance Supervisor and communicated to the CBS Building Maintenance Staff through daily and weekly briefings.

CBS Building Maintenance Supervisor & SSD Principals (or designee)

The CBS Building Maintenance Supervisor and SSD Principals (or designee) shall meet weekly to exchange work requests and review upcoming activities that need to be coordinated

CBS Building Maintenance Supervisor, Facilities & Infrastructure Superintendent, and SSD Superintendent (or designee)

The CBS Building Maintenance Supervisor, Facilities & Infrastructure Superintendent, and SSD Superintendent shall meet weekly to prioritize and coordinate SSD-related building maintenance activities.

Facilities & Infrastructure Supervisor & Public Works Director

The Facilities & Infrastructure Supervisor and the Public Works Director shall meet weekly to prioritize and coordinate related Building Maintenance activities

Public Works Director & Municipal Administrator

The Public Works Director and Municipal Administrator shall meet bi-weekly to prioritize and coordinate related Building Maintenance Activities

DISPUTE RESOLUTION

Disputes Among the Parties:

The signing authorities of this MOA agree that, in the event of any dispute or disagreement between them arising out of, relating to, or in connection with this MOA, the parties shall use their best efforts to address and resolve by first attempting good faith negotiations and mutual agreement.

Dispute Resolution Progression:

- Wherein a conflict arises between a maintenance staff and a school staff, teacher, or building attendant, conflict resolution shall be sought through the CBS Facilities and Infrastructure Superintendent or the CBS Building Maintenance Supervisor AND the respective principal (or designee) charged with managing the respective school staff.
- Wherein conflict arises between school staff, teachers, or building attendants and the Building Maintenance Supervisor, conflict resolution shall be sought through the Facilities & Infrastructure Superintendent AND the SSD Superintendent (or designee).
- Wherein conflict arises between school staff, teachers, building attendants, or principals and the Facility Maintenance Superintendent, conflict resolution shall be sought through the Public Works Director AND the SSD Superintendent (or designee).
- Wherein conflict arises between school staff, teachers, building attendants, or principals and the Public Works Director, conflict resolution shall be sought through the Municipal Administrator AND the SSD Superintendent.
- Wherein conflict arises between school staff, teachers, building attendants, principals, or the SSD superintendent and the Municipal Administrator, conflict resolution shall be sought through the CBS Assembly and the SSD School Board.

TERM AND REVIEW

The parties of this agreement aspire to have this MOA last indefinitely. However, the term of this MOA shall begin upon the placement of authorized signatures. This MOA shall be automatically extended by one year on July 1st, 2025, and every July 1st thereafter unless the CBS Assembly or the SSD School Board provides written notice of cancellation to the other party on or before January 1st of that MOA year. If such notice is provided and both parties agree upon the cancellation, the MOA shall be terminated as of June 30th of the MOA year. If this MOA is cancelled as set forth herein, the parties agree to work in good faith in transition out of the MOA.

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SIGNATORIES

IN WITNESS WHEREOF, the parties have executed this Agreement as of the dates written below.

CITY AND BOROUGH OF SITKA

_____ Date

_____ Municipal Administrator
City and Borough of Sitka, Alaska

The foregoing instrument was acknowledged before me this _____ day of _____, 2024, by John Leach, Municipal Administrator of the CITY AND BOROUGH OF SITKA, ALASKA, an Alaska home rule municipality, on behalf of the municipality.

SITKA SCHOOL DISTRICT

_____ Date

_____ Superintendent
Sitka School District

The foregoing instrument was acknowledged before me this _____ day of _____, 2024, by Deidre Jenson, Superintendent of the SITKA SCHOOL DISTRICT, a primary provider of education, on behalf of the SITKA SCHOOL DISTRICT.

Pre-K Program Proposal

October 8, 2024

Goals



1. Support AK Reads Initiatives



2. Support our teachers



3. Support our community.

Goals

Goal 1: Support our students with AK Reads Initiatives.

The Alaska Reads Act emphasizes early literacy and intervention to ensure that children are on track for reading proficiency by the third grade.

Provisions:

1. Voluntary Pre-Elementary Programs:

- The Act supports the establishment and funding of pre-elementary programs for children ages 3-5. (Grants and .5 ADM funding after 3 years)
- Programs must meet certain standards and be aligned with Alaska's Early Learning Guidelines.

2. Coordination with School Districts:

- School districts are encouraged to partner with existing preschools and early learning programs to provide support and resources, aiming to prepare children for kindergarten.

3. Focus on Early Literacy:

- Early learning programs are encouraged to incorporate evidence-based literacy instruction and screeners to monitor progress. We need to do this by year three in order to get approved for the .5 ADM)

4. Parental Involvement:

- The Act also underscores the role of family engagement in supporting early literacy skills before children enter kindergarten. They can take part in our parent engagement literacy activities already occurring.

5. Professional Development for Preschool Educators:

- As with our K-5 teachers, we would support them with the Science of Reading Professional development.

Goals

Goal 2: Supports our current teachers with next year's incoming kindergarten students.

Early Intervention provides the following:

- 1. Improved Literacy Skills:** Research indicates that early literacy instruction can significantly enhance children's language, phonological awareness, print knowledge, decoding, early writing, and general literacy skills.
- 2. Long-term Academic Benefits:** Early learning experiences are linked with later school achievement, emotional and social well-being, fewer grade retentions, and reduced incidences of juvenile delinquency.
- 3. Effectiveness of Specific Interventions:** Intensive early reading interventions, particularly those focusing on explicit, systematic instruction in foundational word reading skills, have been found to result in positive outcomes for struggling readers from kindergarten through third grade.
- 4. Targeted Instruction:** Interventions that teach specific domains, such as phonological awareness and print knowledge, are likely to increase performance in those areas. Small group or one-on-one instruction can be more beneficial than larger group settings. Our Pre-K classes would be limited to 10 students per class.

Goals

Goal 3: Support our community with its childcare needs.

1. Would you use tuition-based preschool this school year (2024-25) if it were offered through the Sitka School District?

[More Details](#)

● Yes	43
● No	35
● Maybe	21



2. If yes, what type of preschool program would you be interested in?

[More Details](#)

● Half-day	17
● Full-day	57



Budget Implications

1. **This is meant to be self-supporting.**
2. **Tuition based:** At least 24 families said they would pay at least 1000/month. (The way we asked the question on the survey was open ended, so we had a large variety of answers – such as \$20 and we are still reaching out to determine what that meant.)

Expense Item	Amount	Revenue Item	Amount
Average 2 Teachers Salary plus benefits	128,062	20 students X 1000/per/7 months	140,000
Curriculum and Supplies	11938		
	140,000		140,000

3. This is based off **7 months since** we are already part way through the year.
4. **This budget could change slightly,** based off teacher experience and credits, where they would be placed on the salary schedule. Benefits are also averaged since we do not know if they need single, spouse or family coverage.
5. If we went with one group of full day, and one group of half day, **we could pay the second teacher from some ventures funds to coordinate ventures, which is still a need.** This will also be determined once we have more information from parents.

Collaboration

- 1. Head Start collaboration will continue.** Our conversations have been how do we continue to strengthen our partnership and each other program goals.
- 2. Collaboration with other preschools around town still need to occur.**
- 3. We are continuing to reach out to families to find out specifics of their needs:**
 - Ages of their students, if they are already enrolled a childcare in town, some of the specifics of what they meant with rates, etc.

Other Considerations

- 1. Competing with Head Start and other agencies.**
 - Our MOU with Head Start and services we provide will continue.
 - The need in Sitka is larger than the current agencies can fill.
- 2. Our initial attempt will be for 4 year old or 5 years that didn't make the kindergarten cut off.**
- 3. Inequities/Equal Access:**
 - Even though it is tuition based, families can still qualify for childcare assistance (State of AK, Tribal, and Coast Guard, or other childcare assistance) and we can apply that funding to their tuition.



Agenda Item Details

Meeting 10.8.2024 Special School Board Meeting
Category Action Item
Subject PreK Program Proposal
Type New Business
Recommended Action: Establish a tuition-based Pre-K Program

SITKA SCHOOL DISTRICT
SITKA, ALASKA

SSD MEMORANDUM #003 (2024-2025)

OCTOBER 8, 2024

TO: SCHOOL BOARD
FROM: DEIDRE JENSON, SUPERINTENDENT
SUBJECT: PreK Program Proposal

SSD Guiding Principle #9: *The District will be open, transparent, and accountable to the public.*

RECOMMENDATION:

It is recommended that the Sitka School District establish a tuition-based Pre-K program to support early literacy, provide community support, and address local childcare needs. The program will align with the Alaska Reads Act and be designed to prepare children for kindergarten, while supporting both teachers and families.

PERTINENT FACTS:

1. Support for Students:
 - a. The Pre-K program will incorporate early literacy instruction as part of the Alaska Reads Initiative. The focus will be on preparing children aged 3-5 for reading proficiency by third grade.
 - b. The program will be designed in alignment with Alaska's Early Learning Guidelines and will apply for .5 ADM (Average Daily Membership) funding after three years of operation.
 - c. This program will initially be for 4-year-olds and 5 year olds that did not make the kindergarten cutoff in time. If there's space, we may consider 3-year-olds.
2. Support for Teachers:

- a. Early intervention has been shown to enhance children's literacy skills, social-emotional development, and long-term academic success. The program will help next year's kindergarten teachers by improving incoming students' readiness.
 - b. Classes will have a maximum of 10 students, ensuring small-group instruction for more personalized learning.
3. Support for the Community:
- a. The program addresses a significant childcare need in Sitka. Many parents expressed a desire for an educational component in local childcare options. At least 24 families have shown interest in paying at least \$1000/month tuition to enroll their children in a program. 43 families said they would be interested in accessing a PreK program with varied expense rates, and 21 families said they might be interested.
4. Budget Considerations:
- a. The program is expected to be self-sustaining through a tuition-based model. Initial surveys indicate parents are willing to pay around \$1,000 per month.
 - b. Budget estimates for the first year are based on a 7-month period for the first year and may vary depending on teacher placement and benefits requirements.
 - c. If demand is high, the district may offer either full-day or half-day classes, with potential funding for a second teacher using some of the ventures funds to meet the ventures coordinator needs.

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