

**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**

**Wednesday, March 4, 2026 | 5:45 PM | Sheet'ká Kwáan Naa Kahídi Community House, 300**

**Kostrometinoff Street, Sitka, AK 99835**

### ***Proposed Agenda***

1. **Recognitions - 5:45 - 6:00 p.m.**
  - **Haa Latseeni**
2. **Call to Order - 6:00 p.m.**
3. **Flag Salute**
4. **Land Acknowledgment**
5. **Roll Call**
6. **Approval of the Proposed Agenda and Consent Agenda**
  - 6.a. Minutes from February 4, 2026
  - 6.b. February 11th Policy Committee Recap
  - 6.c. Personnel Report
  - 6.d. BP 5138 Student Use of Wireless Communication Devices
7. **Persons to be Heard**
8. **Special Reports: Government to Government**
9. **School Highlights - Cultural Department**
  - 9.a. SSD Cultural Education Program and Title VI Indian Education Act Report - Jule LeBlanc, SSD Cultural Director
10. **New Business**
  - 10.a. Title VI Indian Education Act and Impact Aid Public Hearing
  - 10.b. Budget Revision
  - 10.c. Approval of Curriculum Review Schedule
11. **Reports and Presentations**
  - 11.a. Technology Agreement and Plan
12. **Board Member Reports**
13. **Superintendent Report**
  - 13.a. Enrollment Report
  - 13.b. Monthly Budget Report
  - 13.c. Superintendent Report
14. **Future Agenda Items/Upcoming Events**
  - 14.a. March 10, 2026 - Special Meeting for Executive Session followed by Budget Work Session | 5:00 p.m. | **District Office Boardroom**

14.b. March 11, 2026 - Policy Committee Meeting | 5:00 p.m. | DO Boardroom

14.c. April 1, 2026 - Next Regular School Board Meeting | 5:45 p.m. | **Sitka High School Library**

15. **Final Comments from the Public**

16. **Final Comments from the Board**

17. **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.

**SITKA SCHOOL BOARD MEETING**  
**February 4, 2026 – 6:00 p.m.**  
**Harrigan Centennial Hall**

**Sitka School District**

*Superintendent: Dr. Deidre Jenson*

**1. RECOGNITIONS**

Haa Latseení Students of the Month:

XTS: Galilea Diaz  
KGH: Kalvyn Polasky  
BMS: Andrei Joaquin  
SHS: Wyatt Crosair  
PHS: Lila Dennis

KGH Spelling Bee Winners:

Heidi Jones – 1<sup>st</sup> place  
Jack Peterson – 2<sup>nd</sup> place  
Francesca Turcott – 3<sup>rd</sup> place

Carmen Haskins – Retiring Paraprofessional

**2. CALL TO ORDER**

The meeting was called to order at 6:02 p.m. by School Board Vice-President Tom Williams.

**3. FLAG SALUTE**

**4. LAND ACKNOWLEDGMENT**

**5. ROLL CALL**

In attendance were Courtney Amundson, Paul Rioux, Amanda Williams, Student Representative Francis Myers, and Vice-President Tom Williams. Board President Phil Burdick was absent and excused. The meeting was quorate.

**6. APPROVAL OF THE PROPOSED AGENDA AND CONSENT AGENDA**

**Ms. Williams** moved, and **Ms. Amundson** seconded to approve the proposed agenda and consent agenda, as presented.

- a. MINUTES FROM JANUARY 7, 2026
- b. MINUTES FROM JANUARY 14, 2026
- c. JANUARY 21, 2026 POLICY COMMITTEE MEETING RECAP
- d. PERSONNEL REPORT
- e. REVISIONS TO AR 5141.1 PEDICULOSIS – HEAD LICE

The motion PASSED without opposition.

- f. (ADOPT) E 5141.1 HEAD  
LICE PARENT GUIDE
- g. (ADOPT) E 5141.2 HEAD  
LICE  
REFERENCES/RESOURCES
- h. REVISIONS TO BP 3290  
GIFTS, GRANTS, AND  
BEQUESTS, SECOND  
READING
- i. E 3290 SCHOOL DISTRICT  
DONOR RECOGNITION  
PLAN

**7. PERSONS TO BE HEARD**

SHS Senior, **Olivia Skan**, read several letters from former SSD students in support of student government leaders attending the AASB Youth Advocacy Institute.

**8. SPECIAL REPORTS:  
GOVERNMENT TO  
GOVERNMENT**

**Martha Moses**, STA liaison to the school board reported that STA staff were preparing for teaching/leading classes at the Discover Your Potential week at Blatchley Middle School, including workforce soft skill training and skateboard making with Mr. Charlie Skultka. The education department conducted a senior census count, planned financial aid workshops for college, and other next steps with students. The education committee met with UAS to discuss possible dual enrollment classes, including some certification classes and driver's ed classes. Mrs. Moses shared that she would report to the tribal council on student interest in AASB's Youth Advocacy Institute.

**9. SCHOOL HIGHLIGHTS –  
KGH**

**Principal Mindy Barry** shared a presentation with the board showcasing programs and activities at Kéet Gooshi Héen Elementary School.

**10. BOARD MEMBER REPORTS**

**Mr. Myers** updated the board on winter activities at Sitka High School.

**Ms. Amundson** shared that she attended the January family meeting at XTS, which featured a presentation on Ventures, and included a discussion on class placement. She stated that the board recently completed the superintendent's evaluation, and expressed her support for the superintendent's work.

**Mr. Rioux** reported on the work of the Policy Committee, sharing that the committee will be considering changes to the district's policies on cell phone in schools and school-sponsored trips. He also shared that the tech committee is working on logistics regarding devices and access in the buildings, and is developing a tech refresh plan to present to the board at a future meeting.

**Ms. Williams** shared that she attended the KGH parent meeting and reported on upcoming events. She reported that she attended AASB's webinar on effective advocacy.

## **11. SUPERINTENDENT REPORT**

**Superintendent Jenson** thanked the board, recognizing that February is School Board Appreciation Month.

**Dr. Jenson's** report included the following:

- Donations have been received from First Bank and STA to help pay down overdue student lunch balances.
- Professional Development – Noted educator Pete Hall led a session with administrators and district office staff to help establish priorities. He also met with staff from KGH in the afternoon.
- Dr. Jenson reported that good feedback was returned from the recently completed Family Survey.
- Post-Secondary planning team work with Project Achieve.
- PreK update – information was shared regarding levels of certification and licensure.

## **12. NEW BUSINESS**

### **a. BUDGET REVISION**

**Ms. Williams** moved, and **Mr. Rioux** seconded to approve the revised FY26 budget, as presented.

Dr. Jenson explained to the board that the revision reflects an increase in revenue due to an adjusted Average Daily Membership, and a decrease in Impact Aid.

Following a roll call vote, the motion PASSED unanimously.

b. **APPROVAL OF  
RETIREMENT  
INCENTIVE**

**Mr. Rioux** moved, and **Ms. Williams** seconded to approve the District's Retirement Incentives, as presented.

Dr. Jenson informed the board that the incentive would be \$4,000 in addition to the \$2,500 as stated in the Early Notification Provision in the SEA Negotiated Agreement.

Following a roll call vote, the motion PASSED unanimously.

**13. FUTURE AGENDA  
ITEMS/UPCOMING EVENTS**

- a. **FEBRUARY 5, 2026 – JOINT  
WORK SESSION – SSD AND  
CBS ASSEMBLY**
- b. **FEBRUARY 11, 2026 –  
POLICY COMMITTEE  
MEETING**
- c. **FEBRUARY 18, 2026 –  
MEETING WITH  
AUDITORS AND BUDGET  
WORK SESSION**
- d. **MARCH 4, 2026 – NEXT  
REGULAR SCHOOL  
BOARD MEETING –  
SHEET'KA KWÁAN NAA  
KAHÍDI COMMUNITY  
HOUSE**

**14. FINAL COMMENTS FROM  
THE PUBLIC**

There were no final comments from the public.

**15. FINAL COMMENTS FROM  
THE BOARD**

There were no final comments from the board.

**16. ADJOURNMENT**

**Ms. Williams** moved, and **Mr. Rioux** seconded to adjourn the meeting.

The meeting adjourned at 7:29 p.m.

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Tom Williams, Vice-President

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Paul Rioux, Clerk

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## February 11th Meeting Recap

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From Dawn Georgia <georgiad@sitkaschools.org>

Date Fri 2026-02-13 5:42 PM

To Deidre Jenson <jensond@sitkaschools.org>; Diana Fulton <fultond@sitkaschools.org>; Roxann Gagner <gagnerr@sitkaschools.org>; Jessica Keaveny <keavenyj@sitkaschools.org>; Jamie Eells <eellsj@sitkaschools.org>; Jill Lecrone <lecronej@sitkaschools.org>; Amanda Williams <williamsam@sitkaschools.org>; Ryan Haug <haugr@sitkaschools.org>; Paul Rioux <riouxp@sitkaschools.org>; Hillary Nutting <hillary.nutting@sitkatriben-sn.gov>

Cc Phil Burdick <burdickp@sitkaschools.org>

### In Attendance:

Jill Lecrone  
Roxann Gagner  
Diana Fulton  
Deidre Jenson  
Jessica Keaveny  
Amanda Williams  
Paul Rioux  
Hillary Nutting  
Dawn Georgia

### Moving forward to present to the board at the March 4<sup>th</sup> meeting:

Revisions to BP 5138 Student Use of Wireless Communication Devices – the committee agreed to use the policy that the Juneau School District developed. The draft policy will be reviewed by SHS and PHS student councils for their feedback.

### Other Discussion:

Work began on BP and AR 6153 School-Sponsored Trips to include a section on chaperones and to add specific language about background check clearance.

Next meeting: March 11<sup>th</sup>

## **Gunalchéesh!**

### **Dawn Georgia**

Executive Administrative Assistant  
Sitka School District  
300 Kostrometinoff St.  
Sitka, AK 99835  
907.621.8081 office | 907-917-5419 fax  
[georgiad@sitkaschools.org](mailto:georgiad@sitkaschools.org)



# Sitka School District Personnel Report

as of 02/27/26

<b>Certified Employees Recommended for Employment</b>		
Name	Current Position	Date Effective
<b>Certified Employees Left Employment</b>		
Name	Current Position	Date Effective
<b>Classified Employees Recommended for Employment</b>		
Name	Current Position	Date Effective
Natasha Bennett	Ventures	unknown
Melinda Webb	XTS Paraprofessional	2/12/26
<b>Classified Employees Left Employment</b>		
Name	Current Position	Date Effective
Annette Evans	SHS Paraprofessional	2/28/26
Ashton McKeehan	Food Services	12/28/25
<b>Classified Employees Changed Positions</b>		
Name	Current Position	Date Effective

## **BP 5138 STUDENT USE OF WIRELESS COMMUNICATION DEVICES**

The Sitka School Board recognizes that many students possess wireless communication devices. In the school setting, wireless communication devices are permitted, so long as their use is consistent with this policy and does not interfere with the educational process, or with safety and security.

For the purpose of this policy, "wireless communication device" is defined as a portable device that has the capability to provide voice, messaging, or other data communication between two or more parties and includes cellular phones, smartwatches, wireless headphones, tablet computers, laptop computers, and gaming devices.

*(cf. 5030, School Discipline and Safety)*

### **Conditions of Use - Wireless Communications Devices**

For all students (grades K-12) wireless communication devices should be powered off and stored in a secure place, such as the student's locker or a closed backpack, at all times during school hours. This includes passing periods and school sponsored and supervised activities (e.g., school assemblies, public ceremonies, etc.) that occur during the school day.

Students in grades K-8 may only use wireless communication devices before and after school hours. High school students (grades 9-12) may use wireless communication devices before and after school hours, as well as outside the school building during a student's lunch or free period. High school students should otherwise have devices powered off and put away during school hours.

Exceptions are allowed for students to use a wireless communication device for medical or translation purposes, in the event of an emergency, or when a teacher or administrator of the school grants permission to a student to use a wireless communication device for educational purposes. This policy is not intended to prohibit students from using laptop computers to participate in instruction. This policy is also not intended to limit the ability of students to participate in online classes.

Use of wireless communication devices for students with disabilities will be outlined in a student's Individualized Education Program (IEP) or Section 504 plan, as determined appropriate by the IEP or 504 Team.

*(cf. 6159, Individualized Education Program)*

The principal may establish, and school personnel may enforce, additional guidelines limiting or prohibiting the possession and use of wireless communication devices as appropriate to campus needs. The learning environment includes all times that a student is in school during the school day and when school sponsored and supervised group activities are held during school hours. This does not apply to extracurricular

activities and events that occur outside of the regular school day. No student may use a wireless communication device in a manner, or at a time, that interferes with or is disruptive of other student's instructional time.

*(cf. 6116, Classroom Interruptions)*

Students will comply with this policy and with administrative and staff member directives regarding use. Students are required to turn wireless communication devices over to school personnel when requested. Students who refuse to do so are subject to disciplinary action.

A wireless communication device that has been confiscated by the district and not turned over to law enforcement will be released/returned to the parent/guardian when no longer necessary for investigation or disciplinary proceedings. As appropriate, the device may be returned directly to the student.

The district assumes no responsibility for loss or damage to personal property of students, including wireless communication devices, whether in the possession of students or if confiscated by school personnel pursuant to this policy.

*(cf. 6116, Classroom Interruptions)*

### **Prohibited Conduct**

Possession of a wireless communication device by students is a privilege. This privilege will be forfeited by any student who fails to abide by the terms of this policy or otherwise engages in misuse of the device so as to violate the law or any other school or district rule. In addition to those conduct rules set forth elsewhere, the following actions are strictly prohibited and may result in disciplinary action:

1. Accessing and/or viewing an internet site that is otherwise blocked to students at school.
2. Sending an email, text message, or other communication that harasses, intimidates, threatens, bullies, or discriminates against another individual.
3. Taking, sending, downloading, or uploading a harassing, threatening, or inappropriate photograph of anyone.
4. Using a wireless communication device to take photos in a restroom, dressing room, or locker room, or to take a photo of any person who has requested that you not do so.
5. Using a wireless communication device to record or capture the content of tests, assessments, homework, or class work without express prior permission from the instructor.
6. Hacking or intentionally obtaining, accessing, or modifying files, passwords, or data belonging to others.

*(cf. 5131, Conduct)*

*(cf. 5131.4, Campus Disturbances)*

*(cf. 5131.41, Violent and Aggressive Conduct)*

*(cf. 5131.42, Threats of Violence)*

*(cf. 5131.43, Harassment, Intimidation and Bullying)*

*(cf. 5131.9, Academic Honesty)*

*(cf. 5137, Positive School Climate)*

*(cf. 6161.4, Internet)*

*(cf. 6161.5, Web Sites/Pages)*

### **Searches**

The contents of a wireless communication device may be searched to determine ownership, to identify emergency contacts, or upon reasonable suspicion that a school or district rule or the law has been violated.

*(cf. 5145.12, Search and Seizure)*

**ADOPTED: June 10, 2010**

**Revised: December 2, 2014**

**Revised:**

**Sitka School District**

SITKA SCHOOL DISTRICT CULTURAL  
DEPARTMENT  
&  
SITKA NATIVE EDUCATION PROGRAM



ANNUAL  
IMPACT  
REPORT  
2025-2026



# 2025-2026 REPORT

Year in Review	03
Sitka Native Education Program	04
SNEP Summer Camps	06
Roots Program	12
SNEP Needs Assessment Data Report	13
SSD Cultural Department Report	16
District-wide Data Report	21
Indigenous Needs Assessment	24
Challenges & Looking Ahead	28
Acknowledgements	29



## YAK'ÉI IXWSATEENÍ

With over 30% of students in the district identifying as Alaska Native or American Indian, we remain committed to ensuring equitable access to culturally relevant education. Our partnership with Sealaska Heritage Institute, Title VI grants, and Sitka Tribe of Alaska has enabled the development of culturally embedded curricula, professional learning opportunities, and expanded access to cultural education for PreK-12 students.

As we look ahead, we continue to build upon this legacy, working towards a future where every student has the opportunity to learn, practice, and celebrate their cultural identity.

*“When students walk into school and feel that their heritage, languages, histories, and community contributions are not only acknowledged, but woven into the curriculum, that’s success.”*

# THE YEAR IN REVIEW



## SSD Cultural Dept.

This school year, the Sitka School District Cultural Department strengthened culturally grounded learning across our schools by expanding arts, culture, and technology learning experiences, supporting educators with place-based and culturally responsive curriculum, and partnering with local organizations to deepen student engagement. We focused on building consistent opportunities for students to learn through Indigenous ways of knowing—through hands-on cultural arts, language and classroom-connected units that support ELA, social studies, and science learning. Across the year, our work emphasized community partnership, staff learning, and creating more regular, visible cultural learning in the school day so students feel seen, connected to place, and proud of who they are. - Jule LeBlanc, Cultural Director, Sitka School District

## SNEP

This year, SNEP continued to be a steady source of belonging and cultural support for Indigenous students and families through direct programming, mentorship, and community-rooted learning opportunities.

We delivered cultural camps and workshops, supported students through cultural arts and leadership experiences, and became the Sitka Native Education Department at Sitka Tribe of Alaska.

Throughout the year, SNEP strengthened partnerships with schools and community culture-bearers, elevated family voice and engagement, and worked to ensure students have access to language, culture, arts, song, and dance.

- Sheridan Bacon, Sitka Native Education Director, Sitka Tribe of Alaska



# SITKA NATIVE EDUCATION PROGRAM

## History

The Sitka Native Education Program (SNEP) was established in September 1974 with a focus on revitalizing traditional songs and dances, preserving the Lingít language, opportunities to learn traditional arts, providing tutoring, and supporting the Gájaa Héen Dancers. SNEP has been consistently funded by the Indian Education Act (IEA) Title VI and the Johnson O'Malley (JOM) Program.

These funds were allocated to address the specific educational needs of Indigenous children, with particular emphasis on cultural preservation and tutoring services. Initially headquartered at the ANB Hall, the program was overseen by a Parent Committee.



## SNEP: Today

In 2013-2014, it was decided that the Sitka School District would administer the Title VI funding, with the Sitka Tribe of Alaska overseeing JOM. These two entities collaborate to effectively utilize these funds in continuing and expanding the legacy of SNEP.

An important aspect of this collaboration is the SNEP Parent Advisory Committee, which annually approves the Title VI grant application. Presently, the funding provides support for cultural paras to support programs within the school district, after school, and in the summer.

- Wooch.een preschool
- k-12<sup>th</sup> grade culture class
- drumming class
- youth workshops
- traditional arts classes
- summer camps

classes offered  
2025-2026



# SITKA NATIVE EDUCATION PROGRAM

## ENROLLMENT DATA

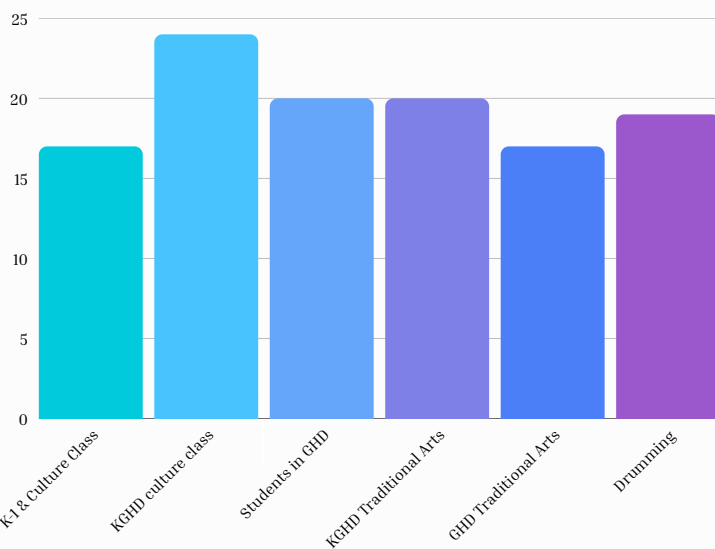
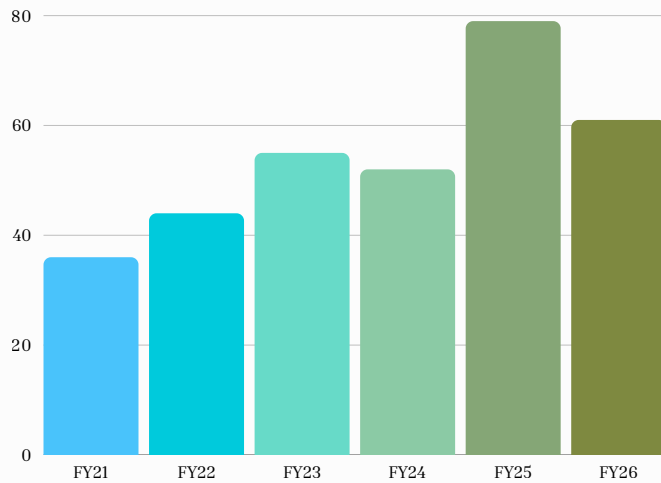
2020 THROUGH 2026

Our goal is to welcome as many students as possible into SNEP programming each year, and participation trends show strong interest across program areas. At the same time, the total number of students we can serve is largely determined by staffing capacity—when we have more consistent staff time available, we can offer more sections, run more frequent sessions, and provide the relationship-based support that keeps students engaged: when staffing is limited, enrollment must be capped to maintain safety, quality, and meaningful instruction.

### Enrollment Data 2020 - 2026

The enrollment data is from school year 2020-2021 through school year 2025-2026.

Last year, we were able to offer a Saturday class and saw our enrollment dramatically increase.



### Enrollment Data: by class 2025 - 2026

This data shows the breakdown of how many students we have in each of our programs this year.

# SNEP SUMMER CAMP OVERVIEW

The Sitka Native Education Program, in partnership with the Sitka Tribe of Alaska and the Sitka School District, is proud to share the success of our 2025 summer camp season. Thanks to the incredible support of our community partners, we offered place-based, seasonal camps for youth from preschool through 12th grade.

Over the 2025 summer, 89 youth came together to learn, grow, and strengthen their connection to Lingít culture, language, and traditions. From survival skills and traditional harvesting to language, song, and regalia-making, our camps provided meaningful opportunities for campers of all ages and backgrounds.

We extend our gratitude to the many organizations and individuals who made these experiences possible. The SNEP summer program was made possible with funding by Sealaska Heritage Institute, STA, SSD, SCS, and the Rasmuson Foundation through Youth Cultural Heritage Fund, administered by the Alaska State Council on the Arts.

SUMMER RECAP

89

CAMPERS  
ATTENDED CAMPS

SHEET'KÁ SPLASH MOUNTAIN  
CAMP

20 YOUTH

HALIBUT HOOK CAMP

7 YOUTH

2ND-5TH GRADE CULTURE  
CAMP

32 YOUTH

6TH-12TH GRADE CULTURE CAMP

15 YOUTH

K-1ST GRADE CULTURE CAMP

15 YOUTH

SPECIAL THANKS TO ALL OF OUR PARTNERS:

AMSEA

SEALASKA HERITAGE INSTITUTE

SHEE ATIKÁ

SITKA CONSERVATION SOCIETY

SITKA SOUND SCIENCE CENTER

SITKA TRAIL WORKS

YOUTH ADVOCATES OF SITKA

SUMMER RECAP

7

COMMUNITY  
PARTNERSHIPS

# Sheet'ká Splash Mountain Camp

May 27<sup>th</sup> - June 6<sup>th</sup>

Over two weeks, youth explored the seven steps of survival through immersive, hands-on learning. Activities included snorkeling, kayaking, shelter building, fire making, navigation, and risk awareness, capped with a memorable trip to Kruzof Island where they put their skills to test.

Gunalchéesh to Sitka Conservation Society, Sitka Trail Works, Youth Advocates of Sitka, AMSEA, and Shee Atiká's generous support at Sheet'ká Tree Top Adventures, campers gained skills in both outdoor survival and self-confidence.



# Halibut Hook Camp

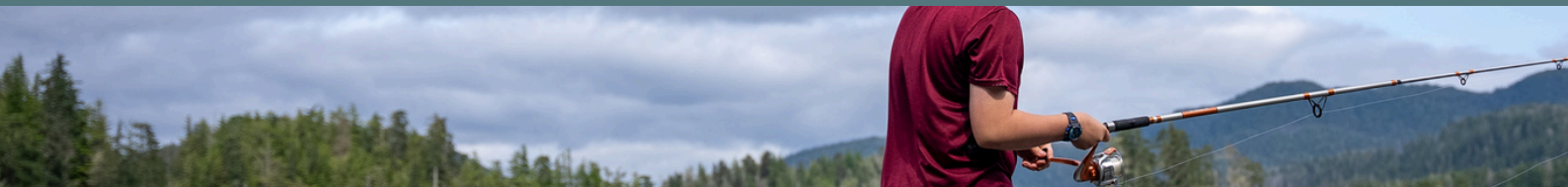
June 16<sup>th</sup> - 19<sup>th</sup>



Guided by traditional knowledge and supported by Sealaska Heritage Institute (SHI), campers carved their own halibut hooks, learned about halibut processing, and cooked their catch. The camp culminated in pulling up a 120-pound halibut, offering a powerful lesson in subsistence, respect, and sustainability.



Gunalchéesh to Sitka Conservation Society, SHI, Will Peterson, Sienna Reid, and Charlie Skultka Jr. for ensuring this deep cultural experience.



# 2<sup>nd</sup> - 5<sup>th</sup> Grade Culture Camp

June 23<sup>rd</sup> - 26<sup>th</sup>

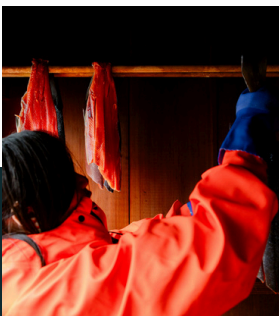
In partnership with Sitka Conservation Society and Sitka Trail Works, 30 campers immersed themselves in seasonal harvesting and the cultural uses of s'áxt' (devil's club). Campers processed it into salves, seasoning, and beads, while learning about its deep cultural significance and the importance of stewardship to ensure s'áxt' continues to thrive for generations. Alongside this hands-on work, campers engaged in Lingít language, song, and dance. This blend of traditional knowledge and creative expression left campers with new skills and a stronger connection to Lingít Aaní.



# 6<sup>th</sup> - 12<sup>th</sup> Grade Culture Camp

July 14<sup>th</sup> - 17<sup>th</sup>

Marking the one-year anniversary of Daanax̓.ils'eik̓ Geistéen Chuck Miller's passing, campers fulfilled his vision of dipnetting at Kunaa Shak Áayi (Redoubt Lake). Together with his nephew, Alex Johnson-Rice, campers harvested 42 sockeye salmon, then learned full fish processing: filleting, canning, smoking, and cooking every part from head to tail. They later mentored younger 4H campers at Molly of Denali camp, teaching carcass cleaning in a powerful intergenerational exchange. This camp reflected true community collaboration and honored Geistéen's legacy of stewardship.



## Locally-Fueled Nourishment

Every camp week, campers enjoyed locally sourced lunches prepared by Suzan Brawnlyn, who incorporated traditional and local foods whenever possible. Special thanks to Pacific High School for donating fresh vegetables from their garden, making every meal a lesson in community sharing and food sovereignty.



## Kindergarten - 1<sup>st</sup> Grade Culture Camp July 21<sup>st</sup> - 24<sup>th</sup>

Our youngest learners explored the wonders of seasonal harvesting through berry picking, science-based exploration with Sitka Sound Science Center, and Lingít language, songs, and stories. With support from Sitka Conservation Society and Starr Jenson, campers learned how the place they call home is deeply connected to traditional knowledge and values.



**R** Raising  
**O** Our  
**O** Own  
**T** Teachers in  
**S** Sheet'ká

### PROGRAM PURPOSE

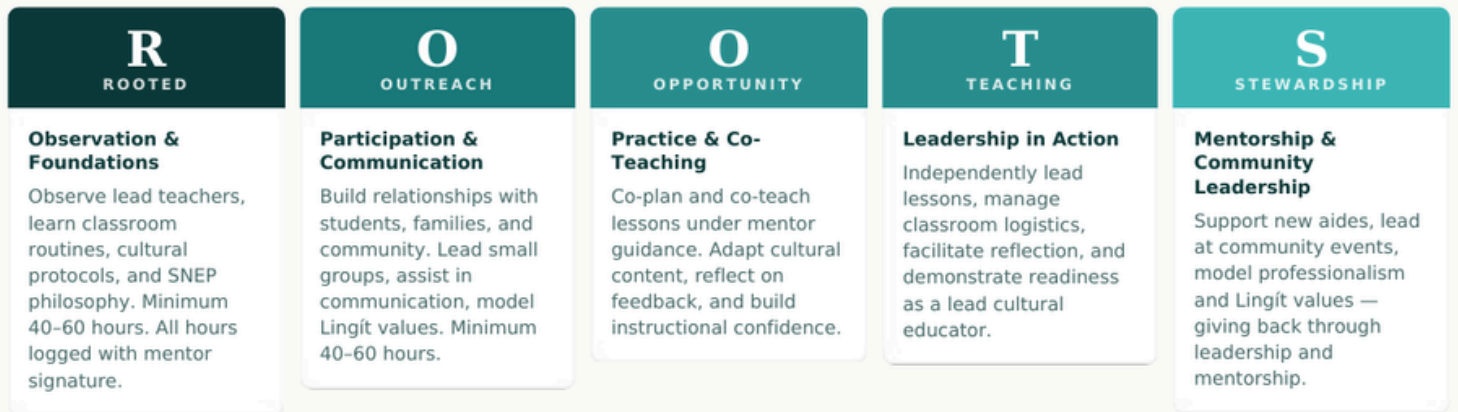
The ROOTS Program is designed to grow SNEP teacher aides into confident, culturally grounded lead educators. Each stage deepens connection to community, strengthens instructional skills, and prepares participants to take on leadership roles within cultural education in Sheet'ká. The program honors the belief that the strongest educators are those grounded in culture, relationships, and place.

### PROGRAM OUTCOMES

Participants completing ROOTS will:

- Demonstrate readiness to lead a SNEP classroom
- Deepen understanding of Lingít values and community collaboration
- Build a professional portfolio showcasing their growth
- Be recognized as educators rooted in culture, rising in leadership

## The ROOTS Framework: Five Stages of Growth



### STRUCTURE & TIMELINE

- Duration: 6–8 month checkpoints per stage
- Full pathway: ideally 2–3 years to complete
- Each stage has a minimum time commitment of 40–60 hours
- Semi-annual reflection check-ins with SNEP Director(s)

### MENTORSHIP & SUPPORT

- Each participant is paired with a lead teacher mentor
- Mentor provides ongoing guidance, observation, and feedback
- Monthly mentor meetings to reflect on goals and communication
- Participants attend family and community events as support staff

### PORTFOLIO & DOCUMENTATION

- All hours logged with reflection notes and mentor signatures
- Portfolio includes reflections, cultural learning logs, lesson plans
- Reflection journal completed at each stage
- Community connection: family events, camps, and leadership opportunities

### LINGÍT VALUES

Woven throughout every stage of ROOTS

**Wooch.een**

Working Together

**Haa Latseení**

Our Strength

**Yaa at wooné**

Respect

**Haa Aaní**

Our Land

**Yoo Át Yaa Yatee**

Knowledge & The Way It Is Said

### GROWTH PATHWAY



### Cultural Instructor II-III

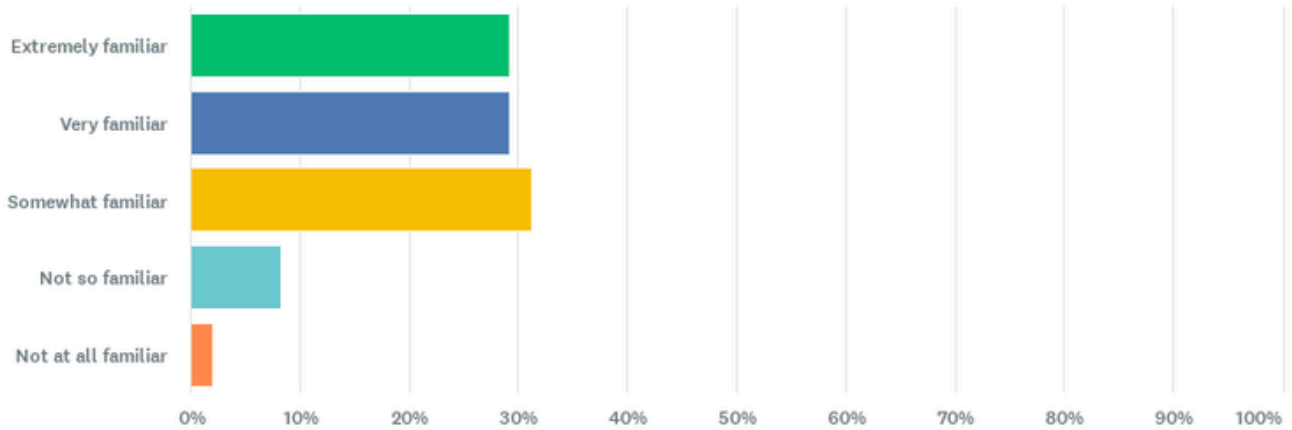
Rooted in community, recognized in leadership

# SNEP NEEDS ASSESSMENT

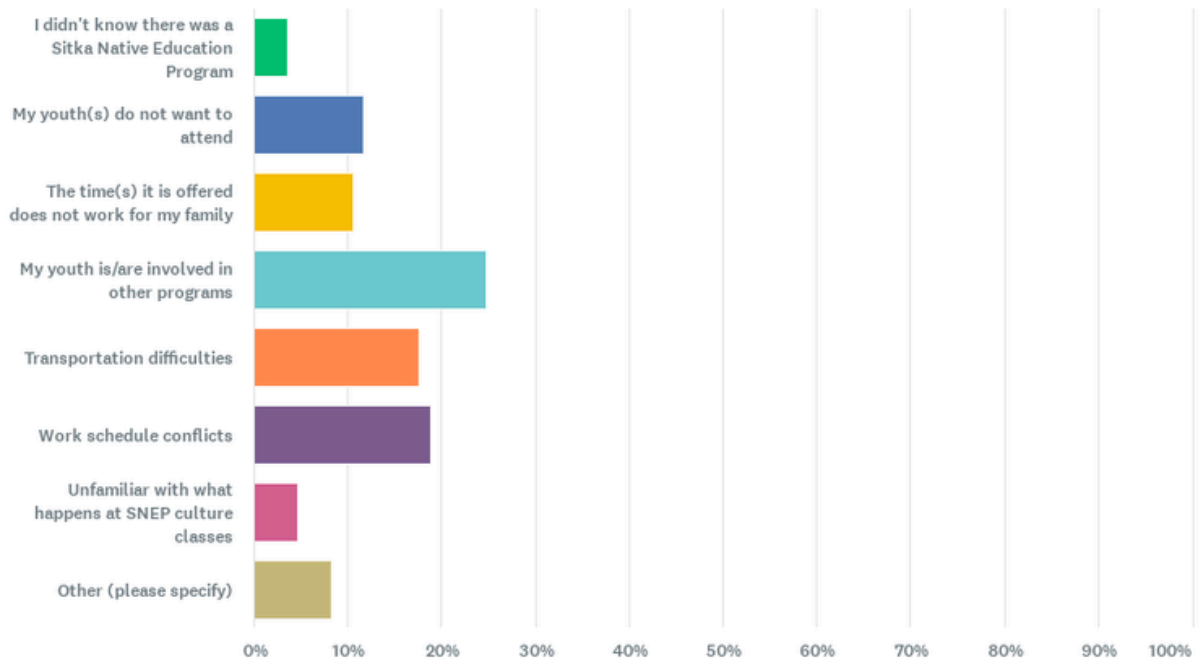
## SURVEY DATA

### FAMILIARITY WITH SNEP

Q10 How familiar are you with SNEP programs and activities?



Q11 If applicable, what are the barriers to the youth in your household's participation in SNEP? (Check all that apply)

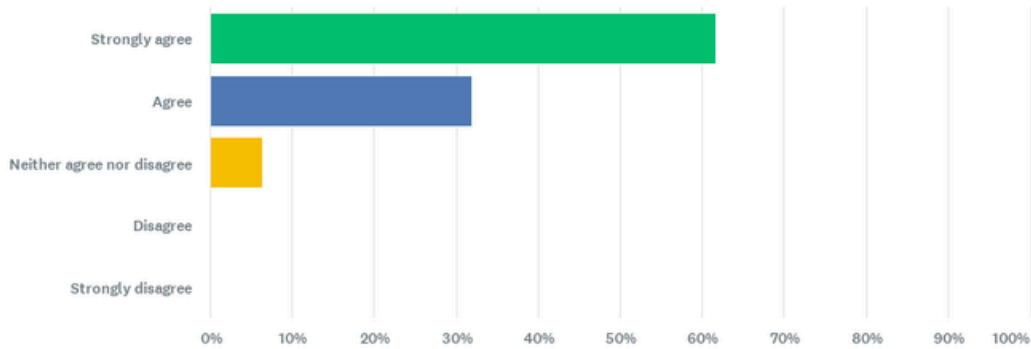


# SNEP NEEDS ASSESSMENT

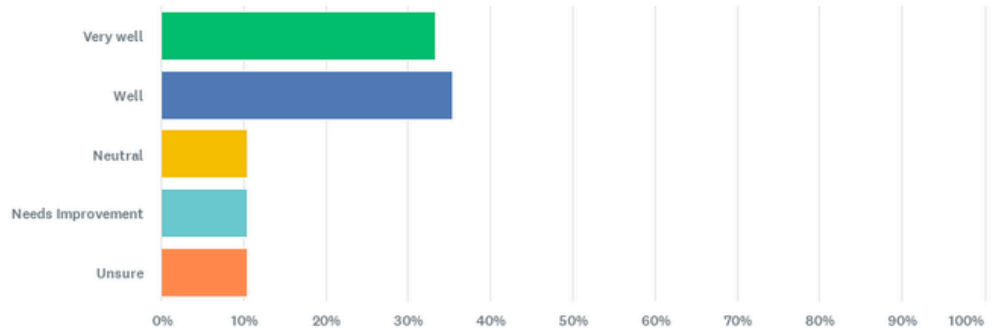
## SURVEY DATA

### FAMILIARITY WITH SNEP

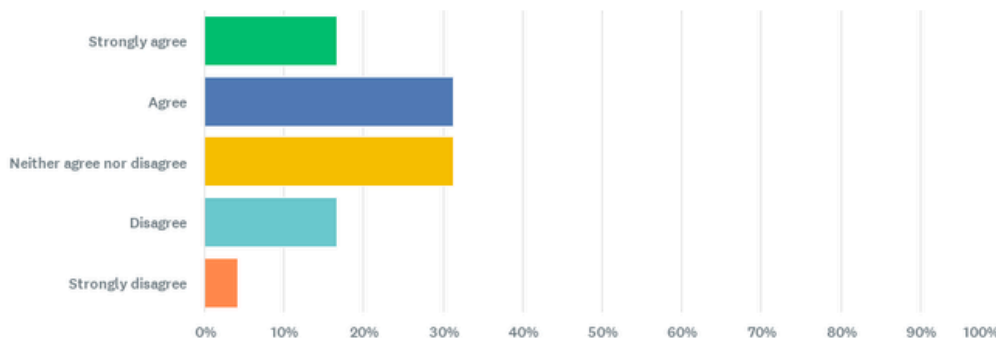
Q13 SNEP programming reflects local Indigenous culture, language, and values.



Q14 How well does SNEP collaborate with families and community?



Q18 SNEP and SSD support students across transitions (elementary → middle → high → post-secondary).



# SITKA TRIBE OF ALASKA'S SITKA NATIVE EDUCATION DEPARTMENT

## NEW THIS YEAR

The Sitka Native Education Program has previously been operating under the Sitka Tribe of Alaska's Cultural Resources Education & Employment Department (CREED) in partnership with the Sitka School District Culture Department. As of January 1, 2026 STA's CREED Department split into two smaller departments to better meet the growing needs of each program formerly housed under CREED. The Sitka Native Education Program (SNEP) is now housed under the Sitka Native Education Department (SNED) which will focus entirely on Prek-12<sup>th</sup> grade cultural education programming in partnership with the SSD Cultural Department.



## CURRICULUM DEVELOPMENT GRANT: STRENGTHENING STUDENT OUTCOMES & PROGRAM SUSTAINABILITY

STA has secured a curriculum writer grant focused on completing, formalizing, and implementing culturally grounded curriculum across in-school and after-school programming. This will continue the work of our SNEP In-Schools Project.

### What We Received

- Funding to complete and formalize SNEP curriculum
- Dedicated time to write, organize, and align materials
- Resources to train staff and community instructors
- Support to ensure implementation in both in-school and after-school settings

### Why This Matters

- Increases engagement and retention of older SNEP students
- Strengthens students' sense of identity, belonging, and purpose
- Provides structured pathways for youth leadership
- Creates prevention-focused programming that reduces risk of youth involvement in criminal activity
- Builds internal staff capacity

### Long-Term Impact

- Establishes sustainable, replicable curriculum materials
- Ensures continuity as staff transition over time
- Positions SNEP for another 50 years of culturally grounded education
- Creates consistency across classrooms and instructors

*\*This is not an all inclusive report of the grant objectives. This grant was awarded by the U.S. Department of Justice  
This project is funded in whole or in part through a grant from the Office of Juvenile Justice and Delinquency Prevention, Office of Justice Programs,  
U.S. Department of Justice.*

# SITKA SCHOOL DISTRICT CULTURAL DEPARTMENT

## NEW GRANTS THIS YEAR

The Cultural Department operates largely through grant-funded support, with many of our staffing positions, student programming, instructional resources, and community partnerships made possible by time-limited grants rather than stable base funding. As a result, our capacity can shift from year to year depending on award cycles and renewal timelines, making sustained funding essential to maintaining consistent services across schools.

This is not a complete list of all objectives and all grants within the Cultural Department

Grants	Details	Outcome
Department of Education: Native Youth Education Program (Project ACHIEVE)	The U.S. Department of Indian Education awarded the Sitka School District \$500,000 per year for 5 years.	<ul style="list-style-type: none"> <li>• Articulate the components of a community-rooted sustaining education in Sitka</li> <li>• Identify and create instructional resources needed to implement community based, student – centered education</li> <li>• Implement a K-12 College and Career Readiness Model</li> </ul>
Sealaska Heritage Institute: Raven Writes	The Raven Writes: Expanding Culturally Responsive Writing Instruction Throughout Southeast Alaska grant is a three-year Alaska Native Education (ANE) initiative funded by the U.S. Department of Education and led by the Sealaska Heritage Institute (SHI) in partnership with SSD	<ul style="list-style-type: none"> <li>• Improve writing and ELA outcomes for Alaska Native K–5 students</li> <li>• Strengthen culturally responsive writing instruction and teacher capacity</li> <li>• Deepen family and community involvement in students’ learning</li> </ul>
Walking Together	This is one-time funding of \$50,000 from the Mid Atlantic Arts and U.S. Regional Arts Org.	<ul style="list-style-type: none"> <li>• Support Sitka Native Education Program staffing capacity</li> </ul>
Kapor Center	The Kapor Center is supporting 8 school districts across the nation and Sitka School District has been selected to be a part of this funding cycle. For 2 years, SSD will receive funding to establish a Computer Science (CS) curriculum and pathway with an emphasis on Indigenous learning models.	<ul style="list-style-type: none"> <li>• Pk-12 CS scope and sequence</li> <li>• Improve access to CS in SSD</li> </ul>



# TITLE VI DATA

506  
STUDENTS

students with a 506 form  
on file this school year

322

5%

STUDENTS  
WITHOUT A  
506 FORM ON  
FILE

31%

PERCENTAGE  
OF OUR  
DISTRICT  
WHO ARE  
TRIBALLY  
ENROLLED.

-%3.6

% DECREASE  
COMPARED  
TO LAST YEAR

Sitka School District secures grant funds according to the count of eligible 506 forms within the designated period.

- For the 2025-2026 school year, out of 1,044 students, 322 students have a 506 form on file.

# CULTURAL PROGRAMS

2025 - 2026

## Arts, Culture and Technology Class (ACT)

The class weaves together three threads that are too often treated separately in schools: traditional cultural arts and practices, the Lingít language and values, and the tools and technology of today. This integration reflects a core belief of the Sitka School District Cultural Department- that honoring the cultural knowledge of this place and preparing students for the future are not in tension. Students can learn who they are, where they come from, and how to thrive in a modern world all at once. The ACT class is the key reason we were able to bring weekly Lingít language exposure to every PreK–5th grade student this year – a milestone the community has been working toward for years. The structure of the class creates the time and the space to make that possible.

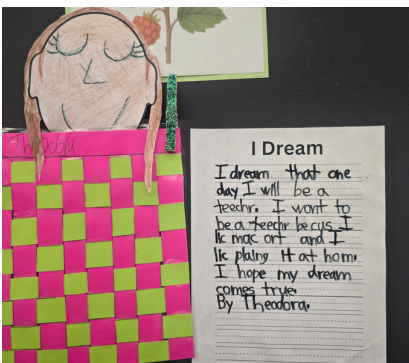


In the top left photo: students in 5<sup>th</sup> grade learn stop motion as they practice language and stories. Top right: students processed s'áxt' fully by making salve for gifts and turning the stalks into drumsticks. Bottom left: students listen carefully to a story told by our dear friend Geistéen Daanax'íls'eik.

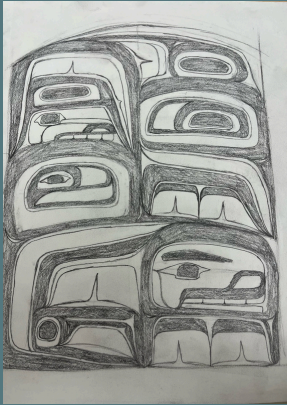


## Raven Writes ELA Curriculum:

Raven Writes centers Alaska Native students' voices, stories, and identities as the foundation for building strong writing skills. Rather than separating literacy instruction from culture, the curriculum weaves both together giving students the experience of seeing their community, language, and traditions reflected in their academic learning. The program also includes teacher training and resources designed to build educator capacity for sustained, high-quality culturally relevant instruction.

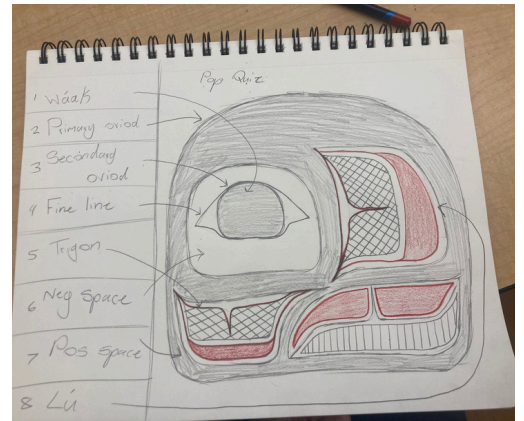
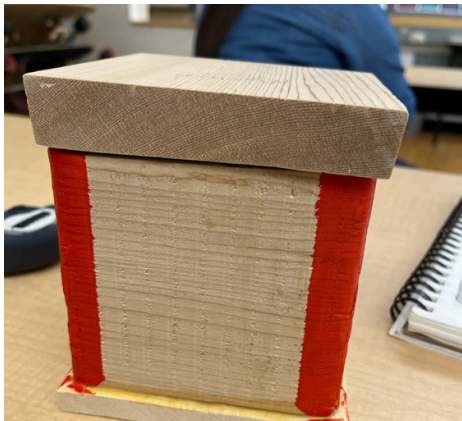
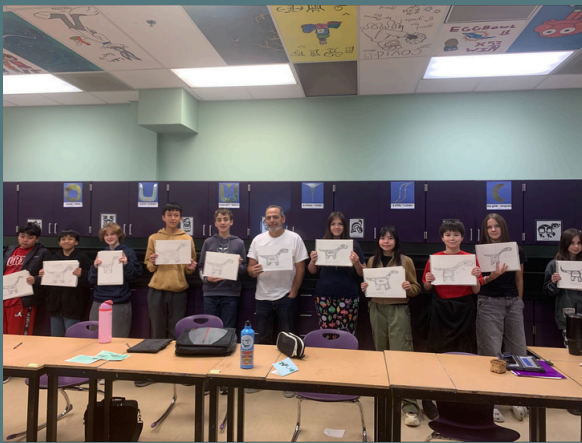


In the top left photo: students in 3<sup>rd</sup> grade learn about NYO from MEHS students as a part of their writing unit on strength of body, mind, and spirit. Top right photo: students retell oral stories using the story workshop model. Bottom left: a 1<sup>st</sup> grader's writing sample and their weaving project. Bottom right: 1<sup>st</sup> graders saw how trees change through the season during the fall Raven Writes unit.



Traditional Art Classes

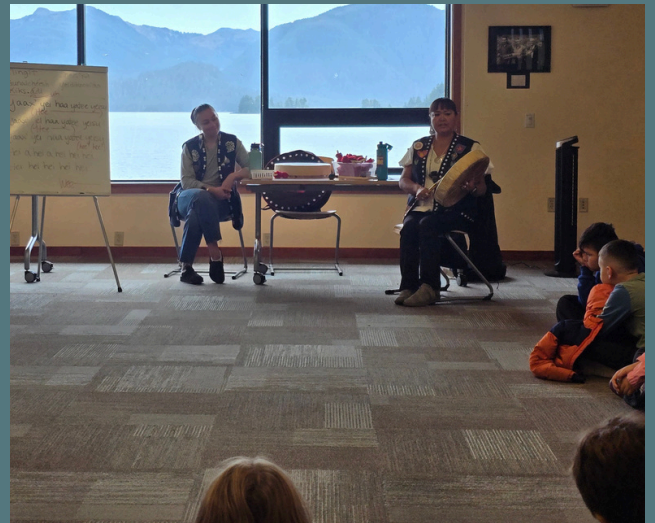
Blatchley Middle School and Sitka High School both offer dedicated Traditional Arts classes — and for the first time, those programs are being developed with intentional alignment between buildings. Students at BMS are introduced to traditional arts as part of their core cultural education beginning in 6th grade, and that foundation carries forward into the more advanced work available at SHS in grades 9 through 12. This continuum means students are not starting over when they transition between schools — they are building on a shared vocabulary of skills, materials, and cultural context. We are deeply grateful to Mr. Charlie Skultka Jr., Jamie Bradley, Erin Rofkar, and Will Peterson for the knowledge, care, and dedication they bring to this work. Their commitment to teaching traditional arts with cultural integrity is what makes this expansion possible.



**Lingít Language Class at SHS and Preschool through 5<sup>th</sup> grade**

Koolyéik Roby Littlefield teaches the Lingít language class at Sitka High School, offering older students the rare and important opportunity to study the Lingít language as a formal course. At the same time, Koolyéik serves as a language mentor throughout the PreK–5th grade Arts, Culture, and Technology classes, bringing living Lingít language directly into the earliest years of a child's school experience.

This dual presence — in the high school and in the elementary building — is not incidental. It reflects a deliberate effort to ensure that Lingít is not siloed into a single grade level or a single program, but woven through the district as a continuous presence. When a kindergartner hears the same language that high school students are formally studying down the road, it sends a message: this language belongs here, it is valued here, and it is alive here.



## Cultural Bearers and Knowledge Holders

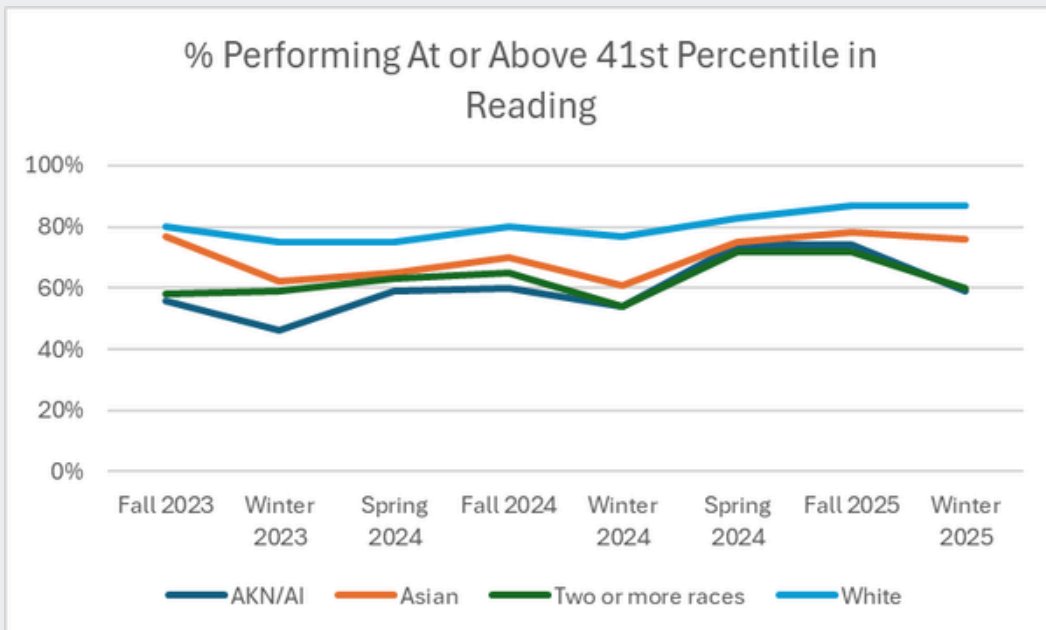
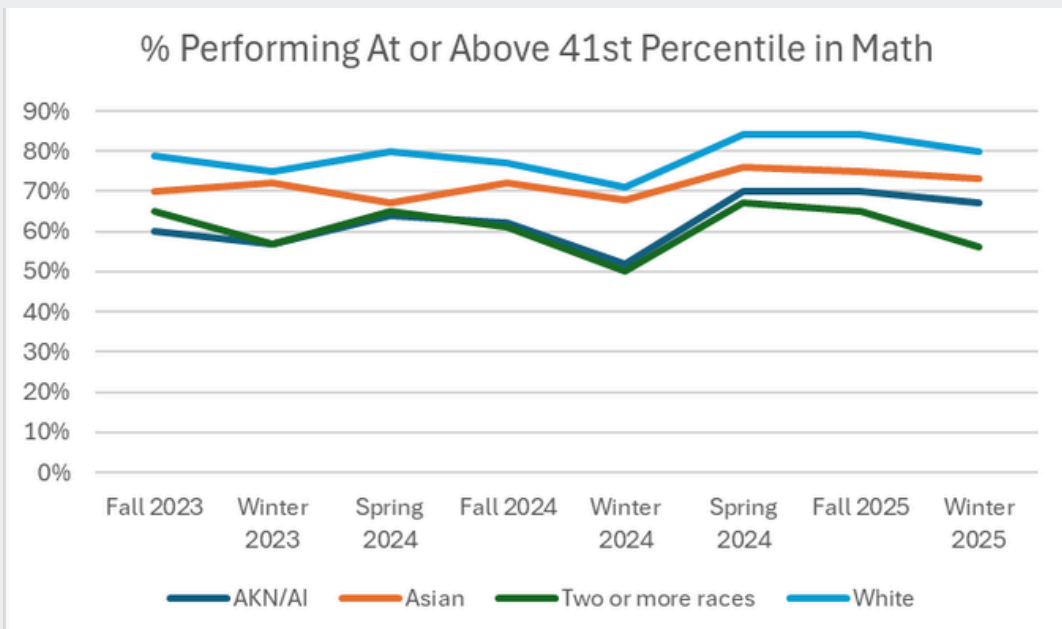
SSD students have been fortunate to hear from community members throughout this year. Top left photo: Rob Miller shares about sustainable harvesting and using fur for skin sewing. Top Right: Yeidikook'áa shares with 4th grade students the Tlingit peoples' perspective on the transfer of Alaska from Russia to the United States. Bottom left: Mr. Charlie Skultka Jr. spends time teaching 5<sup>th</sup> grade about traditional use of copper. Bottom right: Reggie Peterson shares the progress on the Watchmen kootéyaas with 2nd graders.

# DISTRICT-WIDE MAP DATA

## MATH & READING PERFORMANCE BY RACE/ETHNICITY

### WHY WE INCLUDE THIS DATA

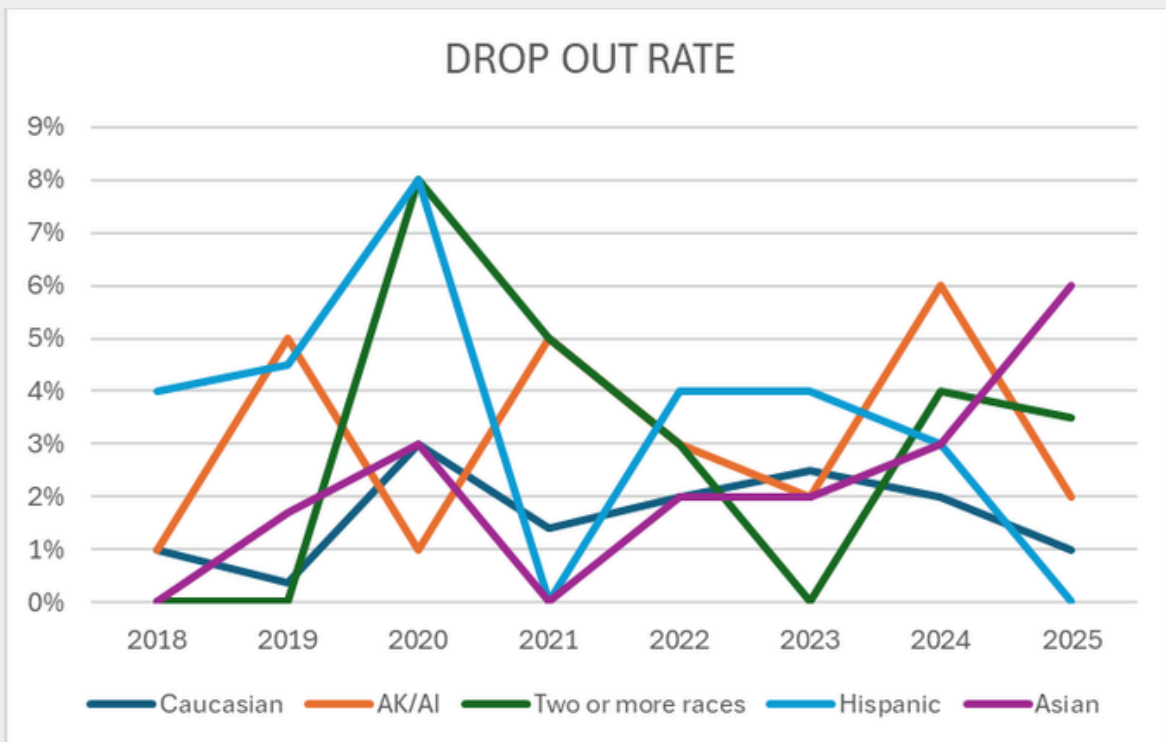
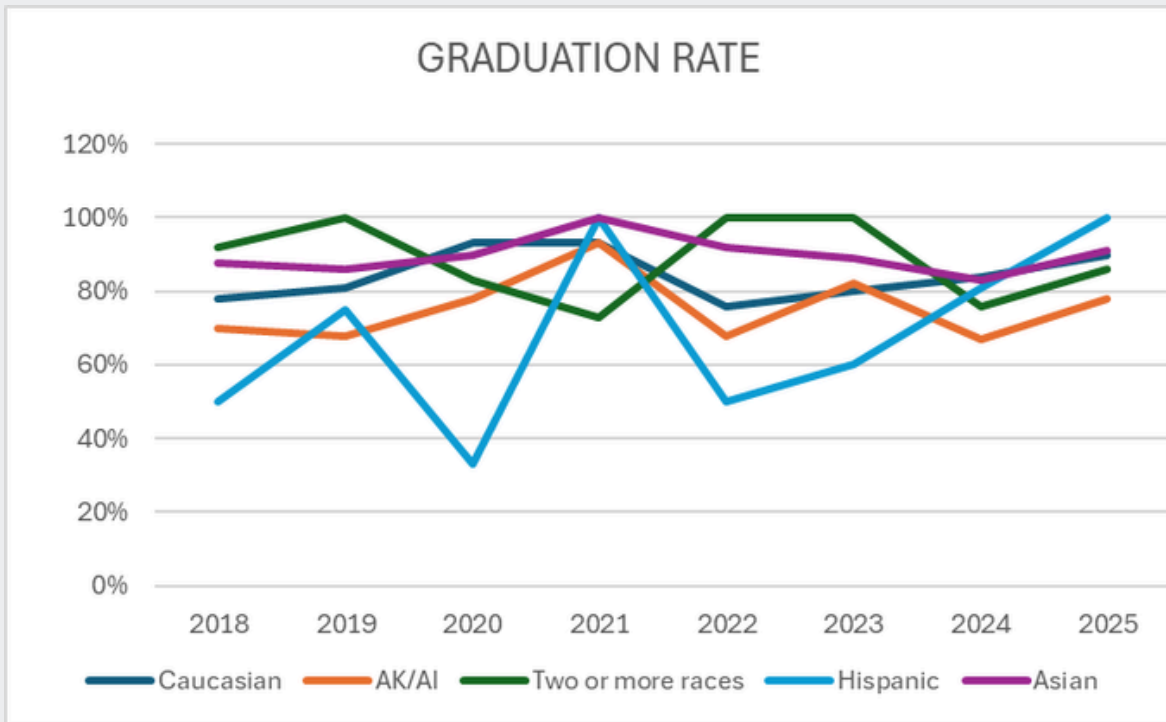
MAP (Measures of Academic Progress) data helps us understand the academic growth of demographics in SSD. We track performance by racial ethnic group to identify and close equity gaps, particularly for AKN/AI students, who are the primary population we serve. The 41<sup>st</sup> percentile benchmark reflects national grade-level proficiency. **Our goal is to close the gap between AKN/AI students and their peers while supporting all learners to grow.**



# DISTRICT-WIDE GRADUATION & DROPOUT

PACIFIC HS | SITKA HS | REACH | RAVEN'S WAY 2018-2025

Data note: includes students completing high school within 5 years, across Pacific High School, Sitka High School, REACH, and Raven's Way (this program is no longer running, but our data still includes their enrollment. Raven's Way students did not receive any direct SSD instruction during this time)

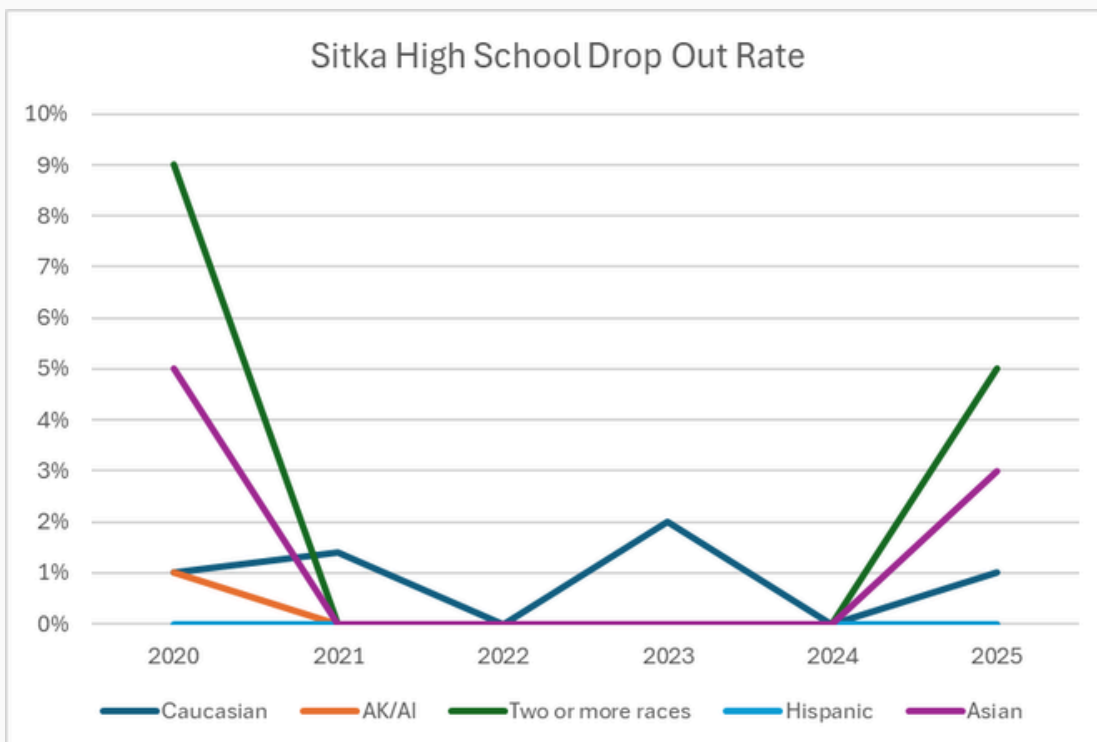
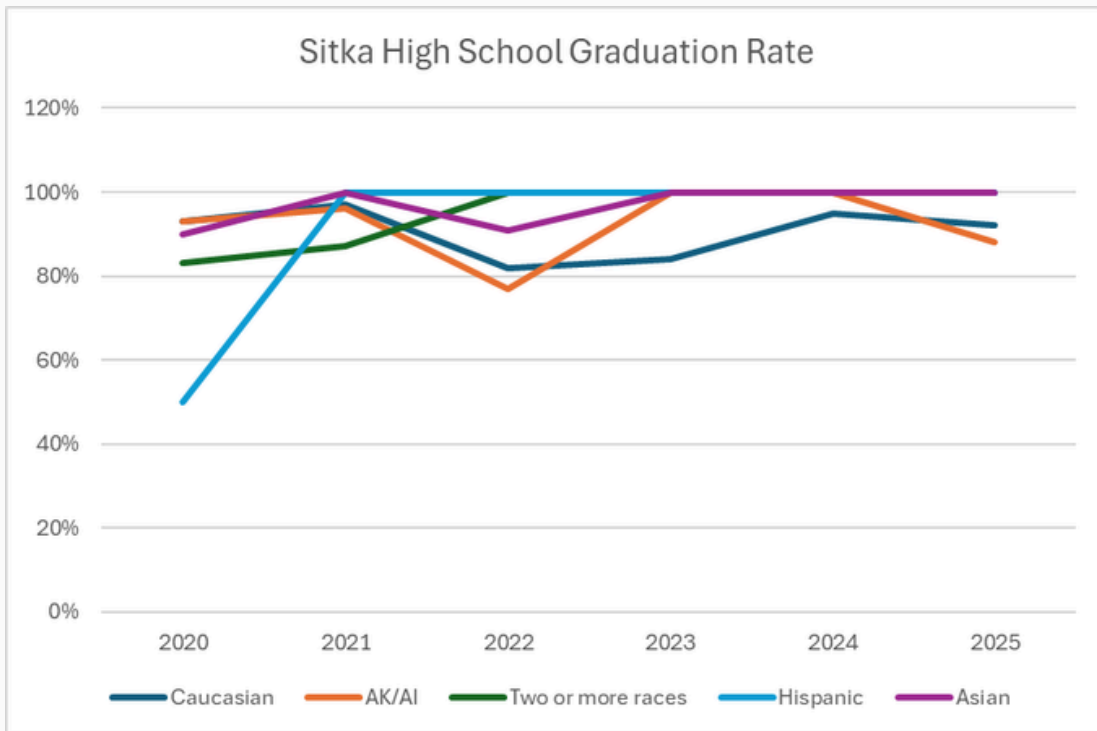


# SITKA HIGH SCHOOL GRADUATION & DROPOUT

SITKA HS | REACH | RAVEN'S WAY 2018-2025

## WHY WE INCLUDE THIS DATA

Sitka High School serves a majority of our students and can show a different graduation/dropout picture in comparison to looking at the whole district. Due to PHS having lower enrollment the data is not shown to prevent identifiable information being shared.



# INDIGENOUS STUDENTS NEEDS ASSESSMENT SURVEY DATA

WHO RESPONDED & SCHOOL CONNECTIONS 2026

49

Total Survey Respondents

~70%

Parents & Family Members

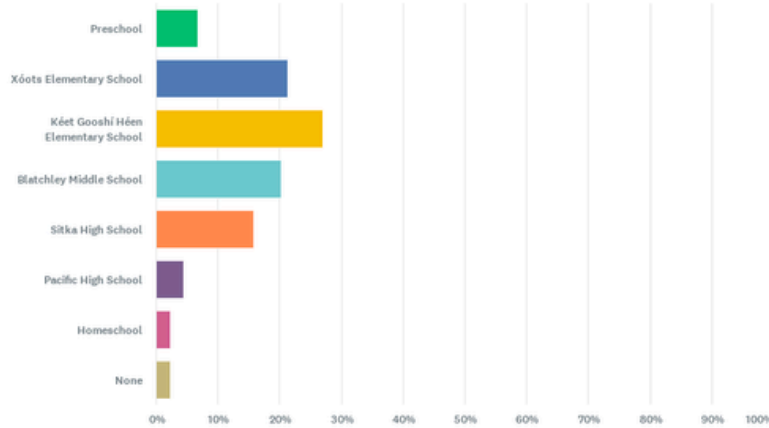
5

Schools represented

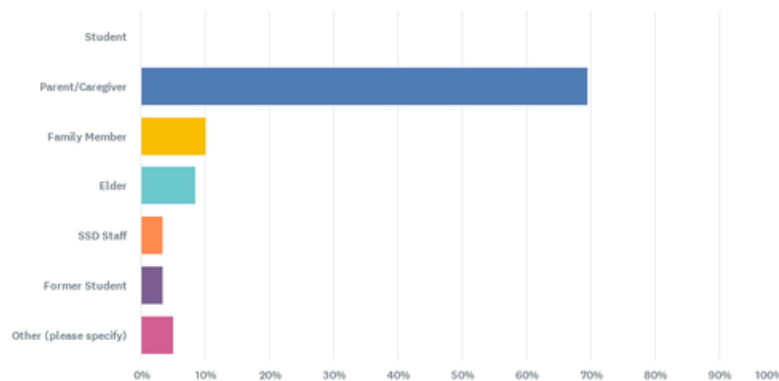
7

Respondent Categories

Q2 If applicable, what school(s) are you or your child connected to?



Q1 I am completing this survey as a:



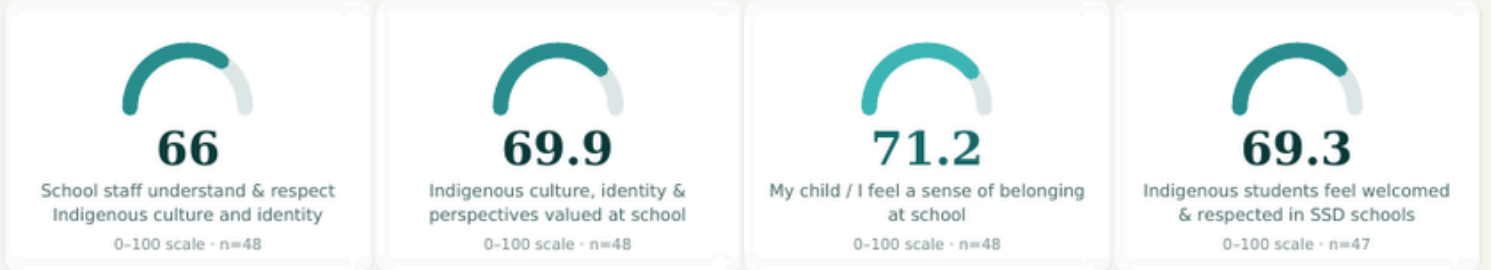
The majority of respondents were **parents and caregivers connected to elementary and middle schools**- the primary grades where SNEP and Cultural Department programming is concentrated. This input directly informs our 2026-2027 program priorities.

# INDIGENOUS STUDENTS NEEDS ASSESSMENT

## BELONGING & PRIORITIES

### Family & Community Perspectives on Indigenous Student Experience

#### COMMUNITY PERCEPTIONS — AVERAGE SCORE OUT OF 100



#### What Additional Supports Would Help Indigenous Students Succeed?

Top themes · open responses · n=35

##### 1 More Culture in the Daily School Experience

13 responses · ~37%

Respondents asked for cultural learning to be regular, protected, and available across all schools — through consistent culture classes, more time during the school day, integration into core subjects, and hands-on cultural arts and skills.

##### 2 Expanded Lingít/Tlingít Language Learning

8 responses · ~23%

Families requested more language options including immersion or language-only spaces, added support for students learning language and arts, and more daily exposure to language at school.

##### 3 Accurate, Truthful Indigenous History & Governance

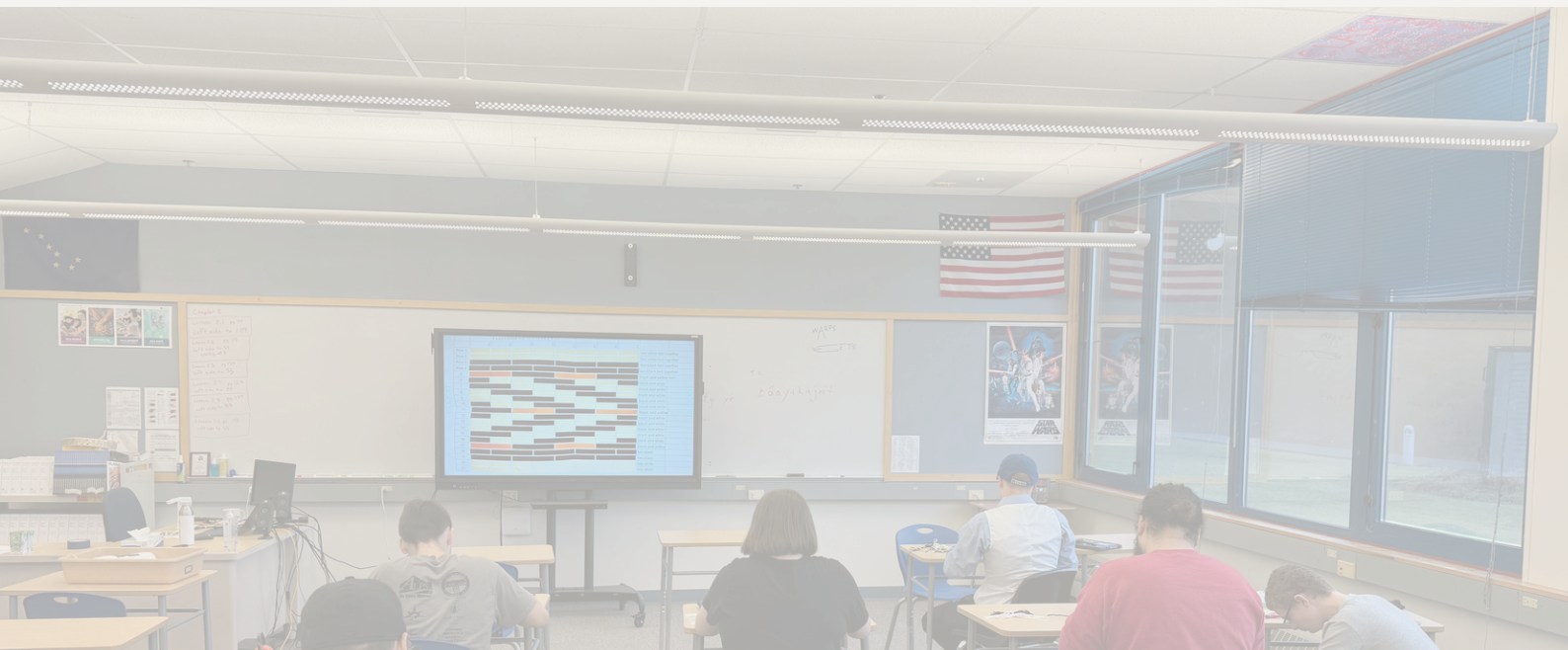
5 responses · ~14%

Respondents called for curriculum that is Tribal/clan-approved and inclusive of modern governance and historical realities (ANCSA/ANILCA). One family noted a need for representation beyond Tlingit, including Haida.

##### 4 Culturally Responsive Tutoring & Academic Support

5 responses · ~14%

Families identified need for more one-on-one and culturally responsive tutoring with flexible access when students fall behind. Transportation was also cited as a barrier to cultural program participation.



# INDIGENOUS STUDENTS NEEDS ASSESSMENT

## BELONGING & PRIORITIES

### Family & Community Perspectives on Indigenous Student Experience

#### Barriers to Belonging

Themes identified by respondents

- ! **Racism** — overt and subtle — from both peers and staff was a frequently cited concern.
- u **Staff turnover** within SNEP disrupts trust and continuity, especially for older students.
- ◆ Indigenous students who are **not Tlingit** (e.g., Haida, Yup'ik) sometimes feel overlooked or treated as "other."
- o Students **without clan affiliation** report feeling less accepted in SNEP settings.
- ↓ **Middle and high school years** are a critical drop-off point for Indigenous student engagement.
- o **Peer pressure** discourages some youth from engaging with their cultural identity.

#### What Would Help Indigenous Students Succeed

Community-identified solutions

- **CURRICULUM**  
More culturally-relevant curricula integrated into the regular school day (not just after-school).
- **STAFFING**  
Dedicated Indigenous support staff and tutoring resources in every building.
- **LANGUAGE**  
Lingít language revitalization integrated across all classrooms.
- **MENTORSHIP**  
More role models, mentors, and Elder involvement in schools.
- **WELLNESS**  
Mental health and behavioral health supports tailored to Indigenous youth.
- **COLLABORATION**  
Greater integration between SNEP programming and classroom teachers.
- **PLACE-BASED LEARNING**  
Hunting, fishing, and harvesting woven into school learning.
- **PATHWAYS**  
Better career and post-secondary guidance tailored for Indigenous students.

#### HOW SNEP & CULTURAL DEPT. PROGRAMS RESPOND TO THESE NEEDS

→ Daily Culture

##### In-School Programming

Weekly Lingít language at PreK-5th; traditional arts in 6th-12th grade; SNEP curriculum at all 5 schools.

→ Language

##### Raven Writes + Language

New SHI partnership bringing Lingít literacy and language arts (1.0 FTE) to expand language access district-wide.

→ MS/HS Retention

##### NYCP Project ACHIEVE

\$500K/year, 5-year federal grant targeting expanded programming, mentorship, and academic support for older students.

→ Land & Place

##### Summer Camps

5 culture camps serving 89 youth with Elders, traditional skills, and place-based learning in Sheet'ká.





# 3-5 YEAR COMMUNITY PRIORITIES

Based on input from the 2025-2026  
Indigenous Needs Assessment

## Expand culture, arts, and camps as core opportunities

Many respondents want more opportunities for Native arts/culture during the school day and continued/expanded summer camps and hands-on classes (carving, beading, dance, storytelling, graduation cedar hats/octopus bags).

## Language preservation across grades

A strong cluster of responses explicitly calls for Lingít language expansion in all grades, and for teachers to use Lingít for classroom instructions.

## Improve school climate: respect, inclusion, anti-racism, and accountability

Respondents repeatedly name respect, welcoming classrooms, and DEI/inclusion, and some directly call out racism and the need for accountability

## Academic support alongside cultural supports

Several answers pair cultural priorities with tutoring, reading groups, and academic improvement, with one explicitly emphasizing grades and academics alongside culture.

# CHALLENGES & REALITIES

This year, we face a significant challenge: the loss of dedicated funding for our Lingít language teacher position. This loss will impact the district's ability to continue secondary language classes as well as growing our elementary students language skills. We are grateful for the Sealaska language Endowment in supporting the last two years of funding for this position.

## What the funding loss means:

- The **Lingít language teacher position** funded through the Sealaska Language Endowment will end at the end of this school year
- **Weekly Lingít language for every preschool through 5<sup>th</sup> grade student** at both elementaries is now at risk. This was built over many years and represents our deepest penetration of language into the regular school day.
- The **SHS Lingít language class** is the only high school language course of its kind in the district which faces uncertainty without a qualified instructor to sustain it.

## Why This Loss Ripples Further

- Language is the **thread connecting all cultural programming** and who we are as Indigenous peoples. Songs, ceremonies, traditional arts, and camps are all deepened by language exposure. Losing the teacher position weakens every other program we run.
- Families told us in our 2026 needs assessment that **expanded Lingít language learning** is their #2 priority. This loss moves us in the opposite direction from what our community is asking for.
- For students **without clan affiliation or family language exposure**, school is often the only place Lingít is accessible. Losing this instruction means losing the language entirely for some youth.
- **Language perpetuation depends on critical mass and consistency.** Gaps in instruction are not easily recovered.

## How We Will Keep Lingít in Schools

- **Curriculum Infrastructure**  
We have invested in SNEP curriculum tools, unit sequences, and 30+ years of language lesson development.
- **Community language carriers**  
Elders, artists, and community language speakers will be engaged more intentionally to lead language moments in the classroom, after-school programming, and summer camps. Language does not only live in teacher positions- it lives in our people.
- **SNEP staff integration**  
Existing SNEP cultural paras and in-school staff will be supported to embed language into every program they lead.
- **Partnership Continuation**  
We are actively working with Sitka Tribe of Alaska, Sealaska Heritage Institute, and University of Alaska Southeast to identify bridge funding, shared staffing models, or language specialist partnerships that could sustain formal instruction.
- **Grant Pursuit**  
We are actively pursuing new grant opportunities to restore a dedicated language teacher position if general funds are not available.

“  
*As a non-native family I greatly appreciate the chance for my child to learn another language and grow their view of the world.*  
”

# ACKNOWLEDGEMENTS

The work within the Sitka School District Cultural Department and Sitka Native Education Program this year has been made possible by the contributions of the following individuals:

## Sitka Tribe of Alaska Staff

Aanwu.géex', Vanessa Bradley  
Aakwás'i, Starr Jensen  
Cindy Litman  
Goon Nax Jid Dee Will Peterson  
Gunaandu.yaa Tláa, Jenna Littlefield  
Kaaljáakwx Claire O'Halloran Hill  
Kaasanák, Hillary Nutting  
Kaax'áxooskaa Lillian Young  
Kitkóon, Charlie Skultka Jr.  
Naaw Yeil, Alec Duncan  
Shkakeeshtín Dorothy Gordon  
Téet Lasáa Ben Kinzer

## Sitka School District Staff

Alex Johnson-Rice  
Bridgette Reynolds  
Dáax Tláa Jessica Christianson  
Koolyéik Roby Littlefield  
Lxéis' Erin Rofkar  
Sakikán, Izzy Jackson  
Taats Kirstin Karsunky  
Yaandu.ein Mike Miller  
Yakdushí Jamie Bradley

## Elders

Gooch Tláa

## Sitka Sound Science Center

Janet Clarke  
Kari Paustian

## Sitka Conservation Society

Kolby Sirowich  
Triona OBroin

## Volunteers

Kyleah Garrouette  
Lilli Garza  
Lulah Entwistle  
Robert Space

## In Loving Memory

Daanáx.ils'eik, Chuck Miller  
Daasdiyáa, Ethel Makinen  
Kaawdukeit Tláa, Vida Davis  
Yeidikook'áa, Isabella Brady  
Kaal.átk' Charlie Joseph Sr.

Gunalchéesh to the following partner organizations whose funding or continued support made our work possible this year:



**Sitka**  
CONSERVATION  
SOCIETY



SEALASKA  
HERITAGE



SITKA SOUND  
SCIENCE CENTER



**US RAO**  
Regional Arts Organizations



OUTER COAST

Sheet'ká Kwáan  
**Sitka Tribe**  
of Alaska



ALASKA STATE COUNCIL ON THE ARTS





## Agenda Item Details

Meeting March 4, 2026 – School Board Meeting  
Category Action Item  
Subject Budget Revision  
Type New Business  
Recommended Action: Board approval of revised FY26 Budget

SITKA SCHOOL DISTRICT SITKA,  
ALASKA

SSD MEMORANDUM #006 (2025-2026)

March 4, 2026 TO:

SCHOOL BOARD

FROM: DEIDRE JENSON, SUPERINTENDENT

SUBJECT: Budget Revision

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

**RECOMMENDATION:** Superintendent Jenson recommends that the board approve the revision to the FY26 Budget.

### **PERTINENT FACTS:**

- Increase state revenue to \$12,711,101 to reflect actual ADM and intensives based upon notifications from DEED.
  - This reflects the actual awarded Impact Aid of \$3,932.
  - This reflects an increase in Quality Schools revenue \$40,625.
- Decrease budgeted revenue due to duplicate in anticipated fund balance availability by \$674,163.

Note: in we used the FY25 CBS full value determination, while the state used FY24.

Prepared by: Dr. Deidre Jenson

300 Kostrometinoff St., Sitka, AK 99835 <http://www.sitkaschools.org> [907] 747-8622 / Fax: [907] 966-1260



# SITKA SCHOOL DISTRICT

## Revenue Budget

Fiscal Year 2025-2026 Projected

	FY 2026 Proposed	FY 2026 Revision #1	FY 2026 Revision #2	Change
<i>Enrollment Projection</i>	1000+42 IN 52 Corresp	1000+44 IN 52 Corresp	1000+46 INT Includes 52 Corr	Resulting Difference
<b>FUND 100: General Fund</b>				
011 City/Borough Appropriation	\$ 7,972,424	\$ 7,972,424	\$ 7,972,424	\$ -
City/Borough PAC In Kind	\$ 125,000	\$ 125,000	\$ 125,000	\$ -
040 Other Revenue (Local)	\$ 60,000	\$ 60,000	\$ 60,000	\$ -
047 E-rate Revenue (Federal)	\$ 69,076	\$ 69,076	\$ 69,076	\$ -
050 Quality Schools	\$ 39,483	\$ 39,899	\$ 40,625	\$ 726.19
051 State Foundation	\$ 11,748,355	\$ 12,415,467	\$ 12,711,101	\$ 295,634.49
056 Other State Revenue (TRS On Behalf)	\$ 1,121,045	\$ 1,121,045	\$ 1,121,045	\$ -
057 Other State Revenue (PERS On Behalf)	\$ 84,005	\$ 84,005	\$ 84,005	\$ -
05X Other State Revenue (one time funds)				\$ -
05x Other State Revenue (misc funds)	\$ 7,000	\$ 7,000	\$ 7,000	\$ -
110 Impact Aid (Federal)	\$ 68,000	\$ 3,000	\$ 3,932	\$ 932.00
190 Forest Receipts (pass-thru)				\$ -
250 Transfers from other funds	\$ 674,163	\$ 674,163	\$ -	\$ (674,163.00)
Use of Fund Balance	\$ 1,296,933	\$ 1,296,933	\$ 1,646,328	
<b>FUND TOTAL</b>	<b>\$ 23,265,484</b>	<b>\$ 23,868,011</b>	<b>\$ 23,840,536</b>	<b>\$ (376,870.32)</b>
<b>FUND 205: Student Transportation</b>				
065 Student Transportation (State)	\$ 350,000.00	\$ 350,000.00	\$ 350,000	\$ 248,000.00
250 Fund Transfer In				\$ -
<b>FUND TOTAL</b>	<b>\$ 350,000.00</b>			<b>\$ 248,000.00</b>
<b>FUND 215: Community Schools</b>				
011 City/Borough Appropriation	\$ 37,000.00	\$ 37,000.00	\$ 37,000	\$ 37,000.00
<b>FUND TOTAL</b>	<b>\$ 37,000.00</b>			<b>\$ 37,000.00</b>
<b>FUND 255: Food Service</b>				
02X School Breakfast/Lunch Sales	\$ 23,000.00	\$ 23,000.00	\$ 23,000	\$ -
16X USDA Revenue	\$ 290,000.00	\$ 290,000.00	\$ 290,000	\$ -
<b>FUND TOTAL</b>	<b>\$ 313,000.00</b>			<b>\$ -</b>
<b>FUND 500: Major Maintenance Capital Projects</b>				
040 Other Revenue (Local)	\$ -	\$ -	\$ -	\$ -
011 City/Borough Appropriation	\$ -	\$ -	\$ -	\$ (150,000.00)
<b>FUND TOTAL</b>	<b>\$ -</b>			<b>\$ (150,000.00)</b>
<b>FUND 600: Community Services - Pool</b>				
011 City/Borough Appropriation	\$ 100,000.00	\$ 100,000.00	\$ 100,000	\$ -
040 Charges for Services	\$ -	\$ -	\$ -	\$ (2,400.00)
250 Fund Transfer In	\$ -	\$ -	\$ -	\$ -
<b>FUND TOTAL</b>	<b>\$ 100,000.00</b>			<b>\$ (2,400.00)</b>
<b>TOTAL REVENUE</b>	<b>\$ 24,065,484</b>	<b>\$ 23,868,011</b>	<b>\$ 23,840,536</b>	<b>\$ (244,270)</b>
	<b>\$ 23,609,666</b>			<b>\$ 230,870</b>



## Agenda Item Details

Meeting	March 4, 2026 – School Board Meeting
Category	Action Item
Subject	Curriculum Review Cycle
Type	New Business
Recommended Action:	Board Approval

SITKA SCHOOL DISTRICT  
SITKA, ALASKA

SSD MEMORANDUM #008 (2025-2026)

March 4, 2026

TO: SCHOOL BOARD  
FROM: DEIDRE JENSON, SUPERINTENDENT  
SUBJECT: Curriculum Review Cycle

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

**RECOMMENDATION:** Superintendent Jenson recommends the board approve the proposed curriculum review cycle.

### PERTINENT FACTS:

- With the AK READS ACT, a new curriculum aligned with the Science of Reading needs to be selected. DEED has given recommendations for elementary curricula to choose from.
- An ELA pilot curriculum was approved and started in June of 2023 at Xoots Elementary.
- This pilot program was not used at KGH, and was not reviewed at other schools.
- We need to finish the ELA review and adoption before we move on to other core subject areas.
- Following our curriculum inventory and review of our assessment data, Math was indicated by our staff to be the most urgent need to be reviewed next, in FY28.
- Science Curriculum was partially reviewed in the Spring of 2023 (Mystery Science in Elementary). Since this was the most recent subject to be reviewed even if it was partial, this will be the last in the cycle; to be reviewed in FY30.
- This leaves review of Social Studies curriculum in FY29.
- For easier reference, see the curriculum review table attached.

- This curriculum review table only addresses the four core subjects. We need to make some progress on these items. We will get more input from staff about what other subjects we should add to what years and then we can revise the table.

Prepared by: Dr. Deidre Jenson

<b>SSD CURRICULUM REVIEW CYCLE</b>				
<b>Fiscal Year</b>	<b>ELA</b>	<b>Math</b>	<b>Social Studies</b>	<b>Science</b>
<b>FY27</b>	<b>Review/Adoption</b>			
<b>FY28</b>		<b>Review/Adoption</b>		
<b>FY29</b>			<b>Review/Adoption</b>	
<b>FY30</b>				<b>Review/Adoption</b>
<b>FY31</b>	<b>Review/Refresh</b>			
<b>FY32</b>		<b>Review/Refresh</b>		
<b>FY33</b>			<b>Review/Refresh</b>	
<b>FY34</b>				<b>Review/Refresh</b>



**SITKA**  
SCHOOL DISTRICT

## **Administrative Technology Agreement**

# Table of Contents

Applicable Board Policies.....	3
Technology Department.....	3
Director of Technology.....	3
Site Technology Support Staff.....	3
Staff Agreement.....	4
Staff Expectations.....	4
Loss, Damage, and Fees.....	6
Signature – Staff.....	7
Student Agreement.....	8
Student Expectations.....	8
Parent Expectations.....	9
Student Device – Loss, Damage, and Fees.....	10
Signatures – Parents and Students.....	11

## Applicable Board Policies

- BP 6161.4 Internet
- BP 6161.5 Web Sites/Pages
- BP 6165 Student Access to Networked Information and Planning

## Technology Department

The team below is provided by the district to support the faculty, administration, staff and students in providing the best IT experience possible in the classroom. Please contact our help desk, using the email [techhelp@sitkaschools.org](mailto:techhelp@sitkaschools.org), if you have any issues and we can direct you to the best possible solution.

### Director of Technology

The Director of Technology, or IT Director, is responsible for planning, purchasing, installing and maintaining physical technology systems of the district in a manner that allows for full educational use of technology in compliance with local, state, and federal regulations and requirements. The Director of Technology will also manage the core software installations needed for device authentication and use. The Director of Technology is expected to be a liaison between technology staff and the faculty providing education of technology leadership and reports directly to the Superintendent.

### Site Technology Support Staff

Each site will have at least one staff member responsible for providing technical support to faculty and students. This support staff will be involved in installing, maintaining, troubleshooting, and upgrading computer hardware, software and network systems, along with other related work as required. The on-site personnel are specifically tasked with support issues that require physical contact with the hardware.

# Staff Agreement

Technology is provided for staff based on the job description for the position. Technology tools may include a laptop, desktop, tablet, smart board, or any combination as needed.

- Staff must sign this agreement before a device is issued.
- Staff new to the organization will receive instruction on appropriate use.
- A member of the technology department, including Tier 1 and Media Specialists, will be available for staff meetings throughout the year to assist with technology issues, education, and planning.

## Staff Expectations

The Sitka School District provides staff access to its devices and network for educational purposes and research consistent with the curriculum and instructional goals of the district and expects the following:

1. **Ownership:** This equipment is the property of the Sitka School District and is herewith being loaned to the staff member, for the duration of employment or until further notice.
2. **One Device Per Staff Member:** Staff will be assigned one district device along with necessary accounts to support the role. Staff members should only sign into their assigned device and not allow others to use it.
3. **Care of Device:** The Borrower must safeguard District Property and return it in its originally issued condition or be prepared to pay for damaged or lost equipment. Devices that have protective cases, or sleeves, should always be transported within the sleeve or case.
4. **Responsible Use:** Staff will use their laptops in a responsible, appropriate, and legal manner. Staff access to the School District's computer, networks, and internet services are provided for educational purposes and research consistent with the School District's educational mission, curriculum, and instructional goals. The same rules and expectations govern staff use of computers as apply to other staff conduct and communication. Sitka School District fully expects that all members of the school community will use the computer systems in a responsible, appropriate, and legal manner during class times/non-class time, on campus, and off.
5. **Check In Procedures:** Upon termination of an employee contract, or ending of a School Board term, all technology must be turned into the employee's direct supervisor as part of the check-out process. Email, calendar, OneDrive, and other SSD online services as well as any other data access will be terminated at this time. Previous employees will not retain backups or other copies of organizational data on any device that is property of the district.
6. **No Expectation of Staff Privacy:** The School District retains control, custody, and supervision of all computers, networks, and internet services owned or leased by the School District. The School District reserves the right to monitor all computer and internet activities. When using school communications, the identity of the user must be apparent.
7. **Updates, Checks, and Monitoring:** System updates to device operating systems and applications are often necessary throughout the school year to keep SSD devices secure and student data appropriately protected. All staff should regularly update their district provided devices and inform the technology department of any issues when doing so. Staff may be requested at times during the year to provide remote or direct access to their organizational devices as software, hardware and other updates become available and necessary. Schedule this time at your earliest convenience to avoid possible interruptions in service.
8. **Backup Policy:** Staff are responsible for the documents and files on their devices. It may become necessary to send a device in for repair and there is no guarantee that data files are safe in those circumstances. Users should regularly verify that the OneDrive sync is functioning properly and backing up appropriate files.

9. **Copyright:** Copyright law and district policy do not allow the re-publishing of text or graphics found on the Web on district Web sites or file services without explicit written permission. For each re-publishing (on a website or file server) of a graphic, video or a text file, which was produced externally, there must be a notice at the bottom of the page crediting the original producer and noting how and when permission was granted. In many cases, that notice should also include the URL (Web address) of the original source. The failure to display copyright notice may not be interpreted as permission to copy the materials. Only the copyright owner may provide permission. If the materials have been improperly and illegally displayed by a Web site, the manager of that Web site may not be considered a source of permission. Staff members with questions regarding these guidelines are advised to check with the technology help desk.
10. **Student Data Protection:** In addition to copyright issues, careful thought and attention must be given to privacy issues. Student information should only be published with parental permission.
11. **Data Security:** Data security is a serious concern for organizations today and district staff will exercise the best practices for maintaining the privacy of our stakeholders.
  - a. Do not reference the subject or content of sensitive or confidential data publicly, or via systems or communication channels not controlled by district. For example, the use of external e-mail systems not provided by the district to distribute data is not allowed.
  - b. District work and digital communications (e.g., email, web sites, LMS, SIS, social media, etc.) must be carried out using authorized District IT systems and accounts. Official District communications are defined as any transfer of signs, writing, images, data, or intelligence for the purpose of supporting a District mission or objective. Use of personal accounts for student data or other confidential work or communications is prohibited. Use of any system that has not been approved by the district for official duties exposes the district and the employee to significant risks due to potential data exposure. Serious consequences may result from utilizing non district approved systems.
  - c. You need to use a secure password on all district systems as per the password policy. These credentials must be unique and must not be used on other external systems or services
  - d. You must immediately notify your direct supervisor if a device containing district data is lost (e.g., mobiles, laptops, etc.).
  - e. Email and other approved district communication tools should be utilized in an ethical manner that respects privacy and workplace safety.
    - i. Email is for district communication and should not be used to solicit business or funds for personal gain.
    - ii. Sending all staff (or other large organizational group) mailings without the consent of the group membership or admin, unless authorized in advance or on behalf of the district.
    - iii. Sending chain letters, spam, or harassing email
    - iv. Knowingly sending scams, viruses, or any other type of inappropriate message
  - f. If you have been assigned the ability to work remotely you must take extra precautions to ensure that data is appropriately handled. Seek guidance from the technology department if you are unsure as to your responsibilities.
  - g. If you find a system or process which you suspect is not compliant with this agreement or the objective of information security, you have a duty to inform your direct supervisor so that they can take appropriate action.
12. **Personal Use:** The Borrower is solely responsible for all personal documents and information on the computer, and it is recommended to maintain all personal information on some form of external media. The District is not responsible for any computer or electronic viruses that may be transferred to or from Borrower's internet accounts or data storage medium, and Borrower agrees to use Borrower's best efforts

to ensure that the District Property is not damaged or rendered inoperable by any such electronic virus while in Borrower's possession.

13. **Indemnification:** Borrower agrees to indemnify the District from any claim occurring during, or resulting from, Borrower's possession or use of the District property, including, but not limited to, any claim for infringement or violation of applicable trademarks and/or copyrights attributable to Borrower's use of the District Property.
14. **Amendments:** The Sitka School District retains authority to amend this agreement as needed. This contract does not preclude further restrictions that are not explicitly stated.

## **Loss, Damage, and Fees**

Any damage determined to be done to the device through abuse or neglect will be paid for by the Borrower. Any theft or loss of a laptop due to misuse or neglect will result in a charge to the Borrower for the entire original cost of the device and may require a police/trooper report and investigation.

Responsibility for determining user-caused damage, and any associated repair fees, rests with the site Principal. Repair costs incurred by the Technology Department will be billed to the site where the repairs were performed.

- **Lost, Stolen, or Destroyed Laptop or Charger (total loss):** Full replacement cost
- **Etching, Dents, Permanent Laptop Frame Damage (does not affect performance): \$50.00**
- **Missing Key(s), Broken Ports, Cracked Screen (does not affect performance):** Repair cost
- **Cleaning Fee (writing, dirt, personal stickers on laptop/case): \$30.00** Cleaning fee
- **Missing case or protective sleeve:** Full replacement cost
- **Borrower Removed SSD Assigned Stickers or Tags: \$25.00**
- **Repairable Damage to a Peripheral Device or Charger: \$15**

If the Borrower does not return to the district for the following school year, the device and all accompanying accessories must be returned via return receipt, insured mail, or another service at the Borrower's expense within two weeks of the date of resignation to:

**Sitka School District  
Attn: Director of Technology  
300 Kostrometinoff St  
Sitka, AK 99835**

All unpaid fees will be automatically deducted from the Borrower's paycheck 90 days from issuance or the employee's final paycheck, whichever comes first. Other payment options are available upon request.

## Signature – Staff

I have read this agreement and understand this Contract in its entirety. By signing below, I agree to abide by this contract to include the Laptop Fees, Expectations, and Usage sections.

Staff Signature

Date

Staff Printed Name

---

### Teacher and Device Information

Device Model	
Asset Tag Number	
Date Issued	
Charger	
Extra Monitor(s)	
Docking Station(s)	
Newline Board	
Elmo Display	
School (circle one)	XTS KGH BMS SHS PHS REACH CLT DO

### Laptop Condition

	Issue	Turn-In	
Condition of SSD Tags			Comments
Port Condition			Comments
Body of Laptop			Comments
Keyboard			Comments
Charger			Comments
Screen condition			Comments

“E” for Excellent, “G” for Good, “F” for Fair, and “P” for Poor

# Student Agreement

Sitka School District is proud to have an established 1:1 Device Initiative. The initiative provides school-owned iPads to students in kindergarten through fourth grade, and laptops to students in grades five through twelve, for use both at school and at home. This program is designed to enhance and extend educational opportunities, as well as to support the curriculum established by the school board. This initiative provides the student with support for a high-quality blended learning environment to easily learn at home, at school, online and offline.

## Student Expectations

The Sitka School District is providing student access to its devices and network for educational purposes and research consistent with the curriculum and instructional goals of the district and expect the following:

1. **Acceptable Use:** Student access to the School District's computer, networks, and internet services are provided for educational purposes and research consistent with the School District's educational mission, curriculum, and instructional goals. The same rules and expectations govern student use of computers as apply to other student conduct and communication. Students are further expected to comply with these rules and all specific instructions from the teacher or other supervision staff member when accessing the school district's computers, networks, and internet services.
2. **Prohibited Use:** The user is responsible for his/her actions and activities involving school district computers, networks, and internet services for his/her computer files, passwords, and accounts. Examples of unacceptable uses that are expressly prohibited included, but are not limited to the following:
  - a. **Inappropriate Materials** - Accessing or attempting to access inappropriate materials, submitting, posting, publishing, forwarding, downloading, scanning or displaying materials that are defamatory, abusive, obscene, vulgar, sexually explicit, sexually suggestive, threatening, discriminatory, harassing and/or illegal;
  - b. **Illegal Activities** - Using the District's computers, networks and internet services for any illegal activity or to violates other Board policies, procedures and/or school rules;
  - c. **Violating Copyrights** (copying or downloading copyrighted material without the owner's permission);
  - d. **Plagiarism** - Representing as one's work any material obtained on the internet (such as term papers, articles, etc.). The author, publisher, and web site must be identified when internet sources are used in student work.
  - e. **Copying, downloading, installing, or modifying software** without the express authorization.
  - f. **Misuse of Passwords/Unauthorized Access** - Use of other users' passwords without permission.
  - g. **Malicious Use/Vandalism** - Any malicious use, disruption or harm to the school district's computers, networks and internet services including, but not limited to, hacking activities and creating or uploading computer viruses.
  - h. **Cyber Bullying** - Includes but is not limited to, the following misuses of technology: harassing, teasing, intimidating, threatening, or terrorizing another student, staff member or person/s by way of any technological tool, such as sending or posting inappropriate or derogatory email messages, instant messages, digital pictures or images or website postings (including blogs).
3. **No Expectation of Privacy:** The School District retains control, custody, and supervision of all computers, networks, and internet services owned or leased by the School District. The School District reserves the right to monitor all computer and internet activities by students. Students have no expectations of privacy in their use of school computers, including e-mail and stored files. When using school communications, the identity of the user must be apparent.

4. **Compensation for Losses, Cost and/or Damages:** Unpaid fees will be posted on the student's transcript and are required to be paid in full before leaving the district or graduation. The SSD reserves the right to send unpaid fees to a collection agency when fees are not paid in a timely manner. Unpaid fees may be subject to small claims court or garnishment of the student's PFD. The student and parent/guardian are responsible for paying the School District for its uninsured losses due to the loss or damage of the computer equipment according to the *Technology Contract*.
5. **Keep it Charged:** Charge laptop overnight or for at least five hours. Come to school with laptop battery fully charged. A dead battery is not an excuse for late or missing work unless there are maintenance issues.
6. **Computer Use is a Privilege, Not a Right:** Student use of the School District's computers, networks, and internet services is a privilege, not a right. Unacceptable use/activity may result in suspension or cancellation of privileges, disciplinary action and legal action, as well as financial liability. The building principal shall have final authority to decide whether a student's privileges will be suspended or revoked.

## **Parent Expectations**

For students to experience all the success and benefits that this program can offer, the district encourages parents to:

1. Share in your student's excitement about this great opportunity and learn along with them as they use this instructional tool to enhance learning and prepare for their future.
2. Remind the student to charge the computer every single evening and bring it to school every day.
3. Monitor inappropriate internet use and adherence to internet guidelines by the student when using their laptop. While SSD will provide some internet security via filtering (meaning some sites will be blocked), during home use, the SSD is not able to monitor appropriate student internet use.
4. Ensure that their child adheres to internet guidelines established at home and school.
5. Notify the school if the device requires repair or is lost or stolen no later than the next school day.
6. Reimburse the School District for any damage or loss (including theft) of the computer equipment per the student and parent device contract.
7. Return the equipment at the end of the school year or upon leaving the district.
8. Sign and follow the Parent/Student Laptop Contract.

## **Student Device – Loss, Damage, and Fees**

Any damage determined to be done to the device, device case, or chargers through misuse or neglect will be paid for by the student and may require a police/trooper report and investigation. Any theft or loss of a laptop due to misuse or neglect will result in a charge to the student for the entire original cost of the device. Devices and device cases are to remain free of drawings, markings, scratches, or student-applied stickers. Any abuse, markings, stickers, or adhesive residue found on these items will result in fines being issued to cover repairs necessary to return these items to like-new condition. The device should always be transported within its sleeve or case.

Students shall return the laptop to the School District immediately if the student moves or ceases to attend in the School District and shall surrender the device to a teacher, school administrator, or designees for inspection upon demand. Students shall immediately report to the school principal any problems with the laptop. Students shall NOT attempt to repair the device and shall NOT delete any software from it.

Responsibility for determining user-caused damage, and any associated repair fees, rests with the site Principal. Repair costs incurred by the Technology Department will be billed to the site where the repairs were performed.

**Fees** for damage or loss are the responsibility of the student and parent/guardian, even if caused by another person. **Unpaid fees** will be posted on the student's transcript and must be paid in full before leaving the district or graduation. The SSD reserves the right to send unpaid fees to a collection agency when fees are not paid promptly. Unpaid fees may also be subject to small claims court or garnishment of the student's PFD. Students will pay the Sitka School District for the damages below. These funds will be put into the district technology account and used to repair or replace the device.

- **Lost, Stolen, or Destroyed Laptop or Charger (total loss):** Full replacement cost
- **Etching, Dents, Permanent Frame Damage** (does not affect performance): **\$50.00**
- **Missing Key(s), Broken Ports, Cracked Screen (does not affect performance):** Repair cost
- **Cleaning Fee (writing, dirt, personal stickers on laptop/case):** **\$30.00**
- **Missing case or protective sleeve:** Full replacement cost
- **Borrower Removed SSD Assigned Stickers or Tags:** **\$25.00**
- **Repairable Damage to a Peripheral Device or Charger:** **\$15**

## Signatures – Parents and Students

I understand that by signing this page, I agree to the terms of this Contract. Violating the letter or spirit of the above regulations may cause denial of access to the District computer systems, and/or may result in more serious disciplinary action(s). I agree to allow to have my student's work\* and/or photograph\*\* to be published on the school web page. I understand that it is impossible for the District to restrict access to all controversial materials and I will not hold the District responsible for controversial materials my child acquires on the District's Wide Area Network.

I accept full responsibility for supervision when my child's use of electronic information resources is not in a school setting. I hereby give my permission to issue an account and device for my child and certify that the information contained on this form is correct.

Parent Name (Please Print): \_\_\_\_\_

Parent Signature: \_\_\_\_\_

For 5<sup>th</sup> – 12<sup>th</sup> grade students. I have read and understand the terms of the above contract and agree to take responsibility for the device I am issued. I understand that by not signing this form, I will not be issued a device and will not be held responsible for any device.

Student Name (Please Print): \_\_\_\_\_

Student Signature: \_\_\_\_\_

### Optional

\_\_\_\_\_(initial) \*I do not give permission for my student's work to be published on the school web page or social media accounts.

\_\_\_\_\_(initial) \*\* I do not give permission for my student's photograph to be published on the school web page or social media accounts.

\_\_\_\_\_(initial) \*\* I do not give permission for my student's last name to be published on the school web page or social media accounts.

### Student and Device Information

Device Model	
Asset Tag Number	
Date Issued	
Type of Charger	
School (circle one)	XTS KGH BMS SHS PHS REACH

### Laptop Condition

	Issue	Turn-In	
Condition of SSD Tags			Comments
Port Condition			Comments
Body of Device			Comments
Keyboard			Comments
Charger			Comments
Screen condition			Comments

"E" for Excellent, "G" for Good, "F" for Fair, and "P" for Poor

	Estimated Amount	Network	Staff Devices	Student Windows Devices	iPads	Boards, Cameras, AV	Copiers (Guaranteed 7 Years)
2026	\$400,000	E-Rate refresh (\$80K of total \$224K)		<ul style="list-style-type: none"> <li>Full set of new model High School laptops (\$235K for a device around \$700)</li> <li>330 Units and the SLG2 (“silvers”) would stay and go to PHS, Paras at HS, Subs, Temp Staff, School Board</li> </ul>	<ul style="list-style-type: none"> <li>450 new iPads with cases (\$50K) on 4-year, 0% interest term. \$450/iPad with case</li> <li>Sell all old iPads</li> </ul>		<ul style="list-style-type: none"> <li>SHS Staff Copy 1 Replace \$12K</li> <li>DO Xerox Replace \$12K</li> </ul>
2027	\$100,000			Mac option for students (M4, 16 GB, 13”) \$1,143/device over five years includes full Warranty	<ul style="list-style-type: none"> <li>Apple payment (\$50K)</li> </ul>		<ul style="list-style-type: none"> <li>SHS Staff Copy 2</li> <li>KGH Ernie</li> <li>BMS Office Copy</li> </ul>
2028	\$100,000				<ul style="list-style-type: none"> <li>Apple payment (\$50K)</li> </ul>		<ul style="list-style-type: none"> <li>BMS Downstairs Copy</li> <li>XTS Thing 1</li> </ul>
2029	\$250,000		Staff Laptops (\$200,000)		<ul style="list-style-type: none"> <li>Apple payment (\$50K or \$25 with guaranteed buyback with optional refresh Apple devices)</li> <li>Buyback would put Apple on a four-year rotation</li> </ul>		<ul style="list-style-type: none"> <li>PHS Darth Vader</li> <li>XTS Thing 2 (smaller copier for 1<sup>st</sup> grade)</li> </ul>
2030	\$280,000?		Phones (lifespan?)		<ul style="list-style-type: none"> <li></li> </ul>	Verkada Cameras (\$100,000) Newline (\$160,000)	<ul style="list-style-type: none"> <li>SHS Office Kyocera</li> <li>XTS Dr Seuss</li> </ul>
2031		E-Rate refresh		<ul style="list-style-type: none"> <li>High School Refresh</li> </ul>	No iPads purchased this cycle. iPads purchased every other cycle in the future		<ul style="list-style-type: none"> <li>XTS Snuffleupagus</li> </ul>
2032			<ul style="list-style-type: none"> <li>New model for Freshman</li> <li>Seniors to BMS</li> </ul>			<ul style="list-style-type: none"> <li>BMS Staff Copy</li> <li>XTS Oscar</li> </ul>	
2033			<ul style="list-style-type: none"> <li>New model for Freshman</li> <li>Seniors to BMS</li> </ul>			<ul style="list-style-type: none"> <li>SHS Staff Copy 1</li> <li>DO Copier</li> <li>RCH Kyocera</li> <li>Ventures Kyocera</li> </ul>	
2034			<ul style="list-style-type: none"> <li>New model for Freshman</li> <li>Seniors to BMS</li> </ul>			<ul style="list-style-type: none"> <li>SHS Staff Copy 2</li> <li>KGH Ernie</li> <li>BMS Office Copy</li> </ul>	
2035			Staff Laptops and Phones	No student devices purchased this year			<ul style="list-style-type: none"> <li>BMS Downstairs Copy</li> <li>XTS Thing 1</li> </ul>

Notes:

- More cost effective to make bulk purchases one time than spread out smaller purchases. Also, means fewer models to manage
- Prices have been rising quickly the past year and is expected to continue, mostly due to AI and RAM costs
- SSD is a warranty service center for Dynabook, so if we go with that company again, we won't need to purchase warranties and can charge users for actual repair costs. Dynabook keeps parts for devices for 7 years.
- Next Year Counts: Classified Staff – 118, Certified Staff – 82, HS – 430, BMS – 251, KGH - 355, XTS – 140?

Enrollment (Headcount) Summary

As of 3/4/2026

	XTS	KGH	BMS	SHS	PHS	RCH	Total
PK	33					0	33
KG	71					4	75
1	54					3	57
2		64				7	71
3		81				3	84
4		69				7	76
5		58				7	65
6			67			9	76
7			62			1	63
8			85			2	87
9				87	9	4	100
10				65	6	2	73
11				85	14	1	100
12				73	8	2	83
<b>Bldg Total</b>	<b>158</b>	<b>272</b>	<b>214</b>	<b>310</b>	<b>37</b>	<b>52</b>	<b>1043</b>

**Sitka School District Board Report for March 4, 2026  
as of 2/27/26**

Account No	Account Description	Current Budget	YTD Revenues	Remaining Balance	% Remaining
26-100-000-000-000-011	CITY/BORO APPROPRIATION	7,972,424	5,325,141	2,647,283	33.21%
26-100-000-000-000-040	MISC. LOCAL REVENUE	60,000	3,411	56,589	94.32%
26-100-000-000-000-047	E-RATE REVENUE	690,706	0	69,076	10.00%
26-100-000-000-000-050	QUALITY SCHOOLS	40,508	0	40,508	100.00%
26-100-000-000-000-051	FOUNDATION	12,432,514	8,734,440	3,698,074	29.75%
26-100-000-000-000-055	SUPPLEMENTAL AID	7,000	0	7,000	100.00%
26-100-000-000-000-056	TRS ON-BEHALF	1,121,045	0	1,121,045	100.00%
26-100-000-000-000-057	PERS ON-BEHALF	84,005	0	84,005	100.00%
26-100-000-000-000-090	MISC. STATE REVENUE	0	500	-500	
26-100-000-000-000-110	IMPACT AID	3,000	3,932	-932	-31.07%
26-100-000-000-162-011	Local Revenue	0	80,252	-80,252	
26-100-000-140-000-040	MISC. LOCAL REVENUE	0	3,090	-3,090	
26-100-500-000-000-040	MISC. LOCAL REVENUE	125,000	0	125,000	100.00%
		<b>22,536,202</b>	<b>14,150,766</b>	<b>7,763,806</b>	

**Monthly Expense Report**

Accounts Summarized By Function	Current Budget	YTD Encumbrance	YTD Expenditures	Remaining Balance	Percent Available
000 - REVENUES	0	0	193	-193	#DIV/0!
100 - REGULAR INSTRUCTION	8,781,932	93,759	4,992,069	3,696,104	42.09%
120 - BILINGUAL/BICULTURAL	122,786	0	61,048	61,738	50.28%
130 - ENRICHMENT	2,741	0	57	2,684	97.92%
140 - CORRESPONDENCE STUDY	414,833	103,812	171,604	139,416	33.61%
160 - VOCATIONAL EDUCATION	400,189	1,650	210,198	188,341	47.06%
200 - SPECIAL ED INSTRUCTION	5,221,283	44,480	3,014,497	2,162,306	41.41%
220 - SPECIAL ED SUPPORT	1,185,512	0	603,212	582,300	49.12%
300 - PUPIL SUPPORT	9,669	0	0	9,669	100.00%
320 - GUIDANCE	795,959	0	317,336	478,623	60.13%
330 - HEALTH SERVICES	134,371	0	52,534	81,837	60.90%
350 - SUPPORT SERVICES	63,800	0	87,027	-67,612	-105.98% *reimbursable
351 - IMPROVEMENT INSTRUCTION	43,000	0	3,954	39,046	90.80%
352 - LIBRARY SERVICE	8,000	0	5,297	2,703	33.79%
400 - SCHOOL ADMINISTRATION	1,302,991	1,419	664,004	637,569	48.93%
450 - SCHOOL ADMIN. SERVICES	880,974	0	501,034	379,940	43.13%
510 - DISTRICT ADMINISTRATION	127,052	0	139,128	-16,442	-12.94%
511 - SCHOOL BOARD	136,451	1,350	103,520	31,581	23.14%
512 - SUPERINTENDENT'S OFFICE	374,157	0	231,984	142,173	38.00%
518 - SAFETY AND SECURITY	1,000	0	0	1,000	100.00%
550 - DISTRICT ADMIN. SUPPORT	759,016	11,500	474,613	272,903	35.95%
556 - TECHNOLOGY SERVICE	583,980	9,966	330,825	243,188	41.64%
600 - MAINTENANCE/OPERATIONS	1,831,310	228,623	1,297,943	304,744	16.64%
700 - Athletics	328,660	0	146,866	181,794	55.31%
900 - FUND TRANSFERS	100,000	0	0	100,000	100.00%
<b>Report Total</b>	<b>23,609,666</b>	<b>545,311</b>	<b>13,408,943</b>	<b>9,655,412</b>	

\*The State has required all Districts to recognize and report on their financial statements their portion of the TRS/PERS relief as passed by 2008 Legislature appropriation. This recognition causes the total budget to appear inflated by 3,981,582 from the approved 2013 budget. The value is represented in the Revenue section as TRS On-Behalf (3,604,877) and PERS On-Behalf (376,705) and in the Expenditure section it is included in the various functions as a portion of benefits (3,981,582). No actual dollars pass through the District.

# SUPERINTENDENT BOARD REPORT 3.4.26



**SITKA**  
SCHOOL DISTRICT

**DISCOVER | NURTURE | INSPIRE**





**SITKA**  
SCHOOL DISTRICT

**DISCOVER | NURTURE | INSPIRE**

# Professional Development

- February 6th: Building-directed professional development; ELA curriculum planning, Brightways, DYP planning, post-secondary planning, and other

# Strategic Plan



## **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.

# Strategic Plan

## **GOALS**

**An expression of desired, measurable end results that the organization will achieve as it fulfills its mission.**

100% of Sitka school district students will have at least one year of measurable growth every school year.

100% of our students will graduate.

100% of all middle and high school students will have a post-graduation plan.

100% of students will have access to mental health supports.



# Strategic Plan



**SITKA**  
SCHOOL DISTRICT

**DISCOVER | NURTURE | INSPIRE**

- Built in 2021
- A lot of input from a lot of people
- Updated or rewritten every 3-5 years
  
- A lot of progress
- Not a lot of tracking that progress
  
- Year 6
- Capacity
- Board work session

# Strategic Plan



**DISCOVER | NURTURE | INSPIRE**

- Strategy 1: We will identify strategies to close learning gaps
- Strategy 5. We will develop an internal and external District communication plan.

Strategy 1: We will identify strategies to close learning gaps.

## Tasks:

- Prof. Dev. (SEL, trauma informed practices, AI, Tier 1 instruction)
- Curriculum inventory, review and curriculum alignment.
- Attendance policy and plan and engagement strategies
- Post-secondary planning: schoollinks
- Staff evaluation systems - Growth mindset, reflective feedback oriented



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SCHOOL DISTRICT

**DISCOVER | NURTURE | INSPIRE**

Strategy 5: We will develop an internal district communication plan.

## Tasks:

- Standard Operating Procedures
- Emergency Operating Procedures
- Risk Assessment Team
- MTSS tracking in PowerSchool
- Discipline Tracking in PowerSchool
- Staff Evaluation Systems



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**DISCOVER | NURTURE | INSPIRE**

Strategy 5: We will develop an external district communication plan.

## Tasks:

- Grading and report cards
- PowerSchool updates: meal balances, Canvas/Powerschool discrepancies, etc.
- Communications with community and families: Budget hearings, Title consultation, Parent Square, etc.
- Risk Assessment Team
- Discipline Tracking in PowerSchool



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**DISCOVER | NURTURE | INSPIRE**

SEL: Students that are emotionally intelligent are more ready to learn.



Brightways

Project Transform

Direct Student Work

Indirect Student Work



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**DISCOVER | NURTURE | INSPIRE**

# SCHOOL CLIMATE AND CONNECTEDNESS SURVEY

- Family survey: Window closes on March 20th
- Student and staff opened Feb. 23 and closes March 20th.



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SCHOOL DISTRICT

**DISCOVER | NURTURE | INSPIRE**

Kindergarten Pre-survey:

\*needed for planning

\*district Facebook page, school Facebook pages,  
or you can call Xoots elementary and they will help  
you.