

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 6, 2024 | 5:45 PM | Sheet'ka Kwaan Naa Kahidi Community House, Katlian Street,
Sitka, AK 99835

Proposed Agenda

1. **Recognitions - 5:45 - 6:00 p.m.**
2. **Call to Order - 6:00 p.m.**
3. **Flag Salute**
4. **Welcome**
5. **Land Acknowledgment**
6. **Roll Call**
7. **Approval of the Proposed Agenda and Consent Agenda**
 - 7.a. Minutes from February 7, 2024
 - 7.b. Personnel Report
8. **Persons to be Heard**
 - 8.a. Persons to be Heard - Non-Agenda Items
 - 8.b. Persons to Be Heard - Agenda Items
9. **Special Reports**
 - 9.a. Government to Government
10. **School Highlights - BMS**
11. **Reports and Presentations**
 - 11.a. Student Advocacy Report
12. **Board Member Reports**
13. **Administrative Reports**
 - 13.a. Budget Update
 - 13.b. Enrollment Update
 - 13.c. Superintendent Update
14. **New Business**
 - 14.a. SSD Cultural Education Program and Title VI Indian Education Act Report - Jule LeBlanc, SSD Cultural Director and Deidre Jenson, SSD Superintendent
 - 14.b. Discussion of Ways to Strengthen Relationship between SSD and Sitka Tribe of Alaska
 - 14.b.1. Direction to the SSD Superintendent on SSD - STA Federal Title Plans
Consultation and/or Worksession
 - 14.c. Title VI Indian Education Act and Impact Aid Public Hearing
 - 14.d. Selection of New Name for Baranof Elementary School

- 14.e. Revision to FY24 Budget
- 14.f. Bradshaw Return Travel
- 14.g. Interim Superintendent Contract
- 14.h. ADOPT BP 4119.12 - All Personnel - Harassment, First Reading
- 14.i. Approve BP 6146.1 High School Graduation Requirements, First Reading
- 14.j. ADOPT BP 6148 - Early Education Programs, First Reading
- 14.k. ADOPT AR 9311 Board Policies
- 14.l. ADOPT E9020 Board Standards
- 15. Future Agenda Items/Upcoming Events**
 - 15.a. March 7, 2024 - Budget Work Session - 6:00 p.m. - Harrigan Centennial Hall (open to the public)
 - 15.b. April 3, 2024 Regular School Board Meeting - 5:45 p.m. - Harrigan Centennial Hall
 - 15.c. April 11, 2024 Budget Work Session - 6:00 p.m. - Location TBA
 - 15.d. April 17, 2024 Board Approves FY25 Budget - 6:00 p.m. - Location TBA
 - 15.e. May 1, 2024 - Regular School Board Meeting - 5:45 p.m. Harrigan Centennial Hall
- 16. 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.



A GUIDE TO INDIGENOUS LAND ACKNOWLEDGMENT

OCTOBER 22, 2019

Native Governance Center co-hosted an **Indigenous land acknowledgment event** (<https://nativegov.org/resources/indigenous-land-acknowledgment-video/>) with the **Lower Phalen Creek Project** (<http://www.lowerphalencreek.org/>) on Indigenous Peoples' Day 2019 (October 14). The event featured the following talented panelists: **Dr. Kate Beane** (<https://tedxminneapolis.com/kate-beane-phd>) (Flandreau Santee Dakota and Muskogee Creek), **Mary Lyons** (<https://about.me/wisdomlessonsml>) (Leech Lake Band of Ojibwe), **Rose Whipple** (<https://youthprise.org/blog/rose-whipple-change-makers-series/>) (Isanti Dakota and Ho-Chunk), **Rhiana Yazzie** (<https://rhianayazzie.com/>) (Diné), and **Cantemaza (Neil) McKay** (<https://cla.umn.edu/about/directory/profile/mckay020>) (Spirit Lake Dakota). We've created this handy guide to

Indigenous land acknowledgment based on our panelists' responses.

WHY IS INDIGENOUS LAND ACKNOWLEDGMENT IMPORTANT?

"It is important to understand the longstanding history that has brought you to reside on the land, and to seek to understand your place within that history. Land acknowledgements do not exist in a past tense, or historical context: colonialism is a current ongoing process, and we need to build our mindfulness of our present participation."

– **Northwestern University**

(<https://www.northwestern.edu/native-american-and-indigenous-peoples/about/Land%20Acknowledgement.html>)

"When we talk about land, land is part of who we are. It's a mixture of our blood, our past, our current, and our future. We carry our ancestors in us, and they're around us. As you all do."

– Mary Lyons (Leech Lake Band of Ojibwe)

TIPS FOR CREATING AN INDIGENOUS LAND ACKNOWLEDGMENT STATEMENT

Key components:

Start with self-reflection. Before starting work on your land acknowledgment statement, reflect on the process:

- Why am I doing this land acknowledgment? (If you're hoping to inspire others to take action to support Indigenous communities, you're on the right track. If you're delivering a land

acknowledgment out of guilt or because everyone else is doing it, more self-reflection is in order.)

- What is my end goal? (What do you hope listeners will do after hearing the acknowledgment?)
- When will I have the largest impact? (Think about your timing and audience, specifically.)

Do your homework. Put in the time necessary to research the following topics:

- The Indigenous people to whom the land belongs.
- The history of the land and any related treaties.
- Names of living Indigenous people from these communities. If you're presenting on behalf of your work in a certain field, highlight Indigenous people who currently work in that field. Indigenous place names and language.
- Correct pronunciation for the names of the Tribes, places, and individuals that you're including.

Use appropriate language. Don't sugarcoat the past. Use terms like genocide, ethnic cleansing, stolen land, and forced removal to reflect actions taken by colonizers.

Use past, present, and future tenses. Indigenous people are still here, and they're thriving. **Don't treat them as a relic of the past** (<https://illuminatives.org/wp-content/uploads/2018/04/MessageGuide-Allies-screen-spreads.pdf>).

Land acknowledgments shouldn't be grim. They should function as living celebrations of Indigenous communities. Ask yourself, "How am I leaving Indigenous people in a stronger, more empowered place because of this land acknowledgment?" Focus on the positivity of who Indigenous people are today.

Additional factors to consider:

Don't ask an Indigenous person to deliver a "welcome" statement for your organization. Cantemaza McKay (Spirit Lake Nation)

explains this very clearly. Check out our **land acknowledgment event livestream (https://nativegov.org/resources/indigenous-land-acknowledgment-video/)** , and hear his comments at the 27-minute mark.

Build real, authentic relationships with Indigenous people. In addition to normal employment and family obligations, Indigenous people are working to heal their traumas, learn their languages, and support their nations. If you reach out for help, lead the conversation by asking an Indigenous person what you can do for them. Chances are, they're likely overworked and could use your help.

Compensate Indigenous people for their emotional labor. If you do plan to reach out to an Indigenous person or community for help, compensate them fairly. Too often, Indigenous people are asked to perform emotional labor for free.

Understand displacement and how that plays into land acknowledgment. Land acknowledgment is complicated. Remember that the United States government displaced many Tribes from land before treaties were signed.

There are many types of land acknowledgments. Don't expect to find a specific formula or template. Land acknowledgments that come from Indigenous people vs. non-Indigenous people look different, too.

Take action:

- Land acknowledgment alone is not enough. It's merely a starting point. Ask yourself: how do I plan to take action to support Indigenous communities? Some examples of ways to take action:
- Support Indigenous organizations by donating your time and/or money.
- Support Indigenous-led grassroots change movements and campaigns. Encourage others to do so.
- Commit to returning land. Local, state, and federal governments around the world are currently **returning land to Indigenous**

people (<https://resourcegeneration.org/land-reparations-indigenous-solidarity-action-guide/>) . Individuals are returning their land, too. Research your options to return your land.

At the end of the day, remember:

Starting somewhere is better than not trying at all. We need to share in Indigenous peoples' discomfort. They've been uncomfortable for a long time. Dr. Kate Beane (Flandreau Santee Dakota and Muskogee Creek) says, "We have to try. Starting out with good intentions and a good heart is what matters most."

Visit our **resources page (<https://nativegov.org/resources/>)** for more helpful land acknowledgment tools! And read our own land acknowledgment statement: **The Land We're On (<https://nativegov.org/about/our-land-acknowledgement-statement/>)** .

SITKA SCHOOL BOARD MEETING
February 7, 2024 – 6:00 p.m.
Harrigan Centennial Hall

Sitka School District

Interim Superintendent: Steve Bradshaw

1. RECOGNITIONS

The school board recognized:

- Haa Latseeni Students of the month: Farrah Kaylor-Roman (BES), Kamryn Dixon (KGH), Mari Fujioka (BMS), Kurk Cabudol (SHS), and Ezekiel (Zeke) Nelson (PHS).
- KGH Spelling Bee winners: Marty Vinson (1st Place), Markiss Manuel (2nd Place), Miles Lawrie (3rd Place)
- Felix Myers: NEA Student of the Year; 2024 U.S. Senate Youth Program

2. CALL TO ORDER

The Sitka School Board meeting was called to order by President Tristan Guevin at 6:03 p.m. at Harrigan Centennial Hall.

3. FLAG SALUTE

**4. LAND
ACKNOWLEDGEMENT**

5. ROLL CALL

In attendance were Board members Tom Williams, Phil Burdick, Steve Morse, Tristan Guevin, Todd Gebler (via Zoom), and Student representatives Felix Myers, and Aubrey LaRue. The meeting was quorate.

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

Mr. Burdick moved, and **Mr. Morse** seconded to approve the proposed agenda and consent agenda as presented.

**7. PERSONS TO BE
HEARD**

There were no persons to be heard at this meeting.

**8. SPECIAL REPORTS:
GVT TO GVT**

There were no Government-to-Government reports at this meeting.

**9. REPORTS AND
PRESENTATIONS**
**a. SSSC C-STEM
PROJECT**
**b. RENAMING
COMMITTEE**

Janet Clarke, and **Sarah Tobey**, from Sitka Sound Science Center, made a presentation to the board regarding the SSSC C(Cultural)-STEM Project.

Blossom Teal-Olsen and **Dr. Jenson** gave a final committee report from the Renaming Committee. The committee brought forward three options for the board to consider for a new name for Baranof Elementary School:

- Xóots Elementary School (Brown Bear Elementary School)
- Gat.Héeni Elementary School (Sockeye Stream Elementary School)
- Shee Yátx'í Elementary School (Children of Shee Elementary School)

10. BOARD MEMBER REPORTS

Mr. Myers gave a brief report on activities at Sitka High School. He also spoke regarding education legislation currently being debated at the state level.

Mr. Morse shared that he attended the BMS barbecue. He also commended the Renaming Committee on its work.

Mr. Burdick recapped some of the work done by the board in the past month, including the budget and superintendent search. He reported that he has attended some of the first-time board member webinar training. He also attended the KGH Blue Ribbon School Celebration.

Mr. Williams shared that he visited J-Session at PHS. He also attended an AASB Arts and Science advocacy event.

Mr. Guevin stated that Dr. Jenson's contract has been completed and signed and expressed how he is looking forward to working with her in the future. He and Mr. Gebler have been discussing different ways to strengthen the relationship between SSD and STA. He looks forward to attending the AASB Legislative Fly-in and was excited to bring eight students to the Youth Advocacy Institute and for them to have an opportunity to meet with legislators.

Mr. Gebler expressed congratulations to Mr. Myers for being named the NEA student of the year, and for being selected to attend the 2024 U.S. Senate Youth Program. He also looked forward to the trip to Juneau to advocate for an increase to education funding.

11. ADMINISTRATIVE REPORTS

a. Budget Update

Mr. Bradshaw discussed the monthly budget report with the board.

b. Enrollment Update

Mr. Bradshaw reported that enrollment stands at 1106.

c. Superintendent Update

Mr. Bradshaw encouraged everyone to write to legislators and the governor about concerns regarding the funding of education. He expressed appreciation for the school board members who will be traveling to Juneau to speak with legislators to get them to understand the critical situation districts are facing without adequate funding.

Mr. Bradshaw also commented about the Activities Committee,

recognizing the collaborative role each of the schools had in the process. He thanked the City of Sitka for the \$300,000 allocated toward funding activities in the district.

Mr. Bradshaw recognized the many community partnerships involved in working with SSD to establish and expand programs within the district.

12. NEW BUSINESS

a. APPROVAL OF SEA NEGOTIATED AGREEMENT

Mr. Williams moved, and **Mr. Burdick** seconded to approve the Sitka Education Association Negotiated Agreement as presented.

President Guevin invited **Mr. Bradshaw** to inform the board about the changes in the negotiated agreement. Mr. Bradshaw explained that SSD certified staff will receive a 6% salary increase in the 2024-25 school year, and a 4% salary increase for both the 2025-26 and 2026-27 school years. The district will also match \$500 to teachers' retirement accounts.

Public Comment:

There was no public comment on this agenda item.

Board Comment:

Mr. Myers drew attention to Section 30 of the contract, which addresses the Alaska Reads Act, assuring teachers of protection to their contracted prep time, compensation for additional required endorsements, and to request a waiver from DEED for one-year to obtain the required endorsements.

Mr. Guevin expressed his support for the new contract and the increase in compensation to teachers.

Following a ROLL CALL vote, the motion PASSED unanimously.

b. APPROVAL OF 2024-25 AND 2025-26 SCHOOL CALENDARS

Mr. Williams moved, and **Mr. Morse** seconded to approve the FY25 and FY26 school calendars, as presented.

Public Comment:

There was no public comment on this agenda item.

Board Comment:

Mr. Burdick asked what the process was to select these calendars, and what input was received.

Dr. Jenson informed the board of the survey process that determined the selection of the calendars presented to the board for approval.

Following a ROLL CALL vote, the motion PASSED unanimously.

c. BP 6174.1 EDUCATION OF NATIVE/INDIAN CHILDREN, FIRST READING

Mr. Burdick moved, and **Mr. Morse** seconded to postpone approval of the revisions to BP 6174.1 - Education of Native/Indian Children, in First Reading until the March meeting to allow for input from Sitka Tribe of Alaska.

President Guevin explained that there should be an opportunity to allow input on the policy from Sitka Tribe of Alaska.

Public Comment:

There was no public comment on this agenda item.

Board Comment:

There was no board comment on this item.

Following a ROLL CALL vote, the motion PASSED unanimously.

- d. AR 6174.1
EDUCATION OF
NATIVE/ INDIAN
CHILDREN

President Guevin stated that AR 6174.1 will also be postponed for the purpose of inviting input from Sitka Tribe of Alaska. It will be presented with BP 6174.1 at a future meeting.

- e. EXECUTIVE
SESSION –
DISCUSSION OF
INTERIM SUPT.
CONTRACT, NEW
SUPT. START DATE,
AND SESPA
CONVERSATION

Mr. Williams moved, and **Mr. Burdick** seconded to go into Executive Session in accordance with and under the provision of AS 44.62.310 (c) (1) matters, the immediate knowledge of which would clearly have an adverse effect upon the finances of the District. The matters to be discussed were the interim superintendent's contract, the new superintendent start date, and a conversation regarding SESPA. Mr. Bradshaw and Dr. Jenson were invited.

Public Comment:

There was no public comment on this agenda item.

Board Comment:

There was no board comment on this item.

Following a ROLL CALL vote, the motion PASSED unanimously. The board entered Executive Session at 7:31 p.m.

The board exited Executive Session and resumed the regular meeting at 9:03 p.m.

14. ADJOURNMENT

The meeting adjourned at 9:04 p.m.

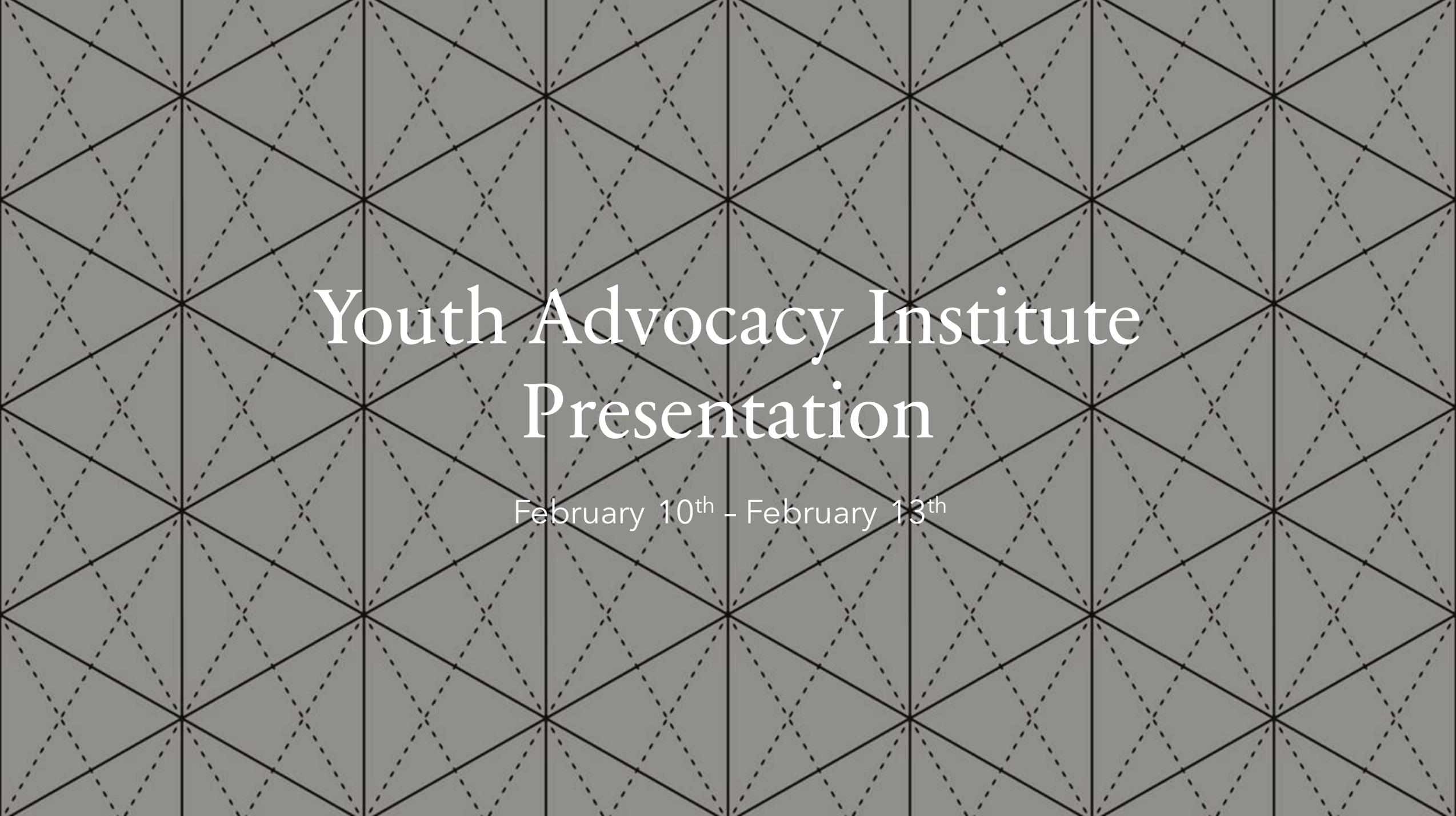
Tristan Guevin, President

Tom Williams, Clerk

Sitka School District Personnel Report

as of 3/1/2024

| Certified Employees Recommended for Employment | | |
|--------------------------------------------------------|--------------------|----------------|
| Name | Current Position | Date Effective |
| | | |
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| | | |
| Certified Employees Left Employment | | |
| Name | Current Position | Date Effective |
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| | | |
| Classified Employees Recommended for Employment | | |
| Name | Current Position | Date Effective |
| Near, Angela | Finance Specialist | 02/26/2024 |
| | | |
| | | |
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| | | |
| | | |
| | | |
| | | |
| Classified Employees Left Employment | | |
| Name | Current Position | Date Effective |
| Snyder, Brandon | Paraprofessional | 02/14/2024 |
| | | |
| | | |
| | | |
| | | |
| Classified Employees Changed Positions | | |
| Name | Current Position | Date Effective |
| | | |
| | | |
| | | |



Youth Advocacy Institute Presentation

February 10th – February 13th

Day 1



- SHS Delegates: Kylie, EJ, Felix, and Jasmine
- PHS Delegates: Aubrey, Dane, Gus, and Nix
- Began the Youth Advocacy Institute
- Learned about different bills on the floor, including SB 24 and HB 65; topics such as raising the BSA, mental health education for students, and cultural education in schools
- Taught about how to testify on a bill and how to speak to legislators about our views

Day 2

- Continued to learn about how to properly testify
- Watched a mock testimony where delegates could get feedback on what they said
- Three SHS students (Kylie, EJ, Jasmine) along with three students from Barrow participated in a student panel to answer questions for the legislators
 - What will we stand to lose if our schools are not properly funded?
 - What does a properly funded school look like?
- Students spoke to school board members to talk about what they specifically wanted to bring up in legislator meetings
- Lobbyist gave a presentation to both students and school board members about activism



Day 3

- Started meetings with legislators
- Met with Sen. Jesse Kiehl's staff, Rep. Mike Prax, Rep. Andi Story, and Sen. Bert Stedman
- All students were introduced at the House Chambers by Rep. Rebecca Himschoot
- Kylie, EJ, Jasmine, and Aubrey testified at the Senate Education Committee, advocating for both SB 24 and HB 65 (testimony is available to watch on ak leg website)



Day 4

- Met with Sen. Bjorkman, Rep. Ortiz, Sen. Gray-Jackson, Rep. Cronk, Sen. Tobin, Rep. Allard, Sen. Wielechowski's staff, and Sen. Bishop
- SHS students went around to as many legislators as possible to pass out a resolution we took to last AASG about educating school staff on the mental health of students
 - Handed out one to all co-sponsors of SB 24
 - Used them to voice our support of SB 24 while also clarifying the necessary importance of better educating school staff on mental health





Thank You!

Sitka School District
March 5, 2024 Board Report

Monthly Revenue Report

| Account No | Account Description | Current Budget | YTD Encum | YTD Revenues | Remaining Balance | Percent Outstanding |
|------------------------|--------------------------|----------------------|-------------|----------------------|---------------------|---------------------|
| 24-100-000-000-000-011 | CITY/BORO APPROPRIATION | 7,697,278.00 | 0.00 | 5,772,958.47 | 1,924,319.53 | 25.00% |
| 24-100-000-000-000-040 | MISC. LOCAL REVENUE | 45,000.00 | 0.00 | 17,428.85 | 27,571.15 | 61.27% |
| 24-100-000-000-000-047 | E-RATE REVENUE | 69,076.00 | 0.00 | 9,675.00 | 59,401.00 | 85.99% |
| 24-100-000-000-000-050 | QUALITY SCHOOLS | 41,830.00 | 0.00 | 0.00 | 41,830.00 | 100.00% |
| 24-100-000-000-000-051 | FOUNDATION | 11,407,579.00 | 0.00 | 8,498,368.00 | 2,909,211.00 | 25.50% |
| 24-100-000-000-000-052 | HB281 ALLOCATION | 888,891.00 | 0.00 | 0.00 | 888,891.00 | 100.00% |
| 24-100-000-000-000-056 | TRS ON-BEHALF | 1,184,878.90 | 0.00 | 0.00 | 1,184,878.90 | 100.00% |
| 24-100-000-000-000-057 | PERS ON-BEHALF | 82,576.10 | 0.00 | 0.00 | 82,576.10 | 100.00% |
| 24-100-000-000-000-090 | MISC. STATE REVENUE | 7,000.00 | 0.00 | 0.00 | 7,000.00 | 100.00% |
| 24-100-000-000-000-110 | IMPACT AID | 70,000.00 | 0.00 | 40,742.00 | 29,258.00 | 41.80% |
| 24-100-000-000-000-190 | FEDERAL THROUGH OTHER IN | 360,000.00 | 0.00 | 0.00 | 360,000.00 | 100.00% |
| 24-100-000-000-000-250 | FUND TRANSFER | 1,743,423.00 | 0.00 | 0.00 | 1,743,423.00 | 100.00% |
| Report Total | | 23,597,532.00 | 0.00 | 14,339,172.32 | 9,258,359.68 | |

Monthly Expense Report

| Accounts Summarized By Function | Current Budget | YTD Encumbrance | YTD Expenditures | Remaining Balance | Percent Available |
|---------------------------------|----------------------|-------------------|----------------------|---------------------|-------------------|
| 100 - REGULAR INSTRUCTION | 9,049,515.97 | 50,092.09 | 4,608,912.04 | 4,390,511.84 | 48.52% |
| 120 - BILINGUAL/BICULTURAL | 110,540.42 | 0.00 | 51,979.60 | 58,560.82 | 52.98% |
| 130 - ENRICHMENT | 3,498.40 | 0.00 | 477.52 | 3,020.88 | 86.35% |
| 140 - CORRESPONDENCE STUDY | 385,702.36 | 84,297.38 | 177,745.40 | 123,659.58 | 32.06% |
| 160 - VOCATIONAL EDUCATION | 375,784.98 | 90.60 | 178,042.53 | 197,651.85 | 52.60% |
| 200 - SPECIAL ED INSTRUCTION | 4,522,803.46 | 143,578.42 | 2,470,479.59 | 1,908,745.45 | 42.20% |
| 220 - SPECIAL ED SUPPORT | 1,028,229.54 | 168.04 | 506,607.14 | 521,454.36 | 50.71% |
| 300 - PUPIL SUPPORT | 9,626.62 | 0.00 | 0.00 | 9,626.62 | 100.00% |
| 320 - GUIDANCE | 540,003.21 | 0.00 | 278,101.96 | 261,901.25 | 48.50% |
| 330 - HEALTH SERVICES | 111,225.67 | 227.15 | 69,134.09 | 41,864.43 | 37.64% |
| 350 - SUPPORT SERVICES | 218,000.00 | 47,970.00 | 113,084.22 | 56,945.78 | 26.12% |
| 351 - IMPROVEMENT INSTRUCTION | 3,000.00 | 0.00 | 0.00 | 3,000.00 | 100.00% |
| 352 - LIBRARY SERVICE | 325,927.57 | 0.00 | 174,704.99 | 151,222.58 | 46.40% |
| 400 - SCHOOL ADMINISTRATION | 1,188,182.34 | 1,332.11 | 635,066.80 | 551,783.43 | 46.44% |
| 450 - SCHOOL ADMIN. SERVICES | 690,532.12 | 0.00 | 436,503.70 | 254,028.42 | 36.79% |
| 510 - DISTRICT ADMINISTRATION | 161,630.57 | 19,511.14 | 150,600.77 | -8,481.34 | -5.25% |
| 511 - SCHOOL BOARD | 86,378.80 | 9,060.30 | 52,054.37 | 25,264.13 | 29.25% |
| 512 - SUPERINTENDENT'S OFFICE | 398,418.90 | 600.00 | 283,985.71 | 113,833.19 | 28.57% |
| 518 - SAFETY AND SECURITY | 1,000.00 | 0.00 | 0.00 | 1,000.00 | 100.00% |
| 550 - DISTRICT ADMIN. SUPPORT | 484,972.91 | 0.00 | 484,658.68 | 314.23 | 0.06% |
| 556 - TECHNOLOGY SERVICE | 497,263.46 | 2,612.50 | 348,821.01 | 145,829.95 | 29.33% |
| 600 - MAINTENANCE/OPERATIONS | 2,855,982.46 | 250,779.29 | 1,728,363.53 | 876,839.64 | 30.70% |
| 700 - Athletics | 288,066.52 | 0.00 | 112,153.90 | 175,912.62 | 61.07% |
| 780 - COMMUNITY SERVICES | 3,251.00 | 0.00 | 0.00 | 3,251.00 | 100.00% |
| 900 - FUND TRANSFERS | 258,000.00 | 0.00 | 132,000.00 | 126,000.00 | 48.84% |
| Report Total | 23,597,537.28 | 610,319.02 | 12,993,477.55 | 9,993,740.71 | |

Revenue - Expenses Totals: 1,345,694.77

*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.

Demographic / Enrollment (Headcount) Breakdown

As of 3/1/2024

| | BES | KGH | BMS | SHS | PHS | RCH | Total |
|-------------------|------------|------------|------------|------------|-----------|-----------|-------------|
| PK | 20 | | | | | 0 | 20 |
| KG | 70 | | | | | 11 | 81 |
| 1 | 73 | | | | | 5 | 78 |
| 2 | | 70 | | | | 6 | 76 |
| 3 | | 56 | | | | 5 | 61 |
| 4 | | 70 | | | | 4 | 74 |
| 5 | | 74 | | | | 2 | 76 |
| 6 | | | 81 | | | 1 | 82 |
| 7 | | | 91 | | | 5 | 96 |
| 8 | | | 73 | | | 4 | 77 |
| 9 | | | | 95 | 13 | 1 | 109 |
| 10 | | | | 84 | 8 | 0 | 92 |
| 11 | | | | 83 | 12 | 2 | 97 |
| 12 | | | | 73 | 11 | 2 | 86 |
| Bldg Total | 163 | 270 | 245 | 335 | 44 | 48 | 1105 |



Sitka
Native
Education
Program



SITKA
SCHOOL DISTRICT
DISCOVER | NURTURE | INSPIRE

Annual Impact Report

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The year IN REVIEW

Despite leadership transitions and leave within both the Sitka School District and the Sitka Native Education Program, we remained focused on the core of our community: Lingít Aaní

The start of the year began with after-school culture classes for students in kindergarten to 12th grade. Since then, we've expanded our offerings to include drumming sessions every Friday for 2nd to 12th grade students.

Staff members within both the Sitka Native Education Program and Sitka School District are receiving increasingly more opportunities to enhance their proficiency in speaking Lingít. Allocating time for our staff to improve their language abilities will directly influence the extent to which our students incorporate the language into their daily school activities and culture classes.

Last fall, Sitka School District offered workshops for staff that delved into reflective practice strategies and culturally responsive educational approaches tailored to the unique context of Sitka.

Additionally, we celebrated the inaugural year of the SNEP in Schools Project, generously funded by the Sitka Tribe of Alaska. Over the past seven months, dedicated efforts have been directed towards evaluating our educational practices from past to present.

Looking ahead, our focus shifts towards using community and stakeholder input to improve both SNEP and SSD's internal systems. At the heart of our work is ensuring our students, both in school and after school, are receiving a deeply impactful education rooted in cultural values, traditions, and place-based pedagogy.

*Aanch Ga Nook, Jule LeBlanc, Cultural Director
Sitka School District*

SUMMER HIGHLIGHT

The first SNEP Family Camps were a great success as we took an intergenerational approach to learning Haa Kusteeyí.

WINTER HIGHLIGHT

Students in after-school SNEP started drumming class! We were excited to welcome in 13 students to drum together every Friday.

FALL HIGHLIGHT

Tribal citizens took part in focus groups on bullying, providing valuable insights to the Sitka School District.

[See full report here](#)

SPRING: UPCOMING

Sitka School District and Sitka Tribe of Alaska staff have the chance to participate in a two-day immersive Lingít Yoo X'atángi Language Course designed for teachers.

TITLE VI INDIAN EDUCATION ACT FORMULA GRANT

322

students with a 506 form on file this school year

6%

identify as Alaska Native or Two or More Races, but **do not** have a 506 form on file with the district

29%

of our district's students have a 506 form on file

↓ 20.3%

decrease in complete 506 forms from 2019 to present

ABOUT 506 FORMS: ⁱ

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

- In 2019, with 1,207 students, the district received 404 forms.
- For the 2023-2024 school year, out of 1,105 students, 322 students have a 506 form on file.

TITLE VI INDIAN EDUCATION ACT | DATA

PROVIDES FUNDING FOR:

1

Cultural Paras:
(1) Baranof Elementary School
(1) 6th grade at Blatchley
Middle School

2

Part of the Lingít language
teacher's salary to teach
middle school and high school
students.

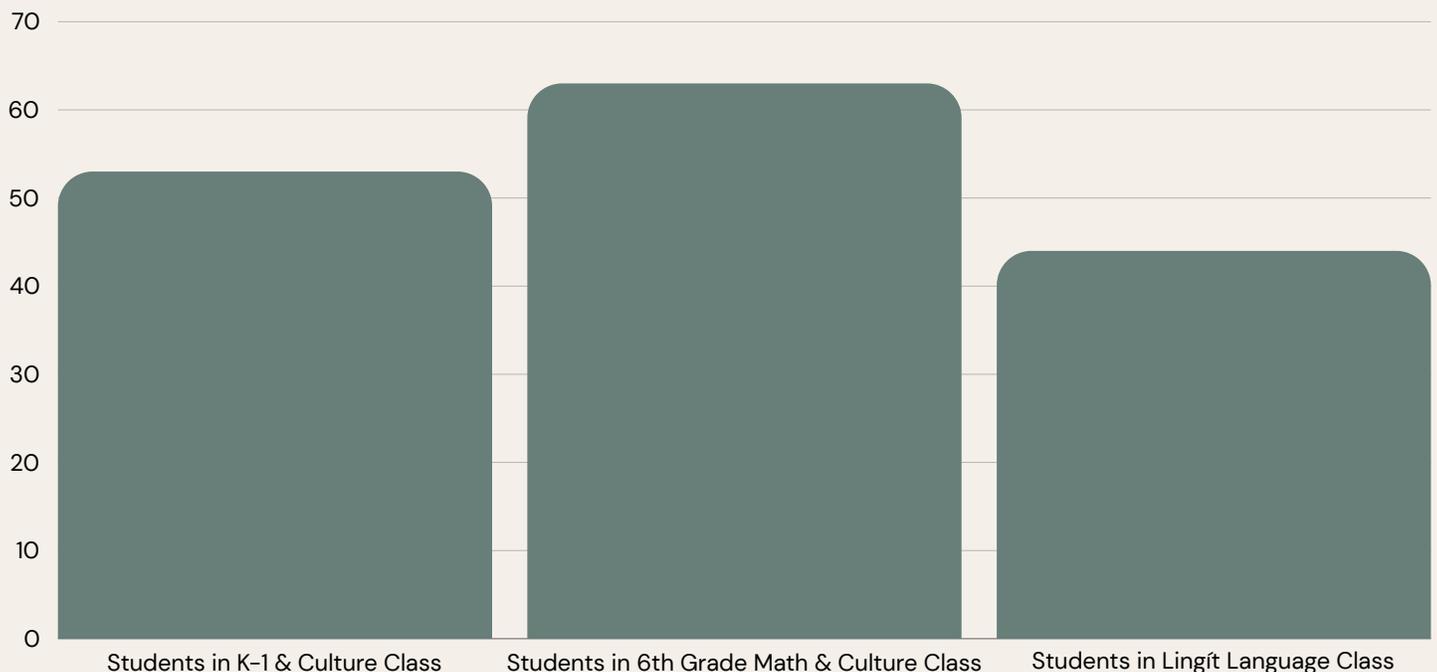
GOALS

Provide academic, social,
emotional, and cultural support for
all students who are identified as
Alaska Native or American Indian.

NEEDS

Due to a drop in enrollment
district-wide and fewer students
with a 506 form on file, we do not
have funding to have a Cultural
Para at Kéet Gooshí Héen.

Number of Students Supported by Title VI Funded Positions



This data includes students who receive academic support during the school day and those enrolled in after-school cultural classes.

SSD | Cultural Department

GRANT INFORMATION

GRANTS

DETAILS

OUTCOME

SNEP in Schools

Funded by STA to promote culturally embedded curriculum throughout our district.

- Create a PK-12 scope & sequence for cultural education in SSD and SNEP, including cultural content, values, and pedagogy.
- Provide professional learning to SSD and STA educators needed to implement culturally sustaining education.

Sealaska Heritage Institute Grants

Focused on culturally integrated science, technology, engineering, art, and mathematics at the secondary level.

- Engage middle & high school students in real world STEAM challenges that builds confidence and interests in post-secondary education and careers.
- Create a career pathway in Northwest Coast traditional arts.

Title VI Indian Education Act Grant

Improve the education opportunities and achievement of Prek- 12th grade Indigenous youth.

- To meet the unique educational and culturally related academic needs of Indian students, so that such students can meet the challenging State academic standards;
- To ensure that Indian students gain knowledge and understanding of Native communities, languages, Tribal histories, traditions, and cultures.

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

INDIGENOUS STUDENT NEEDS ASSESSMENT

February 7th, 2024 through March 5th, 2024

Survey abstract:

This initiative was designed for families who have submitted a 506 form to Sitka School District.

The data collected aids in meeting the needs of Indigenous students. This allows for tailored support across cultural, academic, social, and emotional domains.

Participation in this survey was anonymous unless individuals disclosed their identity, either to participate in a draw for prizes such as an iPad or Bose headphones, or to volunteer with SNEP in diverse capacities.

Pages 5 to 12 contain summarized data and suggestions derived from participant input.

Methods of dissemination:

- Hard copies mailed to all families with a 506 form on file.
- Emailed all families with a 506 form on file.
- Distributed through Remind.
- Shared throughout Sitka Tribe of Alaska and Sitka Native Education Program media platforms.

Objectives

- Steer the direction of the Sitka Native Education Program.
- Stakeholder input for Sitka School District to prioritize needs for 2024-2025.
- Redirect Title VI funding as needed, based on participant input.

Participant summary

107

Respondents

213

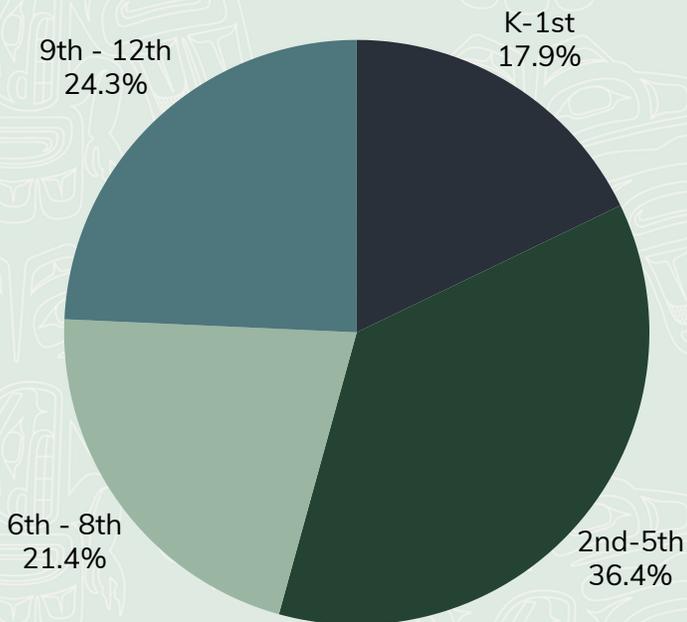
Families contacted

50.2%

Response rate

INDIGENOUS STUDENT NEEDS ASSESSMENT | DEMOGRAPHIC DATA

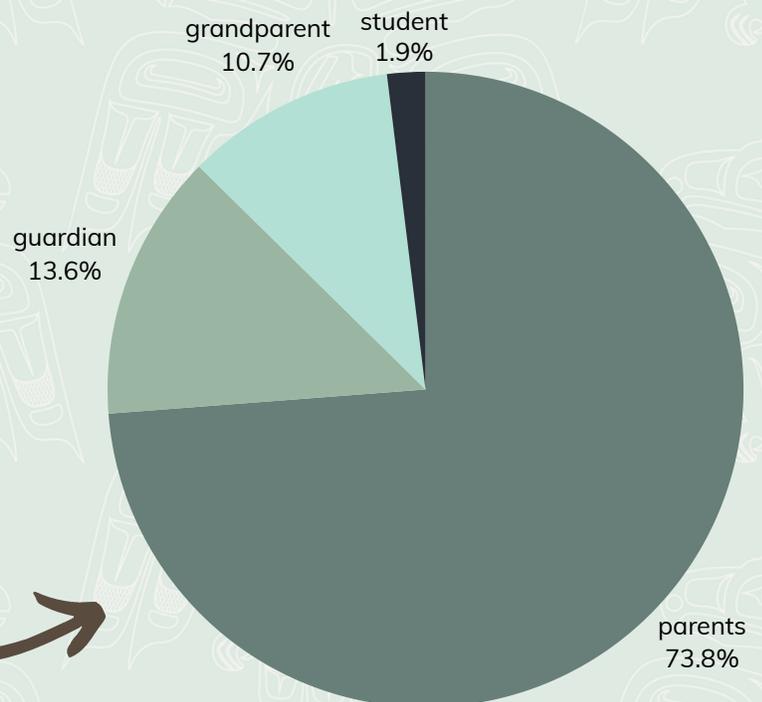
Ages represented:



The survey was completed by families with students in the following grade levels.



Participants:



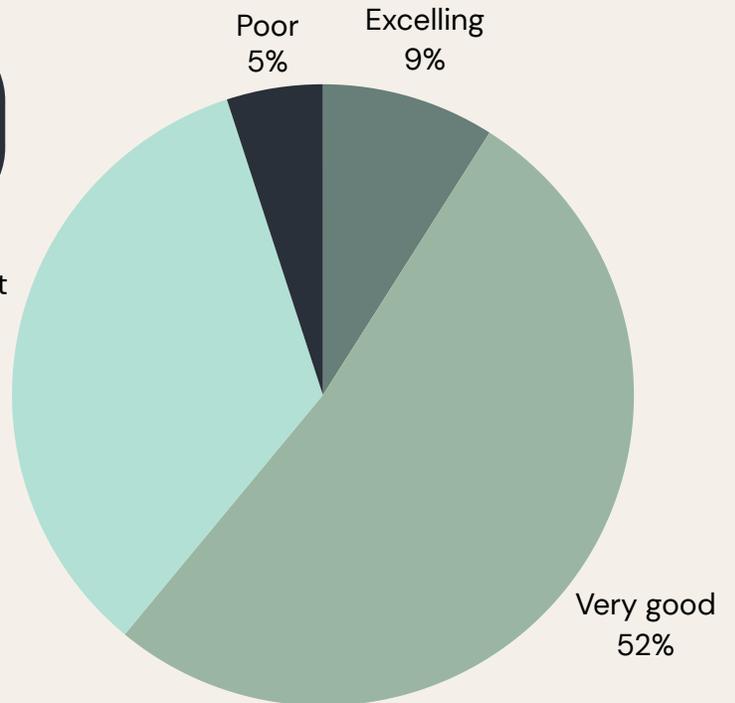
According to the survey data, these are the demographics of the survey participants.



Student CULTURAL IDENTITY

How well do you feel the school district supports the cultural identity of Indigenous students ?

Needs improvement
34%



Are there specific cultural programs or initiatives you would like to see implemented or supported ?

- » *More language learning*
- » *SSD should adopt a Subsistence Academic Calendar similar to other Alaskan school districts to better reflect the subsistence lifestyle of the Sitka/Southeast AK community*
- » *Trauma informed teachers would be great*
- » *Daily including of Tlingit language, culture and worldviews. Would be great to have a Tlingit teachers available all the time but since that is a struggle, it would be great to have all teachers integrate more consistently.*
- » *While we have some of the best cultural integration, our teachers only treat the cultural awareness days/credits/classes as an after thought. They know they have to do it, they know they don't want conflict but it's not really processed or appreciated in my opinion. It's only lip service.*
- » *Incorporating Elder and youth interaction*

ADDITIONAL RECOMMENDATIONS

01

Community Engagement & Involvement

- Incorporating elder and youth interactions
- More technical training with the community for Native youth to learn job skills
- More after school programs/more staff

02

Cultural Awareness for Non-Indigenous Children:

Recommendations include:

- Providing cultural education to non-Indigenous children to foster understanding and sensitivity.
- Incorporating Lingít language and traditions into the school curriculum.

03

Integration of Indigenous Knowledge

- Create more cultural relevant topics in the general curriculum.
- Recognize the significance of cultural identity and its connection to academic success.

04

Critiques and Suggestions:

- Address concerns about the lack of cultural integration and the need to decolonize educational practices.
- Ensure the recognition of historical truths and the celebration of indigenous cultures.

[CLICK HERE TO SEE ALL SUGGESTIONS](#)

PRIORITIES FOR 2024–2025

62

respondents said

* Tutoring and Academic Support

57

respondents said

* Cultural Values Integration

46

respondents said

* Mental Health Supports & College and Career Preparedness

OTHER HIGH PRIORITY AREAS:

- Lingít Language Integration
- Align Curriculum with Native Ways of Knowing (place-based)

[CLICK HERE TO SEE FULL DATA REPORT](#)

TUTORING & ACADEMIC SUPPORT

On a scale of 1 to 10 how satisfied are you with the current academic support your child receives



MENTAL HEALTH SUPPORTS

On a scale of 1 to 10 how satisfied are you with the current social and emotional support your child receives



How do you think the Title VI Funds could be used to meet the needs of Indigenous students?

Desire for More Cultural Integration:

While some respondents appreciate existing cultural integration efforts, others express a desire for more meaningful integration. Suggestions include incorporating more traditional foods, arts, language, and song into the curriculum- both in school and SNEP after school programs. There's a call for welcoming elders and guest speakers to present in classrooms to enrich cultural education.



70%

of respondents provided an academic recommendation

Hands-on Learning and Exploration:

Some respondents express a desire for more hands-on learning experiences to engage students in cultural exploration. Providing more opportunities for language learning and art is a priority for many.



Community Engagement and Awareness:

Respondents express a desire for increased awareness and communication about available cultural programs and initiatives. Suggestions include enhancing communication about what programs are available and increasing opportunities for family involvement.

Supporting Mental Well-being and Trauma-Informed Education:

There's recognition of the importance of addressing mental health within cultural programs and in school. Suggestions include incorporating conversations around mental well-being and ensuring teachers are receiving trauma-informed professional development.

“

Let the door of Tlingit knowledge flow through the the school

”

[CLICK HERE TO SEE FULL DATA REPORT](#)

Sitka Native EDUCATION PROGRAM

SNEP: In the Past

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 Cajaa Héen Dancers. SNEP has been consistently funded by the Indian Education Act (IEA) Title IV and the Johnson O'Malley (JOM) Program.

These funds were allocated to address the specific educational needs of Native 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 utilise 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 programs within the school district, after school, and in the summer.

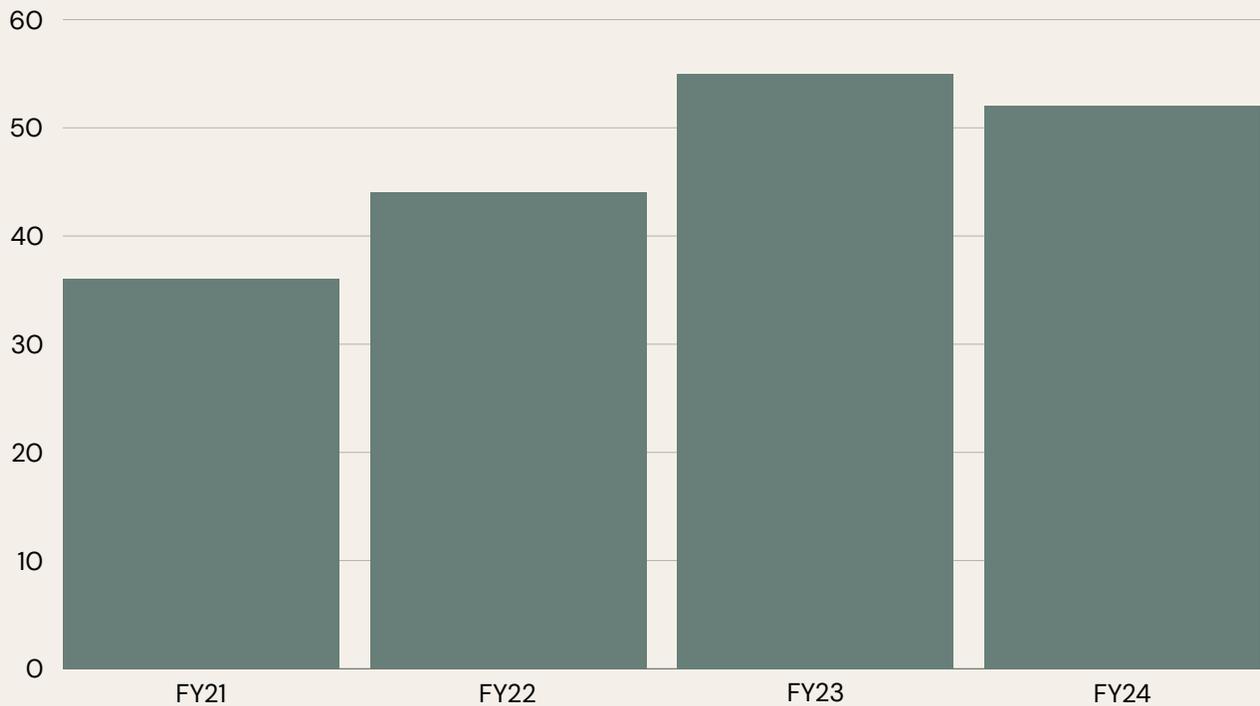


**Sitka
Native
Education
Program**



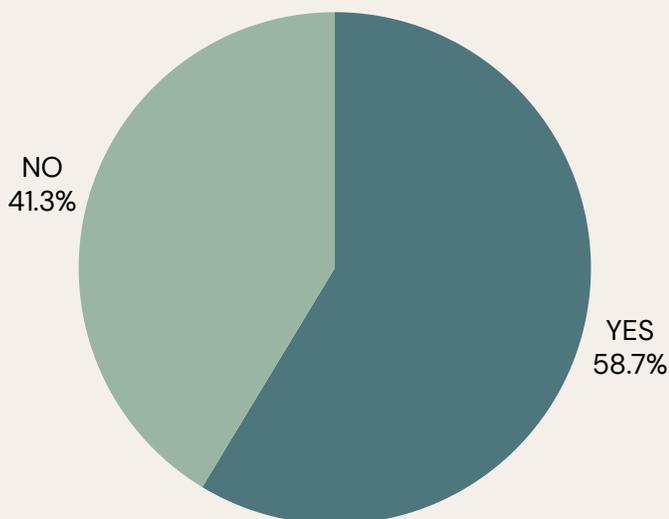
Sitka Native Education Program

ENROLLMENT DATA

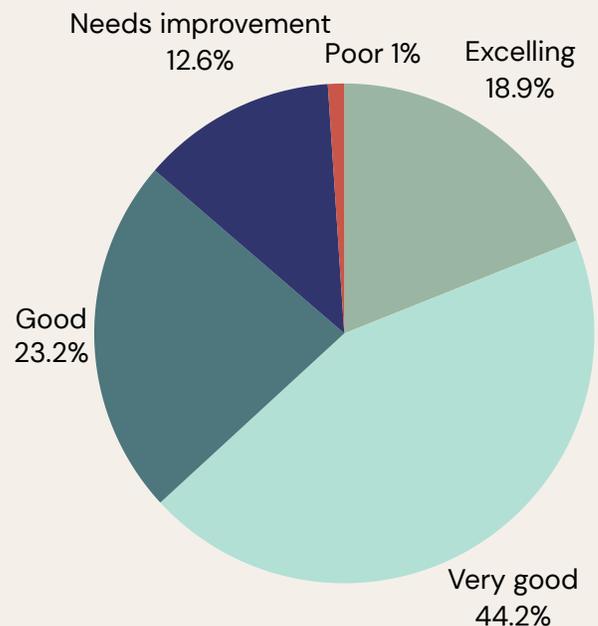


Historical data on students enrolled in SNEP after-school classes

Are any youth (ages 5 to 18) living in your household who attended or used services of Sitka Native Education Program this past school year?



How would you rate the overall quality of SNEP (Sitka Native Education Program)?



BARRIERS TO ACCESSING SNEP

Participants were asked about potential barriers hindering their children's access to SNEP programs. The chart below details the outcomes according to the number of responses received.



“ More of the SNEP program should be integrated across the entire district, in-class, not just limited to an after-school program for a few children. ”

SITKA NATIVE EDUCATION PROGRAM | YOUTH OPPORTUNITIES

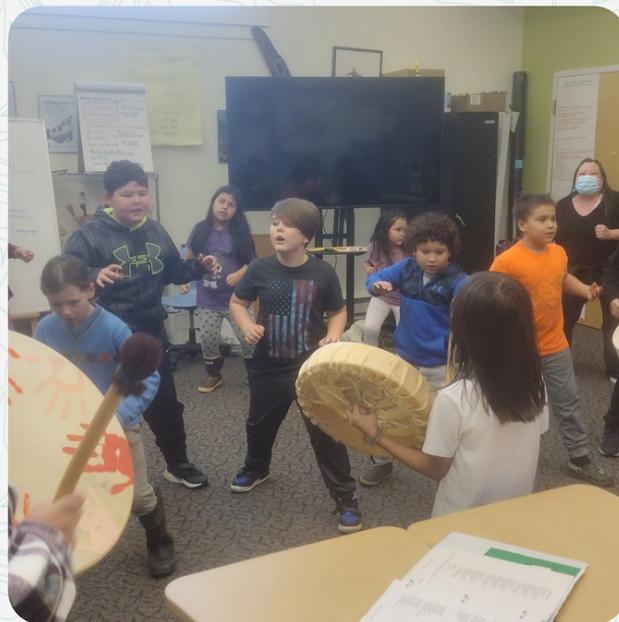


Culture Class

Weekly after-school culture classes are held for students from kindergarten to 12th grade at the Southeast Alaska Career Center and Baranof Elementary School. Students have been practicing traditional arts, singing and dancing. This year, there is a focus on enhancing language throughout our programs to improve students' proficiency in speaking Lingít.

Drumming Class

Every Friday, students in 2nd through 12th grade join drumming class held at the Siginaka building. This year we have 13 students just in the 2nd through 5th grade age range.



Traditional Arts ⁱ Classes

Students at Pacific High School, Sitka High School, and Mount Edgecumbe High School learn traditional arts such as formline on different types of mediums. These classes are made possible by Sealaska Heritage Institute: Box of Treasures Grant.

SITKA NATIVE EDUCATION PROGRAM | WOCH.EEN PRESCHOOL

This school year

Wooch.een is operating at full capacity with 20 enrolled students. Lessons are developed based on the place-based curriculum map. Staff members guide the learning by using weekly lesson plans that incorporate both traditional tribal values and the introduction of new Lingít vocabulary on a weekly basis.



SITKA NATIVE EDUCATION PROGRAM | SUMMER CAMPS

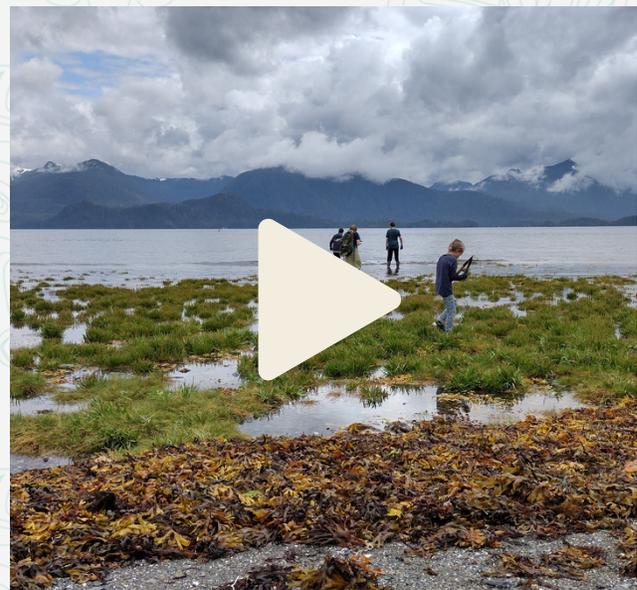


SNEP summer campers learning how to harvest and process s'ikshaldéen

Summer Camps

Summer camps serve as an opportunity for students, parents, and families to engage in activities such as harvesting and processing subsistence foods, practicing the Lingít language, collaborating on art projects, and Haa Kusteeyí (Our Way of Life).

Watch the video below to get a glimpse into the SNEP summer camps.



2024 Summer Camps

This year's summer camps will occur during the day for rising 1st through 12th grade students June through August.

You can stay up-to-date on summer camp registration at:

www.sitkaschoolsact.org/SNEP-during-summer

SITKA NATIVE EDUCATION PROGRAM | PARENT ADVISORY COMMITTEE

Purpose

The Parent Advisory Committee (PAC) is set up to support the Sitka Native Education Program by:

- Providing input and approving the Title VI application annually.
- Guiding the SNEP afterschool and summer programs.
- Helping with fundraising and events as needed.
- Establishing long-term goals for SNEP.

2024 PAC Goals

- Review outcomes of the Indigenous Student Needs Survey
- Determine priorities for the SNEP goals 2024-2025 in alignment with the survey findings
- Review SNEP summer camps
- SNEP afterschool program
- Appoint a Chairperson

Interested in serving on the committee?

Upcoming Meetings:

- March 26
- April 27
- May 25

Scan QR code



<https://forms.gle/XEiMDpDAmrA7JkTF7>



Sitka School District 2020-2024 DATA REPORTS

ABOUT MAP ASSESSMENT

MAP stands for Measures of Academic Progress.

Unlike traditional standardized tests, the MAP assessment adjusts the difficulty of questions based on the student's responses, allowing for a personalized assessment experience.

It provides valuable insights into each student's strengths and areas for improvement, helping teachers tailor instruction to meet individual learning needs.

Additionally, the assessment is aligned with state and national standards.

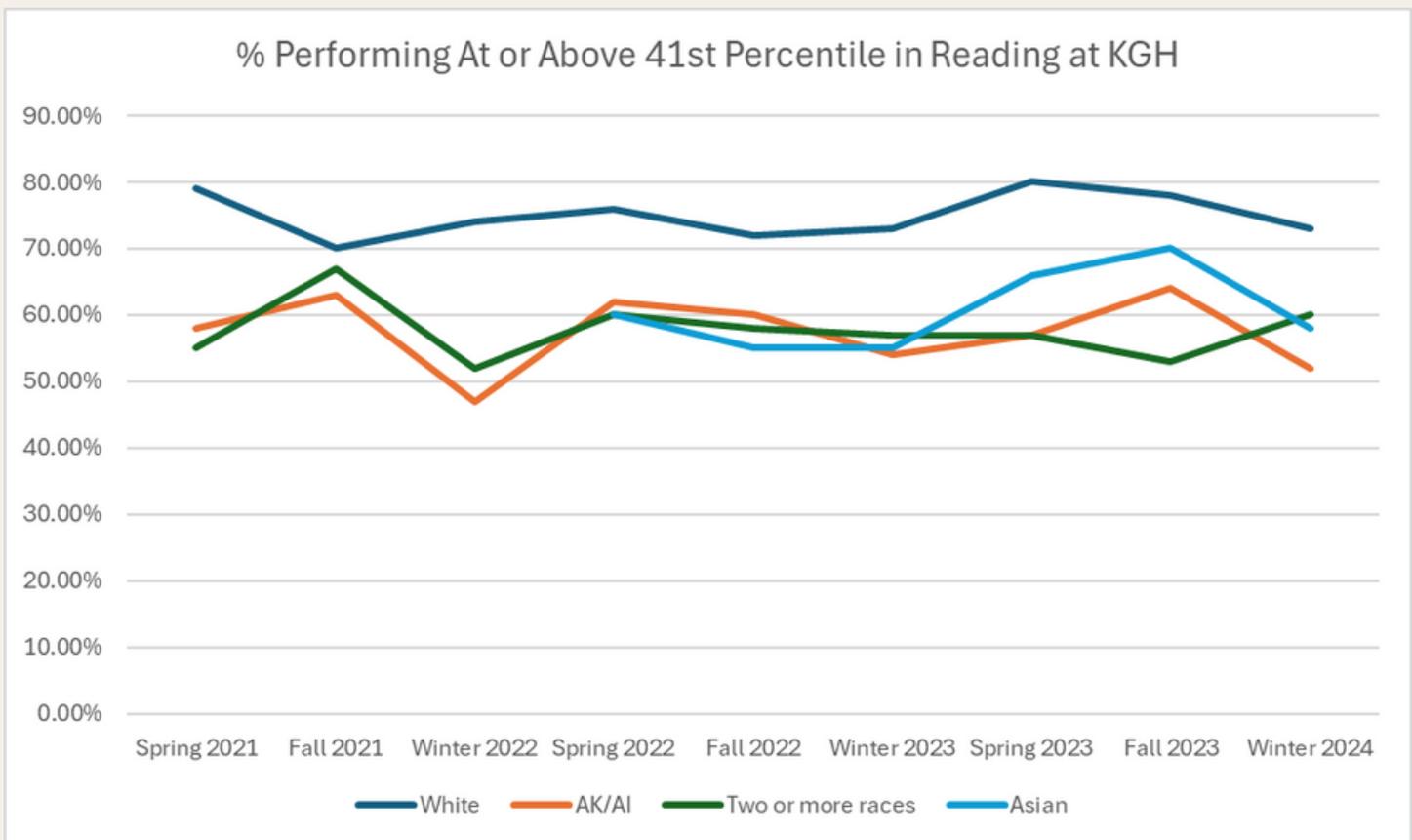
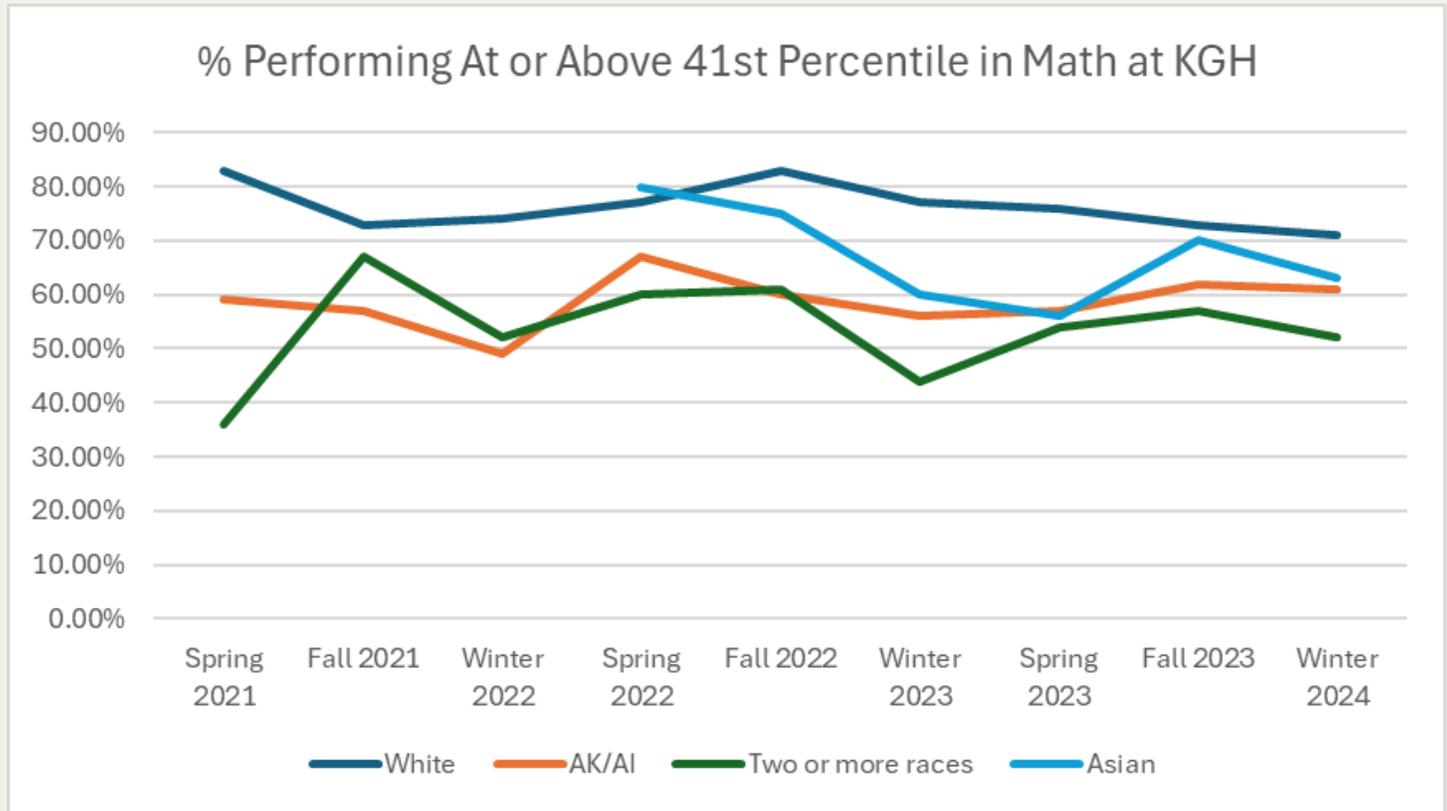
It helps us track academic growth, identify areas where students may need additional support, and celebrate their successes.

About the Reported Data

- The data was collected between Fall 2020 and Winter 2024.
- The analysis currently spans a three-year period, offering limited insight into long-term growth.
- Due to the small student populations, Pacific High School and Baranof Elementary School are omitted from this report to safeguard the confidentiality of identifiable information.
- Kéet Gooshí Héen did not administer the test to all grades from Fall 2020 to Winter 2021
- Sitka High School administers assessments exclusively to 9th to 11th grade students.
- Graduation and dropout statistics are derived from Sitka High School, Pacific High School, and REACH.

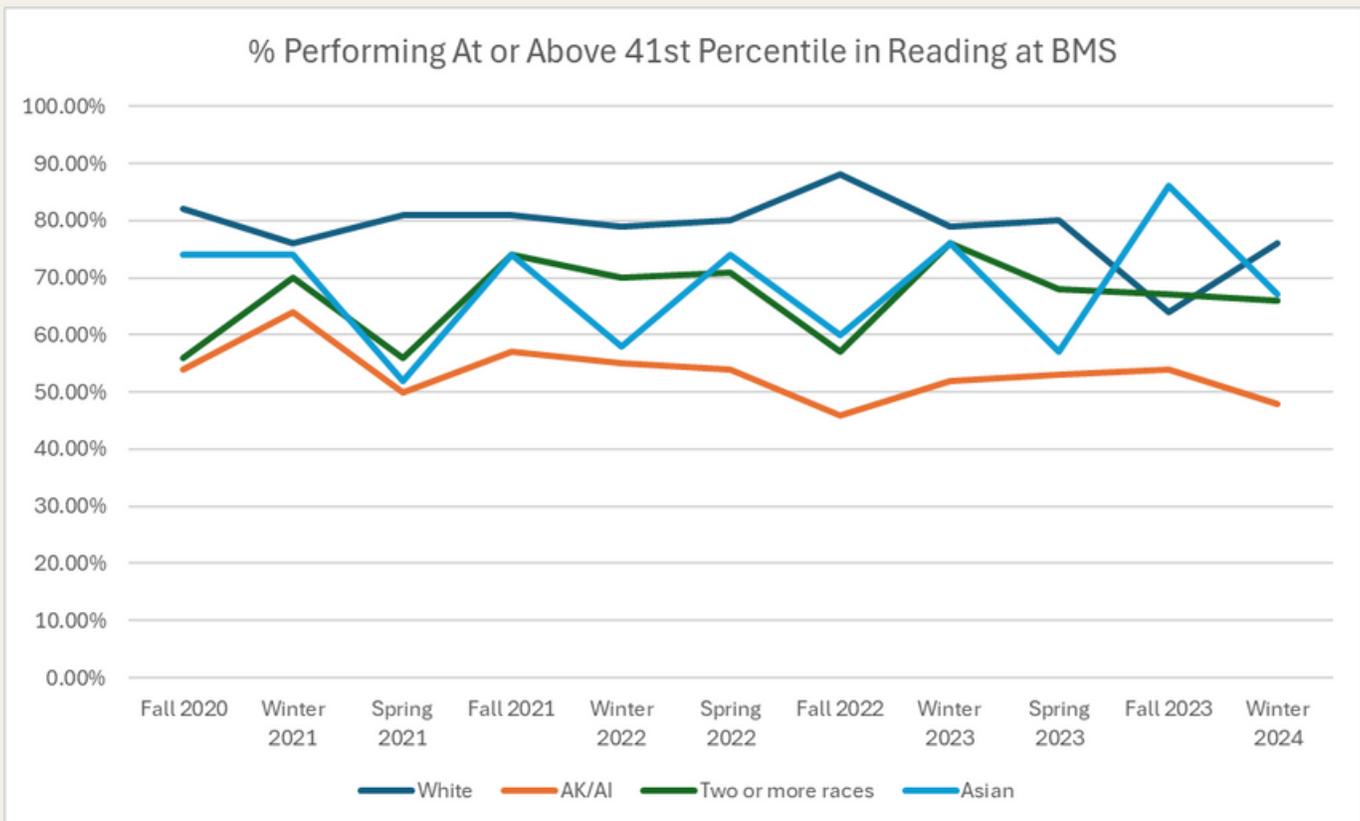
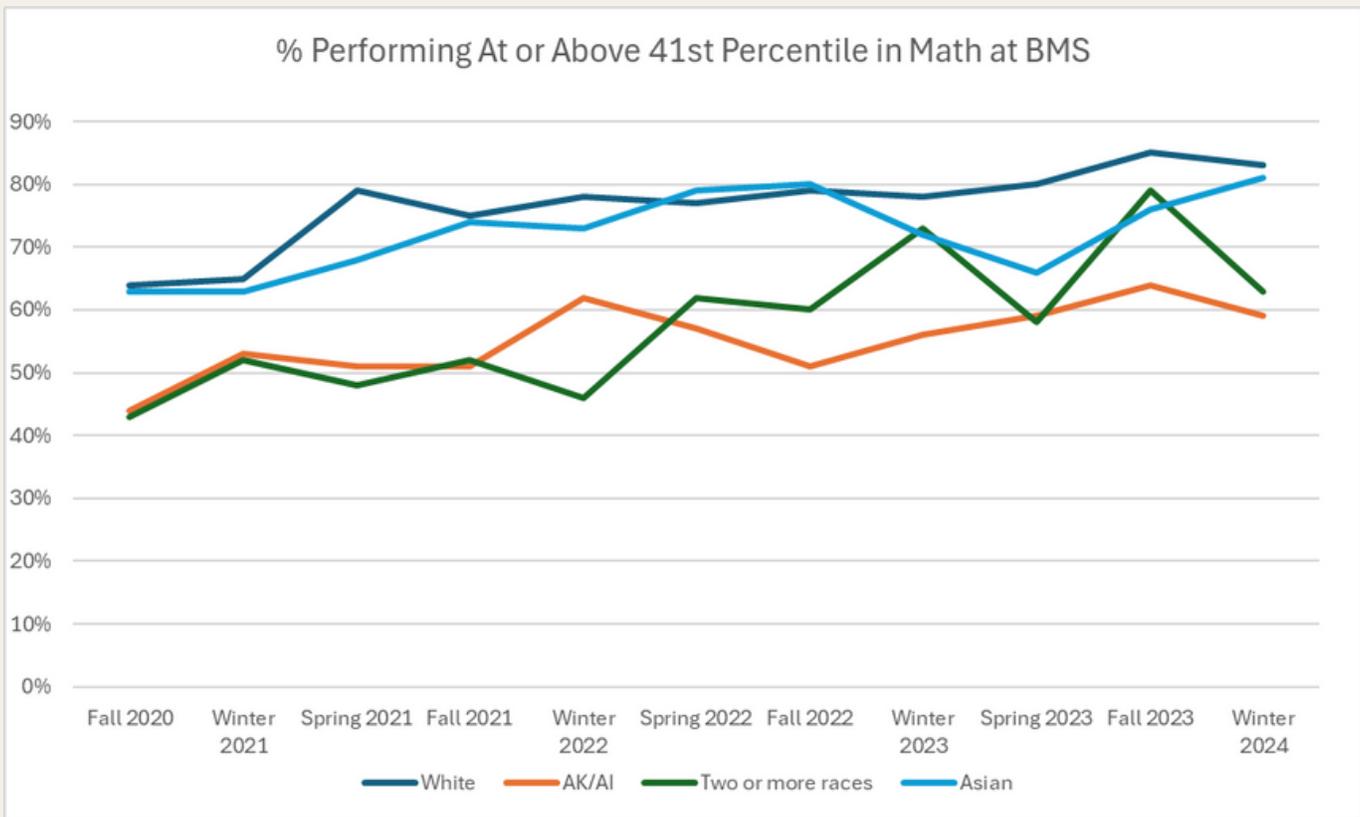
[VIEW THE SITKA SCHOOL DISTRICT ALASKA
REPORT CARD FOR MORE DATA](#)

Kéet Gooshí Héen MATH AND READING 2021 - 2024

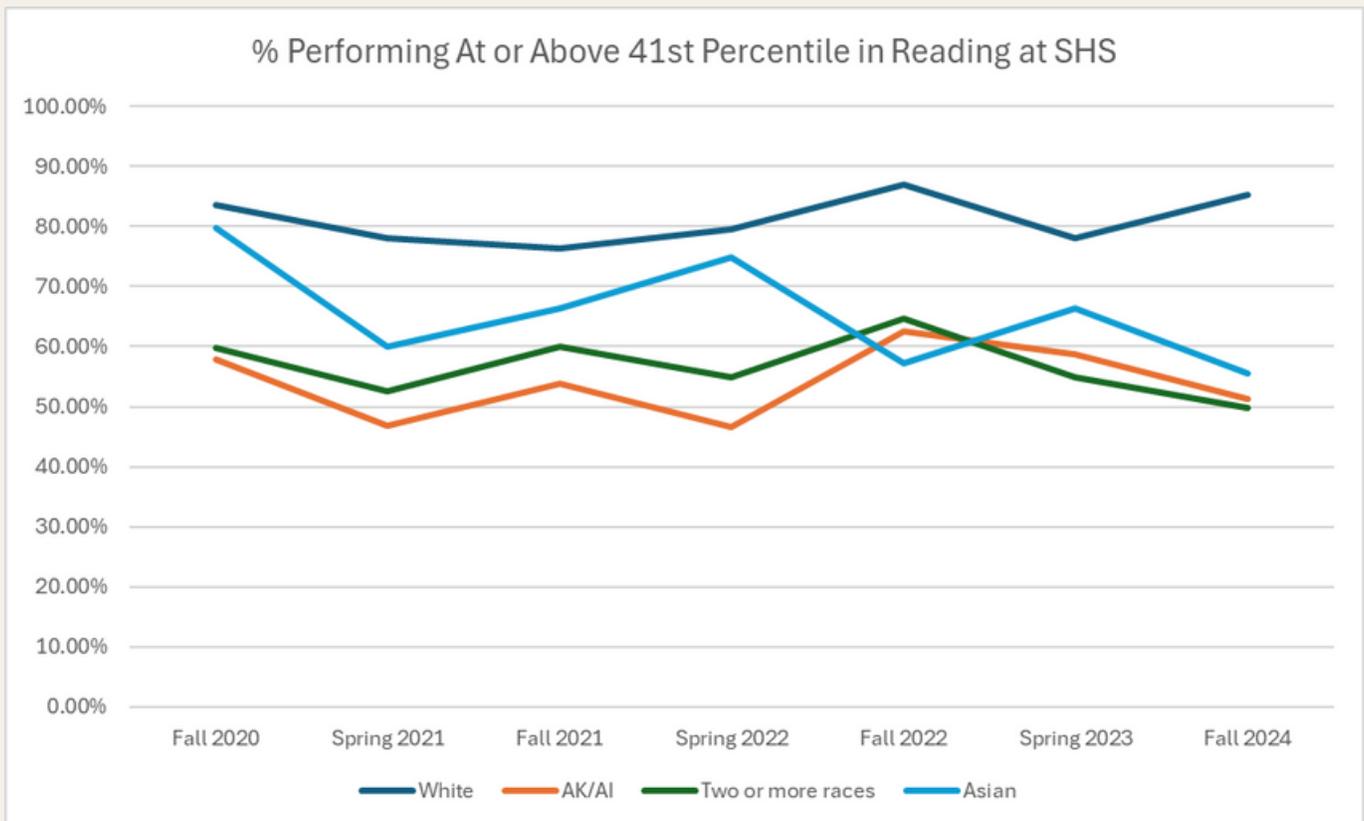
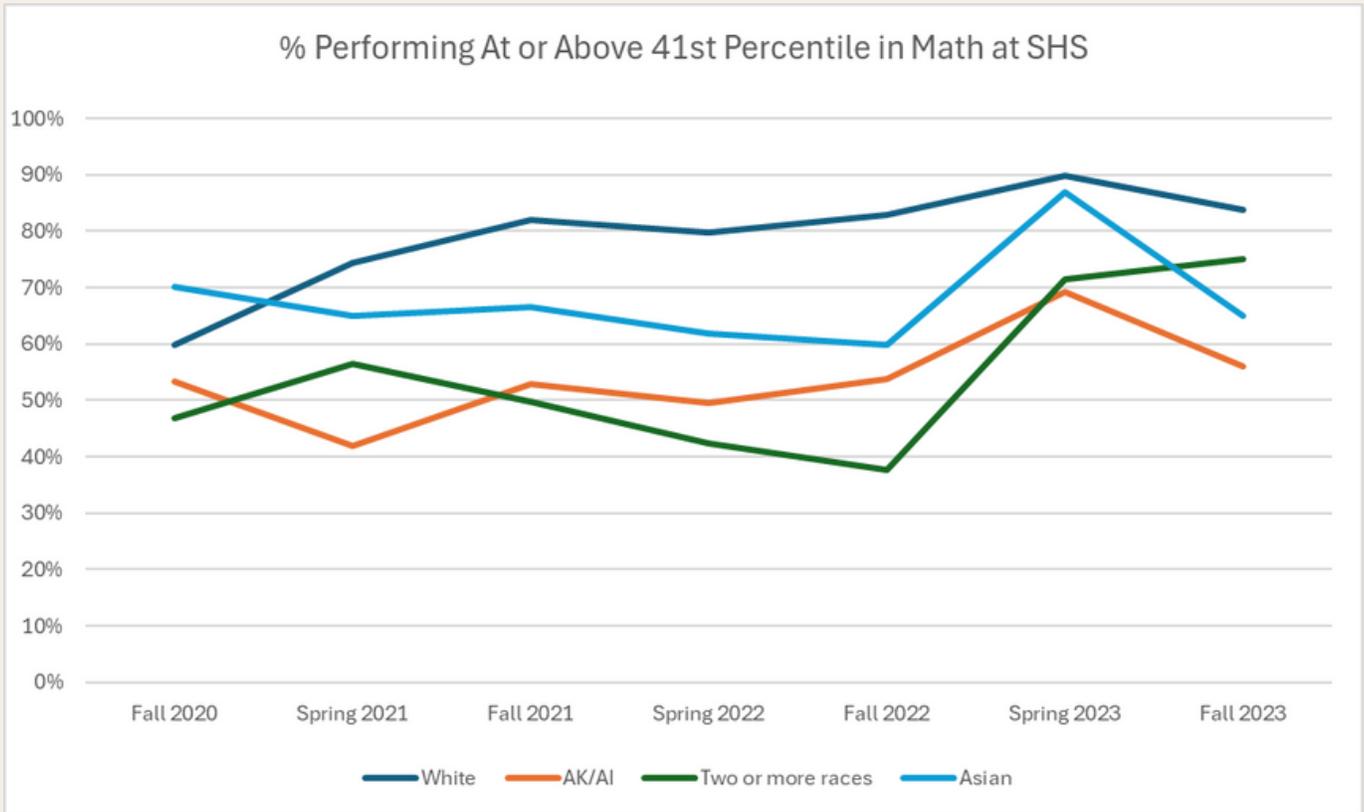


Data collection begins in Spring 2021 due to not all grades testing between Fall 2020 and Winter 2021
The Asian demographic starts in Spring 2022 due to too small of a sample size prior

Blatchley Middle School MATH AND READING 2020 - 2024



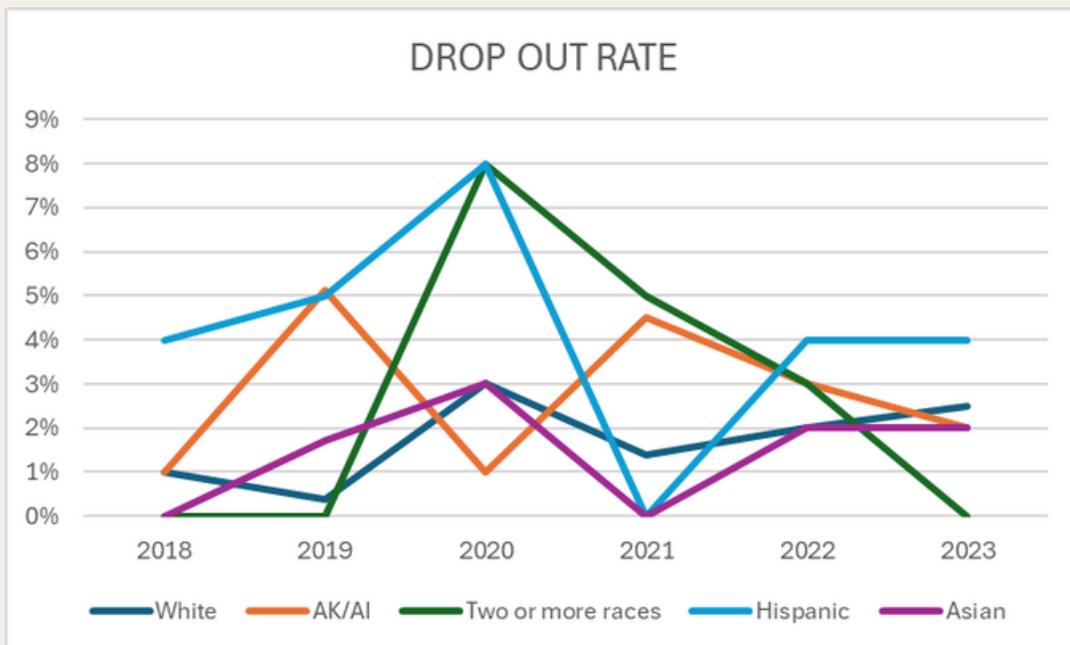
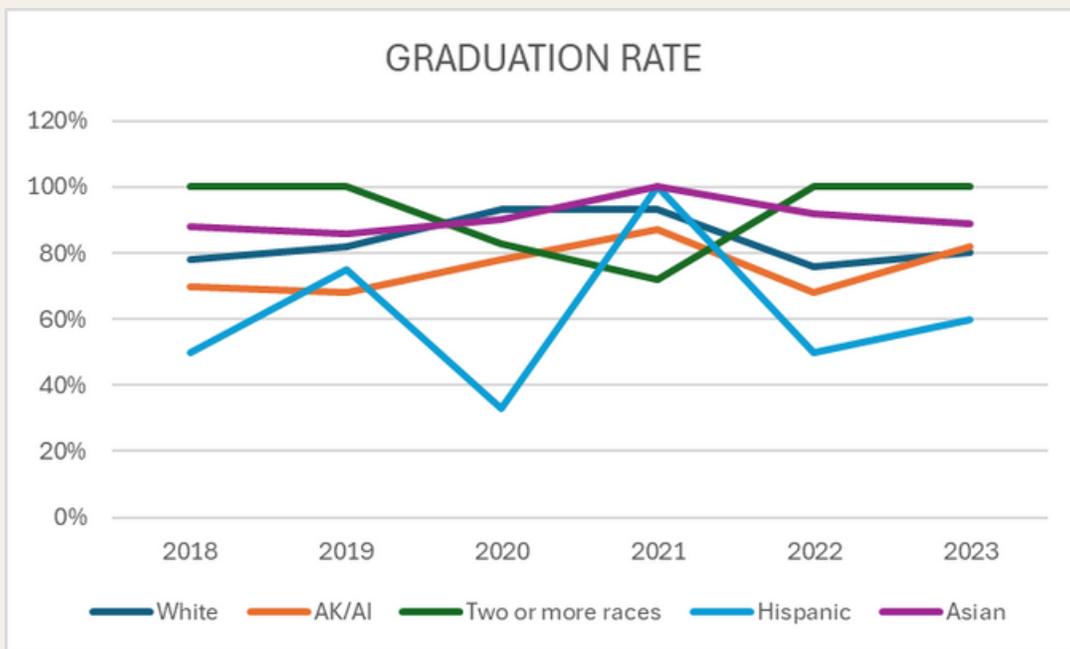
Sitka High School MATH AND READING 2020 - 2024



Sitka School District GRADUATION AND DROP OUT DATA

2018 - 2023

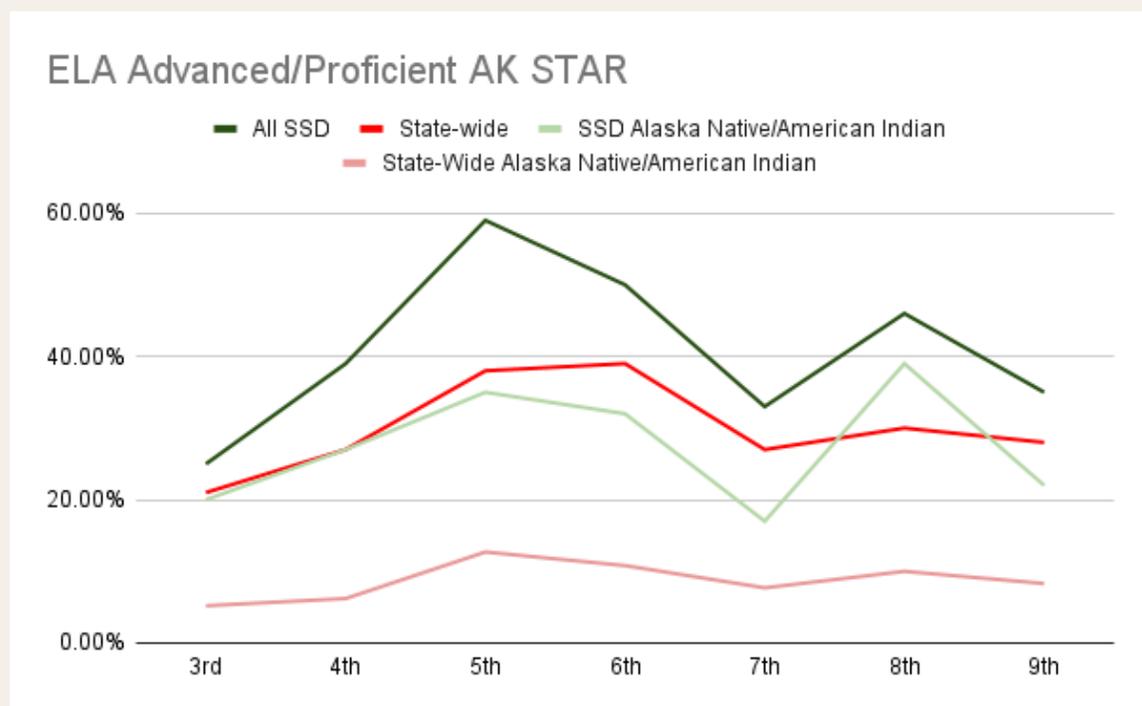
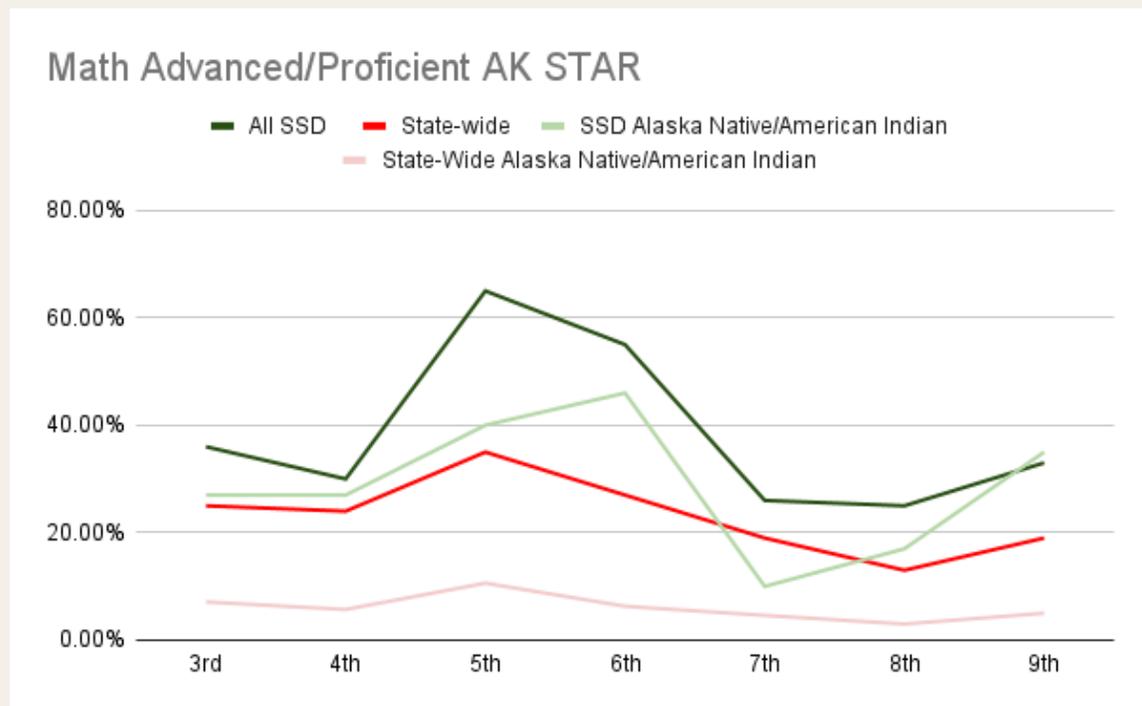
Data Summary: This data includes students who completed high school in 5 years. Additionally, it includes the statistics from Pacific High School, Sitka High School, REACH. It also includes Raven's Way students who do not receive direct instruction from Sitka School District.



*Data sourced from the Alaska Department of Education & Early Development: Report Card to the Public

AK STAR STATEWIDE COMPARISON

The AK STAR summative assessments are administered each spring to students in grades 3-9. The AK STAR assessments were developed to provide information on student achievement, areas of strength and need, and progress toward mastery of the skills and concepts outlined in the Alaska English Language Arts and Mathematics Standards



SNEP IN SCHOOLS PROJECT 2023-2024 UPDATE

GOAL: Improve Alaska Native student educational outcomes by providing a culturally sustaining education in the Sitka School District.

01

Where have we been

- A focus group of retired teachers discussed successes and challenges from the last two decades. **i**
- Review process for updating cultural kits.
- Reviewing community input from 2016 **i**
- Digitization of cultural content for grades K-5 spanning from the 1980s to 2024.

02

Where are we now

- Provide **professional development** on Lingít Yoo X'atángi, trauma-informed and culturally sustaining teaching practices.
- **Design** the cultural scope and sequence.
- Identify **current cultural integration** at each grade level Kindergarten through 5th grade.
- **Co-create** cultural lessons connected to ELA, math, science, SEL, and cultural standards.

03

Where are we going

- 50% increase in Alaska Native high school seniors' awareness of how school can prepare them for cultural careers, as measured by a survey or interviews
- 75% of SSD and SNEP educators in grade levels and content areas with revised curriculum available, implement it
- 50% of professional learning participants report an improved understanding of culturally sustaining education

SNEP IN SCHOOLS PROJECT IN ACTION

These are examples of lessons developed and taught this school year to advance the district towards equitable education while learning about responsible technology use.

Digital Citizenship Lessons – Learning to be Respectful, Responsible, Safe and Kind.

Understanding AI - understanding bias and limitation and machine learning
Search Coach - How to search to reduce false and misleading information and discover reliable sources.

Standards

*AK Digital Literacy: Digital Citizenship, Knowledge Construction &
AK Computer Science: Safety Law and Ethics*

Tribal Value: Speak with Care

Making a Difference: Learning from Elizabeth Peratrovich

Using student voice to inspire change through Flip videos shared with others.

Standards

*AK Digital Literacy – Creative Communication, Knowledge Construction, Global Collaboration
AK Computer Science: Social Interactions, Community, Global and Ethical Impacts: Culture*

Tribal Value: Live in Peace and Harmony

Alaska Day/Reconciliation Day History

Immersive Media
(360 Photos and virtual field trip to historical sites in Sitka)

Standards

AK Computer Science: Community, Global and Ethical Impacts

Tribal Value: Listen Well and with Respect

Lingít Weekly Phrase of the Week

Students learn a phrase in Lingít every week. It has become an expectation that every week starts with a new phrase!

Standards

Alaska Standards: Digital Literacy: Empowered Learning

Tribal Value: Listen Well and with Respect

Other tasks included:

- Evaluating and assisting Reading Intervention Groups
- Implementing and testing an adaptive Reading intervention program
- Compiling and distributing math and reading reports to be included with report cards

STRATEGIC PLAN ⁱ PROGRESS REPORT

ACTION PLAN 3

IMPLEMENT NEW SIGNAGE TO HAVE LINGÍT NAMES WITH ENGLISH SUBTEXT

✓ Lingít Signs at Sitka High School ⁱ

Sitka High School is the first school in our district to start to transition to having all of their classroom door and building signs also in Lingít.

✓ Lingít Immersion Language Course for Teachers

Starting March 30th, 10 staff in Sitka School District will be immersed in the Lingít language as they begin to deepen their understanding of speaking and incorporating the language within the classroom.

✓ Language App for Classroom Boards

The Sitka School District has a language board app that is available on all devices and classroom boards. This was developed for staff to integrate the language more easily through their classroom.



STRATEGY 2

*We will strengthen
culturally responsive
programming.*



GOAL BEING MET:

- Begin new signage at Sitka High School
- Language board app developed
- Provide language training

STRATEGIC PLAN PROGRESS REPORT

✓ Review of Cultural Curriculum 1980s – 2024

Over the last year, resources from as far back as the 1980s have been digitally archived and organised. These resources will be instrumental in building out the new cultural scope and sequence.

✓ Staff Input on the Arts, Culture, and Technology Website

The Arts, Culture and Technology initiative developed a website to support place-based and cultural education becoming more accessible. www.sitkaschoolsact.org

✓ Reflective Practice Group; Sheet'ká Series: Teaching on Lingít Aaní

Last fall, 8 teachers participated in an 8-week long series of reflective conversations and activities to help them deepen their understanding of culturally sustaining education in Sitka.

✓ Cultural Embedded Work at Kéet Gooshí Héen

The technology integration coach at Kéet Gooshí Héen has spent time with 2nd through 5th grade students and staff, modelling culturally responsive lessons embedded within digital citizenship.

ACTION PLAN 6

**BEGIN
DISTRICT-WIDE
EMBEDDED
PROGRAMMING**

STRATEGY 2

We will strengthen culturally responsive programming.



GOAL BEING MET:

Develop district-wide cultural scope and sequence to guide embedded programming



NEXT STEPS FOR THE **SITKA SCHOOL DISTRICT**

1 Develop a working group formed of families, community partners, tribal government, and district staff. The group will consider areas of need identified by academic data and the Indigenous Student Needs Survey.

2 Leadership team in SSD steer the working group input.

3 Continue to reassess and evaluate progress with district partners and community stakeholders.

We'd like to thank Sitka Tribe of Alaska and our district staff for the continuous *support*

ACKNOWLEDGEMENTS

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

Elders

Gooch Tláa

Sitka Tribe of Alaska Staff

Aakwás'i, Starr Jensen
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Sitka School District Staff

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Dáax Tláa, Jessica Christianson
Kelly Buxton
Koolyéik, Roby Littlefield
Lxéis', Erin Rofkar
Reflective teacher group
Skajeek, Cindy Duncan
S'áx Séek', Kari Sage!
Tuli.aan Shaawát, Caitlin Woolsey
Yakdushí, Jamie Bradley

Community partners

Chookán, Lakrisha Brady
Jan Love
Margie Esquiro
Martha Moses
Pauline Duncan
Rosalind Demmert

In Remembrance

Daasdiyáa, Ethel Makinen
Isabella Brady
Kaal.átk', Charlie Joseph Sr.
Vida Davis



"Even from long ago we cherish our grandchildren; no matter what we value, we offer it up to them"



Kaal.átk' Charlie Joseph Sr.



**BUILDING
RELATIONSHIPS
WITH TRIBES:**

A Native Process for ESSA Consultation

NEEA

MISSION STATEMENT

**The National Indian
Education Association
advances comprehensive,
culture-based educational
opportunities for American
Indians, Alaska Natives,
and Native Hawaiians.**

OVERVIEW

The passage of the Every Student Succeeds Act (ESSA) provides unique opportunities for states, districts, and tribes to work together to strengthen education for Native students throughout the country. The National Indian Education Association (NIEA), a powerful national educational organization, presents a clear path and framework for consultancy between tribes and school districts as well as state educational departments as mandated by law. To initiate the critical work together, NIEA is poised to support state and local agencies as they navigate the long and sometimes tragic relationship between this country and Native communities to increase opportunities for successful consultation and engagement with them.

Developed in partnership with tribes, tribal education advocates, and membership of the NIEA, this resource is meant to provide states and districts the high level strategies necessary to build trusting, reciprocal, and long-lasting relationships with the Native communities in their respective regions. Sections include:

1. Who is NIEA?
2. An Introduction to the History of Native Education
3. Evolving from Engagement to Consultation
4. NIEA's Process for Consultation

“Our hope and dream is to teach our children about our history, culture and language, and to instill in them the word called hope. If they have that in their heart they’re going to survive any kind of impact no matter what it is...These kids become so proud of the language they want to come to school to participate in that way.”

– Ivan M. Ivan, Tribal Chief, Akiak Regional Community (2011)



WHO IS NIEA?

NIEA is the nation's most inclusive advocacy organization that advances comprehensive culture-based educational opportunities for American Indians, Alaska Natives, and Native Hawaiians. Formed by Native educators in 1969 to encourage a national discourse on education, NIEA adheres to the organization's founding principles: to convene educators to explore ways to improve schools and the educational systems serving Native children; to promote the maintenance and continued development of language and cultural programs; and to develop and implement strategies for influencing local, state, and federal policy and decision makers.

Over the last decade, NIEA has convened and facilitated conversations between Native communities and educational systems (P-20) to improve the education of Native students. These key discussions have led to critical changes in educational policy that have improved the schools and school systems serving Native students, their families, and the wider community. In addition, NIEA has been and continues to be a facilitator of educational transformation, whether it be in working with Jemez Pueblo in New Mexico, Seminole Nation in Florida, Anchorage School District in Alaska, or Hawai'i's Department of Education.

HISTORY OF NATIVE EDUCATION IN THE U.S.: OUR STORY

“Telling our story is a way to ‘remember to remember’ who we are and to honor the special life we have been given.”

– Gregory A. Cajete¹

NIEA aims to support states and districts by first deepening their understanding of Native history, culture, and our sense of being as related to education. We acknowledge that for meaningful consultation to take place, states and districts can improve opportunities for successful consultation provided that they understand how Natives view education—both traditional and Western forms.

Native Identity as Circles of Involvement: The Significance of a School Community

A common definition for a school community is *various individuals with similar interests in the welfare and academic achievement of a school and its members*. In many instances this phrase embraces a school's stakeholders--its administrators, teachers, staff members, students, the students' parents and family, and their wider community. Many Native communities utilize the diverse perspectives, experiences, and expertise of its members to educate its children. The insight that an elder provides to a Native student is just as important as the instructions a child receives from his or her formal school teacher. For many Native groups, education promotes “the continual enchantment of human relationships to each other and the natural world....education is for life, community, and ensoulment.”² Such a circular way of teaching and learning is often difficult to understand if one comes from a more linear, sequential way of education.

Low Native Graduation Rates

The most recent data highlights the increasing graduation rate of U.S. high school students with an all-time high of 83 percent. Unfortunately, Native students' graduation rate remains below the national average at 72 percent.

Western Education and Native Learning Practices: Living in Two Worlds

Although countless research studies indicate that a student's connection to community and its cultural, familial, and linguistic strengths significantly increases his/her social and emotional well-being as well as academic achievement, Native students are often told to leave their socio-emotional strengths at the school door in order to become someone different. The current U.S. education system dismisses Native student's knowledge, cultural beliefs and traditional practices, spirituality, connection to the environment, and language as non-academic and worse, detrimental. Long term effects of these federal policies have created conditions where Native students are confronted with reconciling their identities to adapt and adjust to western thoughts and philosophies. Often called the *Asterisk Nation* due to the size of the population being unmeasurable,³ Native students find themselves isolated, disconnected, and anomalous. Jeb Beaulieu, an American Indian student attending public school in the Midwest, describes his struggle to navigate between the western and tribal world as the following:

“The Indian way of behaving is: you watch and you observe before you act...and so once you know what is expected of you, then you act, but you never want to show off because it’s not good taste to pound your own drum ”⁴





Native students, their families, and communities, have been and continue to be forced to adapt to Western, formalized education processes, in turn creating historic trauma, distrust, and tension.

Although previous interactions targeted assimilation of Natives and reduction of Native autonomy, passage of new education laws have increased tribal control over education and resources. Moving into this new era, tribal governments still face daunting socio-economic challenges like poverty and abuse while strengthening education for their children.

Educating the Native student requires the acknowledgment and application of emotional, intellectual, physical, familial, mental, environment, spiritual, and relational connections instead of simply increasing academic performance. The “right education” is culturally defined. In Native communities, beyond preparing students for college and career, education also becomes a catalyst for fully harmonizing the individual with his or her culture.⁵ This process is inherently holistic and the community engages in the development of the whole Native person.⁶ The purpose and interconnectivity of Native education is summarized by indigenous scholar and educator Gregory Cajete:

“The wholeness of a community depends on the wholeness of its members....So success in properly educating each community member is about survival and the continuity of the culture.”⁷

For education stakeholders including state and district school systems, it is critical to facilitate Native ways of teaching and learning by creating spaces and systems that elevate Native educational practices and processes. It is more important than ever for allies to come together to lay the groundwork for meaningful and effective education, which has the potential not only to transform the current Native education landscape, but also to transform modern American education.⁸

CONSULTATION: NIEA'S PROCESS

There is no one-size-fits all approach to stakeholder engagement. It must be tailored to the status, capacity, and needs of each community. In Indian Country, this process must be taken one step further –from engagement to consultation—to meet the trust agreement with tribal nations and comply with the requirements of ESSA. In Native Hawaiian communities, consultation and trusting working partnerships provide a platform for continuous improvement and increasing educational opportunities for its Native students.

What is Tribal Consultation?

Throughout the history of the U.S., Native ancestral lands were ceded to the federal government under signed treaties or by forcible removal. Since that time, Congress has enacted several laws to protect our lands, culture, natural resources, and hunting, gathering, and fishing rights to support the general well-being of Native people. The federal trust responsibility, upheld by the Supreme Court, places the responsibility for meaningful consultation squarely on federal agencies.

Although states may not possess similar legal obligation at this time, they carry the authority to administer and fund programs that are responsive to local needs. With the passage of ESSA and its federal resources, the new landscape provides state and tribal governments a prime opportunity to build a solid foundation for successful state tribal relations that best support Native students.

To create and sustain meaningful consultation, NIEA puts forward a process that enables both Native communities and educational agencies and systems to advance the well-being of Native students.

Sections of ESSA Which Address Consultation

ESSA Section 111(a)

Important Information to Know About ESSA

- ESSA Consultation requirements didn't exist under NCLB.
- Section 111(a) requires that “representatives of Indian tribes in the state” be included in the formation of state plans.
- Under ESSA, states must engage in “timely and meaningful” stakeholder consultation.

What is required by states under ESSA?

- Public notice of Initial State Plan.
- 30 day period for comments.
- Specific assurances for high school students and English Language.
- Requirement of engagement when significant amendments are made to the State Plan.

ESSA Section 8538

What are the requirements of school districts?

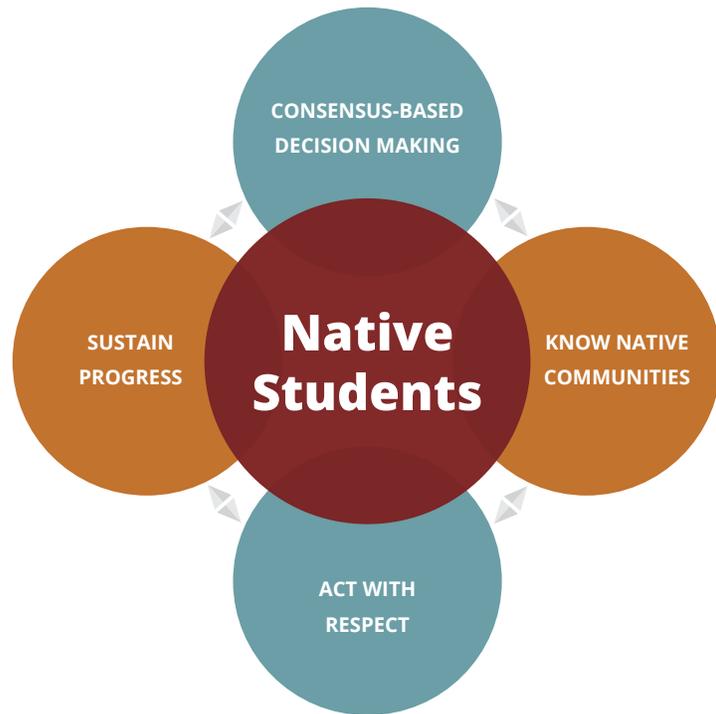
- School districts are required to consult with Indian tribes or tribal organizations before submitting a plan for a program covered by ESSA.
- Districts that receive more than \$40,000 for Title VI or have over 50 percent American Indian enrollment must hold tribal consultation.

NIEA'S CONSULTATION PROCESS: A STRATEGY FOR SUCCESS

While there are many evidence-based, innovative practices approved for stakeholder and community engagement, consulting with tribal nations and Native communities requires establishing key mechanisms and a committed approach that is unique and distinctive. The process provided below can be thought of as a guide; we are not here to displace or refute established processes. Instead, after nearly 50 years of supporting the existing 567 tribal nations, each with their own unique set of cultural practices, language, and history, we provide this process as a strategic way to meet the needs of each community.

At the heart of this process are relationships. NIEA believes that without it, school and state districts will continue to face questions and at times resistance from Native communities. Decision-making concerning how Native students should be taught and who should teach them starts with strong, healthy, trusting, and collaborative relationships.

Essential Elements of Consultation



Essential Element: Consensus-Based Decision Making

To create an environment where meaningful relationship exists and is sustained, stakeholders must agree to consensus-based decision making – where unanimous consent may not be reached, but where facilitators seek widespread participation, driven by a cooperative approach to community agreement. This approach and concept are much deeper than stakeholder engagement, which may end at the gathering input stage. Consensus strives for the full empowerment of the Native community involved by offering the opportunity for all concerns to be shared, stories to be told, time to be invested, and trust to be built.

Norma General, Elder of the Wolf Clan, Cayuga Nation describes Native perspective:

“True consensus is built through talking, listening, and considering different ideas until a new understanding takes place, and the decision makers come to ‘one mind’ about what to do.”⁹

Essential Element: Know Native Communities

As states and school districts start planning for consultation, it is critical to learn the history of tribal relations within the state and community. This goes beyond the basics of identifying stakeholders and key issues, but to a deeper understanding of the school community, the Natives in the state, their story, and the history they have with the state and the education system. In these communities it is critical that a culture broker – someone within the Native community who has knowledge of the issues and trusting relationships within the community—be utilized to enhance general understanding of the history, practices, values, language, as well as critical issues that impact the education of students.

In addition, assumptions, preconceived notions, and biases about Natives and especially their children must be relinquished to allow for meaningful relationship building. A strengths-based approach to understanding how to educate Native students will connect well with how Native communities look after the growth of their most cherished, precious gifts: their children. Acknowledging that problems exist, balanced with the positive strengths Native students already possess, will support trusting collaborations between all stakeholders.

Essential Element: Act with Respect

Beyond acknowledgement of community issues, state and school district representatives must sustain relationships with stakeholders that are based on mutual learning, understanding, and desire to identify solutions that benefit both Native communities and state/local agencies. For example, tribal leadership will initiate this partnership with tangible and intangible acts of giving. In exchange for their time, cultural gifts, and information provided, Native communities will expect in return a commitment of time, recognition, respect, understanding, and gift giving. Adhering to this exchange protocol, state and school district agencies acknowledge and respect the community's needs and ways of being. Moreover, acting in a spirit of respect encourages voices are heard, assumptions and misgivings are relinquished, and a more

inclusive decision making approach is applied over a long period of time. Respect offers a vehicle to overcome the longstanding mistrust and wariness between stakeholders.

Essential Element: Sustain Progress

Through consensus-building decision making, stakeholders in the education of Native students can work collaboratively toward advancing mutual goals. Unlike in previous encounters, state and school districts who mindfully work together with Native communities over a period of time can improve results while decreasing tension. Sustained engagement through the following stages of this process will generate powerful results.

- ✓ Gain a clear picture of educational (and community) concerns. Collaboratively create roadmaps that are based on data and not forgone assumptions. Establishing a clear picture of the educational landscape becomes the basis for effective problem-solving.
- ✓ Develop a long-range collective vision of Native success. Even in urban centers, state education agencies should work with tribes to develop a long-term vision for the success of their Native students.
- ✓ Initiate utilizing collective-decision-making a plan for success. Not only include Native teachers and school administrators but students and families as well as the wider Native community.
- ✓ Include a monitoring and evaluation plan that reflects the needs of both the Native community and state and local educational systems.
- ✓ Work together to build sustainable systems. Rather than purchasing quick-fixes and silver bullets, work on building a sustainable educational system that utilizes Native knowledge, values, practices, and others to help students be grounded in their identity and able to thrive as adults in multiple arenas.



COMPLETING THE CIRCLE

The act of consultation is not linear or stagnate or a single-step process. Rather, it should be a cyclical with ongoing inclusion of community perspectives. Consistent, regular communication will cultivate the trust and respect that is critical in establishing lasting relationships. A culture-broker will assist in establishing these expectations from the beginning of the consultation process.

- ✓ Be timely and clear with follow up, including how and when it will occur as well as who is responsible.
- ✓ Share relevant data, information, and feedback with tribal representatives, including how information will be used in any reports, policies or strategies.
- ✓ Ensure that feedback is shared and used not only consistently, but also constructively.
- ✓ Understand intentional silence during the days following the meeting or consultation is seen as proper protocol; using this time to figure out thoughts and focus on a response.

CONCLUSION

For several generations, Native education stakeholders have urged policy makers to work collaboratively with them. The Every Student Succeeds Act allows educational stakeholders to enter into a new education era, one that requires timely and meaningful consultation. A key component in working with tribal representatives and supporting Native youth is building trust, which the National Indian Education Association will help facilitate. Through the inclusion of the above recommendations and strategies, states and districts will help ensure that ESSA implementation better addresses the needs of Native communities and Native students. Matters of culture, language, cognition, community, and socialization are central to Native learning. The coordination and collaboration between various stakeholders will allow Native students to have the best opportunity to develop their own identities, traditional knowledge, modern skills, and self-worth. These elements will undoubtedly lead to social and academic success.

Please remember: “Mitakuye Oyasin, we are all related,” as the Lakota say. This metaphor personifies the expression of what Native people perceive as community—integrative and inclusive.

For more information on the specific phases and the overall process, please contact Ahniwake Rose, Executive Director of NIEA. NIEA offers this uniquely developed facilitation process as a means of creating collective, powerful allies in the advancement of Native education.



ENDNOTES

- 1 A. Cajete, Gregory. (2015). Indigenous Community: Rekindling the Teachings of the Seventh Fire (p.2).
- 2 Ibid., p.5.
- 3 National Congress of American Indian, Policy Research Center: Data Quality <http://www.ncai.org/policy-research-center/initiatives/data-quality>
- 4 Cleary, L.M. & Peacock, T.D. (1998). *Collected Wisdom: American Indian Education* (p.34).
- 5 A. Cajete, Gregory. (2015). Indigenous Community: Rekindling the Teachings of the Seventh Fire (p.36).
- 6 Ibid., p.23.
- 7 Ibid., p.36.
- 8 Pewewardy, Cornel - Hammer, Patricia Cahape. (2003). Culturally Responsive Teaching for American Indian Students (p.3).
- 9 (2012). Chapter 4: The Iroquois Confederacy.

For more information and resources or to download this publication electronically, visit NIEA's website for

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BUILDING RELATIONSHIPS WITH TRIBES:

A Native Process for Local Consultation Under ESSA





MISSION STATEMENT

**The National Indian
Education Association
advances comprehensive,
culture-based educational
opportunities for American
Indians, Alaska Natives,
and Native Hawaiians.**



WHO IS NIEA?

NIEA is the nation's most inclusive advocacy organization that advances comprehensive culture-based educational opportunities for American Indians, Alaska Natives, and Native Hawaiians. Formed by Native educators in 1969 to encourage a national discourse on education, NIEA adheres to the organization's founding principles: to convene educators to explore ways to improve schools and the educational systems serving Native children; to promote the maintenance and continued development of language and cultural programs; and to develop and implement strategies for influencing local, state, and federal policy and decision makers.

CONSULTATION: NIEA'S PROCESS

NIEA supports states and districts by first deepening their understanding of Native history, culture, and our sense of being as related to education. We believe that for meaningful consultation to take place, states and districts must understand how Native communities and students view education—both traditional Native education and Western education.

There is no one-size-fits all approach to stakeholder engagement. It must be tailored to the status, capacity, and needs of each community. In Indian Country, this process must be taken one step further – from engagement to consultation—to meet the trust agreement with tribal nations and comply with the requirements of ESSA. In Native Hawaiian communities, consultation and trusting working partnerships provide a platform for continuous improvement and increasing educational opportunities for Native students.

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To create and sustain meaningful consultation, NIEA puts forward a process that enables both Native communities and educational agencies and systems to advance the well-being of Native students.



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ESSENTIAL ELEMENTS OF CONSULTATION

Consensus-Based Decision Making

Consensus strives for the full empowerment of the Native community involved by offering the opportunity for all concerns to be shared, stories to be told, time to be invested, and trust to be built.

Act with Respect

Beyond acknowledgement of community issues, school district representatives must sustain relationships with stakeholders that are based on mutual learning, understanding, and desire to identify solutions that benefit both Native communities and state/local agencies. Moreover, acting in a spirit of respect ensures voices are heard, assumptions and misgivings are relinquished, and a more inclusive decision making approach is applied over a long period of time. Respect offers a vehicle to overcome the longstanding mistrust and wariness between stakeholders.

Know Native Communities

As school districts start planning for consultation, it is critical to learn the history of tribal relations within the state and the community. This goes beyond the basics of identifying stake-holders and key issues, but to a deeper understanding of the school community, the Natives in the state,



their story, and the history they have with the state and the education system. In these communities it is critical that a culture broker – someone within the Native community who has knowledge of the issues and trusting relationships within the community—be utilized to enhance general understanding of the history, practices, values, language, as well as critical issues that impact the education of students.

Sustain Progress

School districts who start with a genuine commitment to consensus-based decision making, rooted in respect and knowledge of Native communities, have a real opportunity to change Native education, in partnership with tribes and Native communities. In our experience, perhaps the most important step in local consultation is sustaining the progress gained through an initial meeting. Follow up on the initial local consultations can make the critical difference between a box-checking exercise and the consensus-based decision making that is the goal of local consultation.

Several specific elements of sustaining progress are worth identifying. First, it is critical to follow up to learn the true educational concerns of the Native community that a district is consulting with. As with a District, these concerns may come out after an initial consultation, so the District should seek to follow up to gain the full picture of what concerns a tribe the most. Second, developing a long range vision of Native success is critical. What will the District and the community do together to improve the education Native students receive. Third, participation from the broader Native community is essential. Native educators and school administrators alone, without tribal council, student, and family input is unlikely to lead to the change we need. Setting up a new, broader method for collective decision-making and evaluation is more likely to be effective.

Perhaps the most important means for sustaining progress is to create a short, monitoring and evaluation plan that reflects the needs of both the Native community and state and local education systems. This need not be





“True consensus is built through talking, listening, and considering different ideas until a new understanding takes place, and the decision makers come to ‘one mind’ about what to do.”

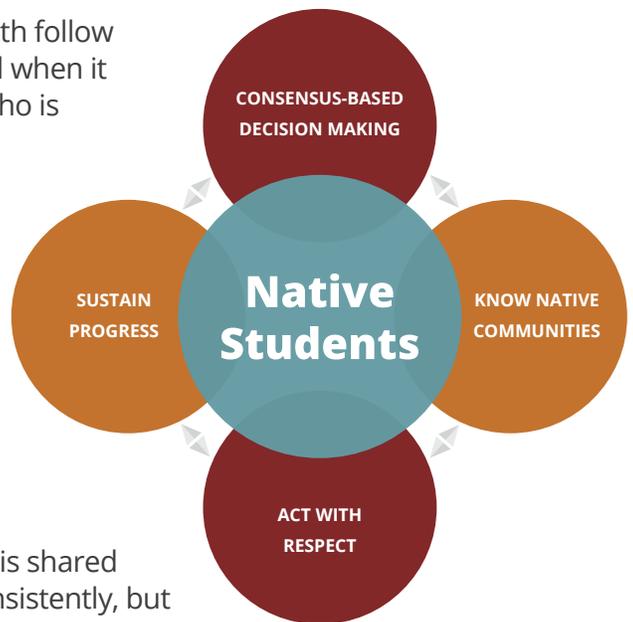
~ Norma General, Elder of the Wolf Clan, Cayuga Nation

lengthy, but it is critical to set up a system for ongoing input and to see if the plan created by the initial local consultation is working.

The above essential elements are a step toward moving beyond the systems of education that the United States has used over the past two centuries, which have not respected Native ways of knowing and led to historical trauma, distrust, and tension. In many communities, such tension continues. Following the above elements of local consultation presents an opportunity to turn the page.

COMPLETING THE CIRCLE

- The act of consultation should be a cyclical with ongoing inclusion of community perspectives.
- Be timely and clear with follow up, including how and when it will occur as well as who is responsible.
- Share relevant data, information, and feedback with tribal representatives, including how information will be used in any reports, policies or strategies.
- Ensure that feedback is shared and used not only consistently, but also constructively.
- Understand intentional silence during the days following the meeting or consultation is seen as proper protocol; using this time to figure out thoughts and focus on a response.





ESSA Section 8538

Important information to know about local consultation under ESSA.

- Local consultation requirements didn't exist under NCLB.
- Consultation must be "timely and meaningful."
- Consultation must "meaningfully and substantively contribute to the district's plan."

What are the requirements of school districts under ESSA?

- School districts are required to consult with Indian tribes or tribal organizations before submitting a plan for a program covered by ESSA.
- Districts that receive more than \$40,000 for Title VI or have over 50 percent American Indian enrollment must hold tribal consultation.

THE NEED FOR LOCAL CONSULTATION

The research in favor of local engagement is clear: parent, family, and community involvement in education correlates with higher academic performance and school improvement. Researchers cite parent, family and community involvement as key to addressing the school dropout crisis and note that strong school-family-community partnerships foster higher educational aspirations and more motivated students.¹² The evidence holds true for students at both the elementary and secondary level, regardless of the parent's education, family income, or background—and shows parent involvement affects minority students' academic achievement across all races.³

Fundamental Change is Necessary

Without genuine community input and support, Native students struggle to see how education is relevant to their lives. The impacts of failing to

truly consult Native communities at the local level can be seen in Native graduation rates which remain below the national average at 72%, while the overall U.S. high school graduation rate has reached an all-time high of 83%. Improving Native graduation rates must be a priority; engaging tribal leaders and Native communities is the only way to create the change we need.

ESSA is a Critical Turning Point

The Every Student Succeeds Act (ESSA) is a critical turning point: local consultation must be done at a new and higher level. The law requires local consultation, so the same box-checking that has been done in the past cannot be repeated. ESSA is a basic bargain that provides states and localities more flexibility in exchange for greater responsibility in improving outcomes for students who have traditionally not been served well. The shift in accountability systems from No Child Left Behind, which automatically placed schools into prescribed interventions, to ESSA, where schools are evaluated by states and school districts on additional measures of school quality, is a key part of that change. Along with this increased flexibility comes added responsibility. School districts must step up to this challenge and will need to engage with tribes to fulfill the overall purpose of ESSA for Native students.

Tribal Consultation in Affected School Districts

What is an “Affected” School District?

<50 Miles of Tribes

- School districts located within 50 miles of a tribe’s council chambers or reservation, have an obligation to reach out to the tribe to try to let them know of their right to engage in consultation with the school district in the following cases:
 - ✓ If the school district has an enrollment of American Indian or Alaska Native students not less than 50 percent of the total student enrollment; or
 - ✓ If the school district received \$40,000 or more in fiscal year 2017 under the Indian Education Formula Grants.

> 50 miles from Tribes

- School districts that are located more than 50 miles from the tribe’s council chambers or reservation and have more than 30 Native students* should invite tribal leaders to consultation.

**The area served by school districts has been defined consistent with language in Section 6114 of ESSA. In addition, NIEA has identified 30 students as the appropriate minimum number above which tribes should be consulted because 30 reduces the burdensome rules for districts with small numbers of students while maintaining local consultation for districts with a large number of Native students.*

NIEA'S PRACTICAL GUIDE TO LOCAL CONSULTATION

Introductory Hearing

- The School District holds an initial set of hearings to invite tribes and Native community members to learn about local consultation under ESSA.
 - ✓ One hearing should be held during the day so that tribal leaders and District administrators have the opportunity to meet.
 - ✓ One hearing should be held during the evening so that Native families and community members can attend.
- Both initial hearings should be posted in accordance with open meetings requirements that apply to districts in your state.
- Districts should provide tribes with flyers about these meetings so that tribes can also provide Native families with notice.
- School Board Members should attend 1 of the 2 hearings.
- These hearings should only focus on ESSA Implementation. (The meetings could be held during the same time slot as Title VI Parent Advisory Committee (PAC) meetings, but local consultation under ESSA should be the only topic for discussion.)
- Districts should utilize the PAC as a resource to help spread the word about introductory hearings for ESSA.

Tribal Council Meeting

- Districts should offer to go to tribal council meetings for each of the tribes where more than 30 Native students attend schools in the district.
- Tribal Council Meetings represent a time intensive, but critical step in forging consensus.

Discussion Meeting

- Districts should convene meetings to discuss key issues that affect Native children in the school district.
- All the individuals who came to the Hearings and the Tribal Council Meetings should be invited.

Tips for Outreach to Tribes More than 50 Miles from the LEA

- ✓ Send a letter and call the Tribal Council office for the tribe in question.
- ✓ Follow up to ensure that the school district has actually spoken to tribal officials.

Implementation Meeting

- The School District should hold one meeting once a draft local plan has been disseminated to let tribal leaders and Native community members know how their feedback was incorporated into the final plan.
- For each year after the local plan is adopted, if the school district would like to make any significant changes, the school districts should hold a meeting to let participants know how feedback was incorporated.
- The initial review of the draft plan and implementation meetings in later years should be separate from the PAC meeting and should include the school board.



CONCLUSION

For several generations, Native education stakeholders have urged policy makers to work collaboratively with them. The Every Student Succeeds Act allows educational stakeholders to enter into a new education era, one that requires timely and meaningful consultation.

Please remember: “Mitakuye Oyasin, we are all related,” as the Lakota say. This metaphor personifies the expression of what Native people perceive as community—integrative and inclusive.

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ENDNOTES

- ¹ Belfield, C. R. and H.M. Levin, H.M. 2007. *The Price We Pay: Economic and Social Consequences of Inadequate Education*. Washington, DC: Brookings Institution Press.
- ² Barton, Paul E. 2003. *Parsing the Achievement Gap: Baselines for Tracking Progress*. Princeton, NJ: Policy Information Report, Educational Testing Service.
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**A NATIVE PROCESS FOR
EVALUATION OF STATE AND
LOCAL PLANS FOR NATIVE
EDUCATION UNDER ESSA**

NEEA



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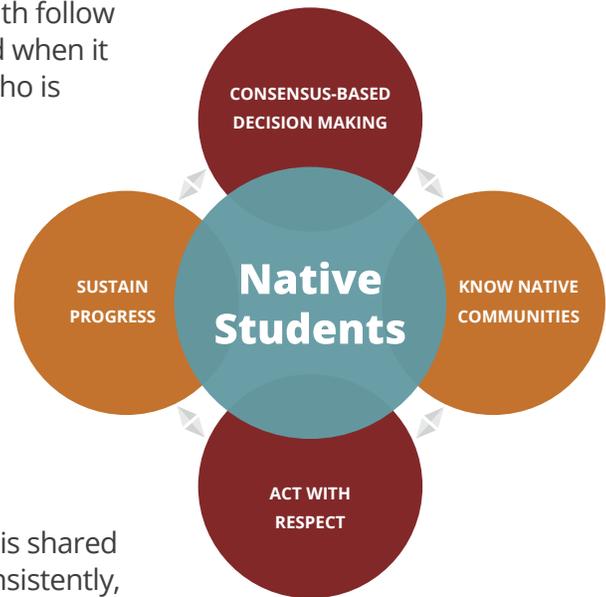
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- Understand intentional silence during the days following the meeting or consultation is seen as proper protocol; using this time to figure out thoughts and focus on a response.



CONTINUING THE CIRCLE: STEPS TO TAKE TO EVALUATE PROGRESS

As states submit their initial state plans under the Every Student Succeeds Act in May and September of 2017, the 2017-2018 school year will set the stage for the next decade and whether tribal leaders, Native communities, Native parents, and, ultimately, Native students will receive the educational services necessary to succeed. The new law envisions tribal involvement at the state and local level, providing increased state and local flexibility in exchange for great involvement in the decisions regarding how best to educate Native students.

Legal Requirements for Consultation for Significant Changes or Title VI Applications

To take advantage of the opportunity that ESSA presents, tribal leaders and Native advocates should know, first and foremost, that the law requires tribal consultation for renewed state and local plans where “significant changes” are made at the state level or if a school district submits an application for Title VI funding or otherwise submits a renewed plan for the education of Native students.¹ These requirements at the state and local level do not apply in every case, but, particularly at the local level, the requirements are strong enough that tribal leaders, Native education advocates, and Native communities can rightfully request that school districts go through consultation with tribes in the area each year. To see if the law requires consultation in your particular case, NIEA is happy to speak with state, district, and tribal leaders upon request.

Overview of Effective Evaluation Methods

Several broad concepts to evaluate progress on the ESSA consultation requirements from year-to-year are worth identifying. First, it is critical to follow up to learn the true educational concerns of the Native community that a district is consulting with. These concerns may come out after an initial consultation, so the District should seek to follow up to gain the full picture of what concerns a tribe the most. Second, developing a long range vision of Native success is critical. What will the state, district, and community do together to improve the education Native students receive. Third, participation from the broader Native community is essential. Native educators and school

¹ See Section 1111 (a) (6) and Section 8538 (a) of the Every Student Succeeds Act. The text of Section 8538 reads: “affected local educational agency shall consult with appropriate officials from Indian tribes or tribal organizations approved by the tribes located in the area served by the local educational agency prior to the affected local educational agency’s submission of a required plan or application for a covered program under this Act or for a program under title VI of this Act.”



administrators alone, without tribal council, student, and family input is unlikely to lead to the change we need. Setting up a new, broader method for collective decision-making and evaluation is more likely to be effective.

Practical Steps for Review of State and Local Plans for States, Tribal Leaders, Districts and Native Communities

In addition to the legal requirements that tribes and Native communities should be aware of, there are several specific steps NIEA recommends for ongoing review and meaningful consultation on ESSA Plans over the years to come:

- 1. Provide/Request a written copy of the final state ESSA plan.** The final plan may be available on the state website, which certainly can work well for some tribal leaders and Native communities, but the simple act of requesting or sending a paper copy will take some of the uncertainty out of the review of ESSA state plans and provide significant benefits for tribal leaders.
- 2. Provide/Request a written copy of the final school district plan required under the local consultation provision in ESSA (Section 8538).** Local plans will likely be much shorter and more informal, but the benefits of a paper copy of the plan are similar to those for state plans: both tribal leaders and district officials should be thinking about the same plan for improving Native education.

- 
3. **Set a specific date for discussion of Native education in the Department of Education, at the School Board, and at the Tribal Council during the Fall of each school year.** Having a plan without meaningful review will not lead to the changes state leaders, district officials, and Native communities need. NIEA recommends setting a specific date for review of the plans in each of the three forums. For tribal leaders, such a review will make sure education is focused on at the Tribal Council level.
 4. **Develop an email list of those interested in Native education.** In addition to the critical in-person meeting in the Fall, email communications provide another critical way in which state and district officials and tribal leaders and Native advocates can communicate. Without communication, the partnership that ESSA envisions and the opportunity that the law provides will not be realized.
 5. **Set a specific date for consultation on the ESSA state plan and the District plan in the Spring (between January and May) of each school year.** In addition to the review that occurs in the Fall, NIEA recommends as best practice a set date for the various parties (the state and the tribe or the district and the tribe) to come together to determine whether any major changes have occurred or are needed.
 6. **Deliver personal written invitations at least 30 days before the Spring meeting from senior leaders at the state and district levels to tribal council members.** Sending letters in advance and making sure that respect for the sovereignty tribes are due as equal partners with federal and state governments is critical for successful implementation of ESSA plans. Tribal leaders, like all elected officials, have busy schedules and need both time to plan and certainty that the meetings they attend will be with senior officials, consistent with their positions.
 7. **Invite all Title VI Parent Committee Members to the separate Spring meeting to review the school district's plan required by ESSA under Section 8538.** ESSA requires tribal consultation at the school district level. As a best practice, NIEA recommends that Districts make use of the existing relationships they have to hold a meeting with both tribal leaders and the Native community members it already works with under Title VI. Doing so will bring all Native stakeholders together and ensure meaningful consultation occurs.

8. **Take minutes of the Spring meeting and provide them as follow up within 2 weeks of the meeting.** The simple act of taking minutes and following up via email with each of the participants in the meeting will help all of those who participated hold each other accountable for the ideas shared at the meeting.

Practical Steps to Ensure Ongoing Accountability and Oversight of ESSA Plans

1. **Identify a specific staff member at the state and district levels who will be responsible for tribal consultation.** While several staff can certainly be involved at both the state and district levels, it is important that one point of contact is identified for both clarity with state and district officials and so that tribal leaders know who to contact. The person should be senior enough that they will be in place from year to year, and responsive so that they can be back in touch with tribal leaders or Native advocates quickly.
2. **Identify improvements in graduation rates and cultural and/or language education as metrics the state, districts, tribal leaders and Native advocates can use to measure progress on a yearly basis.** Graduating from high school is an outcome that state and district leaders, tribal council members, and Native communities can all agree on. While there may be good reasons to measure other aspects of Native education, graduation rates are an appropriate measure. At the elementary and middle school levels, measuring chronic absenteeism, and working together to address factors that may lead to such absenteeism may also be a metric that is worth measuring.
3. **Provide a final report annually at the district level before school lets out for the summer on Native education at the local level and how tribal input has been incorporated into state and local plans.** Perhaps the most important step in ongoing relationship building is a short accounting of how tribal leaders and Native communities are incorporated on an ongoing basis into the plans that districts make each year to implement ESSA's requirement that consultation occur upon an application for Title VI funding.



CONCLUSION

Meaningfully engage with tribal leaders and Native students as true partners before, during, and after decision-making regarding ESSA and accountability systems. Tribal leaders and Native students must be considered on an ongoing and regular basis before decisions are made with respect to accountability systems at the state level and programs at the local level. The above steps are several indicators of the regular work at relationship states, districts, and Native advocates can do together. Anything less than a new partnership will not reach the vision and promise of ESSA and the commitment tribal, state and district leaders have to the success of the more than 600,000 Native students who are depending on adults to do right by them.

For more information and
resources or to download
this publication electronically,
visit NIEA’s website for

*“A Native Process for Evaluation
of State and Local Plans for
Native Education Under ESSA”*

www.NIEA.org



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UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF ELEMENTARY AND SECONDARY EDUCATION

September 26, 2016

Dear Colleague:

Thank you for your hard work and commitment in implementing the new requirements of the Every Student Succeeds Act (ESSA), the reauthorization of the Elementary and Secondary Education Act of 1965 (ESEA). The ESSA represents a unique opportunity to increase equity and access for all children. I write today to offer guidance on a provision in the law that is of particular importance to our Nation's tribal communities: the new requirement under section 8538 of the ESEA, as amended by the ESSA,¹ for affected local educational agencies (LEAs) to consult with Indian tribes and tribal organizations on issues affecting Native students.²

Consultation will create opportunities for LEAs and tribal leaders to work together on behalf of American Indian and Alaska Native students. The consultation process will allow affected LEAs to gather input from Indian tribes and tribal organizations, fostering the collaboration that is a critical part of improving academic outcomes for Native students.³

The enclosed Frequently Asked Questions provide basic information to assist LEAs in ensuring that this process drives positive outcomes for administrators, Indian tribes and tribal representatives, and, most importantly, Native students.

I look forward to continuing to work with you and your staff to address the needs of our Native students.

Sincerely,

/s/

Ann Whalen
Senior Advisor to the Secretary Delegated
the Duties of Assistant Secretary for
Elementary and Secondary Education

Enclosure

¹ Throughout this document, unless otherwise indicated, citations to the ESEA refer to the ESEA, as amended by the ESSA.

² Under Title I, State educational agencies (SEAs) are also required to conduct timely and meaningful consultation with Indian tribes, among other entities, prior to submitting their State plan to the Secretary (ESEA section 1111(a)(1)(A)).

³ The U.S. Department of Education conducted tribal consultations on the changes to the ESEA generally, which included the SEA and LEA consultation requirements, with four meetings which took place on April 24, April 28, May 12, and June 27, 2016.

www.ed.gov

Frequently Asked Questions
ESEA, Section 8538, CONSULTATION WITH INDIAN TRIBES AND TRIBAL ORGANIZATIONS

1. What are the consultation requirements under section 8538 of the ESEA¹?

In general, section 8538 requires affected local educational agencies (LEAs) (see Question 3 for definition of “affected LEA”) to consult with Indian tribes, or those tribal organizations approved by the tribes located in the area served by the LEA, prior to submitting a plan or application for covered programs (see Question 5 for more information on the programs covered by section 8538). This requirement is designed “to ensure timely and meaningful consultation on issues affecting American Indian and Alaska Native students.” The consultation must be done “in a manner and in such time that provides the opportunity for such appropriate officials from Indian tribes or tribal organizations to meaningfully and substantively contribute” to plans under covered programs.

2. When do the consultation requirements under section 8538 of the ESEA begin?

Consultation requirements under section 8538 of the ESEA begin with the plans or applications for fiscal year (FY) 2017 formula grant funding, or for the 2017-2018 school year. Affected LEAs (see Question 3) that educate American Indian/Alaska Native (AI/AN) students will be required to consult with local Indian tribes prior to submitting a plan or application under covered ESEA formula grant programs (see Question 5).

3. Which LEAs must consult with Indian tribes in accordance with section 8538 of the ESEA?

Under section 8538, an affected LEA is one that either: 1) has 50 percent or more of its student enrollment made up of AI/AN students; *or* 2) received an Indian education formula grant under Title VI of the ESEA, as amended by the ESSA¹, in the previous fiscal year that exceeds \$40,000. In order to determine whether an LEA has 50 percent or more of its enrollment made up of AI/AN students, an LEA should use the enrollment data from the 2016-2017 school year to determine whether it is an affected LEA in FY 2017. The total AI/AN enrollment data would include those students who self-identify as AI/AN alone and AI/AN in combination with one or more races, regardless of Hispanic ethnicity. An LEA that receives an Indian education formula grant award greater than \$40,000 in FY 2016 is an affected LEA for consultation purposes in FY 2017. Please contact Bernard Garcia, at bernard.garcia@ed.gov, Group Lead for Title VI Indian Education Formula Program, Office of Indian Education, OESE, for assistance in determining whether an LEA is an affected LEA under section 8538 of the ESEA.

4. How can an LEA find information about tribes?

The Bureau of Indian Affairs (BIA) publishes an official list of federally recognized tribes each year. This list is available at the Title VI community of practice website under “Additional Resources”: <https://easie.grads360.org/#communities/pdc/documents/9980>. To find tribal addresses, see the list at the National Congress of American Indians (NCAI) website: <http://www.ncai.org/tribal-directory>. If you need information about the tribes in your service area, contact your respective state office for assistance.

¹ Throughout this document, unless otherwise indicated, citations to the ESEA refer to the ESEA, as amended by the ESSA.

5. On which programs must an affected LEA consult with Indian tribes?

Beginning with FY 2017, affected LEAs must consult with Indian tribes before submitting plans or applications for the following programs under ESEA:

- Title I, Part A (Improving Basic Programs Operated by State and Local Educational Agencies)
- Title I, Part C (Education of Migratory Children)
- Title I, Part D (Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent, or At-Risk)
- Title II, Part A (Supporting Effective Instruction)
- Title III, Part A (English Language Acquisition, Language Enhancement, and Academic Achievement Act)
- Title IV, Part A (Student Support and Academic Enrichment Grants)
- Title IV, Part B (21st Century Community Learning Centers)
- Title V, Part B, subpart 2 (Rural and Low-Income School Program)
- Title VI, Part A, subpart 1 (Indian Education Formula Grants to Local Educational Agencies)

6. When should affected LEAs conduct the consultation required under section 8538 of the ESEA?

LEAs should conduct their consultation in advance of making significant decisions regarding plans or applications for covered programs, to ensure an “opportunity for . . . appropriate officials from Indian tribes or tribal organizations to meaningfully and substantively contribute” to an LEA’s plan (section 8538(a)). The timeline for each consultation is dictated by requirements of the relevant formula grant program, which have different application deadlines. For example, a State may have a deadline for LEAs to submit a consolidated local plan to the State by a certain date in 2017, so for those programs the consultation must be completed before that date. Given that tribes may receive multiple requests for consultation, LEAs should consider arranging for informational meetings prior to consultation.

7. What should an LEA do to ensure “meaningful consultation”?

In order to ensure that consultation is meaningful, LEAs should provide Indian tribes, or those tribal organizations approved by the tribes located in the area served by the LEA, an opportunity to provide input and feedback to the LEA on plans for any covered program. An LEA should consider providing a list of issues or questions on which the LEA seeks input, or provide draft plans for this purpose, in advance of the consultation. An LEA should consult before it makes a final decision on significant and substantive issues related to the content of the plans. In addition, an LEA should consider providing written responses to tribal input received during consultation to explain how input was considered.

8. What documentation is required for consultation with Indian tribes under section 8538 of the ESEA?

Each LEA must maintain in the agency’s records and, for State-administered ESEA programs, provide to the SEA, a written affirmation signed by the appropriate officials of the participating tribes (or tribal organizations approved by the tribes) that the required consultation occurred. If tribal officials do not provide such affirmation within a reasonable period of time, the LEA must forward to the SEA documentation that consultation has taken place.

9. May an LEA combine this consultation with other requirements regarding tribal or parent involvement?

Yes, an LEA may coordinate or consolidate the required ESEA consultation with the parent activities required under the Indian Education formula grant program, the Impact Aid program, and the Johnson O'Malley program. An LEA may only do so, however, if the activity in question – *i.e.*, the consultation – meets all of the requirements of each program. For example, an LEA may plan a public hearing or meeting with its local tribe regarding its education program generally in order to meet the Impact Aid requirements for Indian Policies and Procedures; that hearing with the tribe could incorporate the elements of the LEA's proposed plans under the covered programs, rather than hold a separate consultation event. The LEA should involve the local tribe or tribes in planning the best approach that satisfies the needs of the tribe(s) and the LEA in a time-effective manner, and that meets the requirements of the various programs.

10. If an LEA has multiple tribes in the geographic area it serves, or if there is one tribe and multiple LEAs, must there be separate consultations with each tribe or LEA?

Where there are multiple tribes and a single LEA, the LEA may hold a consultation that includes all affected local tribes. Similarly, where there are multiple LEAs and one tribe, there is no federal prohibition against a joint consultation held by several LEAs. In both cases the LEA must ensure that the tribe or tribes have a meaningful and timely opportunity to give input into an LEA's plans or applications.

11. Can the Department provide additional information?

Yes, the Department may offer assistance or provide other information upon request. Please contact the Office of Indian Education (OIE) at IndianEducation@ed.gov.

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

MEMO

To: SSD School Board

Prepared By: Tristan Guevin, SSD School Board President

Todd Gebler, SSD School Board Vice-President

Date: March 6, 2024

RE: Ideas for Strengthening the Sitka School District (SSD) - Sitka Tribe of Alaska (STA) Relationship

As has been shared at multiple school board meetings over the course of the last year, SSD School Board President, Tristan Guevin, and SSD School Board Vice-President and School Board Liaison to Sitka Tribe of Alaska Tribal Council, Todd Gebler, have been discussing ways to strengthen the SSD - STA relationship with SSD administration and STA Tribal Council and administration. The following are a list of some of the ideas for strengthening the SSD - STA relationship that have been discussed.

- **Work Together to Update to BP 6174.1 Education of Native / Indian Children:** This policy has been reviewed by the SSD Policy Committee and an updated policy has been forwarded to the SSD School Board for approval. Per discussion at the February 7, 2024 School Board Meeting, Todd Gebler has forwarded the current and the updated policy to STA for tribal consultation and input. We are proposing that we take the time to work with STA to update this policy together. This process was included in the 2022 SSD Strategic Plan under Strategy #3: We will expand and strengthen partnerships, Action Plan 3.2 (Attached).
- **STA Representative(s) on the School Board:** Todd and I have been discussing this, and have talked to Tribal Council members and STA administration about the idea. At our December 6, 2023 meeting, Tristan also shared with the school board that he'd like to move forward with this idea, and that him and Todd plan to bring a Board Bylaw revision

to the full board for consideration if it is something STA is interested in pursuing. STA would choose the way that the STA SSD School Board member is selected, and STA Tribal Council would appoint them to the seat (similar to the STA seat on the CBS Historic Preservation Commission).

- **Meaningful Tribal Consultation and Collaboration on SSD Federal Title Plans and Funding:** Under the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA), SSD is required to engage in meaningful tribal consultation with STA on multiple Federal Title Plans, including Title VI Indian Education and Title I. The update to BP 6174.1 Education of Native / Indian Children, or a new similar policy governing the SSD - STA relationship, would be the vehicle to establish procedures, timelines, and other details for this "meaningful tribal consultation" SSD is obligated to engage in with STA as the Local Education Agency (LEA) and local Tribal Government, respectively.
 - As part of this tribal consultation, Tristan believes we should explore other ways to use Federal Title funding such as Title I to better meet the needs of Native student who make up a disproportionate percentage of SSD's free-or-reduced lunch and/or Title I-eligible students. For example, exploring the co-creation of an [Integrated Student Support \(ISS\) Model](#) program with STA. The ISS model is considered an evidence-based approach to school improvement under Title I per ESSA and accompanying US DoE guidance.
- **Regular Meetings between SSD and STA Board / Council and Staff Leadership:** This is outlined in the attached Strategy #3 Action Plan 3.2 and would be something that is worked out in more detail with STA as BP 6174.1 Education of Native / Indian Children, or a similar policy governing the SSD - STA relationship, is co-created.
- **Collaboration on Student Activities:** Like the above with Title I, we think there may be ways that we can leverage SSD student activities funding by working more closely with STA. For example, could we work with STA's Transportation Department to figure out a way to provide transportation for K - 12 students to afterschool and/or summer extracurricular activities?

SSD 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



SSD Cultural Program Budget At-a-Glance

| Line Item | General Fund | Title VI Indian Education Act | STEPS | SHI (TEK) | SHI STEAM | Youth Cultural | New Visions | Arts, Culture and Technology Integration | SHI Supplement | Totals |
|--------------------------------------------------|---------------|-------------------------------|---------------|---------------|---------------|----------------|-------------|------------------------------------------|----------------|-----------------|
| Total Revenue | \$ 162,041.00 | \$ 135,026.00 | \$ 450,000.00 | \$ 100,000.00 | \$ 128,000.00 | \$ 8,000.00 | \$ 8,000.00 | \$ 40,000.00 | \$ 5,000.00 | \$ 1,036,067.00 |
| Page of FY23 Audit | | 90 | 83 | 87 | 88 | 89 | 81 | 96 | 97 | N/A |
| As % of Total SSD Cultural Program Budget | 15.64% | 13.03% | 43.43% | 9.65% | 12.35% | 0.77% | 0.77% | 3.86% | 0.48% | 100.00% |
| Instruction | | | | | | | | | | |
| Certificated Salaries | \$ 103,877.00 | \$ 26,700.00 | \$ 190,000.00 | \$ 68,000.00 | \$ 87,800.00 | \$ 2,500.00 | \$ - | \$ - | \$ - | \$ 478,877.00 |
| Non-Certificated Salaries | \$ - | \$ 70,250.00 | \$ 1,500.00 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ 71,750.00 |
| Employee Benefits | \$ 58,000.00 | \$ 38,076.00 | \$ 64,500.00 | \$ 32,716.00 | \$ 40,200.00 | \$ 950.00 | \$ - | \$ - | \$ - | \$ 234,442.00 |
| Professional and Technical Services | \$ - | \$ - | \$ 180,000.00 | \$ - | \$ - | \$ 4,500.00 | \$ - | \$ 7,500.00 | \$ 4,500.00 | \$ 196,500.00 |
| Staff Travel | \$ - | \$ - | \$ 4,000.00 | \$ - | \$ - | \$ - | \$ 6,500.00 | \$ 2,000.00 | \$ - | \$ 12,500.00 |
| Student Travel | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ 1,000.00 | \$ - | \$ 1,000.00 |
| Supplies, Materials and Media | \$ - | \$ - | \$ 10,000.00 | \$ - | \$ - | \$ 50.00 | \$ 1,500.00 | \$ 7,500.00 | \$ 500.00 | \$ 19,550.00 |
| District Administration Support Costs | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ 4,000.00 | \$ - | \$ 4,000.00 |
| Total | \$ 161,877.00 | \$ 135,026.00 | \$ 450,000.00 | \$ 100,716.00 | \$ 128,000.00 | \$ 8,000.00 | \$ 8,000.00 | \$ 22,000.00 | \$ 5,000.00 | \$ 1,018,619.00 |
| Revenues | \$ 162,041.00 | \$ 135,026.00 | \$ 450,000.00 | \$ 100,000.00 | \$ 128,000.00 | \$ 8,000.00 | \$ 8,000.00 | \$ 40,000.00 | \$ 5,000.00 | \$ 1,036,067.00 |
| Balance | \$ - | \$ - | \$ - | \$ (716.00) | \$ - | \$ - | \$ - | \$ 18,000.00 | \$ - | \$ 17,448.00 |

Note: Above figures are from FY23 and will be adjusted and presented as part of the FY25 budget process



Title VI Indian Education Act Formula Grant Process

- **August - October:** Collect "Title VI 506 Indian Student Eligibility Certification Forms" with Parent / Guardian Signature
- **October:** Submit 506 Form Count to US Department of Education
- **October - February:** Conduct Survey of 506 Form Parent's / Guardian's to Assess Student Needs and Program and Service Priorities
- **March:** Public Hearing on Title VI Indian Education Act (IEA) and Other Title Funding
- **TBD:** SSD - STA Worksession on Title VI Indian Education Act (IEA) and Other Title Funding
- **April:** US DoE Provides Title VI IEA Funding Amount in Dollars
- **April - May:** SSD's IEA Parent Advisory Committee Reviews and Provides Input on Title VI IEA Formula Grant Application
- **May:** Title VI IEA Formula Grant Application Forwarded to STA for Review and Approval



Public Comment

SSD Title VI Indian Education and Title VIII Impact Aid Hearing



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| District Administration Support Costs | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ 4,000.00 | \$ - | \$ 4,000.00 |
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Public Comment

SSD Title VI Indian Education and Title VIII Impact Aid Hearing





BARANOF ELEMENTARY SCHOOL

Renaming Committee

Abbreviated Timeline

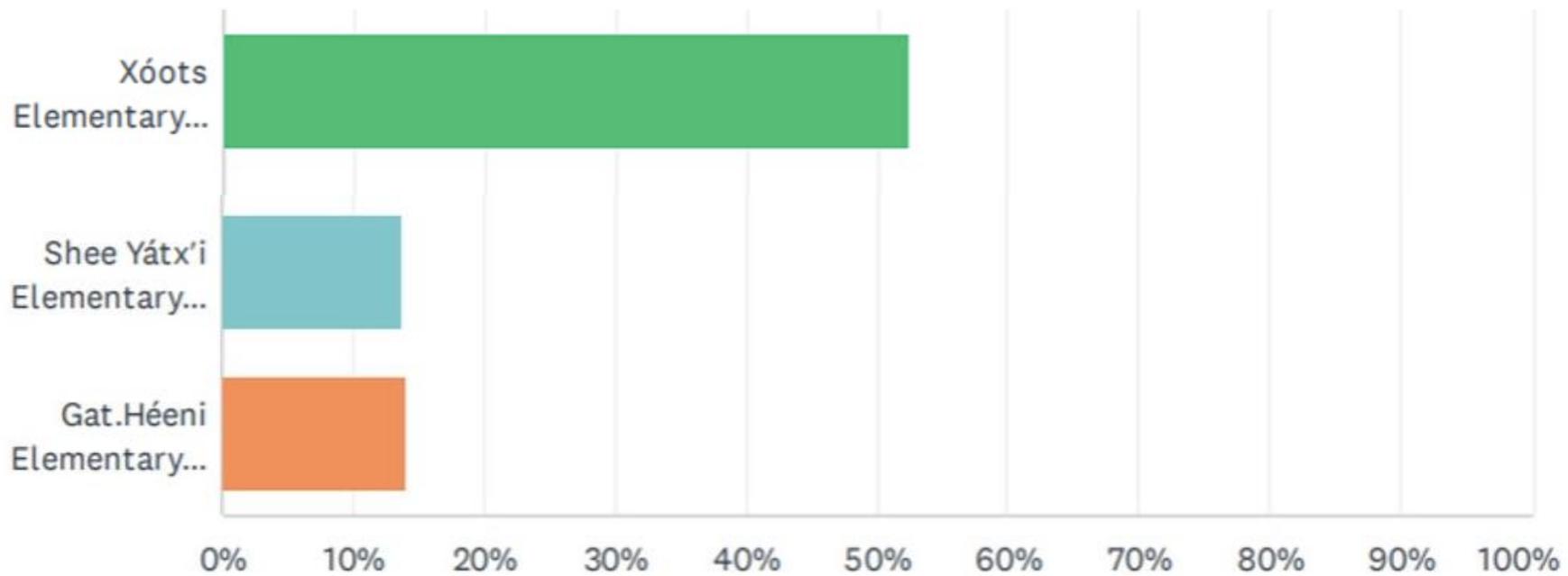
First Meeting Sept 15th:

- *Selected Roles: Blossom Teal-Olsen - Committee Chair, Dawn Georgia – Committee Secretary
- *Reviewed Board Policy 1332 and AR 1332

Second Meeting: Established Timeline (throughout the process, small adjustments as needed) :

- **First Survey: October 16-Nov 16** – To generate suggestions (open ended)
- **November 17** – Committee Meeting to review suggestions
- **November 17-Jan 2** - translate names, narrow choices down
- **January 12-Feb 2nd** – Second survey issued with 5 choices to select from. One vote per IP address.
- **Feb 2nd** – Committee meeting to review feedback and select 3 choices to present to board.
- **Feb 7** – Presented to School Board 3 recommendations
- Presentation to Sitka Tribe of Alaska council meeting of the process and recommendations made to board.

Answered: 577 Skipped: 0



| ANSWER CHOICES | RESPONSES | |
|---------------------------------------------------------------------------------------------------------------------------------------|-----------|-----|
| Xóots Elementary School (Brown Bear Elementary School) Info · Xóots Elementary School (Brown Bear Elementary School) | 52.51% | 303 |
| Shee Yátx'í Elementary School (Children of Shee Elementary School) Info · Shee Yátx'í Elementary School | 13.69% | 79 |
| Gat.Héeni Elementary School (Sockeye Stream Elementary School) Info · Ghat.Héeni Elementary School (Sockeye Stream Elementary School) | 14.04% | 81 |
| TOTAL | 577 | |

**Xóots Elementary School
(Brown Bear Elementary School)
Received 303 votes (51.5%)**



**Gat.Héeni Elementary School
(Sockeye Stream Elementary School)
Receiving 81 votes (14.4%)**



**Shee Yátx'i Elementary School
(Children of Sitka Elementary School)
Receiving 79 votes (13.69%)**



Gunalchéesh, Háw'aa, Thank you!

A huge thank you to the committee members that dedicated time and careful consideration to this process ensuring the honoring of traditional ways.



Agenda Item Details

Meeting March 6, 2024 – Regular School Board Meeting
Category New Business
Subject FY24 General Fund Budget Revision 3
Type Action

SITKA SCHOOL DISTRICT
SITKA, ALASKA

SSD MEMORANDUM # 2 (2023-2024)

February 29, 2024

TO: SCHOOL BOARD
FROM: STEVE BRADSHAW, INTERIM SUPERINTENDENT
SUBJECT: FY24 Budget Revision 3

RECOMMENDATION: Approval of the FY2024 Budget Revision 3.

PERTINENT FACTS:

The attached are FY2024 General Fund Budget Revision 3 details the variances from the budget revision approved by the board on December 6, 2023.

Revenue and expenditure changes are summarized below.

Revenues

- **City/Borough Appropriation** – Remained unchanged.
- **Misc. Local Revenue** – Remained unchanged.
- **E-Rate** – Remained unchanged.
- **Foundation and Quality Schools** – Minor adjustment from the final enrollment approved by the state in January.
- **Other State Revenue (TRS / PERS)** – These amounts correspond to increases within the on-behalf expenditures due to changes in staffing.
- **Other State Revenue (BSA equivalent one-time funds)** – Minor changes in the one time funds using the state approved enrollment numbers.
- **Impact Aid** – Anticipated to remain unchanged.
- **Forest Receipts (pass-thru)** – Remained unchanged.

Expenditures

- **Instructional Support – Function 100-400** – Added 30k cost for June Summer School anticipated cost. Decrease in regular and special education due to paraprofessional positions remaining unfilled and one teaching position being filled by a long term sub. Not reflected on this revision is any savings from a discretionary budget spending freeze which could result in a 150-250k savings towards FY25.
- **Administrative – Function 450-780** – A notable increase is needed due to retirement of two business office staff in April and costs for consultants. Cost increases are to provide transition support until a new business manager is hired. A new staff accountant was recently hired to overlap several months with a retiring staff accountant.
- **Transfers – Function 900** – Slight increase for pupil transportation due to decrease in state revenue from the decreased student enrollment.

Funding Sources

Account: 24-100-XXX-XXX-XXX-XXX

by: Leslie Young, Business Manager

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.

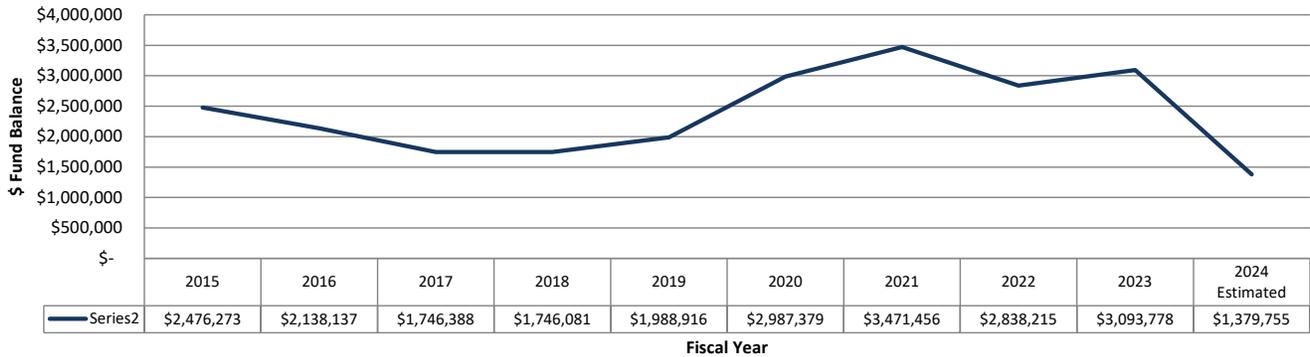
SITKA SCHOOL DISTRICT

Revenue Budget

FY 2024 Rev #3 Proposed Budget

| | FY 2023 Actual | FY 2024 Rev#2 Adopted 12/6/23 | FY 2024 Rev #3 Proposed | Change |
|------------------------------------------|---------------------------------------|---------------------------------------|----------------------------------------|----------------------------|
| <i>Enrollment Projection</i> | <i>1082.10+45IN 48.85 corresp</i> | <i>1054.6+47 IN 48.71 Corresp</i> | <i>1053.45+47 IN 48.71 Corresp</i> | <i>0 ADM 0 Corresp</i> |
| FUND 100: General Fund | | | | |
| 011 City/Borough Appropriation | \$ 7,986,868 | \$ 7,697,278 | \$ 7,697,278 | \$ - |
| 040 Other Revenue (Local) | 190,793 | 45,000 | \$ 45,000 | - |
| 047 E-rate Revenue (Federal) | 358,625 | 69,076 | \$ 69,076 | - |
| 050 Quality Schools | 42,781 | 41,830 | \$ 41,803 | (27) |
| 051 State Foundation | 11,313,156 | 11,407,579 | \$ 11,380,530 | (27,050) |
| 056 Other State Revenue (TRS On Behalf) | 1,092,579 | 1,184,878 | \$ 1,188,791 | 3,914 |
| 057 Other State Revenue (PERS On Behalf) | 79,184 | 82,576 | \$ 81,324 | (1,252) |
| 05X Other State Revenue (one time funds) | 588,411 | 888,891 | \$ 884,001 | (4,890) |
| 05x Other State Revenue (misc funds) | 6,138 | 7,000 | \$ 7,000 | - |
| 110 Impact Aid (Federal) | 68,881 | 70,000 | \$ 70,000 | - |
| 190 Forest Receipts (pass-thru) | 500,000 | 360,000 | \$ 360,000 | - |
| 250 Transfers from other funds | 10,500 | | | |
| Fund Balance | (189,215) | 1,743,423 | \$ 1,714,023 | (29,400) |
| FUND TOTAL | \$ 22,048,701 \$ - | \$ 23,597,531 | \$ 23,538,826 | \$ (58,706) |

SITKA SCHOOL DISTRICT
Fund Balance 10 Year History
FY 2015 - FY 2024 Projected



| | |
|-------------------------------------------------------------------------------------------|---------------------|
| Projected Total Fund Balance - School Operating Fund (General Fund 100) at June 30, 2024: | \$ 1,379,755 |
| Less Exemptions per 4 AAC 09.160(a) | |
| Inventory (Fuel) | \$ - |
| Prepaid Items (Liab Insurance, other) | \$ - |
| Federal Impact Aid Received | \$ 99,290 |
| Fund Balance Subject to 10% Limitation | \$ 1,280,465 |
| Nonexempt fund balance as a percentage of current year expenditures: | |
| Fund Balance Subject to Limitation | \$ 1,280,465 |
| Current Year Expenditures (Fxs 100-780) | \$ 23,270,826 |
| | = |
| | 5.50% |

SITKA SCHOOL DISTRICT
Expenditure Summary by Function

FY 2024 Rev #3 Proposed Budget

| Function | FY23 Actual | FY 2024 Rev#2 Adopted 12/6/23 | FY 2024 Rev #3 Proposed | Increase (Decrease) | Percent Increase | Percent of FY 2024 Total |
|-------------------------------------------|---------------|-------------------------------------|-------------------------------|------------------------|---------------------|--------------------------------|
| Instruction: | | | | | | |
| 100 Regular Instruction | \$ 8,636,230 | \$ 9,049,515 | \$ 9,052,975 | \$ 3,460 | 0.04% | 38.46% |
| 120 Bilingual/Bicultural | 53,702 | 110,540 | 110,540 | - | 0.00% | 0.47% |
| 130 Enrichment | 3,335 | 3,498 | 3,498 | - | 0.00% | 0.01% |
| 140 Correspondence Study | 253,818 | 385,702 | 385,702 | - | 0.00% | 1.64% |
| 160 Vocational Education | 367,201 | 375,785 | 375,785 | - | 0.00% | 1.60% |
| 200 Special Education Instruction | 4,348,736 | 4,522,805 | 4,361,395 | (161,411) | -3.70% | 18.53% |
| 220 Special Education Support | 803,589 | 1,028,229 | 1,028,229 | - | 0.00% | 4.37% |
| 300 Pupil Support | 1,650 | 9,626 | 9,626 | - | 0.00% | 0.04% |
| 320 Guidance | 506,702 | 540,003 | 540,003 | - | 0.00% | 2.29% |
| 330 Health Services | 110,794 | 111,225 | 111,225 | - | 0.00% | 0.47% |
| 350/351 Support Services - Instruction | 195,867 | 221,000 | 221,000 | - | 0.00% | 0.94% |
| 352 Library Services | 300,747 | 325,927 | 325,927 | - | 0.00% | 1.38% |
| 400 School Administration | 1,141,773 | 1,188,181 | 1,173,790 | (14,391) | -1.23% | 4.99% |
| Sub Total Instruction | \$ 16,724,144 | \$ 17,872,037 | \$ 17,699,695 | \$ (172,341) | -0.97% | 75.19% |
| 450 School Administration Support | \$ 671,199 | \$ 690,530 | \$ 690,530 | \$ - | 0.00% | 2.93% |
| 510 District Administration | 204,435 | 161,631 | 210,761 | 49,130 | 23.31% | 0.90% |
| 511 School Board | 64,816 | 86,379 | 86,379 | - | 0.00% | 0.37% |
| 512 Superintendent's Office | 319,501 | 398,419 | 398,419 | - | 0.00% | 1.69% |
| 518 Safety & Security | 82 | 1,000 | 1,000 | - | 0.00% | 0.00% |
| 550 District Administration Support | 458,548 | 484,973 | 541,865 | 56,892 | 10.50% | 2.30% |
| 555/556 Data Processing/Tech Services | 270,176 | 497,263 | 497,263 | - | 0.00% | 2.11% |
| 600 Maintenance & Operations | 2,880,030 | 2,855,982 | 2,851,648 | (4,334) | -0.15% | 12.11% |
| 700 Student Activities | 300,176 | 288,066 | 290,015 | 1,948 | 0.67% | 1.23% |
| 780 Community Services | 4,594 | 3,251 | 3,251 | - | 0.00% | 0.01% |
| Sub Total Admin/M&O | \$ 5,173,557 | \$ 5,467,495 | \$ 5,571,130 | \$ 103,636 | 1.86% | 23.67% |
| Sub Total Inst/Admin/M&O | \$ 21,897,701 | \$ 23,339,531 | \$ 23,270,826 | \$ (68,706) | -0.30% | 98.86% |
| 900 Transfers | | | | | | |
| 900..550 Transfers to Pupil Transportatio | 125,000 | 100,000 | 110,000 | 10,000 | 9.09% | 0.47% |
| 900..550 SHS Student Activity | | 132,000 | 132,000 | - | 0.00% | 0.56% |
| 900..550 Transfers to Pool | 26,000 | 26,000 | 26,000 | - | 0.00% | 0.11% |
| Sub Total Transfers | \$ 151,000 | \$ 258,000 | \$ 268,000 | \$ 10,000 | 3.73% | 1.14% |
| Total General Fund | \$ 22,048,701 | \$ 23,597,531 | \$ 23,538,826 | \$ (58,706) | -0.25% | 100.00% |

DISTRICTWIDE

FY 2024 Rev #3 Proposed Budget

Location 000



| | FY 2024 Rev#2 Adopted 12/6/23 | FY 2024 Rev #3 Proposed | \$ Change | % Change |
|-------------------------------------------|-------------------------------------|-------------------------------|----------------|--------------|
| Fund 100: School Operating | | | | |
| Function: 100 Regular Instruction | \$ 1,419,709 | \$ 1,454,207 | 34,498 | 2.43% |
| 120 Bilingual/Bicultural | 110,330 | 110,330 | - | 0.00% |
| 130 Enrichment | 588 | 588 | - | 0.00% |
| 140 Correspondence Study | 385,702 | 385,702 | - | 0.00% |
| 160 Vocational Education | 30,676 | 30,676 | - | 0.00% |
| 200 Special Education Instruction | 526,620 | 524,186 | (2,434) | -0.46% |
| 220 Special Education Support | 1,028,229 | 1,028,229 | - | 0.00% |
| 300 Pupil Support | 9,626 | 9,626 | - | 0.00% |
| 320 Guidance | 48,528 | 48,528 | - | 0.00% |
| 330 Health Services | 110,725 | 110,725 | - | 0.00% |
| 350 Support Services | 218,000 | 218,000 | - | 0.00% |
| 351 Improvement of Instructional Services | 3,000 | 3,000 | - | 0.00% |
| 352 Library Services | 33,786 | 33,786 | - | 0.00% |
| 400 School Administration | 102,554 | 101,075 | (1,479) | -1.44% |
| 450 School Administration Support | 14,043 | 14,043 | - | 0.00% |
| 510 District Administration | 161,631 | 210,761 | 49,130 | 30.40% |
| 511 School Board | 86,379 | 86,379 | - | 0.00% |
| 512 Superintendent's Office | 398,419 | 398,419 | - | 0.00% |
| 518 Safety & Security | 1,000 | 1,000 | - | 0.00% |
| 550 District Admin Support | 484,973 | 541,865 | 56,892 | 11.73% |
| 555 Data Processing Services | - | - | - | |
| 556 Technology Services | 497,263 | 497,263 | - | 0.00% |
| 600 Maintenance & Operations | 1,631,074 | 1,620,540 | (10,534) | -0.65% |
| 700 Student Activities | 18,187 | 18,435 | 248 | 1.36% |
| 780 Community Services | 3,251 | 3,251 | - | 100% |
| 900 Transfers | 258,000 | 268,000 | 10,000 | 3.88% |
| Fund Total | 7,582,294 | 7,718,615 | 136,321 | 1.80% |
| TOTAL | \$ 7,582,294 | \$ 7,718,615 | 136,321 | 1.80% |
| REACH (Function 140) Calculations Only: | | | | |
| # REACH Students (PK-12th) | 38.00 | 48.7 | 11 | 28.18% |
| # REACH Teachers | 1.0 | 1.0 | - | 0.00% |
| # REACH Classified | 0.7 | 0.7 | - | 0.00% |
| Pupil / Teacher Ratio | 38.0 | 48.7 | 10.7 | 28.18% |
| Average REACH Per Pupil Expenditure | \$ 10,150.05 | \$ 7,918.33 | (2,232) | -21.99% |

SITKA SCHOOL DISTRICT

FY2024 Budget

Location 000 Districtwide

| Districtwide Account Code | Description | Comments | Rev#2 Adopted 12/6/23 | FY 2024 Rev #3 Proposed | \$ Change |
|------------------------------|-----------------------------|----------------------------------------|-----------------------------|-------------------------------|---------------|
| Regular Instruction | | | | | |
| 100-000-100- 310 | Cert-Director | 1.00 FTE - Cultural Director | \$ 105,177 | 105,177 | - |
| 100-000-100- 316 | Extra Duty Pay | Includes \$5,000 for SEA PD Extra Duty | 21,365 | 51,336 | 29,971 |
| 100-000-100- 326 | Classified Extra Duty Pay | | - | - | - |
| 100-000-100- 327 | Substitute - Non-Cert | | 15,000 | 15,000 | - |
| 100-000-100- 329 | Substitute - Classified | | 5,000 | 5,000 | - |
| 100-000-100- 361 | Health/Life Insurance | | 30,513 | 30,513 | - |
| 100-000-100- 363 | Worker's Compensation | | 73,868 | 73,868 | - |
| 100-000-100- 364 | FICA | | 2,110 | 2,545 | 435 |
| 100-000-100- 365 | TRS | | 15,730 | 19,495 | 3,764 |
| 100-000-100- 375 | TRS On-Behalf | | 727,855 | 728,183 | 328 |
| 100-000-100- 366 | PERS | | - | - | - |
| 100-000-100- 376 | PERS On-Behalf | | 1,768 | 1,768 | - |
| 100-000-100- 369 | SBS | | 1,244 | 1,244 | - |
| 100-000-100- 410 | Professional & Technical | | 20,000 | 20,000 | - |
| 100-000-100- 410 | Professional & Technical | (Curriculum Math 500, ELA 501) | 47,000 | 47,000 | - |
| 100-000-100- 410 | Professional & Technical | (Cultural Prgm 355) | 22,000 | 22,000 | - |
| 100-000-100- 420 | Staff Travel | | 5,000 | 5,000 | - |
| 100-000-100- 420 | Staff Travel | (Professional Learning Prgm 410) | 40,000 | 40,000 | - |
| 100-000-100- 425 | Student Transportation | (Cultural Prgm 355) | 2,100 | 2,100 | - |
| 100-000-100- 440 | Other Purchased Services | | 5,000 | 5,000 | - |
| 100-000-100- 451 | Teaching Supplies | | 57,598 | 57,598 | - |
| 100-000-100- 451 | Teaching Supplies | (TECH 556) | 150,000 | 150,000 | - |
| 100-000-100- 451 | Teaching Supplies | (Cultural Prgm 355) | 16,015 | 16,015 | - |
| 100-000-100- 471 | Textbooks | Math, ELA, SS Curriculum | 27,000 | 27,000 | - |
| 100-000-100- 491 | Dues & Fees | | 28,365 | 28,365 | - |
| 100-000-100- 510 | Equipment | | - | - | - |
| Total 100 | Regular Instruction | | 1,419,709 | 1,454,207 | 34,498 |
| Bilingual/Bicultural | | | | | |
| 100-000-120- 315 | Cert-Teacher | 1.00 FTE | 86,762 | 86,762 | - |
| 100-000-120- 363 | Worker's Compensation | | 346 | 346 | - |
| 100-000-120- 364 | FICA | | 1,258 | 1,258 | - |
| 100-000-120- 365 | TRS | | 10,897 | 10,897 | - |
| 100-000-120- 375 | TRS On-Behalf | | 11,066 | 11,066 | - |
| Total 120 | Bilingual/Bicultural | | 110,330 | 110,330 | - |
| Enrichment | | | | | |
| 100-000-130- 363 | Worker's Compensation | | 347 | 347 | - |
| 100-000-130- 375 | TRS On-Behalf | | 241 | 241 | - |
| Total 130 | Enrichment | | 588 | 588 | - |

| Districtwide | | | Rev#2 | FY 2024 | |
|---------------------------------------------|--------------------------------------|-----------------------------|----------------|----------------|----------------|
| Account Code | Description | Comments | Adopted | Rev #3 | \$ Change |
| | | | 12/6/23 | Proposed | |
| <u>Correspondence Study</u> | | | | | |
| 100-000-140- 315 | Cert-Teacher | 1.00 FTE | 74,117 | 74,117 | - |
| 100-000-140- 317 | Substitute - Certified | | - | - | - |
| 100-000-140- 324 | Support Staff | 0.70 FTE | 25,204 | 25,204 | - |
| 100-000-140- 361 | Health/Life Insurance | | 47,176 | 47,176 | - |
| 100-000-140- 363 | Worker's Compensation | | 346 | 346 | - |
| 100-000-140- 364 | FICA | | 1,440 | 1,440 | - |
| 100-000-140- 365 | TRS | | 9,309 | 9,309 | - |
| 100-000-140- 375 | TRS On-Behalf | | 8,939 | 8,939 | - |
| 100-000-140- 366 | PERS | | 5,545 | 5,545 | - |
| 100-000-140- 376 | PERS On-Behalf | | 703 | 703 | - |
| 100-000-140- 369 | SBS | | 1,545 | 1,545 | - |
| 100-000-140- 410 | Professional & Technical | | 20,000 | 20,000 | - |
| 100-000-140- 433 | Communications | | 15,000 | 15,000 | - |
| 100-000-140- 440 | Other Purchased Services | | 745 | 745 | - |
| 100-000-140- 443 | Equipment Repair/Maintenance | | 2,001 | 2,001 | - |
| 100-000-140- 451 | Teaching Supplies | | 155,000 | 155,000 | - |
| 100-000-140- 454 | Office Supplies/Postage | | 18,633 | 18,633 | - |
| 100-000-140- 510 | Equipment | | - | - | - |
| Total 140 | Correspondence Study | | 385,702 | 385,702 | - |
| <u>Vocational Education</u> | | | | | |
| 100-000-160- 363 | Worker's Compensation | | 3,789 | 3,789 | - |
| 100-000-160- 375 | TRS On-Behalf | | 26,887 | 26,887 | - |
| Total 160 | Vocational Education | | 30,676 | 30,676 | - |
| <u>Special Education Instruction</u> | | | | | |
| 100-000-200- 316 | Extra Duty Pay | | - | - | - |
| 100-000-200- 326 | Classified Extra Duty Pay | | - | - | - |
| 100-000-200- 327 | Substitute - Non-Cert | | 4,400 | 4,400 | - |
| 100-000-200- 363 | Worker's Compensation | | 7,461 | 7,461 | - |
| 100-000-200- 364 | FICA | | 64 | 64 | - |
| 100-000-200- 365 | TRS | | - | - | - |
| 100-000-200- 375 | TRS On-Behalf | | 149,309 | 149,309 | - |
| 100-000-200- 366 | PERS | | - | - | - |
| 100-000-200- 376 | PERS On-Behalf | | 38,810 | 36,376 | (2,434) |
| 100-000-200- 369 | SBS | | 270 | 270 | - |
| 100-000-200- 410 | Professional & Technical | | 160,000 | 160,000 | - |
| 100-000-200- 420 | Staff Travel | | 6,000 | 6,000 | - |
| 100-000-200- 425 | Student Transportation | | 650 | 650 | - |
| 100-000-200- 440 | Other Purchased Services | | 8,500 | 8,500 | - |
| 100-000-200- 451 | Teaching Supplies | | 20,000 | 20,000 | - |
| 100-000-200- 510 | Equipment | | 6,000 | 6,000 | - |
| 100-000-200- 315 | Cert-Teacher | Summer School - Program 260 | 30,000 | 30,000 | - |
| 100-000-200- 323 | Aides | Summer School - Program 260 | 30,000 | 30,000 | - |
| 100-000-200- 364 | FICA | Summer School - Program 260 | 827 | 827 | - |
| 100-000-200- 365 | TRS | Summer School - Program 260 | 3,391 | 3,391 | - |
| 100-000-200- 366 | PERS | Summer School - Program 260 | 6,600 | 6,600 | - |
| 100-000-200- 369 | SBS | Summer School - Program 260 | 1,839 | 1,839 | - |
| 100-000-200- 410 | Professional & Tec | Summer School - Program 260 | 11,500 | 11,500 | - |
| 100-000-200- 425 | Student Transport | Summer School - Program 260 | 40,000 | 40,000 | - |
| 100-000-200- 451 | Teaching Supplies | Summer School - Program 260 | 1,000 | 1,000 | - |
| Total 200 | Special Education Instruction | | 526,620 | 524,186 | (2,434) |

| Districtwide | | | | Rev#2 | FY 2024 | |
|----------------------------------|------------------------------------------------------|----------|--|------------------|------------------|-----------|
| Account Code | Description | Comments | | Adopted | Rev #3 | \$ Change |
| | | | | 12/6/23 | Proposed | |
| Special Education Support | | | | | | |
| 100-000-220- 310 | Director/Coordina | 1.00 FTE | | 113,030 | 113,030 | - |
| 100-000-220- 315 | Cert-Teacher | 5.00 FTE | | 427,634 | 427,634 | - |
| 100-000-220- 316 | Extra Duty Pay | | | - | - | - |
| 100-000-220- 324 | Support Staff | 1.43 FTE | | 72,107 | 72,107 | - |
| 100-000-220- 361 | Health/Life Insurance | | | 140,683 | 140,683 | - |
| 100-000-220- 363 | Worker's Compensation | | | 3,484 | 3,484 | - |
| 100-000-220- 364 | FICA | | | 8,885 | 8,885 | - |
| 100-000-220- 365 | TRS | | | 67,907 | 67,907 | - |
| 100-000-220- 375 | TRS On-Behalf | | | 65,204 | 65,204 | - |
| 100-000-220- 366 | PERS | | | 15,863 | 15,863 | - |
| 100-000-220- 376 | PERS On-Behalf | | | 2,012 | 2,012 | - |
| 100-000-220- 369 | SBS | | | 4,420 | 4,420 | - |
| 100-000-220- 410 | Professional & Technical | | | 30,000 | 30,000 | - |
| 100-000-220- 420 | Staff Travel | | | 13,000 | 13,000 | - |
| 100-000-220- 440 | Other Purchased Services | | | 45,000 | 45,000 | - |
| 100-000-220- 451 | Teaching Supplies | | | 15,000 | 15,000 | - |
| 100-000-220- 454 | Office Supplies/Postage | | | 4,000 | 4,000 | - |
| Total 220 | Special Education Support | | | 1,028,229 | 1,028,229 | - |
| Pupil Support | | | | | | |
| 100-000-300- 315 | Cert-Teacher | | | - | - | - |
| 100-000-300- 361 | Health/Life Insurance | | | - | - | - |
| 100-000-300- 364 | FICA | | | - | - | - |
| 100-000-300- 365 | TRS | | | - | - | - |
| 100-000-300- 375 | TRS On-Behalf | | | - | - | - |
| 100-000-300- 376 | PERS On-Behalf | | | 626 | 626 | - |
| 100-000-300- 410 | Professional & Tec Cold Water Survival - Program 268 | | | 5,500 | 5,500 | - |
| 100-000-300- 425 | Student Transport Cold Water Survival - Program 268 | | | 3,500 | 3,500 | - |
| Total 300 | Pupil Support | | | 9,626 | 9,626 | - |
| Guidance | | | | | | |
| 100-000-320- 327 | Substitute - Non-Cert | | | 5,000 | 5,000 | - |
| 100-000-320- 363 | Worker's Compensation | | | 346 | 346 | - |
| 100-000-320- 364 | FICA | | | 73 | 73 | - |
| 100-000-320- 369 | SBS | | | 307 | 307 | - |
| 100-000-320- 375 | TRS On-Behalf | | | 42,803 | 42,803 | - |
| Total 320 | Guidance | | | 48,528 | 48,528 | - |
| Health Services | | | | | | |
| 100-000-330- 324 | Support Staff | 1.00 FTE | | 59,180 | 59,180 | - |
| 100-000-330- 361 | Health/Life Insurance | | | 30,513 | 30,513 | - |
| 100-000-330- 363 | Worker's Compensation | | | 376 | 376 | - |
| 100-000-330- 364 | FICA | | | 858 | 858 | - |
| 100-000-330- 366 | PERS | | | 13,020 | 13,020 | - |
| 100-000-330- 376 | PERS On-Behalf | | | 1,651 | 1,651 | - |
| 100-000-330- 369 | SBS | | | 3,628 | 3,628 | - |
| 100-000-330- 399 | Employee Physicals | | | 500 | 500 | - |
| 100-000-330- 451 | Teaching Supplies | | | 1,000 | 1,000 | - |
| Total 330 | Health Services | | | 110,725 | 110,725 | - |

| Districtwide | | | Rev#2 | FY 2024 | |
|-----------------------------------------------------|----------------------------------------------|------------------------------|----------------|----------------|----------------|
| Account Code | Description | Comments | Adopted | Rev #3 | |
| | | | 12/6/23 | Proposed | \$ Change |
| <u>Support Services</u> | | | | | |
| 100-000-350- 375 | TRS On-Behalf | Budgeted under 352 for FY23 | - | - | - |
| 100-000-350- 376 | PERS On-Behalf | | - | - | - |
| 100-000-350- 410 | Professional & Technical | | 5,000 | 5,000 | - |
| 100-000-350- 420 | Staff Travel | | 10,000 | 10,000 | - |
| 100-000-350- 433 | Communications | E-Rate applicable | 200,000 | 200,000 | - |
| 100-000-350- 451 | Teaching Supplies | | 2,000 | 2,000 | - |
| 100-000-350- 491 | Dues & Fees | Art Consortium - Program 202 | 1,000 | 1,000 | - |
| Total 350 | Support Services | | 218,000 | 218,000 | - |
| <u>Improvement of Instructional Services</u> | | | | | |
| 100-000-351- 451 | Teaching Supplies | | 3,000 | 3,000 | - |
| Total 351 | Improvement of Instructional Services | | 3,000 | 3,000 | - |
| <u>Library Services</u> | | | | | |
| 100-000-352- 363 | Worker's Compensation | | 346 | 346 | - |
| 100-000-352- 375 | TRS On-Behalf | | 24,940 | 24,940 | - |
| 100-000-352- 410 | Professional & Technical | | 8,500 | 8,500 | - |
| Total 352 | Library Services | | 33,786 | 33,786 | - |
| <u>School Administration</u> | | | | | |
| 100-000-400- 363 | Worker's Compensation | | 7,937 | 7,823 | (113) |
| 100-000-400- 375 | TRS On-Behalf | | 94,617 | 93,251 | (1,366) |
| Total 400 | School Administration | | 102,554 | 101,075 | (1,479) |
| <u>School Administration Support</u> | | | | | |
| 100-000-450- 363 | Worker's Compensation | | 3,761 | 3,761 | - |
| 100-000-450- 376 | PERS On-Behalf | | 10,282 | 10,282 | - |
| Total 450 | School Administration Support | | 14,043 | 14,043 | - |
| <u>District Administration</u> | | | | | |
| 100-000-510- 362 | Unemployment Insurance | | 19,321 | 11,321 | (8,000) |
| 100-000-510- 363 | Worker's Compensation | | 882 | 882 | - |
| 100-000-510- 410 | Professional & Technical | | 5,000 | 16,000 | 11,000 |
| 100-000-510- 412 | Audit | | 45,000 | 55,000 | 10,000 |
| 100-000-510- 414 | Legal Services | | 17,000 | 17,000 | - |
| 100-000-510- 417 | Data Processing | | 12,750 | 35,000 | 22,250 |
| 100-000-510- 420 | Staff Travel | | 2,000 | 7,000 | 5,000 |
| 100-000-510- 440 | Other Purchased Services | | 12,120 | 17,000 | 4,880 |
| 100-000-510- 441 | Equipment Rentals | | 1,800 | 1,800 | - |
| 100-000-510- 448 | Fidelity Bond | | 24,257 | 24,257 | - |
| 100-000-510- 454 | Office Supplies/Postage | | 8,500 | 8,500 | - |
| 100-000-510- 491 | Dues & Fees | | 13,000 | 17,000 | 4,000 |
| Total 510 | District Administration | | 161,631 | 210,761 | 49,130 |

| Districtwide | | | | | Rev#2 | FY 2024 | | |
|----------------------------------------|-------------|----------------------------------------|------|----------------------|------------------|----------------|----------------|---------------|
| Account Code | Description | Comments | | | Adopted | Rev #3 | \$ Change | |
| | | | | | 12/6/23 | Proposed | | |
| School Board | | | | | | | | |
| 100-000-511- | 324 | NonCert-Support | - | FTE | Additional Hours | 3,308 | 3,308 | - |
| 100-000-511- | 364 | FICA | | | | 48 | 48 | - |
| 100-000-511- | 366 | PERS | | | | 728 | 728 | - |
| 100-000-511- | 376 | PERS On-Behalf | | | | 92 | 92 | - |
| 100-000-511- | 369 | SBS | | | | 203 | 203 | - |
| 100-000-511- | 410 | Professional & Technical | | | | 43,000 | 43,000 | - |
| 100-000-511- | 420 | Staff Travel | | | | 20,000 | 20,000 | - |
| 100-000-511- | 425 | Student Rep Travel | | | | 5,000 | 5,000 | - |
| 100-000-511- | 440 | Other Purchased Services | | | | 10,000 | 10,000 | - |
| 100-000-511- | 479 | Other Supplies/Media | | | | 2,000 | 2,000 | - |
| 100-000-511- | 490 | Dues & Fees | | | | 2,000 | 2,000 | - |
| Total | 511 | School Board | | | | 86,379 | 86,379 | - |
| Superintendent's Office | | | | | | | | |
| 100-000-512- | 311 | Superintendent | 1.00 | FTE | | 176,720 | 176,720 | - |
| 100-000-512- | 312 | Assistant Superint | 0.65 | FTE | | 80,000 | 80,000 | - |
| 100-000-512- | 324 | Support Staff | 1.00 | FTE | | 59,197 | 59,197 | - |
| 100-000-512- | 361 | Health/Life Insurance | | | | 22,479 | 22,479 | - |
| 100-000-512- | 364 | FICA | | | | 4,581 | 4,581 | - |
| 100-000-512- | 365 | TRS | | | | 10,048 | 10,048 | - |
| 100-000-512- | 375 | TRS On-Behalf | | | | 14,472 | 14,472 | - |
| 100-000-512- | 366 | PERS | | | | 13,023 | 13,023 | - |
| 100-000-512- | 376 | PERS On-Behalf | | | | 1,652 | 1,652 | - |
| 100-000-512- | 369 | SBS | | | | 4,347 | 4,347 | - |
| 100-000-512- | 410 | Professional & Technical | | | | 2,000 | 2,000 | - |
| 100-000-512- | 420 | Staff Travel | | Supt Travel | | 3,200 | 3,200 | - |
| 100-000-512- | 420 | Staff Travel | | Asst Supt Travel | | 3,200 | 3,200 | - |
| 100-000-512- | 440 | Other Purchased S | | Asst. Supt & Supt. | | 3,000 | 3,000 | - |
| 100-000-512- | 451 | Teaching Supplies | | | | - | - | - |
| 100-000-512- | 454 | Office Supplies/Postage | | | | 500 | 500 | - |
| Total | 512 | Superintendent's Office | | | | 398,419 | 398,419 | - |
| Safety & Security | | | | | | | | |
| 100-000-518- | 450 | Supplies/Materials/Media | | | | 1,000 | 1,000 | - |
| Total | 518 | Safety & Security | | | | 1,000 | 1,000 | - |
| District Administration Support | | | | | | | | |
| 100-000-550- | 321 | Director/Coordinator/ | 1.00 | FTE | | 91,126 | 104,126 | 13,000 |
| 100-000-550- | 324 | NonCert-Support | 3.00 | FTE | | 150,748 | 161,080 | 10,332 |
| 100-000-550- | 361 | Health/Life Insurance | | | | 72,927 | 75,902 | 2,975 |
| 100-000-550- | 363 | Worker's Compensation | | | | 2,417 | 2,417 | - |
| 100-000-550- | 364 | FICA | | | | 3,507 | 3,845 | 338 |
| 100-000-550- | 366 | PERS | | | | 53,212 | 58,345 | 5,133 |
| 100-000-550- | 376 | PERS On-Behalf | | | | 7,709 | 8,648 | 939 |
| 100-000-550- | 369 | SBS | | | | 14,827 | 16,257 | 1,430 |
| 100-000-550- | 410 | Professional & Technical | | | | 10,000 | 30,000 | 20,000 |
| 100-000-550- | 447 | Liability Insurance | | 3% increase budgeted | | 208,000 | 210,744 | 2,744 |
| 100-000-550- | 454 | Office Supplies/Postage | | | | 500 | 500 | - |
| 100-000-550- | 495 | Indirect Costs | | | | (130,000) | (130,000) | - |
| Total | 550 | District Administration Support | | | | 484,973 | 541,865 | 56,892 |

| Districtwide | | | | Rev#2 | FY 2024 | |
|-------------------------------------|-------------------------------------|-----------------------------|--|------------------|------------------|-----------------|
| Account Code | Description | Comments | | Adopted | Rev #3 | \$ Change |
| | | | | 12/6/23 | Proposed | |
| Technology Services | | | | | | |
| 100-000-556-316 | Extra Duty Pay | | | 5,000 | 5,000 | - |
| 100-000-556-321 | Director/Coordina | 1.00 FTE | | 101,306 | 101,306 | - |
| 100-000-556-324 | NonCert-Support | 1.00 FTE | | 64,854 | 64,854 | - |
| 100-000-556-326 | Extra Duty Pay | | | - | - | - |
| 100-000-556-329 | Substitutes/Temporary | | | - | - | - |
| 100-000-556-361 | Health/Life Insurance | | | 33,259 | 33,259 | - |
| 100-000-556-363 | Worker's Compensation | | | 950 | 950 | - |
| 100-000-556-364 | FICA | | | 2,482 | 2,482 | - |
| 100-000-556-365 | TRS | | | 628 | 628 | - |
| 100-000-556-375 | TRS On-Behalf | | | 603 | 603 | - |
| 100-000-556-366 | PERS | | | 36,488 | 36,488 | - |
| 100-000-556-376 | PERS On-Behalf | | | 4,627 | 4,627 | - |
| 100-000-556-369 | SBS | | | 10,186 | 10,186 | - |
| 100-000-556-410 | Professional & Technical | | | 75,000 | 74,000 | (1,000) |
| 100-000-556-440 | Other Purchased Services | | | 70,000 | 70,000 | - |
| 100-000-556-451 | Teaching Supplies | | | 83,000 | 83,000 | - |
| 100-000-556-475 | Technology Suppli Software | | | 8,880 | 8,880 | - |
| 100-000-560-410 | Technology (Cyber Security) | | | | 1,000 | 1,000 |
| Total 556 | Technology Services | | | 497,263 | 497,263 | - |
| Maintenance & Operations | | | | | | |
| 100-000-600-321 | Director/Coordina | 1.00 FTE | | 81,643 | 81,643 | - |
| 100-000-600-325 | Maintenance/Cus' | 4.00 FTE | | 234,622 | 243,299 | 8,677 |
| 100-000-600-329 | Summer/Temporary Hires | | | 40,000 | 50,000 | 10,000 |
| 100-000-600-361 | Health/Life Insurance | | | 103,943 | 103,943 | - |
| 100-000-600-363 | Worker's Compensation | | | 3,492 | 3,492 | - |
| 100-000-600-364 | FICA | | | 5,093 | 5,219 | 126 |
| 100-000-600-366 | PERS | | | 69,578 | 71,487 | 1,909 |
| 100-000-600-376 | PERS On-Behalf | | | 9,148 | 9,390 | 242 |
| 100-000-600-369 | SBS | | | 21,533 | 22,064 | 532 |
| 100-000-600-325 | Maintenance/Custodians | Stand-by Time - Program 325 | | 11,605 | 11,605 | - |
| 100-000-600-364 | FICA | Stand-by Time - Program 325 | | 168 | 168 | - |
| 100-000-600-366 | PERS | Stand-by Time - Program 325 | | 2,553 | 2,553 | - |
| 100-000-600-369 | SBS | Stand-by Time - Program 325 | | 711 | 711 | - |
| 100-000-600-410 | Professional & Technical | | | 16,000 | 35,000 | 19,000 |
| 100-000-600-420 | Staff Travel | | | 5,000 | 5,000 | - |
| 100-000-600-431 | Water & Sewer | | | 5,412 | 5,412 | - |
| 100-000-600-433 | Communications | | | | 1,500 | 1,500 |
| 100-000-600-436 | Electricity | | | 5,412 | 5,412 | - |
| 100-000-600-440 | Other Purchased Services | | | 12,000 | 15,000 | 3,000 |
| 100-000-600-441 | Equipment Rentals | | | | 1,000 | 1,000 |
| 100-000-600-440 | Other Purchased Services | NMS Contract - Program 997 | | 690,197 | 621,177 | (69,020) |
| 100-000-600-442 | Building Repair/Maintenance | | | 20,000 | 30,000 | 10,000 |
| 100-000-600-443 | Equipment Repair/Maintenance | | | 20,000 | 20,000 | - |
| 100-000-600-444 | Site Repair/Maintenance | | | 5,000 | 5,000 | - |
| 100-000-600-446 | Property Insurance | | | 197,110 | 197,110 | - |
| 100-000-600-452 | Maintenance Supplies | | | 24,000 | 24,000 | - |
| 100-000-600-453 | Janitorial Supplies | | | 37,000 | 37,000 | - |
| 100-000-600-457 | Small Tools/Equipment | | | | 2,500 | 2,500 |
| 100-000-600-458 | Gas/Oil | | | 9,854 | 9,854 | - |
| Total 600 | Maintenance & Operations | | | 1,631,074 | 1,620,540 | (10,534) |

| Districtwide | | | Rev#2 | FY 2024 | |
|---------------------------|------------------------------|----------------------|--------------------|--------------------|-------------------|
| Account Code | Description | Comments | Adopted 12/6/23 | Rev #3 Proposed | \$ Change |
| Student Activities | | | | | |
| 100-000-700- 375 | TRS On-Behalf | | 17,941 | 18,189 | 248 |
| 100-000-700- 376 | PERS On-Behalf | | 246 | 246 | - |
| Total 700 | Student Activities | | 18,187 | 18,435 | - |
| Community Services | | | | | |
| 100-000-780- 376 | PERS On-Behalf | | 3,251 | 3,251 | - |
| Total 780 | Community Services | | 3,251 | 3,251 | - |
| Transfers | | | | | |
| 100-000-000- 550 | Transfers to Other Funds | Pupil Transportation | 100,000 | 110,000 | 10,000 |
| 100-000-000- 551 | Transfers to Other Funds | Pool | 26,000 | 26,000 | - |
| 100-000-000- 552 | Transfer to Other Funds | SHS Student Activity | 132,000 | 132,000 | - |
| Total 900 | Transfers | | 258,000 | 268,000 | 10,000 |
| Total 100 | School Operating Fund | | 7,582,294 | 7,718,615 | 136,073 |
| Total 000 | Districtwide | | 7,582,294 | 7,718,615 | \$ 136,073 |

SITKA HIGH SCHOOL

FY 2024 Rev #3 Proposed Budget

Location 011



| | FY 2024 Rev#2 Adopted | FY 2024 Rev #3 Proposed | \$ Change | % Change |
|-----------------------------------|-----------------------------|-------------------------------|-----------------|---------------|
| Fund 100: School Operating | | | | |
| Function: 100 Regular Instruction | \$ 1,954,702 | \$ 1,956,126 | 1,423 | 0.07% |
| 120 Bilingual/Bicultural | 210 | 210 | - | 0.00% |
| 130 Enrichment | 1,140 | 1,140 | - | 0.00% |
| 160 Vocational Education | 340,459 | 340,459 | - | 0.00% |
| 200 Special Education | 1,002,705 | 970,007 | (32,698) | -3.26% |
| 320 Guidance | 220,619 | 220,619 | - | 0.00% |
| 352 Library Services | 121,730 | 121,730 | - | 0.00% |
| 400 School Administration | 312,372 | 308,551 | (3,821) | -1.22% |
| 450 School Administration Support | 218,980 | 218,980 | - | 0.00% |
| 600 Maintenance & Operations | 432,665 | 437,665 | 5,000 | 1.16% |
| 700 Student Activities | 244,718 | 244,128 | (590) | -0.24% |
| Fund Total | 4,850,300 | 4,819,615 | (30,685) | -0.63% |
| TOTAL | \$ 4,850,300 | \$ 4,819,615 | (30,685) | -0.63% |
| | | | | |
| # Students (9th-12th) | 340.00 | 334.85 | (5) | -1.51% |
| # Teachers | 25.50 | 25.00 | (0.5) | -1.96% |
| # Classified | 14.00 | 14.00 | - | 0.00% |
| # Administrators | 2.00 | 2.00 | - | 0.00% |
| Pupil / Teacher Ratio | 13.33 | 13.39 | 0.1 | 0.46% |
| Average Per Pupil Expenditure | \$ 14,265.59 | \$ 14,393.35 | 128 | 0.90% |

SITKA SCHOOL DISTRICT

FY 2024 Rev #3 Proposed Budget

Location 011 Sitka High School

| Sitka High School Account Code | Description | | Rev#2 Adopted 12/6/23 | FY 2024 Rev #3 Proposed | \$ Change |
|-----------------------------------|------------------------------|-----------|-----------------------------|-------------------------------|--------------|
| Regular Instruction | | | | | |
| 100-011-100- 315 | Cert-Teacher | 15.50 FTE | \$ 1,279,852 | 1,278,433 | \$ (1,419) |
| 100-011-100- 316 | Extra Duty Pay | | 15,025 | 17,693 | 2,668 |
| 100-011-100- 317 | Substitute - Certified | | 60,000 | 60,000 | - |
| 100-011-100- 329 | Substitute - Non-Cert | | 25,000 | 25,000 | - |
| 100-011-100- 361 | Health/Life Insurance | | 323,839 | 323,839 | - |
| 100-011-100- 364 | FICA | | 20,008 | 20,026 | 18 |
| 100-011-100- 365 | TRS | | 162,574 | 162,731 | 157 |
| 100-011-100- 369 | SBS | | 5,241 | 5,241 | - |
| 100-011-100- 410 | Prof/Tech | | - | 4,000 | 4,000 |
| 100-011-100- 420 | Staff Travel | | 775 | 775 | - |
| 100-011-100- 425 | Student Transportation | | 1,500 | 1,500 | - |
| 100-011-100- 440 | Other Purchased Services | | 7,500 | 7,500 | - |
| 100-011-100- 441 | Equipment Rentals | | 1,800 | 2,050 | 250 |
| 100-011-100- 443 | Equipment Repair/Maint | | 500 | 500 | - |
| 100-011-100- 451 | Teaching Supplies | | 33,363 | 25,229 | (8,134) |
| 100-011-100- 471 | Textbooks | | 7,500 | 3,250 | (4,250) |
| 100-011-100- 472 | Library Books | | 2,000 | 2,000 | - |
| 100-011-100- 479 | Other Supplies/Media | | 8,225 | 16,359 | 8,134 |
| 100-011-100- 510 | Equipment | | - | - | - |
| Total 100 | Regular Instruction | | 1,954,702 | 1,956,126 | 1,423 |
| Bilingual/Bicultural | | | | | |
| 100-011-120- 451 | Teaching Supplies | | 210 | 210 | - |
| Total 120 | Bilingual/Bicultural | | 210 | 210 | - |
| Enrichment | | | | | |
| 100-011-130- 316 | Extra Duty Pay | | 1,000 | 1,000 | - |
| 100-011-130- 364 | FICA | | 15 | 15 | - |
| 100-011-130- 365 | TRS | | 126 | 126 | - |
| Total 130 | Enrichment | | 1,140 | 1,140 | - |
| Vocational Education | | | | | |
| 100-011-160- 315 | Cert-Teacher | 2.50 FTE | 222,945 | 222,945 | - |
| 100-011-160- 361 | Health/Life Insurance | | 33,449 | 33,449 | - |
| 100-011-160- 364 | FICA | | 3,233 | 3,233 | - |
| 100-011-160- 365 | TRS | | 28,002 | 28,002 | - |
| 100-011-160- 441 | Equipment Rentals (Prgm 825) | | 1,000 | 1,000 | - |
| 100-011-160- 451 | Teaching Supplies (Prgm 160) | | 36,000 | 36,000 | - |
| 100-011-160- 451 | Teaching Supplies (Prgm 825) | | 5,830 | 5,830 | - |
| 100-011-160- 510 | Equipment (Prgm 160) | | 10,000 | 10,000 | - |
| Total 160 | Vocational Education | | 340,459 | 340,459 | - |

| Sitka High School | | Rev#2 | FY 2024 | | |
|--------------------------------------|-------------------------------------------------|-----------|------------------|----------------|-----------------|
| Account Code | Description | Adopted | Rev #3 | \$ Change | |
| | | 12/6/23 | Proposed | | |
| Special Education | | | | | |
| 100-011-200- 315 | Cert-Teacher | 3.00 FTE | 242,259 | 242,259 | - |
| 100-011-200- 316 | Extra Duty Pay | | - | - | - |
| 100-011-200- 323 | NonCert-Aides | 11.00 FTE | 319,093 | 300,346 | (18,747) |
| 100-011-200- 361 | Health/Life Insurance | | 309,525 | 301,119 | (8,406) |
| 100-011-200- 364 | FICA | | 8,140 | 7,868 | (272) |
| 100-011-200- 365 | TRS | | 30,428 | 30,428 | - |
| 100-011-200- 366 | PERS | | 70,201 | 66,076 | (4,124) |
| 100-011-200- 369 | SBS | | 19,560 | 18,411 | (1,149) |
| 100-011-200- 425 | Student Transportation | | - | - | - |
| 100-011-200- 451 | Teaching Supplies | | 3,500 | 3,500 | - |
| Total 200 | Special Education | | 1,002,705 | 970,007 | (32,698) |
| Guidance | | | | | |
| 100-011-320- 315 | Cert-Teacher | 2.00 FTE | 157,145 | 157,145 | - |
| 100-011-320- 316 | Extra Duty Pay | | - | - | - |
| 100-011-320- 361 | Health/Life Insurance | | 40,658 | 40,658 | - |
| 100-011-320- 364 | FICA | | 2,279 | 2,279 | - |
| 100-011-320- 365 | TRS | | 19,737 | 19,737 | - |
| 100-011-320- 454 | Office Supplies/Postage | | 800 | 800 | - |
| Total 320 | Support Services - Students | | 220,619 | 220,619 | - |
| Library Services | | | | | |
| 100-011-352- 315 | Cert-Teacher | 1.00 FTE | 90,888 | 90,888 | - |
| 100-011-352- 361 | Health/Life Insurance | | 18,108 | 18,108 | - |
| 100-011-352- 364 | FICA | | 1,318 | 1,318 | - |
| 100-011-352- 365 | TRS | | 11,416 | 11,416 | - |
| Total 352 | Support Services - Instruction - Library | | 121,730 | 121,730 | - |
| School Administration | | | | | |
| 100-011-400- 313 | Principal | 2.00 FTE | 235,166 | 231,814 | (3,352) |
| 100-011-400- 361 | Health/Life Insurance | | 36,217 | 36,217 | - |
| 100-011-400- 364 | FICA | | 3,381 | 3,332 | (49) |
| 100-011-400- 365 | TRS | | 29,209 | 28,789 | (421) |
| 100-011-400- 410 | Professional & Technical | | 3,500 | 3,500 | - |
| 100-011-400- 420 | Staff Travel | | 1,200 | 1,200 | - |
| 100-011-400- 433 | Communication | | 1,000 | 1,000 | - |
| 100-011-400- 454 | Office Supplies/Postage | | 2,700 | 2,700 | - |
| Total 400 | School Administration | | 312,372 | 308,551 | (3,821) |
| School Administration Support | | | | | |
| 100-011-450- 324 | NonCert-Support | 3.00 FTE | 126,778 | 126,778 | - |
| 100-011-450- 329 | Substitutes/Temporary | | 1,000 | 1,000 | - |
| 100-011-450- 361 | Health/Life Insurance | | 53,626 | 53,626 | - |
| 100-011-450- 364 | FICA | | 1,853 | 1,853 | - |
| 100-011-450- 366 | PERS | | 27,891 | 27,891 | - |
| 100-011-450- 369 | SBS | | 7,833 | 7,833 | - |
| Total 450 | School Administration Support | | 218,980 | 218,980 | - |

| Sitka High School | | Rev#2 | FY 2024 | | |
|-------------------------------------|-------------------------------------|------------------------------|------------------|------------------|--------------------|
| Account Code | Description | Adopted | Rev #3 | \$ Change | |
| | | 12/6/23 | Proposed | | |
| Maintenance & Operations | | | | | |
| 100-011-600- 431 | Water & Sewer | 52,000 | 52,000 | - | |
| 100-011-600- 434 | Other Utility Services | 951 | 951 | - | |
| 100-011-600- 435 | Heating Electricity | 200,000 | 200,000 | - | |
| 100-011-600- 436 | Electricity | 164,714 | 164,714 | - | |
| 100-011-600- 438 | Heating Fuel | 15,000 | 20,000 | 5,000 | |
| Total 600 | Maintenance & Operations | 432,665 | 437,665 | 5,000 | |
| Student Activity | | | | | |
| 100-011-700- 315 | Cert-Teacher | 1.00 FTE - Athletic Director | 92,088 | 92,088 | - |
| 100-011-700- 316 | Extra Duty Pay | | 57,445 | 57,493 | 47 |
| 100-011-700- 326 | Classified Extra Duty Pay | | 45,258 | 44,659 | (598) |
| 100-011-700- 361 | Health Insurance | | 10,145 | 10,145 | - |
| 100-011-700- 364 | FICA | | 2,824 | 2,816 | (8) |
| 100-011-700- 365 | TRS | | 17,397 | 17,403 | 6 |
| 100-011-700- 369 | SBS | | 3,450 | 3,413 | (37) |
| 100-011-700- 425 | Student Travel | | 10,000 | 10,000 | - |
| 100-011-700- 451 | Teaching Supplies | | 450 | 450 | - |
| 100-011-700- 491 | Dues & Fees | ASAA Dues | 5,660 | 5,660 | - |
| Total 700 | Student Activity | | 244,718 | 244,128 | (590) |
| Total 100 | School Operating Fund | | 4,850,300 | 4,819,615 | (30,685) |
| Total 011 | Sitka High School | | 4,850,300 | 4,819,615 | \$ (30,685) |



BLATCHLEY
MIDDLE SCHOOL

BLATCHLEY MIDDLE SCHOOL

FY 2024Rev #3 Proposed Budget

Location 111

| | FY 2024 Rev#2 Adopted 12/6/23 | FY 2024 Rev #3 Proposed | \$ Change | % Change |
|-----------------------------------|----------------------------------------------|----------------------------------------|------------------|-----------------|
| Fund 100: School Operating | | | | |
| Function: 100 Regular Instruction | \$ 1,760,359 | \$ 1,760,359 | - | 0.00% |
| 130 Enrichment | 1,770 | 1,770 | - | 0.00% |
| 160 Vocational Education | 4,650 | 4,650 | - | 0.00% |
| 200 Special Education | 734,467 | 710,175 | (24,292) | -3.31% |
| 320 Guidance | 85,272 | 85,272 | - | 0.00% |
| 330 Health Services | 500 | 500 | - | 0.00% |
| 400 School Administration | 307,001 | 303,280 | (3,720) | -1.21% |
| 450 School Administration Support | 159,467 | 159,467 | - | 0.00% |
| 600 Maintenance & Operations | 260,600 | 260,600 | - | 0.00% |
| 700 Student Activities | 25,162 | 27,451 | 2,290 | 9.10% |
| Fund Total | 3,339,248 | 3,313,525 | (25,723) | -0.77% |
| | | | | |
| TOTAL | \$ 3,339,248 | \$ 3,313,525 | (25,723) | -0.77% |
| | | | | |
| # Students (6th-8th) | 256.00 | 246.64 | (9) | -3.66% |
| # Teachers | 23.0 | 19.7 | (3.4) | -14.57% |
| # Classified | 13.0 | 9.0 | (4) | -30.77% |
| # Administrators | 2.0 | 2.0 | - | 0.00% |
| Pupil / Teacher Ratio | 11.1 | 12.6 | 1.4 | 12.77% |
| Average Per Pupil Expenditure | \$ 13,043.94 | \$ 13,434.66 | 391 | 3.00% |

SITKA SCHOOL DISTRICT

FY 2024Rev #3 Proposed Budget

Location 111 Blatchley Middle School

| Blatchley Middle School | | | FY 2024 REV#2 Adopted 12/6/23 | FY 2024 Rev #3 Proposed | \$ Change |
|-----------------------------|-----------------------------------|-----------|-------------------------------------|-------------------------------|-----------------|
| Account Code | Description | Comments | | | |
| Regular Instruction | | | | | |
| 100-111-100- 315 | Cert-Teacher | 15.65 FTE | \$ 1,239,532 | 1,239,532 | \$ - |
| 100-111-100- 316 | Extra Duty Pay | | 750 | 750 | - |
| 100-111-100- 317 | Substitute - Certified | | 20,000 | 20,000 | - |
| 100-111-100- 329 | Substitute - Non-Cert | | 20,000 | 20,000 | - |
| 100-111-100- 361 | Health/Life Insurance | | 256,264 | 256,264 | - |
| 100-111-100- 364 | FICA | | 18,564 | 18,564 | - |
| 100-111-100- 365 | TRS | | 154,619 | 154,619 | - |
| 100-111-100- 369 | SBS | | 3,018 | 3,018 | - |
| 100-111-100- 410 | Professional & Technical Services | | 4,000 | 4,000 | - |
| 100-111-100- 425 | Student Transportation | | 1,500 | 1,500 | - |
| 100-111-100- 440 | Other Purchased Services | | 4,500 | 4,500 | - |
| 100-111-100- 441 | Equipment Rentals | | 3,750 | 3,750 | - |
| 100-111-100- 443 | Equipment Repair/Maint | | 1,500 | 1,500 | - |
| 100-111-100- 451 | Teaching Supplies | | 21,411 | 21,411 | - |
| 100-111-100- 472 | Library Books | | 4,000 | 4,000 | - |
| 100-111-100- 473 | Periodicals | | 5,000 | 5,000 | - |
| 100-111-100- 479 | Other Supplies/Media | | 1,950 | 1,950 | - |
| 100-111-100- 510 | Equipment | | - | - | - |
| Total 100 | Regular Instruction | | 1,760,359 | 1,760,359 | - |
| Enrichment | | | | | |
| 100-111-130- 316 | Extra Duty Pay | | 1,000 | 1,000 | - |
| 100-111-130- 364 | FICA | | 15 | 15 | - |
| 100-111-130- 365 | TRS | | 126 | 126 | - |
| 100-111-130- 451 | Teaching Supplies | | 630 | 630 | - |
| Total 130 | Enrichment | | 1,770 | 1,770 | - |
| Vocational Education | | | | | |
| 100-111-160- 451 | Teaching Supplies | | 4,650 | 4,650 | - |
| Total 160 | Vocational Education | | 4,650 | 4,650 | - |
| Special Education | | | | | |
| 100-111-200- 315 | Cert-Teacher | 3.00 FTE | 217,261 | 217,261 | - |
| 100-111-200- 323 | NonCert-Aides | 7.00 FTE | 211,019 | 192,272 | (18,747) |
| 100-111-200- 361 | Health/Life Insurance | | 210,879 | 210,879 | - |
| 100-111-200- 364 | FICA | | 6,210 | 5,938 | (272) |
| 100-111-200- 365 | TRS | | 27,288 | 27,288 | - |
| 100-111-200- 366 | PERS | | 46,424 | 42,300 | (4,124) |
| 100-111-200- 369 | SBS | | 12,935 | 11,786 | (1,149) |
| 100-111-200- 451 | Teaching Supplies | | 2,350 | 2,350 | - |
| 100-111-200- 479 | Other Supplies/Media | | 100 | 100 | - |
| Total 200 | Special Education | | 734,467 | 710,175 | (24,292) |

| Blatchley Middle School | | | FY 2024 REVENUE | FY 2024 | |
|--------------------------------------|--------------------------------------|----------|--------------------|--------------------|--------------------|
| Account Code | Description | Comments | Adopted 12/6/23 | Rev #3 Proposed | \$ Change |
| Guidance | | | | | |
| 100-111-320- 315 | Cert-Teacher | 1.00 FTE | 58,253 | 58,253 | - |
| 100-111-320- 361 | Health/Life Insurance | | 18,108 | 18,108 | - |
| 100-111-320- 364 | FICA | | 845 | 845 | - |
| 100-111-320- 365 | TRS | | 7,317 | 7,317 | - |
| 100-111-320- 454 | Office Supplies/Postage | | 750 | 750 | - |
| Total 320 | Guidance | | 85,272 | 85,272 | - |
| Health Services | | | | | |
| 100-111-330- 454 | Office Supplies/Postage | | 500 | 500 | - |
| Total 330 | Health Services | | 500 | 500 | - |
| School Administration | | | | | |
| 100-111-400- 313 | Principal | 2.00 FTE | 229,051 | 225,788 | (3,263) |
| 100-111-400- 361 | Health/Life Insurance | | 36,217 | 36,217 | - |
| 100-111-400- 364 | FICA | | 3,292 | 3,245 | (47) |
| 100-111-400- 365 | TRS | | 28,441 | 28,031 | (410) |
| 100-111-400- 390 | Mileage Reimbursement | | - | - | - |
| 100-111-400- 454 | Office Supplies/Postage | | 10,000 | 10,000 | - |
| Total 400 | School Administration | | 307,001 | 303,280 | (3,720) |
| School Administration Support | | | | | |
| -111-450-000- 324 | NonCert-Support | 2.00 FTE | 82,627 | 82,627 | - |
| -111-450-000- 329 | Substitutes/Temporary | | 1,000 | 1,000 | - |
| -111-450-000- 361 | Health/Life Insurance | | 51,323 | 51,323 | - |
| -111-450-000- 364 | FICA | | 1,213 | 1,213 | - |
| -111-450-000- 366 | PERS | | 18,178 | 18,178 | - |
| -111-450-000- 369 | SBS | | 5,126 | 5,126 | - |
| Total 450 | School Administration Support | | 159,467 | 159,467 | - |
| Maintenance & Operations | | | | | |
| 100-111-600- 431 | Water & Sewer | | 35,000 | 35,000 | - |
| 100-111-600- 434 | Other Utility Services | | 600 | 600 | - |
| 100-111-600- 435 | Heating Electricity | | 95,000 | 95,000 | - |
| 100-111-600- 436 | Electricity | | 115,000 | 115,000 | - |
| 100-111-600- 438 | Heating Fuel | | 15,000 | 15,000 | - |
| Total 600 | Maintenance & Operations | | 260,600 | 260,600 | - |
| Student Activity | | | | | |
| 100-111-700- 316 | Extra Duty Pay | | 11,850 | 13,858 | 2,008 |
| 100-111-700- 326 | Classified Extra Duty Pay | | 10,650 | 10,650 | - |
| 100-111-700- 364 | FICA | | 326 | 355 | 29 |
| 100-111-700- 365 | TRS | | 1,287 | 1,540 | 252 |
| 100-111-700- 366 | PERS | | 297 | 297 | - |
| 100-111-700- 369 | SBS | | 751 | 751 | - |
| Total 700 | Student Activity | | 25,162 | 27,451 | 2,290 |
| Total 100 | School Operating Fund | | 3,339,248 | 3,313,525 | (25,723) |
| Total 111 | Blatchley Middle School | | 3,339,248 | 3,313,525 | \$ (25,723) |



**KEET
GOOSHI
HEEN**
ELEMENTARY

KEET GOOSHI HEEN ELEMENTARY

FY 2024Rev #3 Proposed Budget

Location 300

| | FY 2024 Rev#2 Adopted | FY 2024 Rev #3 Proposed | \$ Change | % Change |
|-----------------------------------|-----------------------------|-------------------------------|-----------------|---------------|
| Fund 100: School Operating | | | | |
| Function: 100 Regular Instruction | \$ 2,313,291 | \$ 2,276,497 | (36,794) | -1.59% |
| 130 Enrichment | - | - | - | 0.00% |
| 200 Special Education | 1,029,885 | 1,018,530 | (11,355) | -1.10% |
| 320 Guidance | 112,333 | 112,333 | - | |
| 352 Library Services | 132,068 | 132,068 | - | 0.00% |
| 400 School Administration | 157,119 | 155,396 | (1,723) | -1.10% |
| 450 School Administration Support | 148,113 | 148,113 | - | 0.00% |
| 600 Maintenance & Operations | 233,011 | 233,011 | - | 0.00% |
| Fund Total | 4,125,821 | 4,075,950 | (49,872) | -1.21% |
| | | | | |
| TOTAL | \$ 4,125,821 | \$ 4,075,950 | (49,872) | -1.21% |
| | | | | |
| # Students (2nd-5th) | 273.00 | 275.25 | 2 | 0.82% |
| # Teachers | 23.85 | 25.35 | 1.5 | 6.29% |
| # Classified | 12.00 | 13.00 | 1.0 | 8.33% |
| # Administrators | 1.00 | 1.00 | - | 0.00% |
| Pupil / Teacher Ratio | 11.45 | 10.86 | (0.6) | -5.14% |
| Average Per Pupil Expenditure | \$ 15,112.90 | \$ 14,808.17 | (305) | -2.02% |

SITKA SCHOOL DISTRICT

FY 2024 Rev #3 Proposed Budget

Location 300 Keet Gooshi Heen Elementary

| Keet Gooshi Heen Elementary | | | FY 2024 Rev#2 Adopted 12/6/23 | FY 2024 Rev #3 Proposed | \$ Change |
|-----------------------------|-----------------------------------|-----------|----------------------------------------|-------------------------------|-----------------|
| Account Code | Description | Comments | | | |
| Regular Instruction | | | | | |
| 100-300-100-315 | Cert-Teacher | 19.50 FTE | \$ 1,525,785 | 1,491,286 | \$ (34,499) |
| 100-300-100-316 | Extra Duty Pay | | 10,763 | 13,063 | 2,300 |
| 100-300-100-317 | Substitute - Certified | | 90,000 | 90,000 | - |
| 100-300-100-329 | Substitute - Non-Cert | | 10,000 | 10,000 | - |
| 100-300-100-361 | Health/Life Insurance | | 389,840 | 389,756 | (84) |
| 100-300-100-364 | FICA | | 23,730 | 23,263 | (467) |
| 100-300-100-365 | TRS | | 192,990 | 188,946 | (4,044) |
| 100-300-100-369 | SBS | | 6,130 | 6,130 | - |
| 100-300-100-410 | Professional & Technical Services | | 600 | 600 | - |
| 100-300-100-425 | Student Transportation | | 1,750 | 3,750 | 2,000 |
| 100-300-100-440 | Other Purchased Services | | 11,250 | 9,250 | (2,000) |
| 100-300-100-441 | Equipment Rentals | | 6,500 | 6,500 | - |
| 100-300-100-443 | Equipment Repair/Maint | | 200 | 200 | - |
| 100-300-100-451 | Teaching Supplies | | 28,054 | 33,054 | 5,000 |
| 100-300-100-471 | Textbooks | | 6,100 | 4,100 | (2,000) |
| 100-300-100-472 | Library Books | | 6,100 | 3,100 | (3,000) |
| 100-300-100-473 | Periodicals | | 3,000 | 3,000 | - |
| 100-300-100-479 | Other Supplies/Media | | 500 | 500 | - |
| Total 100 | Regular Instruction | | 2,313,291 | 2,276,497 | (36,794) |
| Special Education | | | | | |
| 100-300-200-315 | Cert-Teacher | 4.00 FTE | 304,370 | 304,370 | - |
| 100-300-200-316 | Extra Duty Pay | | 1,500 | 1,500 | - |
| 100-300-200-323 | NonCert-Aides | 11.00 FTE | 320,108 | 303,146 | (16,962) |
| 100-300-200-361 | Health/Life Insurance | | 265,109 | 275,734 | 10,625 |
| 100-300-200-364 | FICA | | 8,664 | 8,418 | (246) |
| 100-300-200-365 | TRS | | 38,417 | 38,417 | - |
| 100-300-200-366 | PERS | | 70,424 | 66,692 | (3,732) |
| 100-300-200-369 | SBS | | 19,623 | 18,583 | (1,040) |
| 100-300-200-451 | Teaching Supplies | | 1,670 | 1,670 | - |
| Total 200 | Special Education | | 1,029,885 | 1,018,530 | (11,355) |
| Guidance | | | | | |
| 100-300-320-315 | Cert-Teacher | 0.85 FTE | 75,341 | 75,341 | - |
| 100-300-320-361 | Health/Life Insurance | | 25,936 | 25,936 | - |
| 100-300-320-364 | FICA | | 1,092 | 1,092 | - |
| 100-300-320-365 | TRS | | 9,463 | 9,463 | - |
| 100-300-320-454 | Office Supplies/Postage | | 500 | 500 | - |
| Total 320 | Guidance | | 112,333 | 112,333 | - |

| Keet Gooshi Heen Elementary | | | FY 2024 | FY 2024 | |
|--------------------------------------|--------------------------------------|----------|-----------------------------|--------------------|--------------------|
| Account Code | Description | Comments | Rev#2 Adopted 12/6/23 | Rev #3 Proposed | \$ Change |
| Library Services | | | | | |
| 100-300-352-315 | Cert-Teacher | 1.00 FTE | 88,637 | 88,637 | - |
| 100-300-352-361 | Health/Life Insurance | | 30,513 | 30,513 | - |
| 100-300-352-364 | FICA | | 1,285 | 1,285 | - |
| 100-300-352-365 | TRS | | 11,133 | 11,133 | - |
| 100-300-352-454 | Office Supplies/Postage | | 500 | 500 | - |
| Total 352 | Library Services | | 132,068 | 132,068 | - |
| School Administration | | | | | |
| 100-300-400-313 | Principal | 1.00 FTE | 105,064 | 103,553 | (1,511) |
| 100-300-400-316 | Extra Duty Pay | | - | - | - |
| 100-300-400-361 | Health/Life Insurance | | 30,513 | 30,513 | - |
| 100-300-400-364 | FICA | | 1,509 | 1,487 | (22) |
| 100-300-400-365 | TRS | | 13,033 | 12,843 | (190) |
| 100-300-400-454 | Office Supplies/Postage | | 7,000 | 7,000 | - |
| Total 400 | School Administration | | 157,119 | 155,396 | (1,723) |
| School Administration Support | | | | | |
| 100-300-450-324 | NonCert-Support | 2.00 FTE | 79,522 | 79,522 | - |
| 100-300-450-329 | Substitutes/Temporary | | 2,000 | 2,000 | - |
| 100-300-450-361 | Health/Life Insurance | | 42,917 | 42,917 | - |
| 100-300-450-364 | FICA | | 1,182.07 | 1,182 | - |
| 100-300-450-366 | PERS | | 17,495 | 17,495 | - |
| 100-300-450-369 | SBS | | 4,997 | 4,997 | - |
| Total 450 | School Administration Support | | 148,113 | 148,113 | - |
| Maintenance & Operations | | | | | |
| 100-300-600-431 | Water & Sewer | | 35,000 | 35,000 | - |
| 100-300-600-434 | Other Utility Services | | 550 | 550 | - |
| 100-300-600-435 | Heating Electricity | | 85,000 | 85,000 | - |
| 100-300-600-436 | Electricity | | 99,461 | 99,461 | - |
| 100-300-600-438 | Heating Fuel | | 13,000 | 13,000 | - |
| Total 600 | Maintenance & Operations | | 233,011 | 233,011 | - |
| Total 100 | School Operating Fund | | 4,125,821 | 4,075,950 | (49,872) |
| Total 300 | Keet Gooshi Heen Elementary | | 4,125,821 | 4,075,950 | \$ (49,872) |



BARANOF ELEMENTARY SCHOOL

FY 2024 Rev #3 Proposed Budget

Location 333

| | FY 2024 Rev#2 Adopted | FY 2024 Rev #3 Proposed | \$ Change | % Change |
|-----------------------------------|-----------------------------|-------------------------------|--------------------|---------------|
| Fund 100: School Operating | | | | |
| Function: 100 Regular Instruction | \$ 1,227,712 | \$ 1,229,422 | \$ 1,710 | 0.14% |
| 200 Special Education | 1,073,688 | 983,056 | (90,632) | -8.44% |
| 320 Guidance | 73,250 | 73,250 | - | 0.00% |
| 352 Library Services | 38,343 | 38,343 | - | |
| 400 School Administration | 149,576 | 147,744 | (1,832) | -1.22% |
| 450 School Administration Support | 104,206 | 104,206 | - | 0.00% |
| 600 Maintenance & Operations | 154,626 | 154,626 | - | 0.00% |
| Fund Total | 2,821,401 | 2,730,647 | (90,754) | -3.22% |
| | | | | |
| TOTAL | \$ 2,821,401 | \$ 2,730,647 | \$ (90,754) | -3.22% |
| | | | | |
| # Students (PK-1st) | 162.00 | 152.26 | (9.7) | -6.01% |
| # Teachers | 22.0 | 18.3 | (3.8) | -17.05% |
| # Classified | 13.3 | 11.9 | (1.4) | -10.53% |
| # Administrators | 1.0 | 1.0 | 0.0 | 0.00% |
| Pupil / Teacher Ratio | 7.4 | 8.3 | 1.0 | 13.30% |
| Average Per Pupil Expenditure | \$ 17,416.05 | \$ 17,934.11 | \$ 518.05 | 2.97% |

SITKA SCHOOL DISTRICT

FY 2024Rev #3 Proposed Budget

Location 333 Baranof Elementary School

| Baranof Elementary School | | | FY 2024 Rev#2 Adopted 12/6/23 | FY 2024 Rev #3 Proposed | \$ Change |
|----------------------------|-----------------------------------|-----------|----------------------------------------|-------------------------------|-----------------|
| Account Code | Description | Comments | | | |
| Regular Instruction | | | | | |
| 100-333-100- 315 | Cert-Teacher | 11.85 FTE | \$ 819,915 | \$ 819,915 | \$ - |
| 100-333-100- 316 | Certified Extra Duty Pay | | 5,050 | \$ 6,550 | 1,500 |
| 100-333-100- 317 | Substitute - Certified | | 43,500 | \$ 43,500 | - |
| 100-333-100- 326 | Classified Extra Duty Pay | | - | \$ - | - |
| 100-333-100- 329 | Substitute - Non-Cert | | 15,000 | \$ 15,000 | - |
| 100-333-100- 361 | Health/Life Insurance | | 176,040 | 176,040 | - |
| 100-333-100- 364 | FICA | | 12,810 | 12,832 | 22 |
| 100-333-100- 365 | TRS | | 103,553 | 103,741 | 188 |
| 100-333-100- 366 | PERS | | - | - | - |
| 100-333-100- 369 | SBS | | 3,617 | 3,617 | - |
| 100-333-100- 410 | Professional & Technical Services | | 950 | 950 | - |
| 100-333-100- 425 | Student Transportation | | 2,000 | 2,000 | - |
| 100-333-100- 440 | Other Purchased Services | | 5,900 | 5,900 | - |
| 100-333-100- 441 | Equipment Rentals | | 8,000 | 8,000 | - |
| 100-333-100- 443 | Equipment Repair/Maint | | - | - | - |
| 100-333-100- 451 | Teaching Supplies | | 30,477 | 25,477 | (5,000) |
| 100-333-100- 471 | Textbooks | | - | - | - |
| 100-333-100- 472 | Library Books | | 200 | 200 | - |
| 100-333-100- 473 | Periodicals | | 200 | 200 | - |
| 100-333-100- 479 | Other Supplies/Media | | 500 | 5,500 | 5,000 |
| 100-333-100- 510 | Equipment | | - | - | - |
| Total 100 | Regular Instruction | | 1,227,712 | 1,229,422 | 1,710 |
| Special Education | | | | | |
| 100-333-200- 315 | Cert-Teacher | 5.00 FTE | 344,539 | \$ 344,539 | - |
| 100-333-200- 316 | Extra Duty Pay | | 1,063 | \$ 1,063 | - |
| 100-333-200- 323 | NonCert-Aides | 10.40 FTE | 324,748 | \$ 279,661 | (45,087) |
| 100-333-200- 361 | Health/Life Insurance | | 257,359 | 225,151 | (32,209) |
| 100-333-200- 364 | FICA | | 9,720 | 9,066 | (654) |
| 100-333-200- 365 | TRS | | 43,408 | 43,408 | - |
| 100-333-200- 366 | PERS | | 71,445 | 61,525 | (9,919) |
| 100-333-200- 369 | SBS | | 19,907 | 17,143 | (2,764) |
| 100-333-200- 451 | Teaching Supplies | | 1,500 | 1,500 | - |
| Total 200 | Special Education | | 1,073,688 | 983,056 | (90,632) |

| Baranof Elementary School | | | FY 2024 | FY 2024 | |
|--------------------------------------|--------------------------------------|----------|-----------------------------|---------------------|--------------------|
| Account Code | Description | Comments | Rev#2 Adopted 12/6/23 | Rev #3 Proposed | \$ Change |
| Guidance | | | | | |
| 100-333-320- 315 | Cert-Teacher | 1.00 FTE | 64,175 | \$ 64,175 | - |
| 100-333-320- 361 | Health/Life Insurance | | 84 | 84 | - |
| 100-333-320- 364 | FICA | | 931 | 931 | - |
| 100-333-320- 365 | TRS | | 8,060 | 8,060 | - |
| 100-333-320- 454 | Office Supplies/Postage | | - | - | - |
| Total 320 | Guidance | | 73,250 | 73,250 | - |
| Library Services | | | | | |
| 100-333-352- 315 | Cert-Teacher | 0.40 FTE | 27,278 | \$ 27,278 | - |
| 100-333-352- 361 | Health/Life Insurance | | 7,243 | 7,243 | - |
| 100-333-352- 364 | FICA | | 396 | 396 | - |
| 100-333-352- 365 | TRS | | 3,426 | 3,426 | - |
| 100-333-352- 454 | Office Supplies/Postage | | - | - | - |
| Total 352 | Library Services | | 38,343 | 38,343 | - |
| School Administration | | | | | |
| 100-333-400- 313 | Principal | 1.00 FTE | 111,653 | \$ 110,046 | (1,607) |
| 100-333-400- 316 | Extra Duty Pay | | - | - | - |
| 100-333-400- 361 | Health/Life Insurance | | 18,108 | 18,108 | - |
| 100-333-400- 364 | FICA | | 1,604 | 1,581 | (23) |
| 100-333-400- 365 | TRS | | 13,860 | 13,658 | (202) |
| 100-333-400- 390 | Mileage Reimbursement | | - | - | - |
| 100-333-400- 410 | Professional & Technical | | 350 | 350 | - |
| 100-333-400- 454 | Office Supplies/Postage | | 4,000 | 4,000 | - |
| Total 400 | School Administration | | 149,576 | 147,744 | (1,832) |
| School Administration Support | | | | | |
| 100-333-450- 324 | NonCert-Support | 1.50 FTE | 57,152 | \$ 57,152 | - |
| 100-333-450- 329 | Substitutes/Temporary | | 3,100 | \$ 3,100 | - |
| 100-333-450- 361 | Health/Life Insurance | | 26,813 | 26,813 | - |
| 100-333-450- 364 | FICA | | 874 | 874 | - |
| 100-333-450- 366 | PERS | | 12,573 | 12,573 | - |
| 100-333-450- 369 | SBS | | 3,693 | 3,693 | - |
| Total 450 | School Administration Support | | 104,206 | 104,206 | - |
| Maintenance & Operations | | | | | |
| 100-333-600- 431 | Water & Sewer | | 27,475 | 27,475 | - |
| 100-333-600- 434 | Other Utility Services | | 575 | 575 | - |
| 100-333-600- 435 | Heating Electricity | | 65,000 | 65,000 | - |
| 100-333-600- 436 | Electricity | | 46,076 | 46,076 | - |
| 100-333-600- 438 | Heating Fuel | | 15,500 | 15,500 | - |
| Total 600 | Maintenance & Operations | | 154,626 | 154,626 | - |
| Total 100 | School Operating Fund | | 2,821,401 | 2,730,647 | (90,754) |
| Total 333 | Baranof Elementary School | | \$ 2,821,401 | \$ 2,730,647 | \$ (90,754) |

VOCATIONAL CENTER

FY 2024 Rev #3 Proposed Budget

Location 400

| | FY 2023 Rev#2 Adopted 12/6/23 | FY 2024 Rev #3 Proposed | \$ Change | % Change |
|----------------------------------------|----------------------------------------|-------------------------------|-------------|--------------|
| Fund 100: School Operating | | | | |
| Function: 600 Maintenance & Operations | \$ 18,772 | \$ 18,772 | \$ - | 0.00% |
| Fund Total | 18,772 | 18,772 | - | 0.00% |
| | | | | |
| TOTAL | \$ 18,772 | \$ 18,772 | \$ - | 0.00% |

SITKA SCHOOL DISTRICT

FY 2024 Rev #3 Proposed Budget

Location 400 Vocational Center

| Vocational Center | | | FY 2024 Rev#2 Adopted 12/6/23 | FY 2024 Rev #3 Proposed | \$ Change |
|--------------------------------------------|-------------------------------------|----------|----------------------------------------|-------------------------------|-------------|
| Account Code | Description | Comments | | | |
| <u>Maintenance & Operations</u> | | | | | |
| 100-400-600- 431 | Water & Sewer | | 3,200 | 3,200 | - |
| 100-400-600- 434 | Other Utility Services | | 572 | 572 | - |
| 100-400-600- 436 | Electricity | | 15,000 | 15,000 | - |
| Total 600 | Maintenance & Operations | | 18,772 | 18,772 | - |
| Total 100 | School Operating Fund | | 18,772 | 18,772 | - |
| Total 400 | Vocational Center | | \$ 18,772 | \$ 18,772 | \$ - |

PERFORMING ARTS CENTER

FY 2024 Rev #3 Proposed Budget

Location 500

| | FY 2024 Rev#2 Adopted | FY 2024 Rev #3 Proposed | \$ Change | % Change |
|----------------------------------------|-----------------------------|-------------------------------|-----------------|--------------|
| Fund 100: School Operating | | | | |
| Function: 600 Maintenance & Operations | \$ 103,850 | \$ 105,050 | \$ 1,200 | 1.16% |
| Fund Total | 103,850 | 105,050 | 1,200 | 1.16% |
| TOTAL | \$ 103,850 | \$ 105,050 | \$ 1,200 | 1.16% |

SITKA SCHOOL DISTRICT

FY 2024 Rev #3 Proposed Budget

Location 500 Performing Arts Center

| Performing Arts Center | | | FY 2024 | FY 2024 | |
|-------------------------------------|-------------------------------------|----------|-----------------------------|--------------------|-----------------|
| Account Code | Description | Comments | Rev#2 Adopted 12/6/23 | Rev #3 Proposed | \$ Change |
| Maintenance & Operations | | | | | |
| 100-500-600- 434 | Other Utility Services | | 850 | 850 | - |
| 100-500-600- 435 | Heating Electricity | | 66,000 | 66,000 | - |
| 100-500-600- 438 | Heating Fuel | | 8,000 | 8,000 | - |
| 100-500-600- 446 | Property Insurance | | 29,000 | 30,200 | 1,200 |
| Total 600 | Maintenance & Operations | | 103,850 | 105,050 | 1,200 |
| Total 100 | School Operating Fund | | 103,850 | 105,050 | 1,200 |
| Total 500 | Performing Arts Center | | \$ 103,850 | \$ 105,050 | \$ 1,200 |



PACIFIC
HIGH SCHOOL

PACIFIC HIGH SCHOOL

FY 2024 Rev #3 Proposed Budget

Location 994

| | FY 2024 Rev#2 Adopted | FY 2024 Rev #3 Proposed | \$ Change | % Change |
|-----------------------------------|-----------------------------|-------------------------------|---------------|--------------|
| Fund 100: School Operating | | | | |
| Function: 100 Regular Instruction | \$ 373,742 | \$ 376,364 | \$ 2,622 | 0.70% |
| 200 Special Education | 155,440 | 155,440 | - | 0.00% |
| 400 School Administration | 159,558 | 157,743 | (1,815) | -1.14% |
| 450 School Administration Support | 45,722 | 45,722 | - | 0.00% |
| 600 Maintenance & Operations | 21,384 | 21,384 | - | 0.00% |
| Fund Total | 755,845 | 756,653 | 807 | 0.11% |
| TOTAL | \$ 755,845 | \$ 756,653 | \$ 807 | 0.11% |
| # Students (9th-12th) | 44.45 | 44.45 | 0.0 | 0.00% |
| # Teachers | 5.0 | 4.5 | (0.5) | -10.00% |
| # Classified | 0.5 | 1.5 | 1.0 | 200.00% |
| # Administrators | 1.0 | 1.0 | 0.0 | 0.00% |
| Pupil / Teacher Ratio | 8.9 | 9.9 | 1.0 | 11.11% |
| Average Per Pupil Expenditure | \$ 17,004.40 | \$ 17,022.56 | \$ 18.16 | 0.11% |

SITKA SCHOOL DISTRICT

FY 2024Rev #3 Proposed Budget

Location 994 Pacific High School

| Pacific High School | | | FY 2024 | FY 2024 | |
|------------------------------|-----------------------------------|----------|-----------------------------|--------------------|----------------|
| Account Code | Description | Comments | Rev#2 Adopted 12/6/23 | Rev #3 Proposed | \$ Change |
| Regular Instruction | | | | | |
| 100-994-100- 315 | Cert-Teacher | 3.50 FTE | \$ 256,352 | \$ 256,352 | \$ - |
| 100-994-100- 316 | Certified Extra Duty Pay | | 1,834 | \$ 4,134 | 2,300 |
| 100-994-100- 317 | Substitute - Certified | | 5,000 | \$ 5,000 | - |
| 100-994-100- 329 | Substitute - Non-Cert | | 1,500 | \$ 1,500 | - |
| 100-994-100- 361 | Health/Life Insurance | | 59,857 | \$ 59,857 | - |
| 100-994-100- 364 | FICA | | 3,838 | \$ 3,871 | 33 |
| 100-994-100- 365 | TRS | | 32,428 | \$ 32,717 | 289 |
| 100-994-100- 369 | SBS | | 398 | \$ 398 | - |
| 100-994-100- 410 | Professional & Technical Services | | 100 | 100 | - |
| 100-994-100- 420 | Staff Travel | | 500 | 500 | - |
| 100-994-100- 425 | Student Transportation | | 200 | 200 | - |
| 100-994-100- 440 | Other Purchased Services | | 1,500 | 2,500 | 1,000 |
| 100-994-100- 441 | Equipment Rentals | | 1,200 | 200 | (1,000) |
| 100-994-100- 443 | Equipment Repair/Maint | | 1,000 | 1,000 | - |
| 100-994-100- 451 | Teaching Supplies | | 7,184 | 7,184 | - |
| 100-994-100- 458 | Gas/Oil | | 850 | 850 | - |
| Total 100 | Regular Instruction | | 373,742 | 376,364 | 2,622 |
| Special Education | | | | | |
| 100-994-200- 315 | Cert-Teacher | 1.00 FTE | 86,762 | \$ 86,762 | - |
| 100-994-200- 323 | NonCert-Aides | 1.00 FTE | 12,394 | \$ 12,394 | - |
| 100-994-200- 366 | PERS | | 2,727 | 2,727 | - |
| 100-994-200- 361 | Health/Life Insurance | | 41,222 | 41,222 | - |
| 100-994-200- 364 | FICA | | 1,438 | 1,438 | - |
| 100-994-200- 365 | TRS | | 10,897 | 10,897 | - |
| Total 200 | Special Education | | 155,440 | 155,440 | - |
| School Administration | | | | | |
| 100-994-400- 313 | Principal | 1.00 FTE | 112,738 | 111,146 | (1,592) |
| 100-994-400- 361 | Health/Life Insurance | | 30,513 | 30,513 | - |
| 100-994-400- 364 | FICA | | 1,620 | 1,597 | (23) |
| 100-994-400- 365 | TRS | | 13,997 | 13,797 | (200) |
| 100-994-400- 420 | Staff Travel | | 50 | 50 | - |
| 100-994-400- 454 | Office Supplies/Postage | | 640 | 640 | - |
| Total 400 | School Administration | | 159,558 | 157,743 | (1,815) |

| Pacific High School | | | FY 2024 | FY 2024 | |
|--------------------------------------|--------------------------------------|----------|-----------------------------|--------------------|---------------|
| Account Code | Description | Comments | Rev#2 Adopted 12/6/23 | Rev #3 Proposed | \$ Change |
| School Administration Support | | | | | |
| 100-994-450- 324 | NonCert-Support | 0.50 FTE | 22,442 | 22,442 | - |
| 100-994-450- 329 | Substitutes/Temporary | | 500 | 500 | - |
| 100-994-450- 361 | Health/Life Insurance | | 16,104 | 16,104 | - |
| 100-994-450- 364 | FICA | | 333 | 333 | - |
| 100-994-450- 366 | PERS | | 4,937 | 4,937 | - |
| 100-994-450- 369 | SBS | | 1,406 | 1,406 | - |
| Total 450 | School Administration Support | | 45,722 | 45,722 | - |
| Maintenance & Operations | | | | | |
| 100-994-600- 431 | Water & Sewer | | 11,016 | 11,016 | - |
| 100-994-600- 434 | Other Utility Services | | 648 | 648 | - |
| 100-994-600- 436 | Electricity | | 9,720 | 9,720 | - |
| Total 600 | Maintenance & Operations | | 21,384 | 21,384 | - |
| Total 100 | School Operating Fund | | 755,845 | 756,653 | 807 |
| Total 994 | Pacific High School | | \$ 755,845 | \$ 756,653 | \$ 807 |

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

MEMO

To: SSD School Board
Prepared By: Tristan Guevin, SSD School Board President
Date: March 6, 2024

RE: Terms of Deidre Jenson Contract

With current Interim SSD Superintendent Steve Bradshaw vacating the position on March 15, 2024 and incoming SSD Superintendent's contract not starting until July 1, 2024, the SSD School Board had previously discussed an interim SSD Superintendent contract with Deidre for the period March 15 - June 30, 2024. The proposed terms are outlined below:

- 75 Day Contract at \$576.92 Per Diem Rate (Same as \$150,000 Salary)
- 8.65 Days of Paid Leave (Prorated Based on 30 Days Annual in Superintendent Contract)
- 4.62 Days of Sick Leave (Prorated from 16 Mandatory under Law)
- All Regular Paid Holidays (Memorial Day)

Model Policy

BP 4119.12 - ALL PERSONNEL - HARASSMENT

The School Board recognizes that harassment can cause embarrassment, feelings of powerlessness, loss of self-confidence, reduced ability to perform schoolwork, and increased absenteeism or tardiness. The School Board shall not tolerate ~~the harassment of any student by any other student or district employee.~~ Any student or employee who is found guilty of harassment shall be subject to disciplinary action.

Harassment means intimidation by threats of or actual physical violence; the creation by whatever means of a climate of hostility or intimidation; or the use of language, conduct, or symbols in such a manner as to convey hatred, contempt, or prejudice or to have the effect of insulting or stigmatizing an individual. Harassment includes, but is not limited to, harassment on the basis of race, sex, creed, color, national origin, religion, marital status, or disability.

(cf. 5131.43 – Harassment, intimidation and bullying)

(cf. 4118 - Suspension/Disciplinary Action)

(cf. 4119.11 – Sexual Harassment)

(cf. 4119.21 – Code of Ethics)

To promote an environment free of harassment, the principal or designee shall take appropriate preventative and/or disciplinary actions ~~such as removing vulgar or offending graffiti, establishing site rules, and providing~~ staff inservice professional development, or student instruction and counseling. Principals shall discuss this policy with their employees and shall assure them that they need not endure any form of harassment.

The School Board encourages students or staff to immediately report incidences of harassment to the principal or designee. The Superintendent or designee shall promptly investigate each complaint of harassment in a way that ensures the privacy of all parties concerned. In no case shall the student or staff member be required to resolve the complaint directly with the offending person.

Notice of this policy will be circulated to all district schools and departments and incorporated in teacher and student handbooks.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 1312.3 - Complaints Concerning Discrimination)

(cf. 4030 - Nondiscrimination in employment)

(cf. 5141.42 - Professional Boundaries for staff and students)

Legal References:

ALASKA STATUTES

[AS 14.18.010 - 14.18.100](#) *Prohibition Against Sex and Race Discrimination*

ALASKA ADMINISTRATIVE CODE

[4 AAC 06.500 - 4 AAC 06.600](#) *Prohibition of Gender or Race Discrimination*

TITLE VI, CIVIL RIGHTS ACT OF 1964

TITLE IX, EDUCATION AMENDMENTS OF 1972

INDIVIDUALS WITH DISABILITIES EDUCATION ACT

AMERICANS WITH DISABILITIES ACT

Revised 10/2021

9/92

AASB Policy Reference Manual

BP 6146.1 HIGH SCHOOL GRADUATION REQUIREMENTS

Note: Transfer students who have earned 13-unit credits in another district may, at the district's discretion, be excused from the district's subject area units-of credit requirements. [4 AAC 06.075](#).

Note: The following sample policy reflects the minimum graduation requirements specified in [4 AAC 06.075](#) and should be revised to reflect district philosophy and needs. Unless otherwise stated in a student's IEP, the district shall require all students in grade 11, and all students in grade 12 who have not previously done so, to take a college and career readiness assessment described in [4 AAC 06.717](#). However, failure to take one of these assessments shall not be grounds for withholding a diploma from an otherwise qualified student. At the request of a student, the district shall retroactively issue a high school diploma to a student who did not receive one because of failure to pass all or a portion of the previously required High School Graduation Qualifying Exam and instead received a certificate of achievement, provided the person takes a college and career readiness assessment. [AS 14.03.075](#). A person may satisfy the assessment pursuant to the regulations in [4 AAC 06.718](#). The district is to mail a notice of this option to each such student who qualifies for a diploma to the student's last known address.

The School Board intends that all District students graduate high school ready for college or a career. The Superintendent or designee shall prepare for Board approval a plan consisting of district graduation requirements. Students shall receive diplomas of graduation from high school only after meeting the following graduation requirements.

| Subject | Units of Credit | Requirements |
|----------------|-----------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|
| Language Arts | 4 Credits | |
| Social Studies | 3 Credits | 1 Credit of U.S. History 1 Credit of American Government, ½ Credit Global Issues or 1 Credit A/P Human Geography, ½ Credit Alaska History. |
| Mathematics | 3 Credits | Must pass Integrated Math 2 or equivalent. For students graduating from high school on or before June 30, 2017 |
| Science | 3 Credits | 1 Credit Life Science <u>or Biology</u> 1 Credit Physical Science 1 Credit Science Elective |

| | | |
|------------------------------|-------------------|-----------------------------------------------------------------------------------------------------------|
| Physical Education | 2 Credits | Must include ½ Credit of Health. Must pass Swimming Competency. (8 Credits on or before June 30, 2017) |
| Electives | 7 Credits | |
| Career & Technical Education | 1 Credit | |
| Total Credits | 23 Minimum | |

Note: The three units of credit in social studies must include on-half unit of credit in Alaska history or demonstration that the student meets the Alaska history performance standards. This requirement will not apply to a student who (1) transfers into your school after the student's second year of high school; or (2) has already successfully completed a high school state history course in another state. [4 AAC 06.075](#).

It is recommended that students planning to attend college, or who are seeking NCAA eligibility, should also take three or more years of math, two years of the same world language and one full credit of fine arts.

Maximum credits that can be used for graduation:

| | |
|--------------------|-----------|
| Teacher's Aide | 2 credit |
| Physical Education | 3 credits |

A certificate of completion would be reserved for students on IEPs who complete an individualized program of study by aging out or meeting their IEP goals but do not meet all of the other requirements to earn a diploma.

(cf. 5127 - Graduation Ceremonies and Activities)

(cf. 6164.2 - Guidance and Counseling Services)

Legal Reference:

ALASKA STATUTES

[14.03.075](#) *College and career readiness assessment; retroactive issuance of diploma*

ALASKA ADMINISTRATIVE CODE

[4 AAC 06.075](#) *High school graduation requirements*

[4 AAC 06.717](#) *College and career readiness assessments*

[4 AAC 06.718](#) *College and career readiness assessment after student received a certificate of achievement*

[4 AAC 06.721](#) *College and career readiness assessment waivers*

4 AAC 06.755-790 Statewide assessment program for students with disabilities

Adoption Date: February 6, 1996

Revision Date: February 14, 2002

Revision Date: December 6, 2005

Revision Date: August 20, 2007

Revision Date: June 17, 2008

Revision Date: December 15, 2016

Sitka School District

EARLY EDUCATION PROGRAMS

BP 6148

Note: The purpose of this policy is to implement early education programs established by the Alaska Reads Act, HB 114. Early education programs are voluntary, and grant funds can be used to either develop a Pre-K program or improve upon an existing program.

The Superintendent, in consideration of appropriate District need, may seek a grant for an early education program under AS 14.03.410 and 4 AAC 60.200. Before applying for a grant, the District shall, to avoid duplicate programs and facilitate resource sharing to improve early education within the district, consult with each local and tribal head start program within the district's boundaries. The Superintendent must ensure that the District has the resources and intent to create an early education program.

The District-wide early education program must:

1. Adopt an evidence-based program of learning.
2. Have a certificated teacher in charge of the program.
3. Implement the guidelines for an early education program described in the department's *State of Alaska Early Learning Guidelines* under 4 AAC 60.170.
4. Have a minimum day in session of two hours per day, five days per week.
5. Accommodate the early education needs of district children and their families, regardless of socioeconomic circumstances.

The District shall provide an annual ADM assurances report regarding its early education program in a format prescribed by the Department of Education and Early Development.

During the grant period, a school district that receives a grant award under 4 AAC 60.200 must demonstrate progress towards meeting or exceeding the standards for a high quality early education program under AS 14.07.165(a)(5) and 4 AAC 60.190 by complying with the department's grant reporting requirements and submitting a year-end report to the department.

The District's early education program must also comply with the requirements under 4 AAC 60.205.

Legal References:

ALASKA STATUTES

AS 14.03.410 *Early education programs; grants*

ALASKA ADMINISTRATIVE CODE

4 AAC 60.190 *High quality early education program standards*

4 AAC 60.195 *District accountability; revocation of approval of district-wide early education program*

4 AAC 60.20 *District-wide early education program grants; applications; duration; award determinations*

4 AAC 60.205 *District-wide early education program grant recipient obligations*

4 AAC 60.210 *Criteria for inclusion of district-wide early education program students within a district's ADM*

WORKSHEETS for the district policy committee:

DISCARD WHEN FINISHED

Students

EARLY EDUCATION PROGRAMS

BP 6148(b)

4 AAC 60.990 Definitions

Created 9/2023

AASB POLICY REFERENCE MANUAL

9/92

Model Policy

AR 9311 BOARD POLICIES

Regular Policy Review

To insure that policies are updated to meet changing conditions and legal requirements, all policies will be subject to regular review and revision.

Sections of the policy manual shall be reviewed on the following continuous rotating schedule:

Year 1 - Chapters 0 through 3

Year 2 - Chapters 4 through 5

Year 3 - Chapters 6 through 7

Year 4 - Chapters 8 through 9

Added 9/01

9/92

AASB Policy Reference Manual

Model Policy

E 9020 BOARD STANDARDS

The Board Standards developed by the Association of Alaska School Boards and listed below have been adopted by the _____ Sitka School District School Board as a standard of performance that this school board will constantly strive to meet.

VISION

The Board Creates A Shared Vision To Enhance Student Achievement

- 1.1 Board develops a dynamic shared vision for education that reflects student needs and community priorities.
- 1.2 Board keeps the district and community focused on educating students.
- 1.3 Board demonstrates its strong commitment to vision by using the shared vision to guide decision making.

STRUCTURE

The Board Provides A Structure That Supports The Vision

- 2.1 Board establishes a management system that results in effective decision making processes and enables ~~all the people~~ its stakeholders to help the district achieve its vision and make the best use of its resources.
- 2.2 Board ensures that long and short term plans are developed and annually revised through a process involving extensive participation, information gathering, research, and reflection.
- 2.3 Board sets high instructional standards based on the best available information about the knowledge and skills students will need in the future.
- 2.4 Board acts to ensure vision and structure comply with legal requirements.
- 2.5 Board encourages and supports innovative approaches to teaching, learning, and the continuous renewal of education.

ACCOUNTABILITY

The Board Measures District Performance Toward Accomplishing the Vision And Reports the Results To The Public.

3.1 Board receives regular reports on student progress and needs based on a variety of assessments to evaluate the quality and equity of the educational program.

3.2 Board evaluates the superintendent and board performance annually and reports the result to the public.

3.3 Board ensures long and short term plans are evaluated and revised with the needs of students in mind.

3.4 Board uses an understandable format to periodically report district performance to the public.

ADVOCACY

The Board Champions The Vision

4.1 Board leads in celebrating the achievements of students and accomplishments of others who contribute to education.

4.2 Board advocates for children and families and establishes strong relationships with parents and other mentors to help support students.

4.3 Board establishes partnerships with individuals, groups, and organizations to promote educational opportunities for all students.

4.4 Board promotes school board service as a meaningful way to make long term contributions to the local community and society.

4.5 The board is proactive in identifying and addressing issues that affect the education of students.

CONDUCT & ETHICS

The Board And Its Individual Members Conduct District Business In A Fair, Respectful, And Responsible Manner

5.1 Board and its individual members act in a manner that reflects service to the community on behalf of students.

5.2 Board demonstrates a commitment to continually improving teamwork, problem solving, and decision making skills through a conscious program of board development.

5.3 Expenditures for board activities are clearly identified in the budget, related to the district vision, and open to public scrutiny.

AASB Policy Reference Manual