

Work Session
Wednesday, September 4, 2024 4:30 PM
Alaskan

Harrigan Centennial Hall
330 Harbor Drive
Sitka, AK 99835

1. Board Review of CBS/SSD Maintenance MOA

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

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

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

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

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

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

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

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

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

INTRODUCTION

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

By detailing the terms, responsibilities, and expectations of both parties, this agreement aims to facilitate a seamless transition of facility maintenance activities, promote the efficient allocation of resources, and establish clear parameters for collaboration and performance measurement in the management of facilities operated by the SSD.

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

SCOPE OF SERVICES

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

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

Maintenance services shall be constrained to being provided within the property boundary of the facility.

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

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

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

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

TRANSFER OF RESOURCES FROM SSD TO CBS

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

Staffing Positions

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

New Staff-Level Positions

The CBS has funded four, full-time, represented Maintenance Specialist positions to accommodate the maintenance obligations of this agreement. These four Maintenance specialist positions are anticipated to be filled by the existing SSD maintenance staff. As such, existing SSD maintenance staff shall be given the first right of refusal to the newly funded, CBS Maintenance Specialist positions.

All four SSD Maintenance staff positions shall be no longer funded beyond June 30th 2024 and shall cease to exist. Staff in these positions shall be appropriately notified of these circumstances by the SSD in accordance with bargaining agreements.

SSD staff that accept the newly funded positions within the CBS shall:

- Receive a pay rate that is consistent with their existing, documented pay rate, as reported by the SSD
- Receive vacation accrual rates consistent with their documented service time, as reported by the SSD
- Receive seniority benefits based upon their documented years of service, as reported by the SSD
- Receive all other benefits as defined in pertinent bargaining unit agreements

New Supervisory-Level Position

In addition to the four, full-time represented Maintenance Specialist Positions, the CBS has funded one, full-time, non-represented Building Maintenance Supervisor position. This position will serve as a working supervisor for all CBS Building Maintenance Division staff. The Building Maintenance Supervisor shall organizationally report directly to the CBS Facilities Superintendent and will be responsible for planning, scheduling, organizing, and leading all building maintenance activities for CBS facilities.

Vehicles, Equipment, Materials, Workspace

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

Vehicles:

The following vehicles shall be indefinitely loaned to the CBS following the signing of this agreement. As these vehicles are replaced with new vehicles by the CBS, the replaced vehicles shall be released back to the SSD for disposal or use. The CBS shall perform all vehicle maintenance.

- 2017 Van License #
- 2015 Transit van License #
- 2008 plow truck, License #
- 2004 Ranger Pickup Truck License #
- 2010 Silverado Pickup Truck License #
- 2013 Flat-bed Pickup Truck License #

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

(8) Passenger transport vans AND any and all other vehicles that the SSD owns, operate or maintains

Equipment:

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

Workspace:

The maintenance workspace located at the Public Service Center shall be transferred to the CBS upon the effective date of this agreement. Only CBS employees shall be permitted to remain at this workspace upon the effective date of this agreement. All material storage associated with facility maintenance activities shall remain stored at the Public Service Center. All other materials belonging to the SSD shall be retrieved and stored at a campus facility. All utility and phone services for the Facilities shop shall be paid for by the CBS.

CAPITAL IMPROVEMENT PLANNING PROCESS

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

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

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

STEP 1 - IDENTIFICATION OF CAPITAL PROJECT NEEDS

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

1. Asset Condition Assessments:

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

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

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

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

2. Daily Operational Rounds

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

3. Facility Operator Requests:

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

STEP 2 – COMPILATION OF ALL CAPITAL IMPROVEMENT PROJECTS

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

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

STEP 3 – ASSESS RISK SCORES FOR EACH PROJECT

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

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

STEP 4 – PRIORITIZE DRAFT LIST OF CAPITAL IMPROVEMENT PROJECTS

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

STEP 5 – BUDGET ALLOCATION TO BUY-DOWN RISK

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

STEP 6 – PRESENTATION OF CIP DRAFT TO ADMINISTRATOR AND SUPERINTENDENT

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

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

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

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

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

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

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

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

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

(March through May) Based on the feedback received from the presentation to the SSD School Board, edits shall be made to the proposed CIP. Such edits could include, but not

be limited to, selecting to skip/bypass some projects. The resulting, revised draft CIP is then presented to the CBS

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

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

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

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

ANNUAL OPERATIONAL BUDGET PLANNING PROCESS

An annual operational budget shall be established each year and funded from the CBS General Fund. Budgeting for operational activities shall take place in alignment with zero-based-budgeting principles.

Operational Budget Sample:

- Contracted/Purchased Services
 - Optional Custodial Support (with a cap)

- Baranof Elementary School
 - Keet Gooshi Heen Elementary School
 - Blatchley Middle School
 - Sitka High School
 - Pacific High School & Greenhouse
 - Southeast Career Center
 - Sitka Performing Arts Center
- Optional Event Support (with a cap)
 - Baranof Elementary School
 - Keet Gooshi Heen Elementary School
 - Blatchley Middle School
 - Sitka High School
 - Pacific High School & Greenhouse
 - Southeast Career Center
 - Sitka Performing Arts Center
- Optional Vehicle Repair Support (with a cap)
 - Baranof Elementary School
 - Keet Gooshi Heen Elementary School
 - Blatchley Middle School
 - Sitka High School
 - Pacific High School & Greenhouse
 - Southeast Career Center
 - Sitka Performing Arts Center
- Repairs & Maintenance
 - Baranof Elementary School
 - Keet Gooshi Heen Elementary School
 - Blatchley Middle School
 - Sitka High School
 - Pacific High School & Greenhouse
 - Southeast Career Center
 - Sitka Performing Arts Center
- Rental Equipment
 - List all schools/facilities

MAINTENANCE ACTIVITY PRIORITIES

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

URGENT PRIORITY (Level 1)

- Description - Work designated as "Urgent Priority" pertains to tasks or projects that require immediate attention due to their significant impact on safety, compliance, or

the sustained operation of essential functions. These are urgent and high-risk items that demand immediate action to prevent severe consequences or disruptions.

- Action – Drop everything and engage in project or task activity immediately
- Consequence of Failure (CoF) Criteria – Aligns with moderate, high, major, extreme, or catastrophic risk criteria; non-localized damage to other assets, potential for staff or citizen injury, potential for public or private property to be damaged, compliance violation, inability to safely provide services
- Examples – Mostly reactive actions, Fire and Life Safety responses, people stuck in elevator

HIGH PRIORITY (Level 2)

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

MEDIUM PRIORITY (Level 3)

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

Continued

LOW PRIORITY (Level 4)

- Description - "Low Priority" tasks or projects encompass non-urgent, routine, or discretionary activities that are valuable but not time-sensitive. These items can be scheduled, deferred, or integrated into operations as resource availability allows, without immediately impacting critical functions or performance objectives.
- Action - Plan/schedule dedicated time to get this completed within 30 days
- CoF Criteria – Aligns with insignificant to minor risk consequence criteria

- Examples – Some preventative maintenance activities, cosmetic repairs or refurbishments, or installation of improvements (new television monitor or bulletin board)

DEFERRED PRIORITY (Level 5)

- Description - "Deferred Priority" designates tasks, projects, or activities that, while recognized as valuable, may be intentionally deferred or delayed due to strategic considerations, resource limitations, or lower urgency. These items may be revisited, reprioritized, or implemented at a later time based on changing circumstances or operational needs.
- Action – Plan/schedule a dedicated time to complete this task within 3 to 6 months
- CoF Criteria –
- Examples -

PERFORMANCE METRICS AND REPORTING

Performance measurements for tracking the success or failure of the CBS Maintenance Program are crucial for ensuring effective facility management and operational outcomes. This section addresses procedures for monitoring and reporting performance of maintenance services for school facilities. Performance measures shall be collected by the Facility Maintenance Superintendent and shall be reported to the Sitka School District School Board and the CBS

Assembly on no-less than a quarterly interval. The following key performance indicators (KPIs) can be utilized to assess the performance of a school maintenance department:

Maintenance Response Time

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

Work Order Completion Time:

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

Preventive Maintenance Compliance:

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

Maintenance Backlog:

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

Asset Downtime:

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

Compliance with Related Regulatory Requirements:

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

Cost of Maintenance per Student or per square foot:

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

Continued

Energy Efficiency and Conservation:

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

Tenant Satisfaction Ratings:

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

Solid Waste Cost:

Track costs for disposing of solid waste. This KPI will evaluate the cost effectiveness of solid waste disposal and recycling activities associated with the



COMMUNICATION AND COLLABORATION

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

Building Maintenance Staff & Building Maintenance Supervisor

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

Building Maintenance Supervisor & SSD Maintenance Director

The Building Maintenance Supervisor and SSD Maintenance Director shall meet weekly to exchange work requests and review upcoming activities that need to be coordinated

Building Maintenance Supervisor and Facilities Superintendent

The Building Maintenance Supervisor and Facilities Superintendent shall meet weekly to prioritize and coordinate building maintenance activities.

Facilities Maintenance Supervisor & Public Works Director

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

Public Works Director & Municipal Administrator

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

SSD Maintenance Director & SSD Principals

The SSD Maintenance Director and SSD Principals shall meet bi-weekly to prioritize and coordinate related maintenance activities

SSD Maintenance Director & SSD Superintendent

The SSD Maintenance Director and SSD Superintendent shall meet bi-weekly to prioritize and coordinate related maintenance activities

DISPUTE RESOLUTION

Dispute resolution progression:

- Wherein a conflict arises between a maintenance staff and a school staff, teacher, or building attendant, conflict resolution shall be sought through the Facility Maintenance Superintendent or the CBS Building Maintenance Supervisor.

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

TERM AND REVIEW

The duration of the memorandum is anticipated by all parties to last indefinitely. Provision alteration or termination of this agreement may only be made at the direction of the Assembly representing the City and Borough of Sitka and the Sitka School Board representing the Sitka School District

Periodic review, assessment, and recommendation for updates or other modifications to this agreement may be conducted on an annual basis at the direction of the CBS Assembly, Administrator, SSD School board, or SSD Superintendent.

DRAFT

SIGNATORIES

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

CITY AND BOROUGH OF SITKA

Date

Municipal Administrator
City and Borough of Sitka, Alaska

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

SITKA SCHOOL DISTRICT

Date

Superintendent
Sitka School District

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