

Board of Education Regular Meeting

Monday, May 18, 2026 6:30 PM

KIBSD Central Office Conference Room F140, 722 Mill Bay Road, Kodiak, Alaska 99615

1. KIBSD Board of Education

2. Preliminaries

2.a. Call to Order **Speaker (s) :** Board President

2.b. Legal Statements **Speaker (s) :** Board President

2.c. Public Notification of Recording **Speaker (s) :** Board President

2.d. Location of Board Meeting Agendas and Documents **Speaker (s) :** Board President

3. Opening Items

3.a. Pledge of Allegiance **Speaker (s) :** Board President

3.b. Alutiiq Land Acknowledgment **Speaker (s) :** Board President

3.c. Roll Call **Speaker (s) :** Board President

3.d. Approval of the Agenda **Speaker (s) :** Board President

4. Consent Agenda

4.a. Approval of the Consent Agenda

4.b. Board of Education Minutes

4.c. Advisory School Board Minutes

4.d. Monthly Staffing Report

4.e. Six-Year Capital Improvement Plan FY28-FY33

5. Student Representative Report

5.a. Student Representative Report

6. Recognitions

6.a. Student Recognition (Tessa Davis)

7. Community Comments

7.a. Community Comments **Speaker (s) :** Board President

8. Program Presentations

8.a. End of Year Assessment Results Report

9. Action Items

9.a. Policy Update - BP 5121 *Grades/Evaluation of Student Achievement*, BP 6141.3 *Culturally Responsive Education*, BP 6142.2 *AIDS Instruction*, BP 6142.4 *Community Service*, BP 6142.5 *Environmental Education*, BP 6143 *Courses of Study*, BP 6161.2 *Damaged or Lost Instructional Materials and Equipment*, BP 6164.4 *Child Find*, BP 6174 *Bilingual Bicultural Education/English Language Learners*, BP 6179 *Child Care and Development Programs*, BP 8000 *Concepts and Roles*, BP 9012 *Communications to and From the Board*, BP 9270 *Conflict of Interest*, and BP 9320 *Meetings* (First Reading)

9.b. FY 27 Certificated Contracts

9.c. Monthly Financial Report

9.d. 2026-2027 School Calendar Revision

10. Community Comments

10.a. Community Comments

11. Reports

11.a. Superintendent's Report

Speaker (s) :
Superintendent

11.b. Board Committee Reports

12. Board Comments

12.a. Board Comments

Speaker (s) : Board
President

13. Adjournment

13.a. Adjournment

14. Informational Items

Speaker (s) : Board
President



Board Agenda Item

Kodiak Island Borough School District

722 Mill Bay Rd

Kodiak, Alaska 99615

Board Mtg. Date 5-18-26 RM	Reports of the Superintendent ☐	Action Item ☐	Consent Agenda ☒	Reports, Routine Monthly ☐	Other ☐
Subject:	BOARD OF EDUCATION MINUTES				
Presenter or Contact Person:	Cyndy A. Mika, Superintendent				
Summary:	The Secretary to the Board of Education has prepared draft minutes for approval.				
Financial Implications:	There are no financial implications to the budget.				
Attachments:	4.20.26 RM Minutes 4.20.26 SM Minutes 5.04.26 SM Minutes				
Recommendation:	Administration recommends the Board review the Board of Education minutes for adoption, as submitted.				
Motion:	Move to approve Special Meeting Minutes of April 20, 2026 and May 4, 2026; and Regular Meeting Minutes of April 20, 2026.				

**KODIAK ISLAND BOROUGH SCHOOL DISTRICT
BOARD OF EDUCATION
Special Meeting – May 4, 2026**

The Board of Education of the Kodiak Island Borough School District met in a Special Meeting on Monday, May 4, 2026, in the District Services Conference Room. School Board President KERRY IRONS called the meeting to order at 10:20 p.m.

ROLL CALL was taken, and the following members were present:

KERRY IRONS
JIM PRYOR
DUNCAN FIELDS
MIKE LITZOW

Board members excused: JESSE MICKELSON

A quorum was established.

COMMUNITY COMMENTS: None

ACTION ITEMS:

5.a FY27 Certificated Contracts

MOTION

DUNCAN FIELDS moved to approve the 2026-2027 certificated contract to Veda Collado in the amount of \$72,028.21; approve the 2026-2027 certificated contract and special education stipend to Amy Rogan in the amount of \$90,820.05; and approve the 2026-2027 certificated contract to Kristi Lonheim in the amount of \$92,428.75, as presented. JIM PRYOR seconded the motion, and it carried unanimously by a roll call vote of all members present.

5.b Request to Approve Purchase Order with King County Director's Association for KIBSD Roofing and Building Envelope Inspection and Maintenance

MOTION

JIM PRYOR moved to approve Purchase Requisition #63099 to King County Director's Association in the amount of \$63,412.25, as presented. MIKE LITZOW seconded the motion, and it carried unanimously by a roll call vote of all members present.

ADJOURNMENT

MOTION

MIKE LITZOW moved to adjourn the special meeting. DUNCAN FIELDS seconded the motion, and it carried unanimously by a voice vote of all members present.

Without objection, and there being no further business, Board President KERRY IRONS adjourned the Meeting at 10:24 p.m. on May 4, 2026.

KODIAK ISLAND BOROUGH SCHOOL DISTRICT
BOARD OF EDUCATION SPECIAL MEETING
May 4, 2026
Page 2 of 2

Respectfully Submitted,

Laurie Pardoe
Secretary to the Board

Approved by the Kodiak Island Borough School District Board of Education at their Regular Meeting of May 18, 2026.

Jesse Mickelson
Clerk of the Board

**KODIAK ISLAND BOROUGH SCHOOL DISTRICT
BOARD OF EDUCATION
Special Meeting – April 20, 2026**

The Board of Education of the Kodiak Island Borough School District met in a Special Meeting on Monday, April 20, 2026 in the District Services Conference Room. School Board President KERRY IRONS called the meeting to order at 9:24 p.m.

ROLL CALL was taken, and the following members were present:

KERRY IRONS
JIM PRYOR
DUNCAN FIELDS
MIKE LITZOW
JESSE MICKELSON

Board members absent: None.

A quorum was established.

COMMUNITY COMMENTS – Judy Carstens

ACTION ITEMS:

5.a Certificated Contracts

MOTION

JIM PRYOR moved to approve the 2026-2027 certificated contract and special education stipend for Wade Brabant in the total amount of \$90,820.05, as presented. DUNCAN FIELDS seconded the motion, and it carried unanimously by a roll call vote of all members present.

ADJOURNMENT

MOTION

MIKE LITZOW moved to adjourn the regular meeting. JIM PRYOR seconded the motion, and it carried unanimously by a voice vote of all members present.

Without objection, and there being no further business, Board President KERRY IRONS adjourned the meeting at 9:29 p.m. on April 20, 2026.

Respectfully Submitted,

Laurie Pardoe
Secretary to the Board

Approved by the Kodiak Island Borough School District Board of Education at their Regular Meeting of May 18, 2026.

Jesse Mickelson
Clerk of the Board

**KODIAK ISLAND BOROUGH SCHOOL DISTRICT
BOARD OF EDUCATION
Regular Meeting – April 20, 2026**

The Board of Education of the Kodiak Island Borough School District met in a Regular Meeting on Monday, April 20, 2026, in the District Services Conference Room. School Board President KERRY IRONS called the meeting to order at 6:30 p.m.

ROLL CALL was taken, and the following members were present:

KERRY IRONS
JIM PRYOR
DUNCAN FIELDS
MIKE LITZOW
JESSE MICKELSON

Board members absent: None

A quorum was established.

APPROVAL OF THE AGENDA:

MOTION

JIM PRYOR moved to approve the agenda as submitted. MIKE LITZOW seconded the motion, and it carried unanimously by a roll call vote of all members present.

APPROVAL OF THE CONSENT AGENDA:

4.a Approval of the Consent Agenda

MOTION

MIKE LITZOW moved to approve the Consent Agenda to include: Board of Education Minutes, Advisory School Board Minutes, Monthly Staffing Report, FY 27 Activity Fees, FY 28 School Calendar Adoption, and FY 27 School Calendar Revision, as submitted. JESSE MICKELSON seconded the motion, and it carried unanimously by a roll call vote of all members present

4.b Board of Education Minutes

MOTION

The motion to approve Special Meeting Minutes of March 31, 2026, and Regular Meeting Minutes of March 23, 2026, was approved under the consent agenda.

4.c Advisory School Board Minutes

MOTION

The motion to acknowledge receipt of the Chiniak Advisory School Board Minutes as submitted, was approved under the consent agenda.

4.d Monthly Staffing Report

MOTION

The motion to acknowledge receipt of the Monthly Staffing Report, was approved under the consent agenda.

4.e FY 27 Activity Fees

**KODIAK ISLAND BOROUGH SCHOOL DISTRICT
BOARD OF EDUCATION REGULAR MEETING
April 20, 2026
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MOTION

The motion to approve the FY 27 Activity Fees Schedule as submitted, was approved under the consent agenda.

4.f FY 28 School Calendar Adoption

MOTION

The motion to approve FY28 Calendar A for the 2027-2028 school year, was approved under the consent agenda.

4.g FY 27 School Calendar Revision

MOTION

The motion to approve the changes to the 2026-2027 School Calendar as presented, was approved under the consent agenda.

STUDENT REPRESENTATIVE REPORT: Student Representative, Tessa Davis, delivered a report.

COMMUNITY COMMENTS – John Parker and Judy Carstens

SCHOOL REPORTS:

7.a Main Elementary Annual Report Presentation – Sabrina Sutton, Principal of Main Elementary School, presented the report.

7.b Chiniak School Annual Report Presentation – Christy Stark, Head Teacher of Chiniak School and Peggy Azuyak, Director of Rural Schools presented the report.

PROGRAM PRESENTATIONS:

8.a Food Services Refrigeration Update – Jerilyn Urban, Food Services Coordinator, presented the report.

UNFINISHED BUSINESS:

9.a Request for Expenditure Over \$50,000 For Legal Fees Related to Immigration Services for 20 Certified Teachers

MOTION

A motion from the previous regular meeting was on the floor: Motion to approve the expenditure of \$100,000 to Fisher Phillips to support the initial costs related to the two-year process applying for green cards (PERM process) for 20 of our certified teachers.

The motion carried unanimously by a roll call vote of all members present.

ACTION ITEMS:

10.a Public Hearing and Adoption of FY27 Budget

MOTION

DUNCAN FIELDS moved to approve the FY27 Proposed Budget, as presented. JIM PRYOR seconded the motion.

**KODIAK ISLAND BOROUGH SCHOOL DISTRICT
BOARD OF EDUCATION REGULAR MEETING
April 20, 2026
Page 3 of 4**

Board President KERRY IRONS opened a public hearing at 8:26 p.m. Upon seeing and hearing none, she reconvened the meeting.

The motion carried unanimously by a roll call vote of all members present.

10.b Appointment of New Board of Education Student Advisory Representative

MOTION

MIKE LITZOW moved to appoint Grace Acker as the new Student Advisory Representative, as presented. DUNCAN FIELDS seconded the motion, and it carried unanimously by a roll call vote of all members present.

10.c Monthly Financial Report

MOTION

JIM PRYOR moved to acknowledge the receipt of the February Report of Revenues and Expenditures, with Year-to-Date General Fund Revenues in the amount of \$41,902,791.50 and Year-to-Date General Fund Expenditures in the amount of \$35,564,226.91, as presented. JESSE MICKELSON seconded the motion, and it carried unanimously by a roll call vote of all members present.

10.d Board Policy Update - BP 4119.25 *Political Activities of Employees*, BP 5030 *School Discipline and Safety*, BP 5123 *Promotion/Acceleration/Retention*, BP 5124 *Communication with Parents/Guardians*, BP 5124.1 *Family Engagement*, BP 5127 *Graduation Ceremonies and Activities*, BP 5128 *Alaska Performance Scholarship Program*, BP 5131 *Conduct*, BP 5131.1 *Bus Conduct*, BP 5131.6 *Alcohol and Other Drugs*, BP 5137 *Positive School Climate*, BP 5142.3 *Restraint and Seclusion*, BP 5147 *Dropout Prevention*, BP 6147 *Alaska Reads Act Intervention Programs*, and BP 6148 *Early Education Programs* (Second Reading and Public Hearing)

MOTION

DUNCAN FIELDS moved to adopt Board Policies BP 4119.25, BP 5030, BP 5123, BP 5124, BP 5124.1, BP 5127, BP 5128, BP 5131, BP 5131.1, BP 5131.6, BP 5137, BP 5142.3, BP 5147, BP 6147, and BP 6148 in second reading, as presented. MIKE LITZOW seconded the motion.

Board President KERRY IRONS opened a public hearing at 8:44 p.m. Upon seeing and hearing none, she reconvened the meeting.

The motion carried unanimously by a roll call vote of all members present.

10.e Approval of Residency Waivers

MOTION

DUNCAN FIELDS moved to approve the request for FY27 certificated residency waiver for Angela Gasper, Nancy Hoadley, Elizabeth Kyer, Sherri Lovick, Desiree Ott, KJ Updegraff and to decline the request for FY27 certificated residency waiver for Jackie Gannon and Jamie Stoothoff. JESSE MICKELSON seconded the motion, and it carried unanimously by a roll call vote of all members present.

**KODIAK ISLAND BOROUGH SCHOOL DISTRICT
BOARD OF EDUCATION REGULAR MEETING
April 20, 2026
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10.f Approval of Roof Replacement Updated Agreement with Kodiak Island Borough

MOTION

MIKE LITZOW moved to approve the FY2026-54 MOA KIB & KIBSD Redirect Funding for East Roof, as presented. JIM PRYOR seconded the motion, and it carried unanimously by a roll call vote of all members present.

COMMUNITY COMMENTS – None.

REPORTS:

12.a Superintendent's Report – Superintendent Cyndy Mika presented the report.

12.b Board Committee Reports – Superintendent Cyndy Mika presented the report.

BOARD COMMENTS

ADJOURNMENT

MOTION

JESSE MICKELSON moved to adjourn the regular meeting. DUNCAN FIELDS seconded the motion, and it carried unanimously by a voice vote of all members present.

Without objection, and there being no further business, Board President KERRY IRONS adjourned the meeting at 9:23 p.m. on April 20, 2026.

Respectfully Submitted,

Laurie Pardoe
Secretary to the Board

Approved by the Kodiak Island Borough School District Board of Education at their Regular Meeting of May 18, 2026.

Jesse Mickelson
Clerk of the Board



Board Agenda Item

Kodiak Island Borough School District

722 Mill Bay Rd

Kodiak, Alaska 99615

Board Mtg. Date 5-18-2026	Reports of the Superintendent ☐	Action Item ☐	Consent Agenda ☒	Reports, Routine Monthly ☐	Other ☐
Subject:	ADVISORY SCHOOL BOARD MINUTES				
Presenter or Contact Person:	Cyndy A. Mika, Superintendent				
Summary:	The District has received Advisory School Board Minutes for from Old Harbor Advisory School Board.				
Financial Implications:	There are no financial implications to the budget.				
Attachments:	Old Harbor ASB Minutes 3-31-26				
Recommendation:	Administration recommends the Board acknowledge receipt of the Advisory School Board Minutes as submitted.				
Motion:	I move the Board acknowledge receipt of the March 31, 2026, Old Harbor Advisory School Board Minutes as submitted.				



Kodiak Island Borough School District

"We are gathered today on the traditional homeland of the Alutiiq/Sugpiaq people the heritage and culture of the Alutiiq people continue to enrich our communities and our schools."

Old Harbor Advisory School Board Minutes 3-31-26

1. **Call to Order:** 5:07

2. **Roll Call:** Present-Ross Elvehjem— Present Phyllis Clough — Present (facetime) Leanna Peterson — Present Glen Clough — Excused Gabe Azuyak — Arrived late

3. **Establishment of quorum:** 5/4

4. **Guests:** None

5. **Meeting Minutes:** February 26th minutes were approved by Email and forwarded to the Main Board and the Superintendent Dr. Mika.

6. **Agenda:** Moved and approved

7. **Public Comment:** None

8. **Correspondence-**Jamie Bennett / **Director of Rural Schools Report-** Peggy Azuyak /**Head Teacher Report-** Mr. Nataniel Tinambacan

Peggy Azuyak – Handed in a **Newsletter** for the board to look at as she was not present due to other commitments.

Nataniel Tinambacan- **provided a report**, summarized as follows:

- Current enrollment: **39 students**
- Parent-teacher conferences held March 11–12; most parents attended, with some rescheduled
- Spring break took place March 16–20
- Infant learning session held March 23 for pre-school-aged children
- School assemblies included activities, games, and storytelling
- Poster-making activity on March 25 focused on **respect**
- Students participated in a community lunch and a **Respect March**, showcasing their work / No questions were raised.

9. **Old Business:**

Two positions remain open

- One applicant is pending reference checks

Student Device Monitoring

- No current issues with unauthorized device use
- Monitoring is still considered necessary
- Training was previously shown and will be reviewed again as needed

Testing Results

- Previously discussed; item removed from agenda

Cell Phone Policy

- Awaiting clarification regarding language
- Board agreed to follow the current handbook
- Decision made to **table any changes until September**

10. New Business:

ASB Email

- No official school email established yet
- A temporary Gmail account has been created
- Board prefers an official school-based email for formal communication

Chiniak Prom Trip (April 24)

- 7 students are planning to attend
- Itinerary details still pending
- Budget information to be confirmed

Additional note:

- The Tribe reimbursed approximately **\$12,000** from last year's travel (hotel and flights), which will go back into student funds

11. Next Meeting Date: April 28th 5:00

12. Board Comments: None

13. Adjournment: 5:25

ASB Board President:



ASB Board Secretary:



INSTRUCTIONS TO COMPLETE FORM 05-19-051

Six-Year Capital Improvement Plan

OVERVIEW

A six-year plan is a vital document for districts in planning and anticipating necessary capital improvement projects. A capital improvement project is a substantial, non-recurring expenditure for a physical improvement with a long useful life. Capital projects are not part of the district's preventive (including routine) maintenance or custodial care programs.

Projects may be derived from reviewing renewal and replacement schedules or population projections, needs identified by school personnel or professional architect or engineer through a condition survey, or recommendations from an energy audit, etc.

The district is encouraged to use and submit this form, required under AS 14.11.011 for grant or debt reimbursement applications, as a planning and presentation tool for all capital projects, regardless of whether the project will be submitted for AS 14.11 state aid funding consideration. It can be a valuable aid to a school board in fulfilling its duty under AS 14.08.101 to approve the district's six-year capital plan.

For questions on completing this form, contact DEED Facilities section staff.
<https://education.alaska.gov/Facilities/>

SET UP

1. Header

Open up the existing document header to add the school district name and update the fiscal year (FY) span. Note: the first fiscal year of a six-year capital plan is typically two years after the current calendar year (e.g. a capital plan reviewed in March of 2019 will address FY 2021 - FY 2026).

2. Tables

Adjust the “**FY 20YY TOTAL**” in each table to reflect the six years of the plan.

3. Certification

Edit the text at the end of the document to fill in the name of the school district board and the date of the meeting when the six-year capital plan is approved and adopted.

PROJECT TABLE

1. District Priority

Projects should be listed in district priority order. Priority is continuous through all fiscal years (e.g. the first fiscal year lists 6 projects, the second fiscal year list will begin with district priority #7, and so on). Inclusion of non-AS .14.11 projects do not adversely affect CIP application scoring.

2. Primary Purpose

A project must meet one of the project definitions outlined in AS 14.11.014 to qualify for AS 14.11 state aid. Reference also Appendix A, “Instructions to completing the Applica

tion for Funding for a Capital Improvement Project”.

3. Project Title & Description

Provide a short, descriptive project title that includes the facility name, major project scope, and town/village (if in a borough or REAA serving multiple communities). The project title should match any CIP application submitted to the department for AS 14.11 funding. Include a detailed scope of work that includes impacted facilities, systems, or components, and necessitating conditions. Note: including the estimated funding from non-district sources can be helpful for internal district fiscal planning.

4. SOA Aid

If a district is anticipating AS 14.11 state aid, grant or debt reimbursement, check the box or provide another notation.

5. Estimated Project Cost

Enter the estimated or actual amount of total projects costs, which include design, construction, equipment, administrative costs, etc. This includes all funding sources: district, local, state, or federal.

6. Adding or Deleting

Each fiscal year should include as many rows as needed to encompass anticipated district projects. To preserve formatting, insert a new row(s) by selecting a middle row then inserting by right-clicking or through the table layout tab. Delete any unnecessary rows.

7. FY Total Project Costs

Enter the sum of the above column of estimated project costs for each fiscal year.

EXAMPLE TABLE

District Priority	Primary Purpose	Project Title & Description	SOA Aid	Estimated Project Cost
1	D	Very Wet Elementary School Roof Replacement Very Wet Elementary is a 50,120 sqft single-story school built in 1980. The roof is original to the school. It is an IRMA roof and has had numerous leaks in the last 10 year. This project will remove the old roof system, including abatement, and inspect the substrate. The new roof will be an EPDM 30 year roof with R80 insulation. Includes new rain drains, new mechanical curbs and pre-painted metal flashing.	X	6,000,000
2	E	Damp Middle School Lighting Upgrades Damp MS is a 38,009 sqft school built in 1987. The majority of the original lighting fixtures were replaced in 2001 with T-8 fluorescents. Modern LED technology will provide an energy savings, with a payback of four years. This project will upgrade all interior and exterior lighting fixtures with energy-efficient LEDs and replace all original wiring and switches.		882,900
FY 2021 TOTAL:				\$6,882,900.00

CIP SUBMITTAL

Minimum project cost for consideration in the DEED CIP grant process is **\$50,000**.

If submitting for AS 14.11 funding, mail completed and signed form by September 1; submit two (2) copies with the application packet, regardless of the number of applications submitted.

Kodiak Island Borough School District
FY 2028 – 2033 Six-Year Capital Improvement Plan

District Priority	Primary Purpose	Project Title & Description	SOA Aid	Estimated Project Cost
1	A	Kodiak High School Security and Access Upgrades Kodiak High School maintains a locked campus policy during school hours, with all exterior doors secured and primary entry routed through the main front entrance and office. However, secondary and perimeter doors remain a known vulnerability. This project addresses threats to student safety related to these access points.	☒	\$500,000
2	D	Rural Schools Fire System Modernization Akhiok, Chiniak, Old Harbor, Ouzinkie, and Port Lions schools have antiquated and failing fire protection systems. This project would be to renew the alarm panels, dialers, strobes, horns, smokes, and pull stations. Port Lions has been completed.	☒	\$500,000
3	C	East Elementary Metal Roof Replacement This project is for replacement of the roof portion above the East Elementary gym.	☒	\$2,069,497
4	C	Chiniak School Water System Upgrade Chiniak School is served by a shallow well that is defined by the Alaska Department of Environmental Conservation as a private water system. This project will upgrade the water system in expectation of being re-classified as a public water system and provide for long-term usability of the school, especially if/when enrollment increases.	☒	\$2,035,824

FY 2028 TOTAL

\$5,105,321

Kodiak Island Borough School District
FY 2028 – 2033 Six-Year Capital Improvement Plan

District Priority	Primary Purpose	Project Title & Description	SOA Aid	Estimated Project Cost
5	C	Main Elementary Siding & Windows Replacement	☐	\$800,000
6	C	Port Lions Siding & Windows Replacement	☐	\$1,200,000
7	C	Akhiok Siding, Windows & Door Replacement	☐	\$400,000
8	C	East Elementary Siding & Windows Replacement	☐	\$700,000
FY 2029 TOTAL				\$3,100,000

District Priority	Primary Purpose	Project Title & Description	SOA Aid	Estimated Project Cost
9	C	Chiniak School Siding & Windows Replacement	☐	\$350,000
10	C	Kodiak Middle School Siding Repairs & Doors Replacement	☐	\$1,750,000
11	C	Peterson Elementary Siding Repairs	☐	\$550,000
12	C	Old Harbor School Siding Replacement	☐	\$450,000
13	C	Maintenance Shop Roof Replacement	☐	\$450,000
FY 2030 TOTAL				\$3,550,000

District Priority	Primary Purpose	Project Title & Description	SOA Aid	Estimated Project Cost
14	E	Main Elementary HVAC Controls Replacement	☐	\$500,000
15	E	Chiniak School HVAC Controls Replacement	☐	\$250,000
16	E	Akhiok School HVAC Controls Replacement	☐	\$250,000
17	E	Ouzinkie School HVAC Controls Replacement	☐	\$350,000
18	E	Port Lions School HVAC Controls Replacement	☐	\$350,000
19	E	Old Harbor School HVAC Controls Replacement	☐	\$350,000
20	E	Maintenance Shop HVAC Controls Replacement	☐	\$200,000
FY 2031 TOTAL				\$2,250,000

District Priority	Primary Purpose	Project Title & Description	SOA Aid	Estimated Project Cost
21	C	Central Offices Exterior Windows & Doors Replacement	☐	\$325,000
22	C	Central Office Interior Doors Replacement	☐	\$175,000
23	C	Akhiok School Flooring Replacement	☐	\$225,000
24	C	Chiniak School Flooring Replacement	☐	\$115,000
25	C	Port Lions School Flooring Replacement	☐	\$320,000
FY 2032 TOTAL				\$1,160,000

District Priority	Primary Purpose	Project Title & Description	SOA Aid	Estimated Project Cost
26	C	Kodiak Middle School Roof Partial Replacement	☐	\$1,500,000
27	C	Ouzinkie School Flooring Replacement	☐	\$350,000
FY 2033 TOTAL				\$1,850,000

Kodiak Island Borough School District
FY 2028 – 2033 Six-Year Capital Improvement Plan

Adopted July __, 2026 at a duly convened meeting of the Kodiak Island Borough School District Board of Education at which a quorum was present and voting. I hereby certify that the information presented is true and correct to the best of my knowledge.

Superintendent

Date

School Board President

Date

Submit to the Department of Education & Early Development by September 1

Form #05-19-051



2025-2026 End-of-Year (EOY) Assessment Data

VISION

The vision of KIBSD is to ensure all learners are safe, seen, and supported.

MISSION

The mission of KIBSD is to engage and empower all students for growth and success.

AT KIBSD WE VALUE

- Having Integrity
- Being Accountable
- Being Collaborative
- Being Fair and Unbiased
- Being Inclusive
- Being Innovative
- Being Respectful

KIBSD BUOY 4 SUCCESS

High-Quality Instruction

Provide high-quality Instruction utilizing the Common Vision for Learning framework in every classroom, for every student, every day.

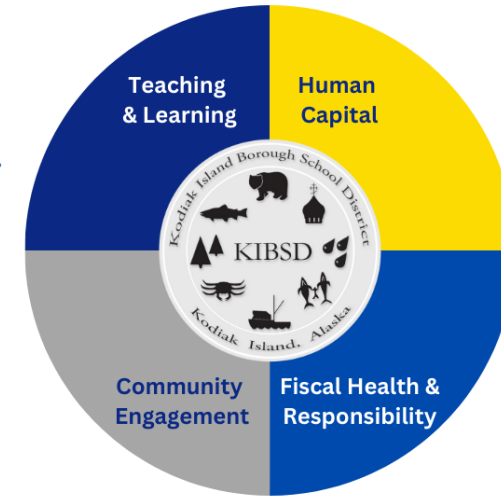
Collaboration

Engage in collaboration focused on student success.

Relationships

Intentionally build strong, positive relationships where each person is safe, supported, valued, and appreciated.

JOURNEY TO 2028 STRATEGIC FOCUS



PRIORITIES

Teaching & Learning	Community Engagement	Human Capital	Fiscal Health & Responsibility
We will provide, guide, and ensure a robust, standards-based curriculum with focused, individual advancement. We will provide equitable, high-quality instruction that enables students to develop literacy and reach grade-level proficiency. We will provide student-centered, culturally responsive learning experiences that develop the whole child.	We will partner with community organizations and leaders to provide unique learning experiences for all students. We will communicate frequently, proactively, and transparently with students, families, employers, and the community through various modes.	We will recruit, support, and retain staff through quality training and professional development and by providing avenues for meaningful input, mentorship, and collaboration. We will create healthy school communities focused on shared leadership and shared success while meeting the needs of staff in their various environments and settings.	We will continuously seek potential sources for funding and use available resources to bridge fiscal gaps. We will prioritize needs and allocate resources to programs and initiatives that have significant impact on student success.

Engaged In Learning. Prepared for Life.



Teaching & Learning

- We will provide, guide, and ensure a robust, standards-based curriculum with focused, individual advancement.
- We will provide equitable, high-quality instruction that enables students to develop literacy and reach grade-level proficiency.
- We will provide student-centered, culturally responsive learning experiences that develop the whole child.



Vocabulary

Formative Assessment

- used to inform instruction

Summative Assessment

- used to measure a student's understanding against a standard criteria

Standards-Based Assessment

- used to measure students' mastery of standards for specific knowledge or skills

Benchmark

- used to assess progress toward end of year goals

Screeners

- the process of collecting valid and reliable data multiple times a year with all students

Adaptive

- a computer-based assessment that adjusts in level of difficulty based on student responses



Assessments

mClass
DIBELS

Reading

3 times a year

K-3rd Grade

mClass
Math

Math

3 times a year

K-2nd Grade

MAP
Growth

Math, Reading,
Language
Usage

3 times a year

3rd-11th Grade

Integrated with
AK Star for
gr. 3-9 in spring



mCLASS



Dynamic Indicators of Basic Early Literacy Skills



Language Comprehension

Background Knowledge

facts, concepts, etc.

Vocabulary

breadth, precision, links, etc.

Language Structures

syntax, semantics, etc.

Verbal Reasoning

inference, metaphor, etc.

Literacy Knowledge

print concepts, genres, etc.

Word Recognition

Phonological Awareness

syllables, phonemes, etc.

Decoding

alphabetic principle, spelling-sound correspondence

Sight Recognition

of familiar words

Many Strands Are Woven into Skilled Reading

Skilled Reading

Fluent execution and coordination of language comprehension and word recognition

increasingly strategic

increasingly automatic

(Scarborough, 2001)



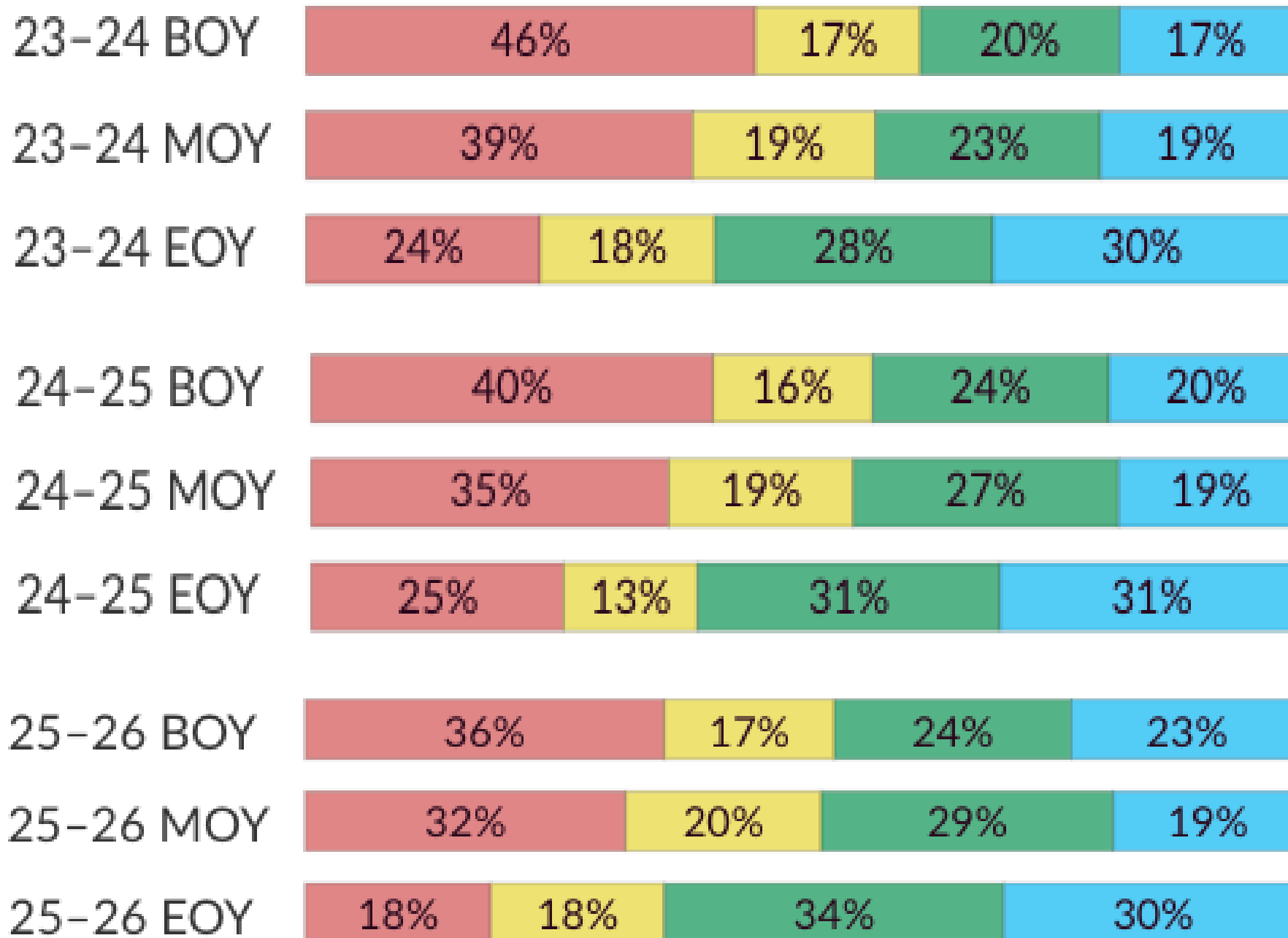
“Reading is NOT a natural process.”

–Maryanne Wolf (*Proust and the Squid*, 2007)



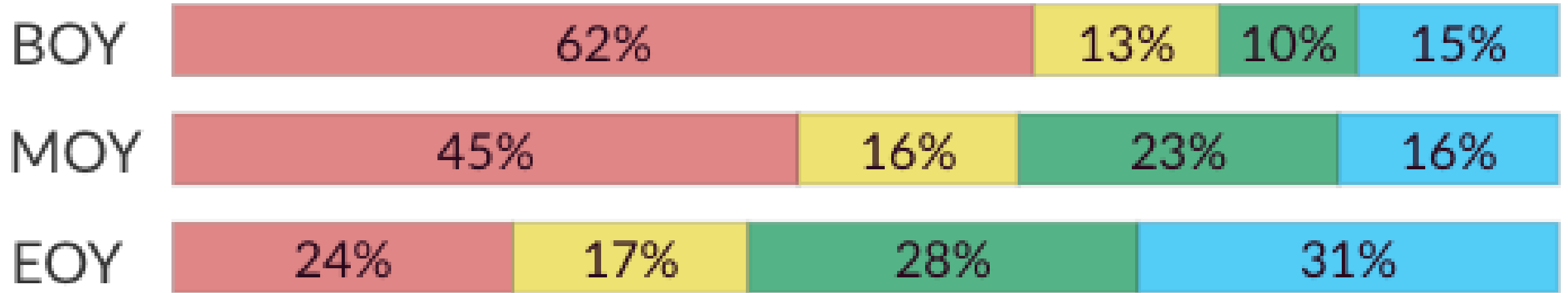
K-3rd Grade

DIBELS

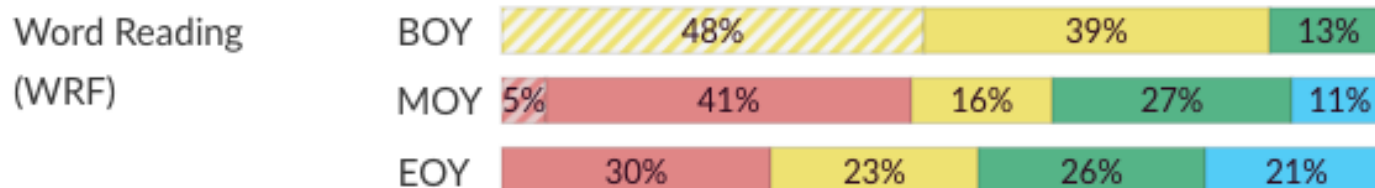
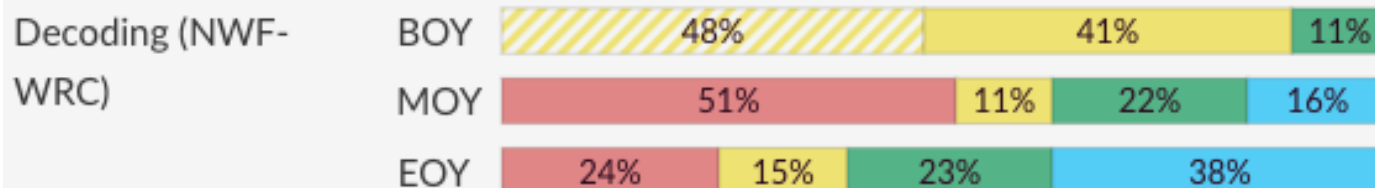
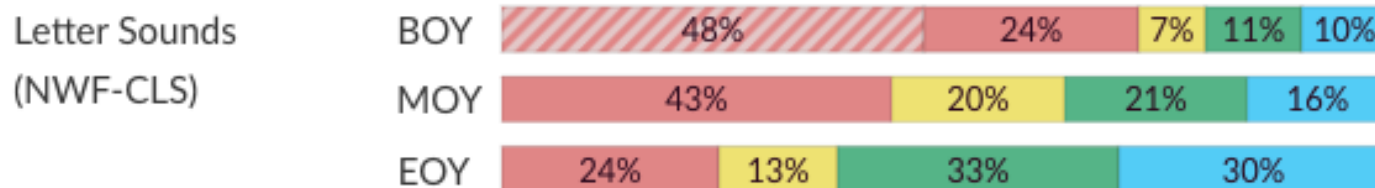
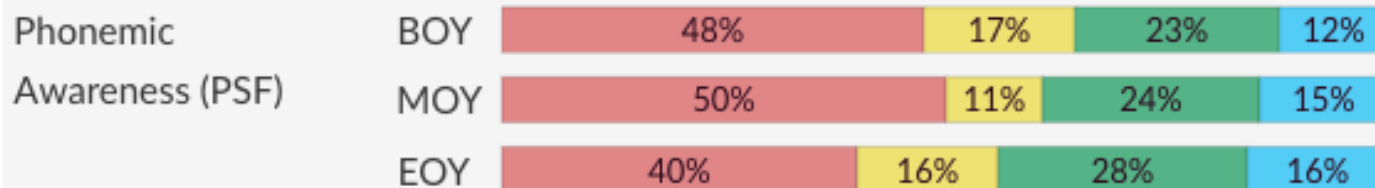
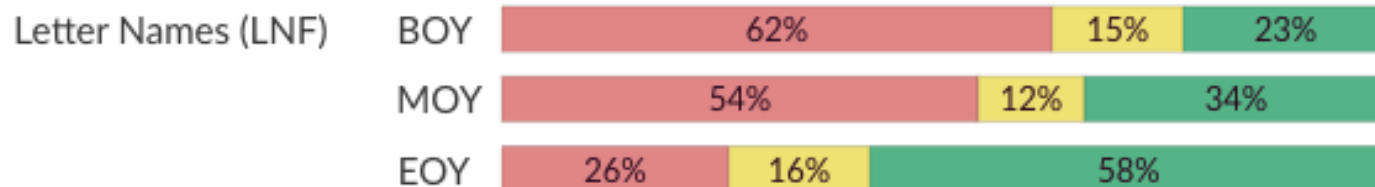


Current Kindergarteners

DIBELS

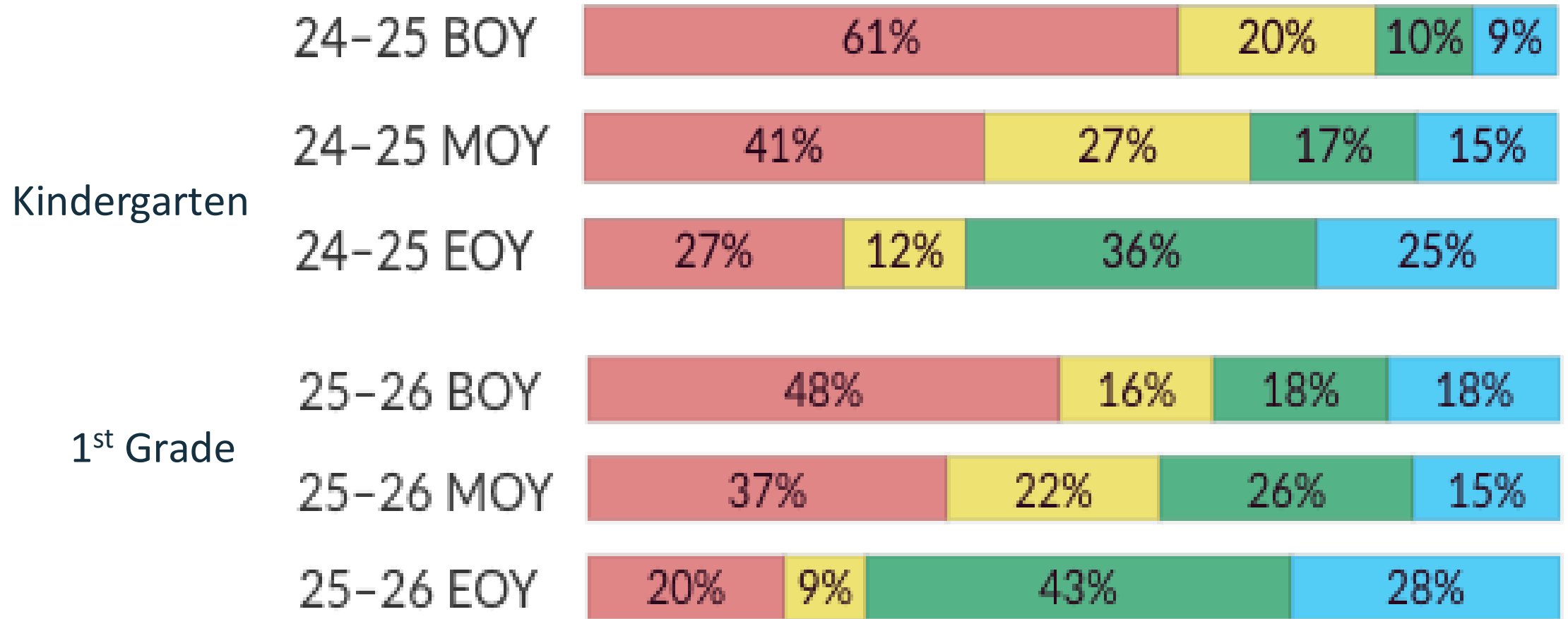


Current Kindergarteners DIBELS



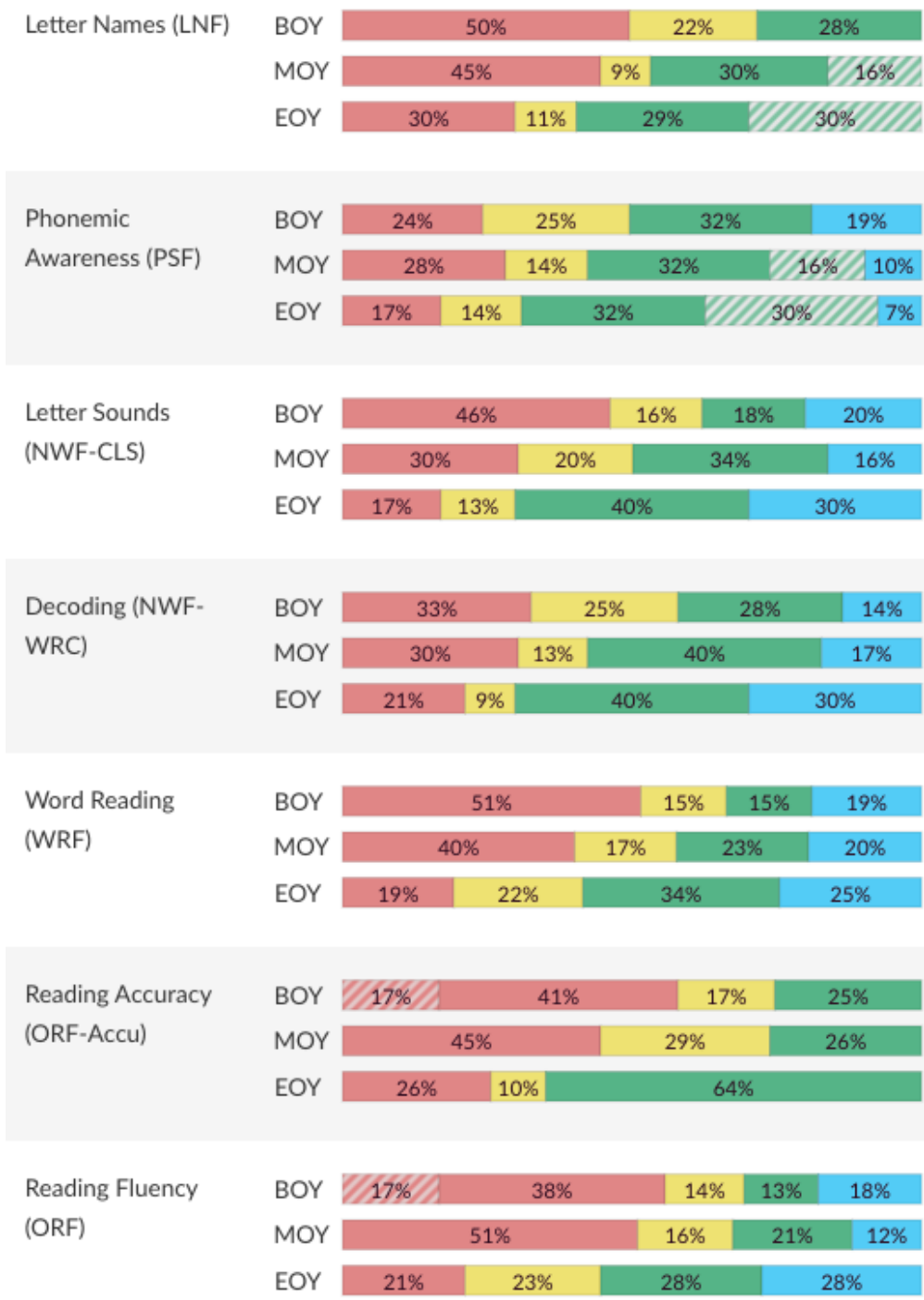
Current 1st Graders

DIBELS

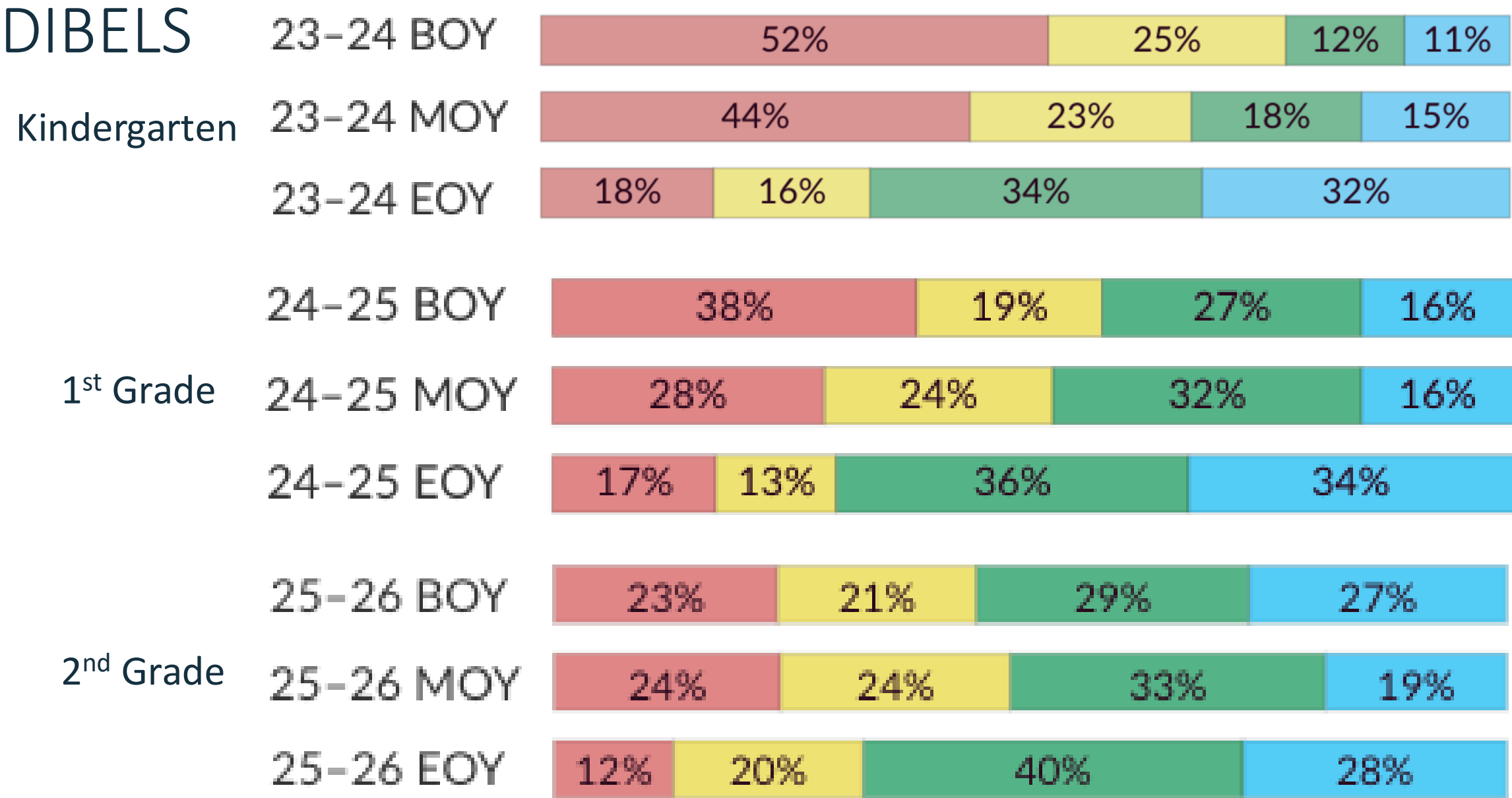


Current 1st Graders

DIBELS

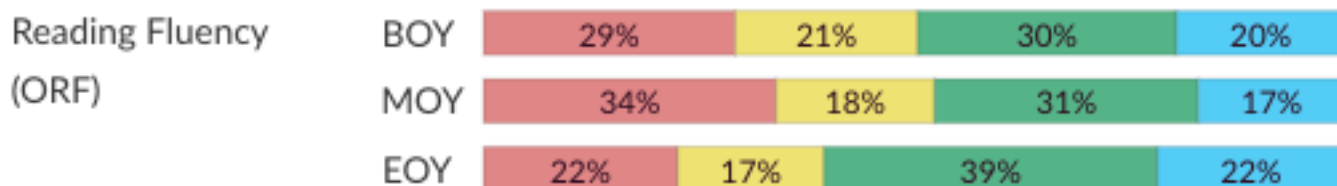
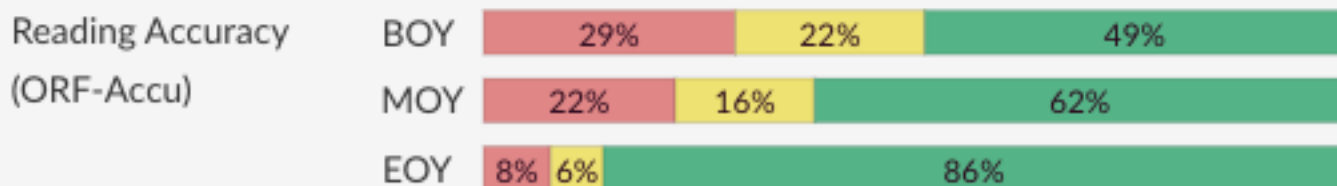
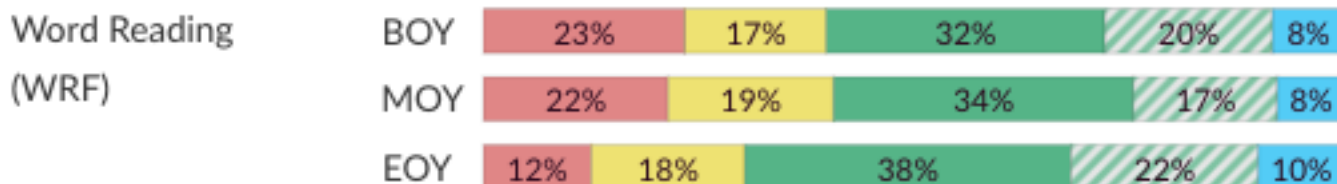
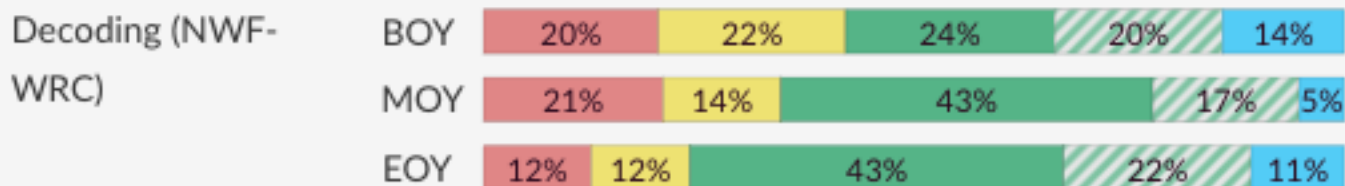
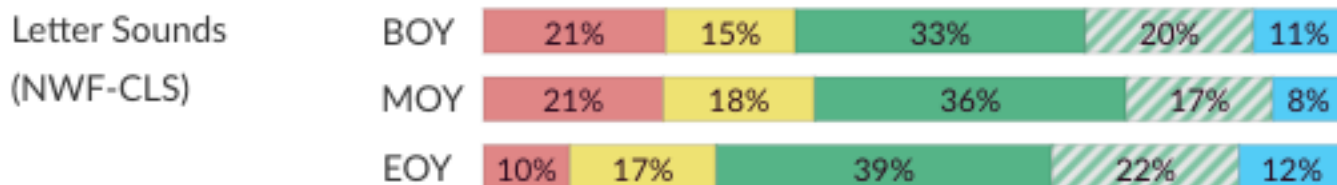


Current 2nd Graders



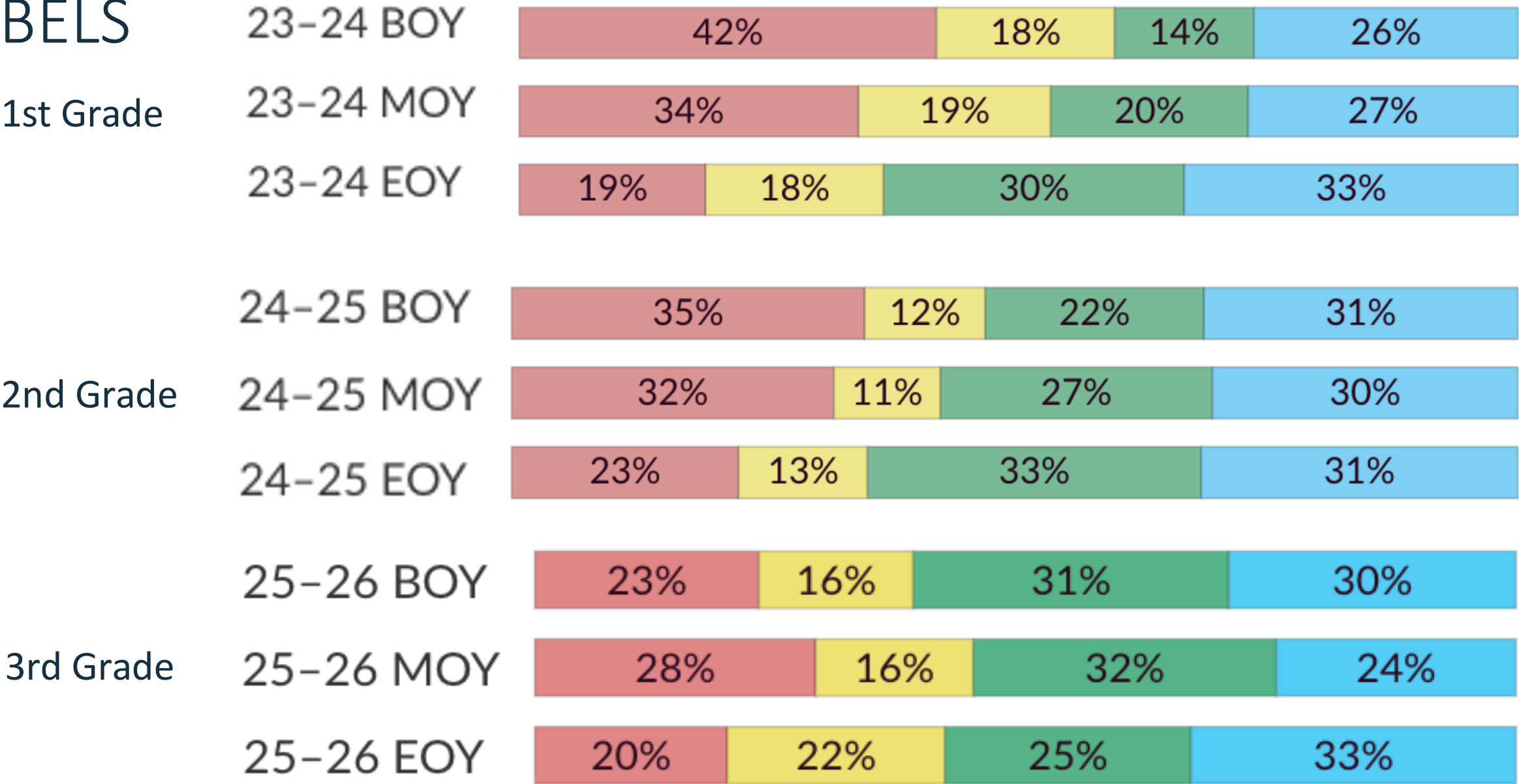
Current 2nd Graders

DIBELS



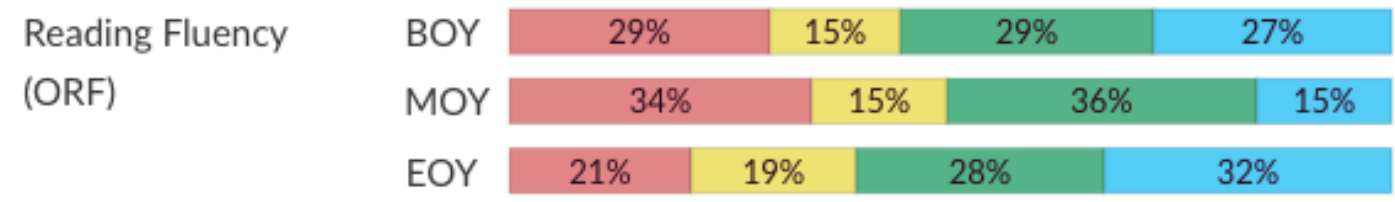
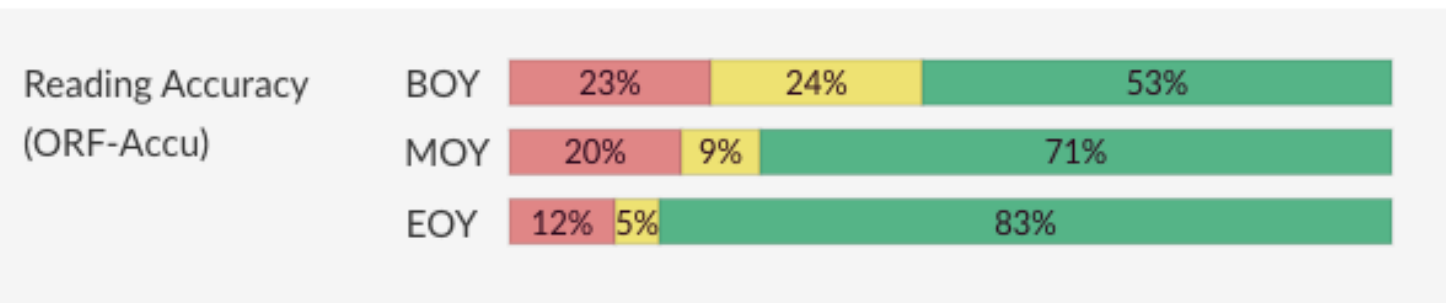
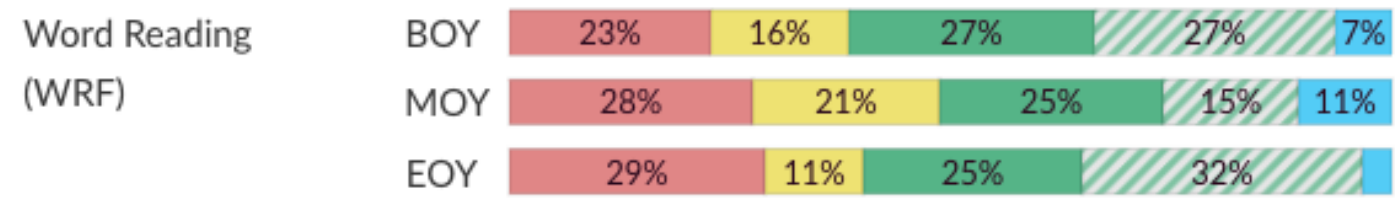
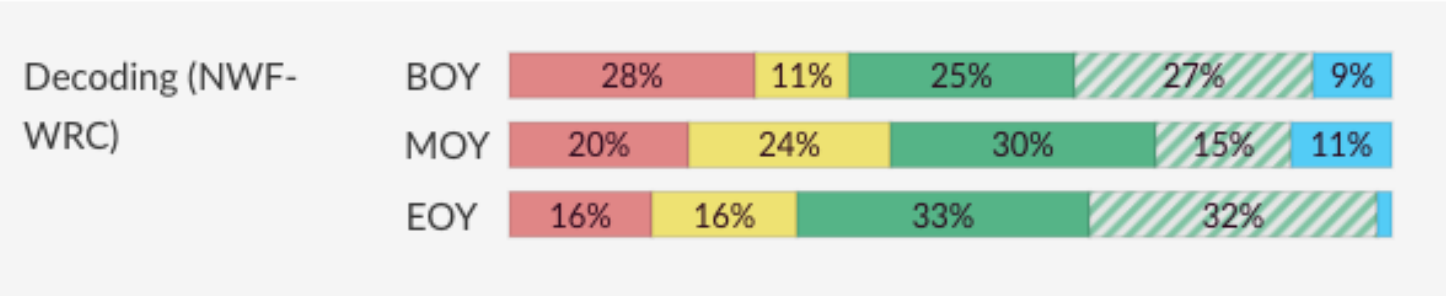
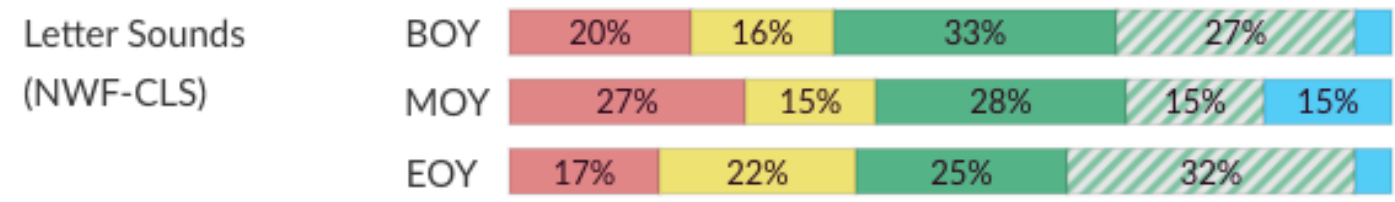
Current 3rd Graders

DIBELS



Current 3rd Graders

DIBELS



K – 3rd Grade
Benchmark Trends

Composite Score,
25–26 MOY

Composite Score, 25–26 EOY

Well below, 32%



Below, 20%



At, 29%



Above, 19%



map

GROWTH



Language Comprehension

Background Knowledge

facts, concepts, etc.

Vocabulary

breadth, precision, links, etc.

Language Structures

syntax, semantics, etc.

Verbal Reasoning

inference, metaphor, etc.

Literacy Knowledge

print concepts, genres, etc.

Word Recognition

Phonological Awareness

syllables, phonemes, etc.

Decoding

alphabetic principle, spelling-sound correspondence

Sight Recognition

of familiar words

Many Strands Are Woven into Skilled Reading

Skilled Reading

Fluent execution and coordination of language comprehension and word recognition

increasingly strategic

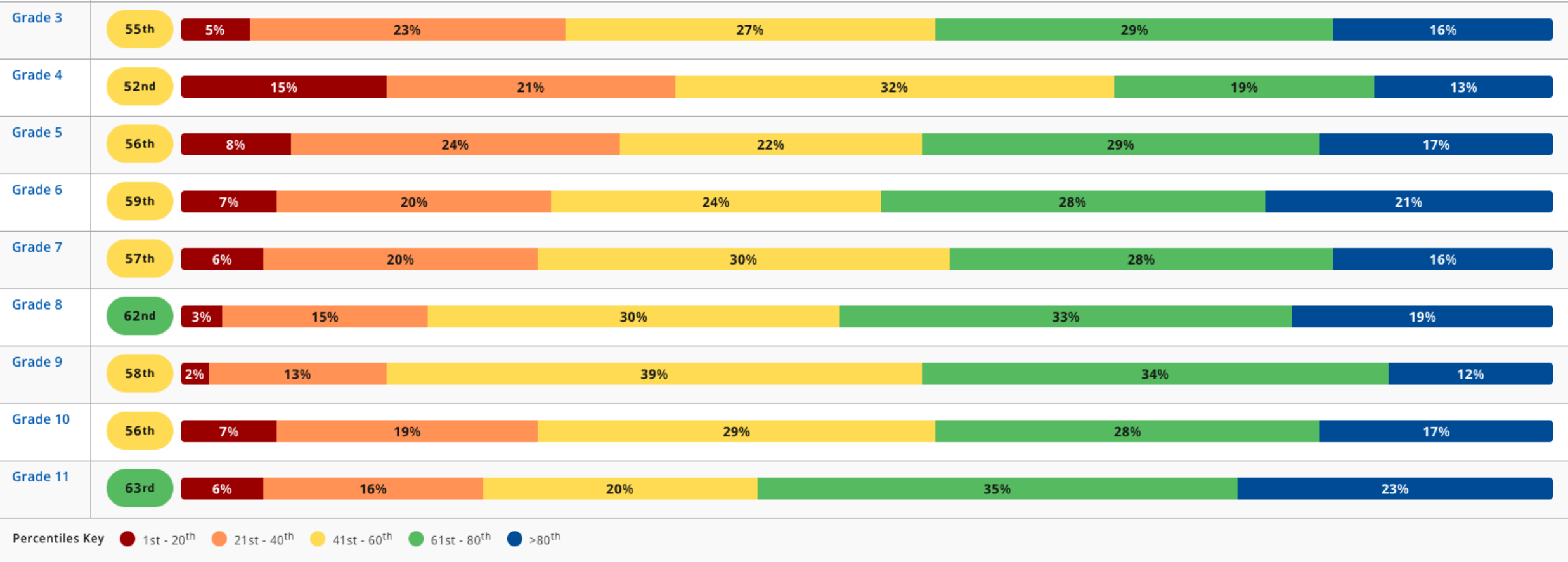
increasingly automatic

(Scarborough, 2001)

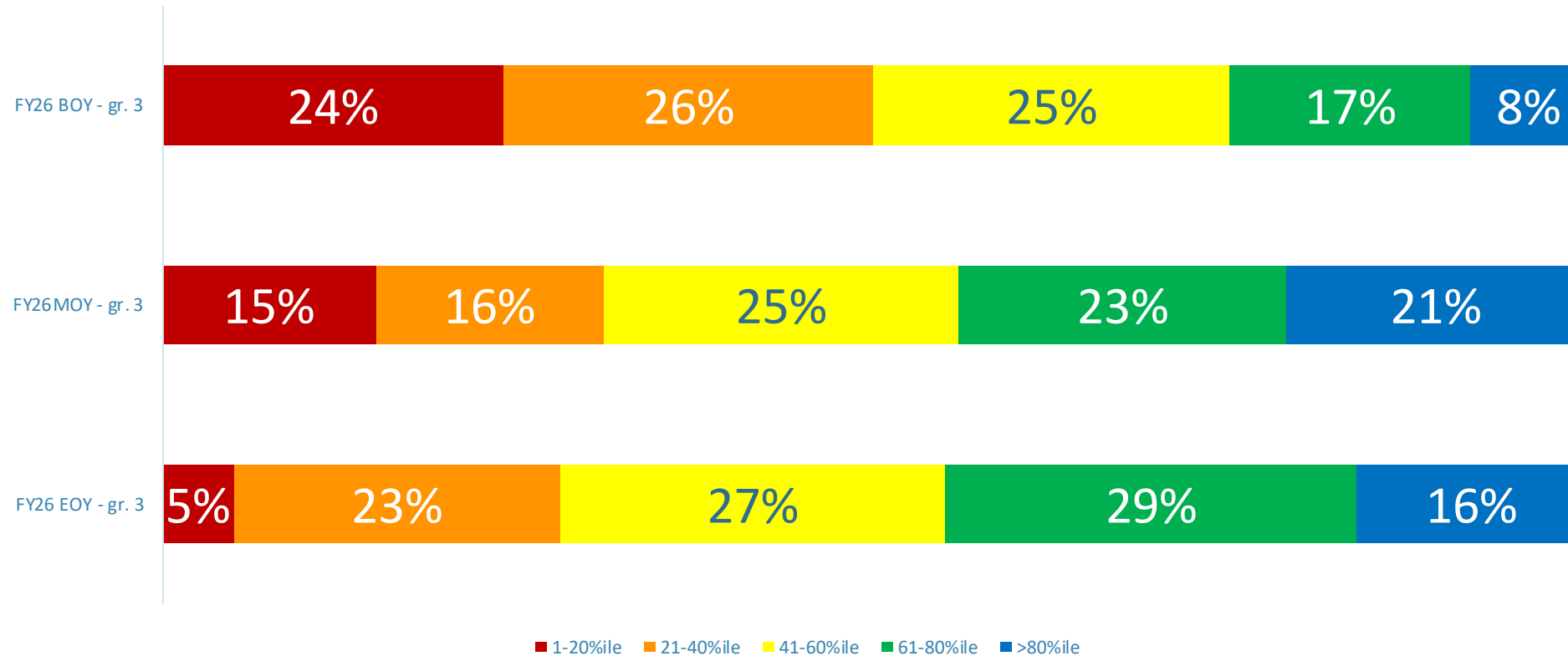


District Data

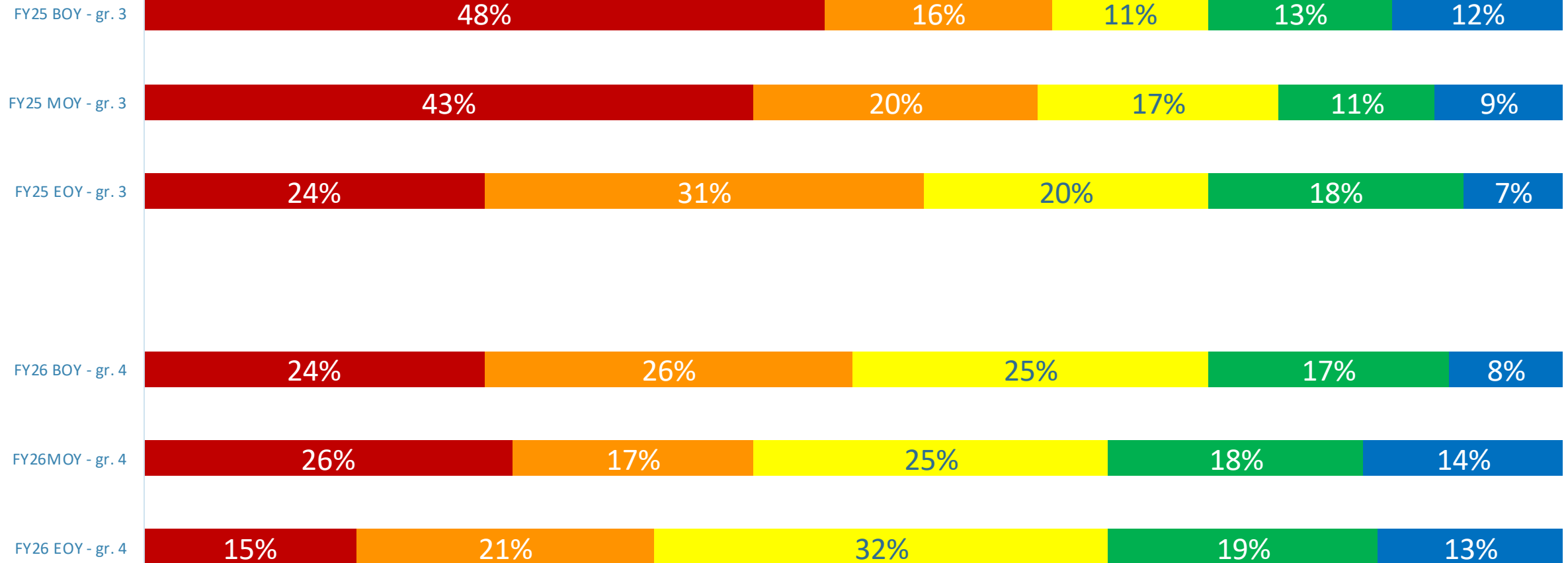
MAP Growth- Reading



Current 3rd Graders MAP Growth- Reading



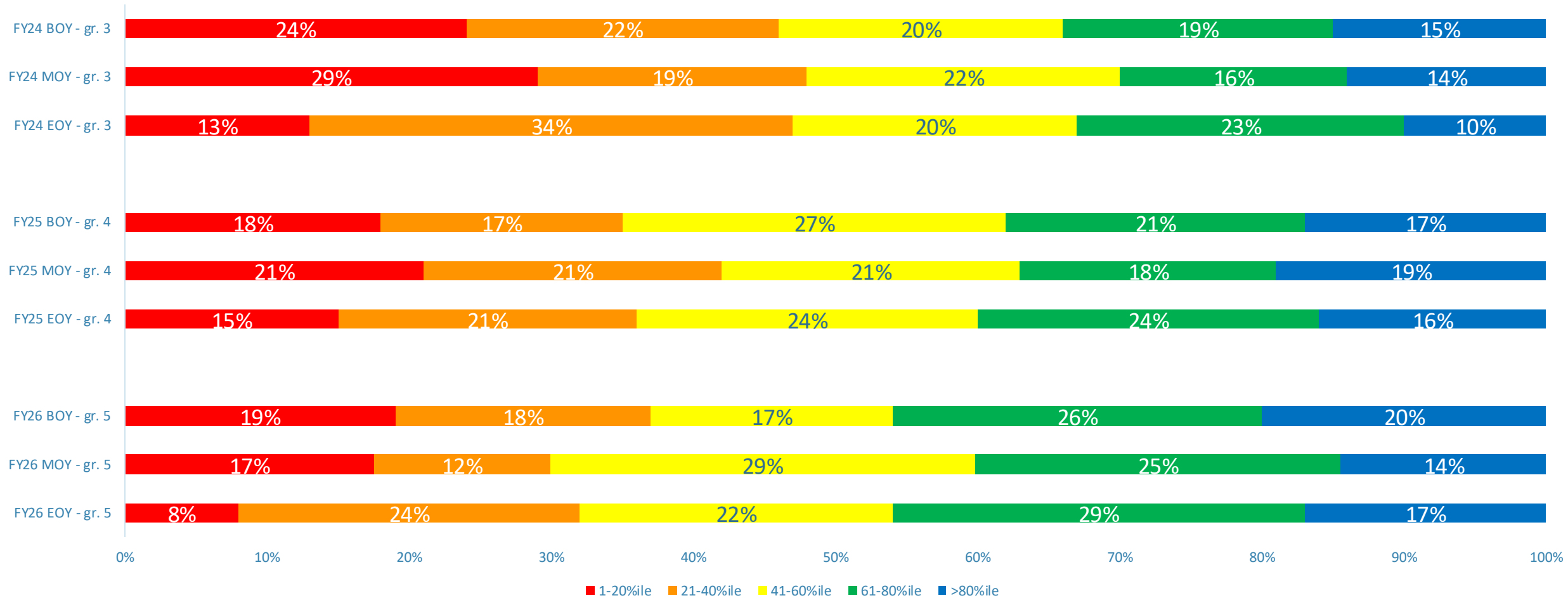
Current 4th Graders MAP Growth- Reading



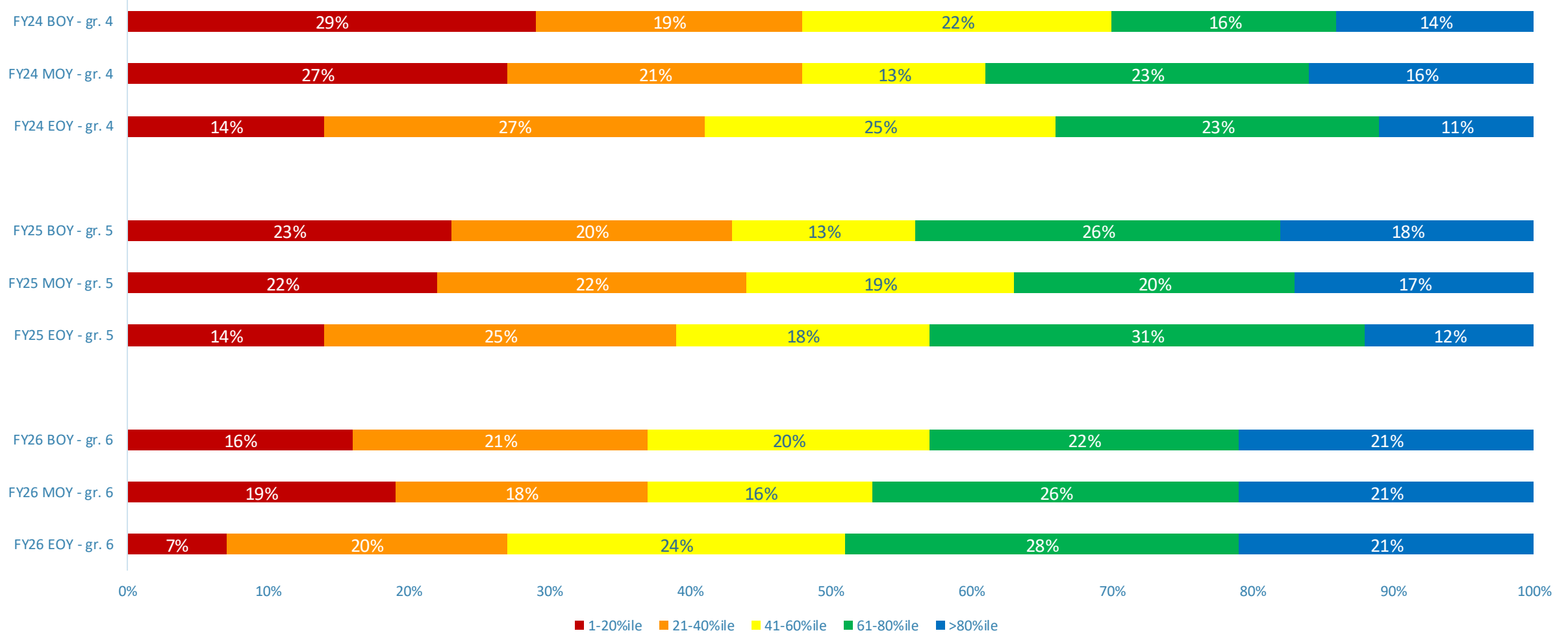
■ 1-20%ile ■ 21-40%ile ■ 41-60%ile ■ 61-80%ile ■ >80%ile



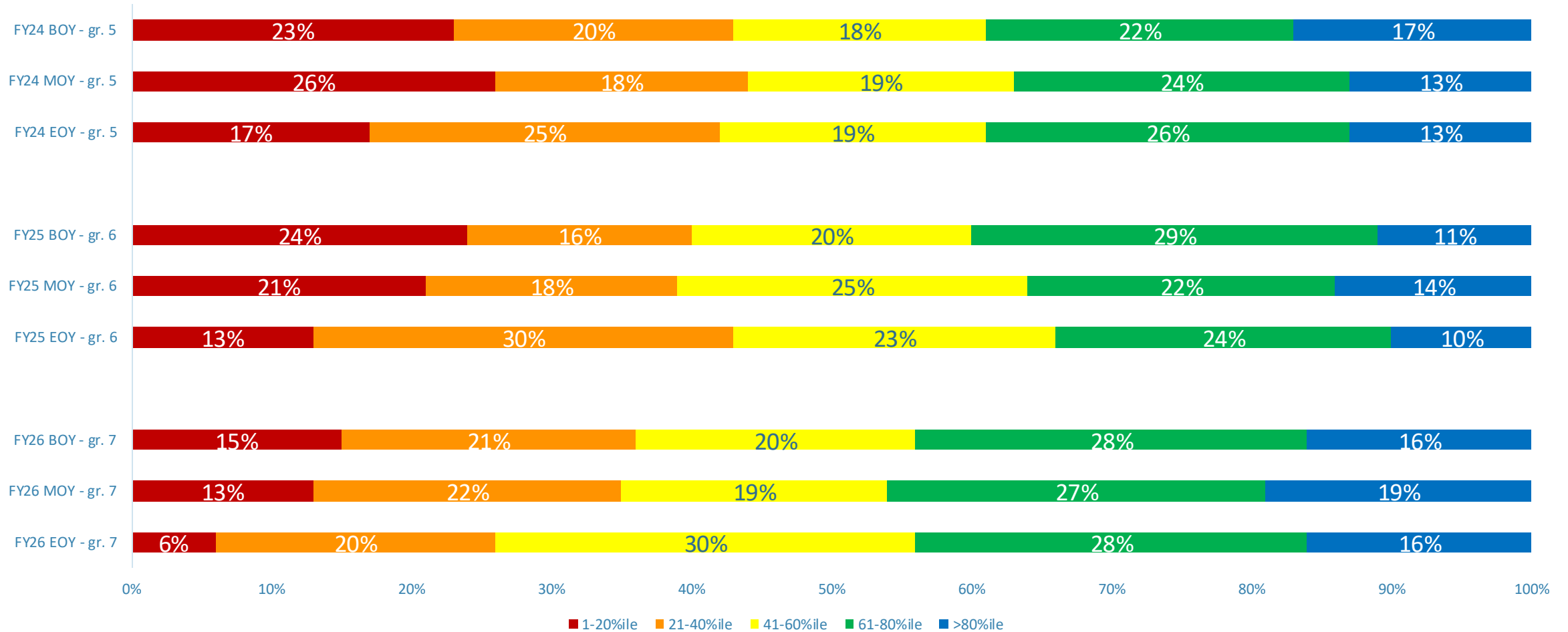
Current 5th Graders MAP Growth- Reading



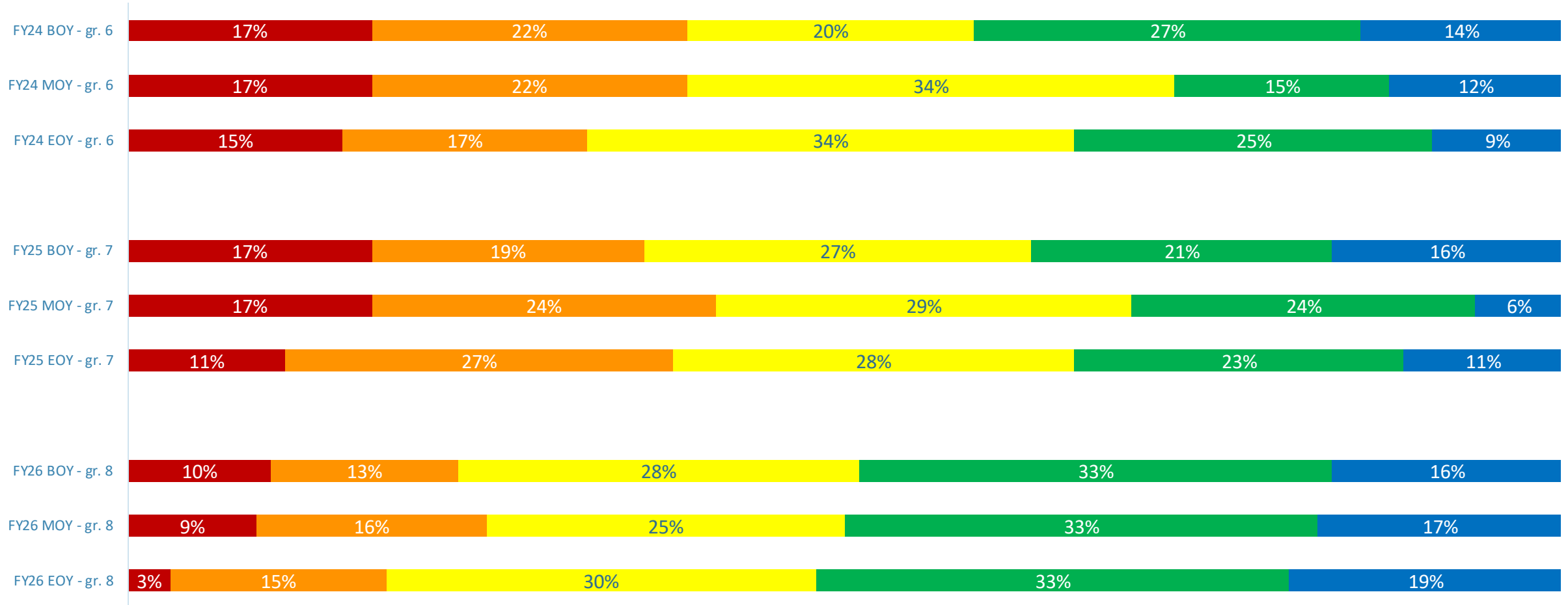
Current 6th Graders MAP Growth- Reading



Current 7th Graders MAP Growth- Reading



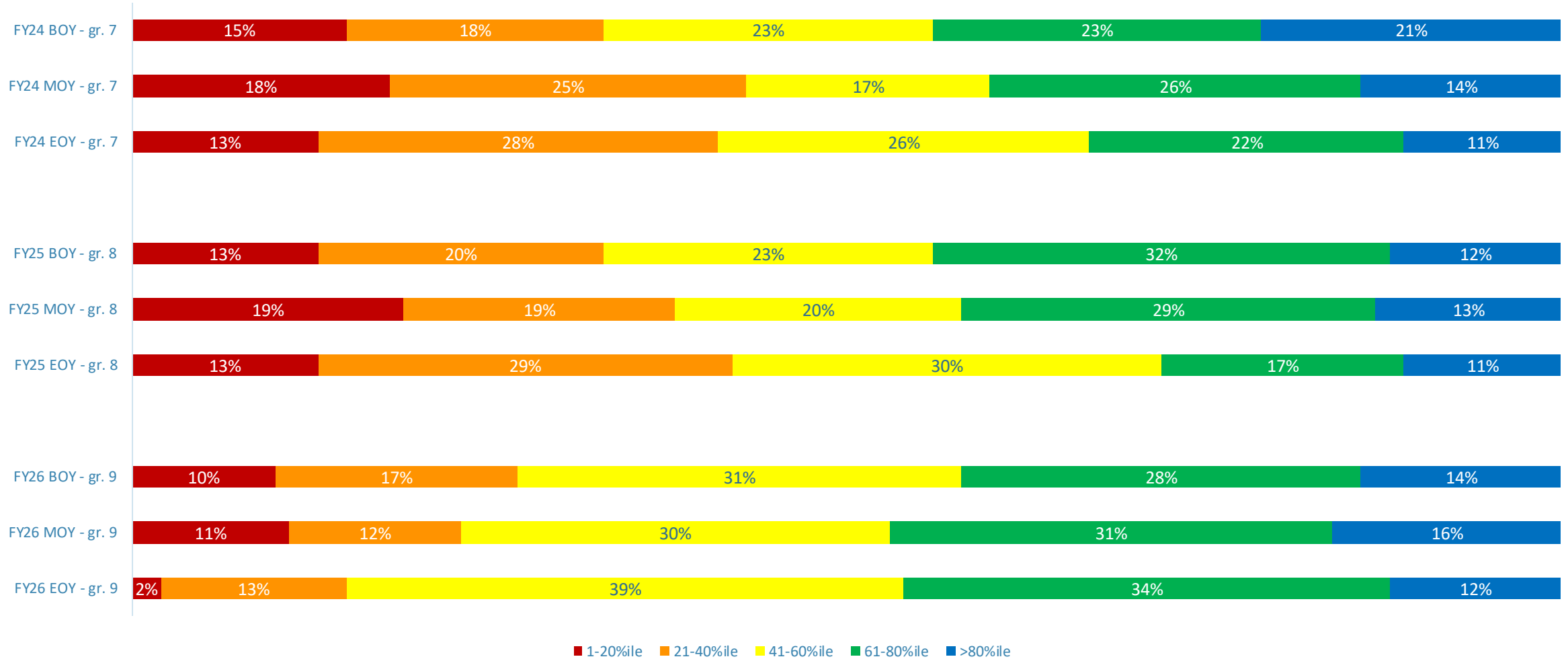
Current 8th Graders MAP Growth- Reading



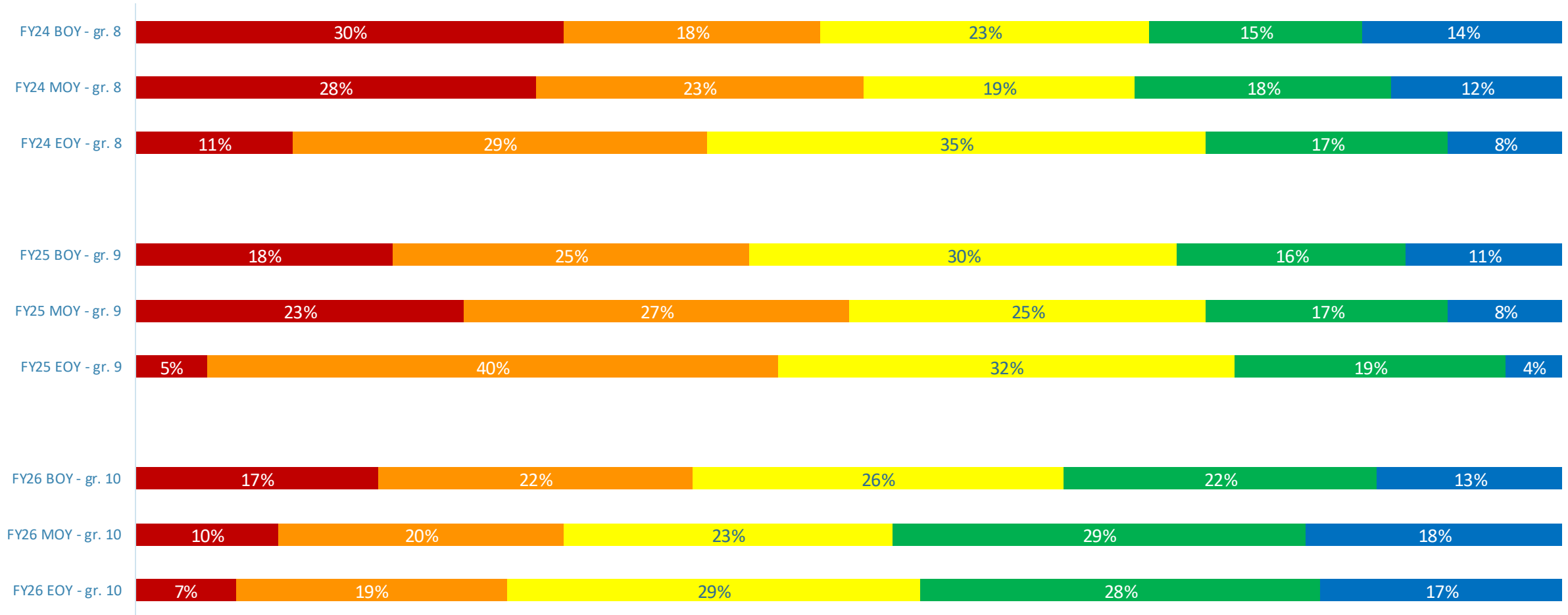
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Current 9th Graders MAP Growth- Reading



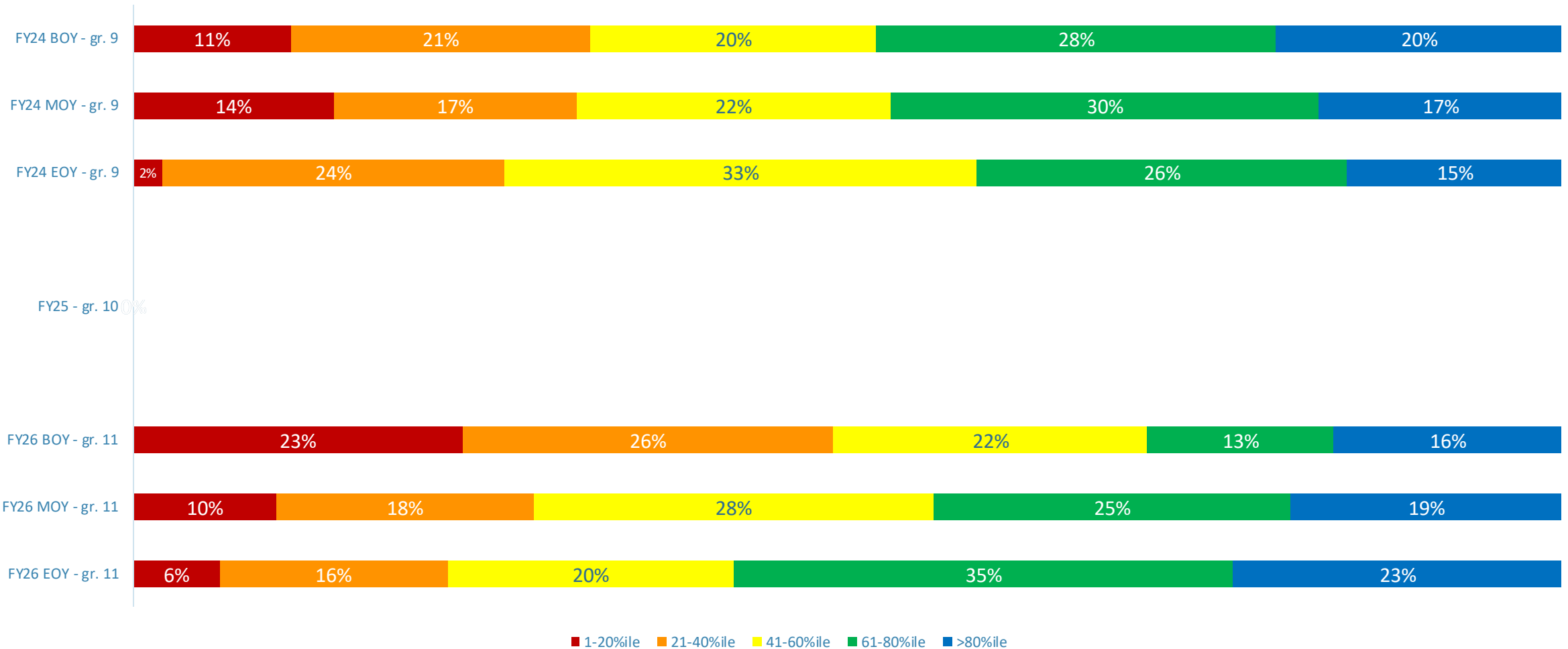
Current 10th Graders MAP Growth- Reading



■ 1-20%ile ■ 21-40%ile ■ 41-60%ile ■ 61-80%ile ■ >80%ile

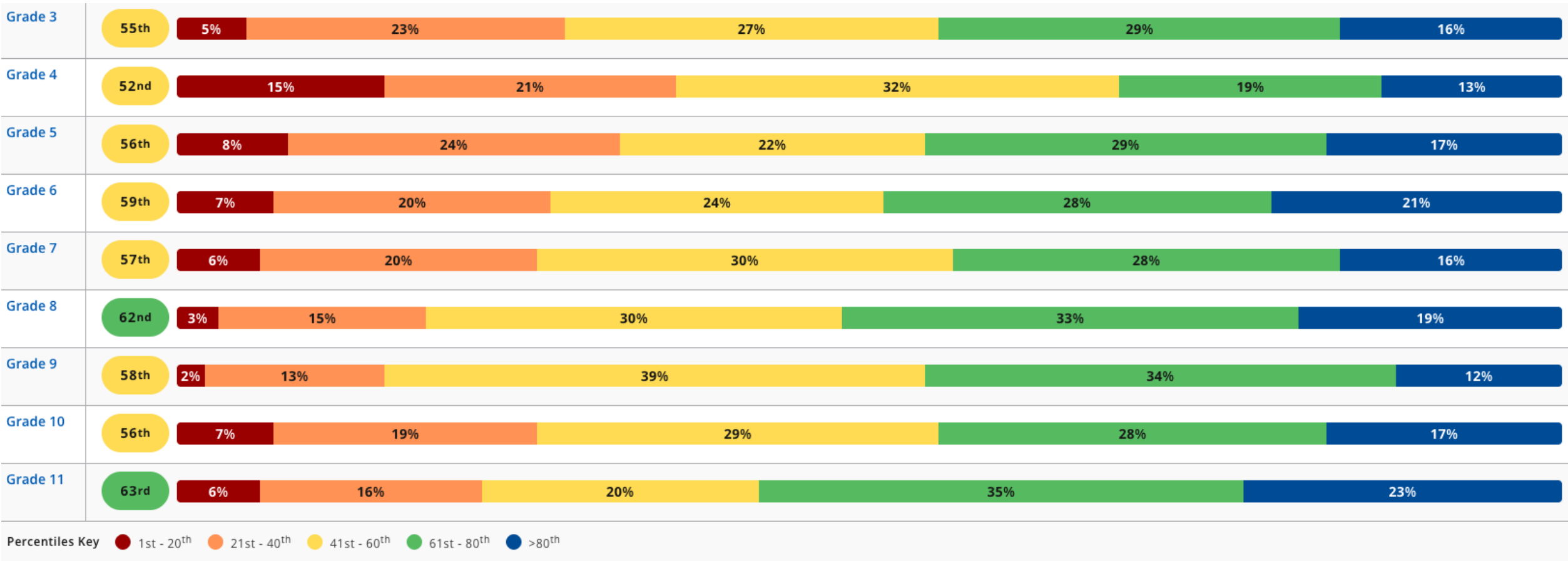


Current 11th Graders MAP Growth- Reading



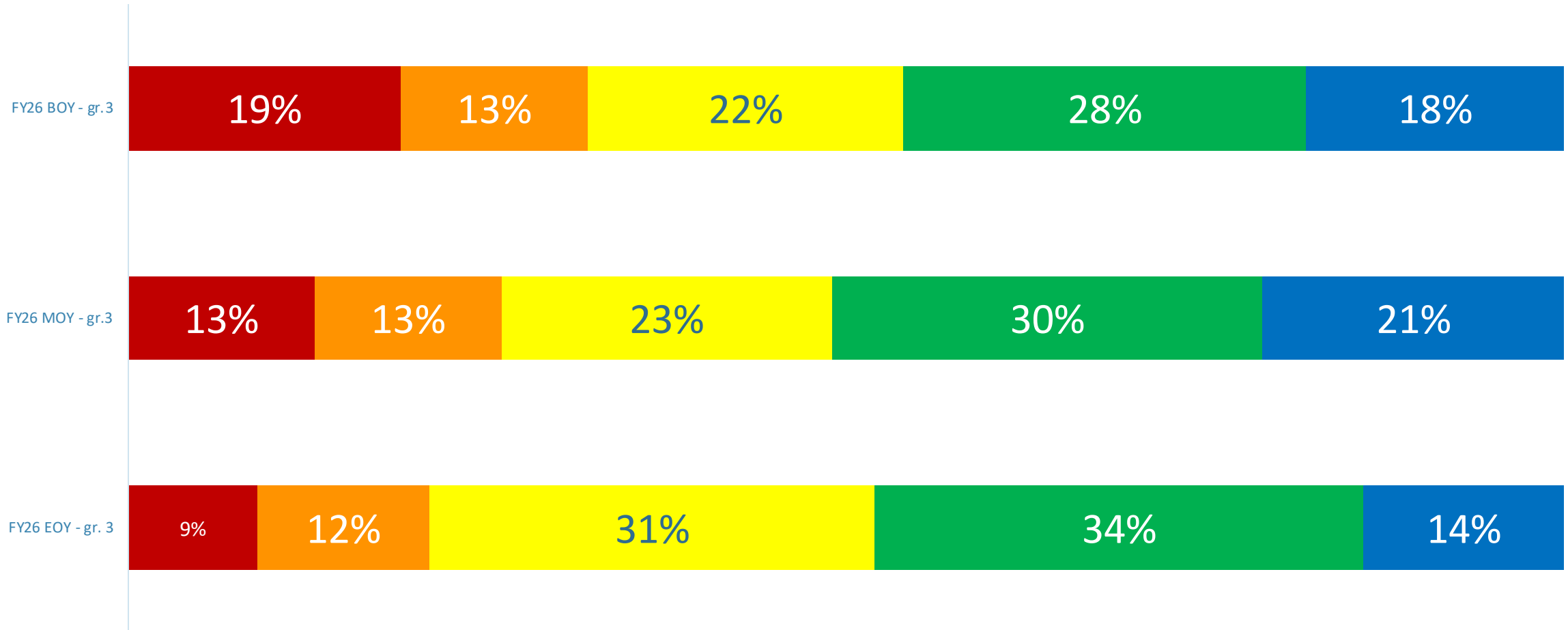
District Data

MAP Growth- Language Usage



Current 3rd Graders

MAP Growth- Language Usage

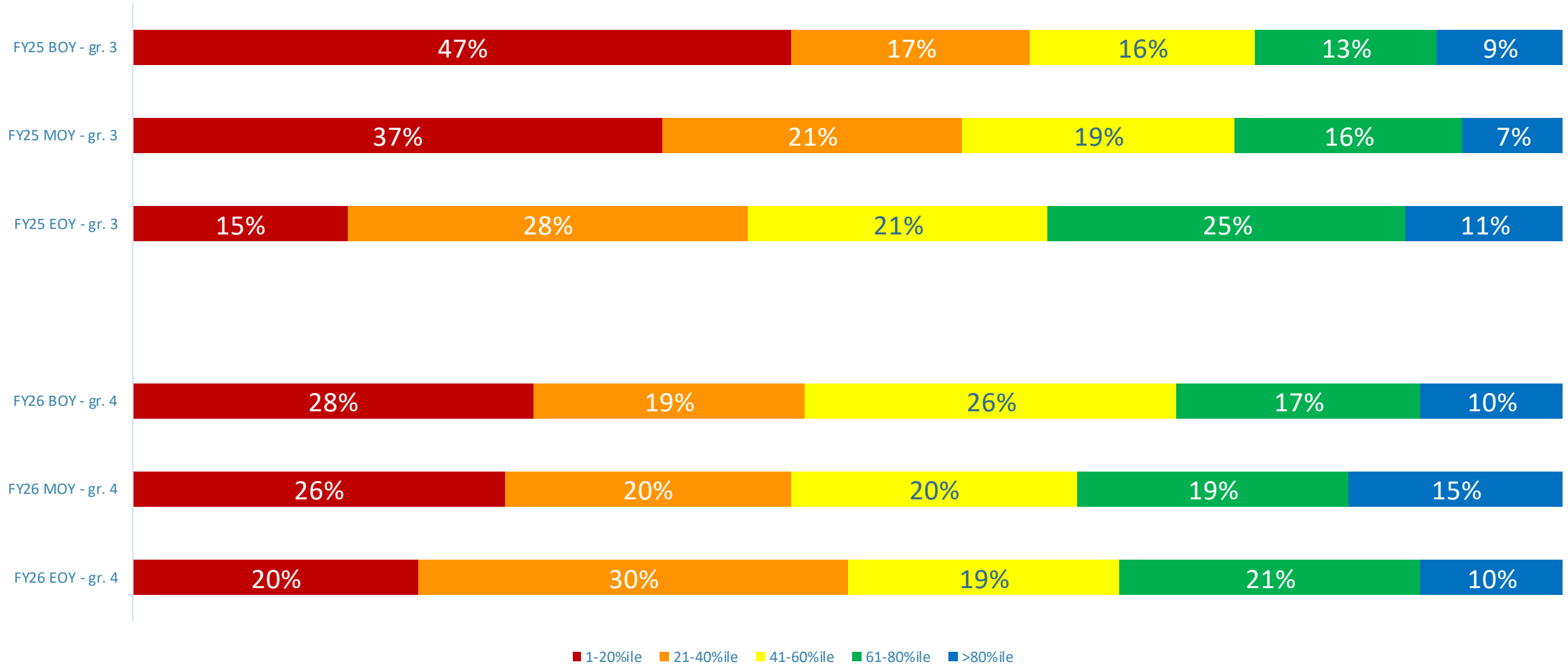


■ 1-20%ile ■ 21-40%ile ■ 41-60%ile ■ 61-80%ile ■ >80%ile



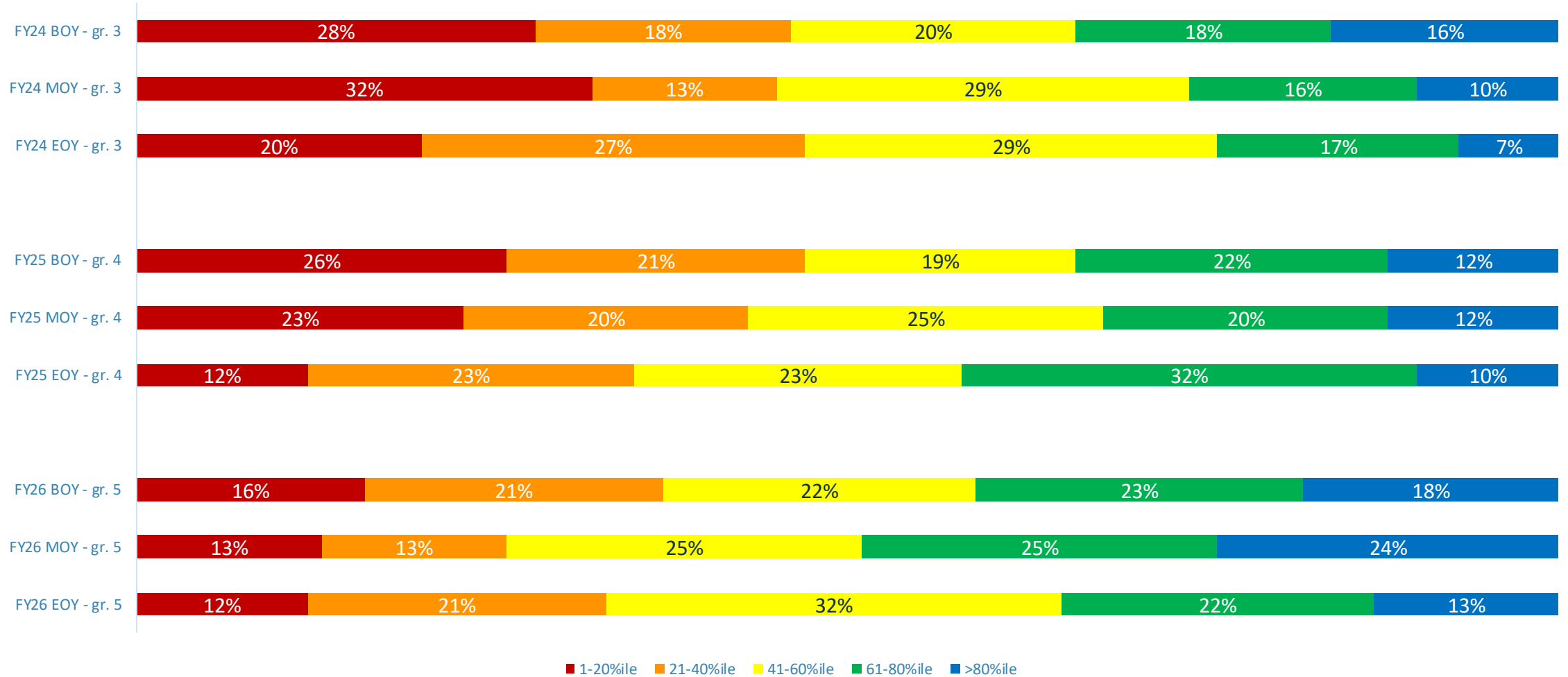
Current 4th Graders

MAP Growth- Language Usage



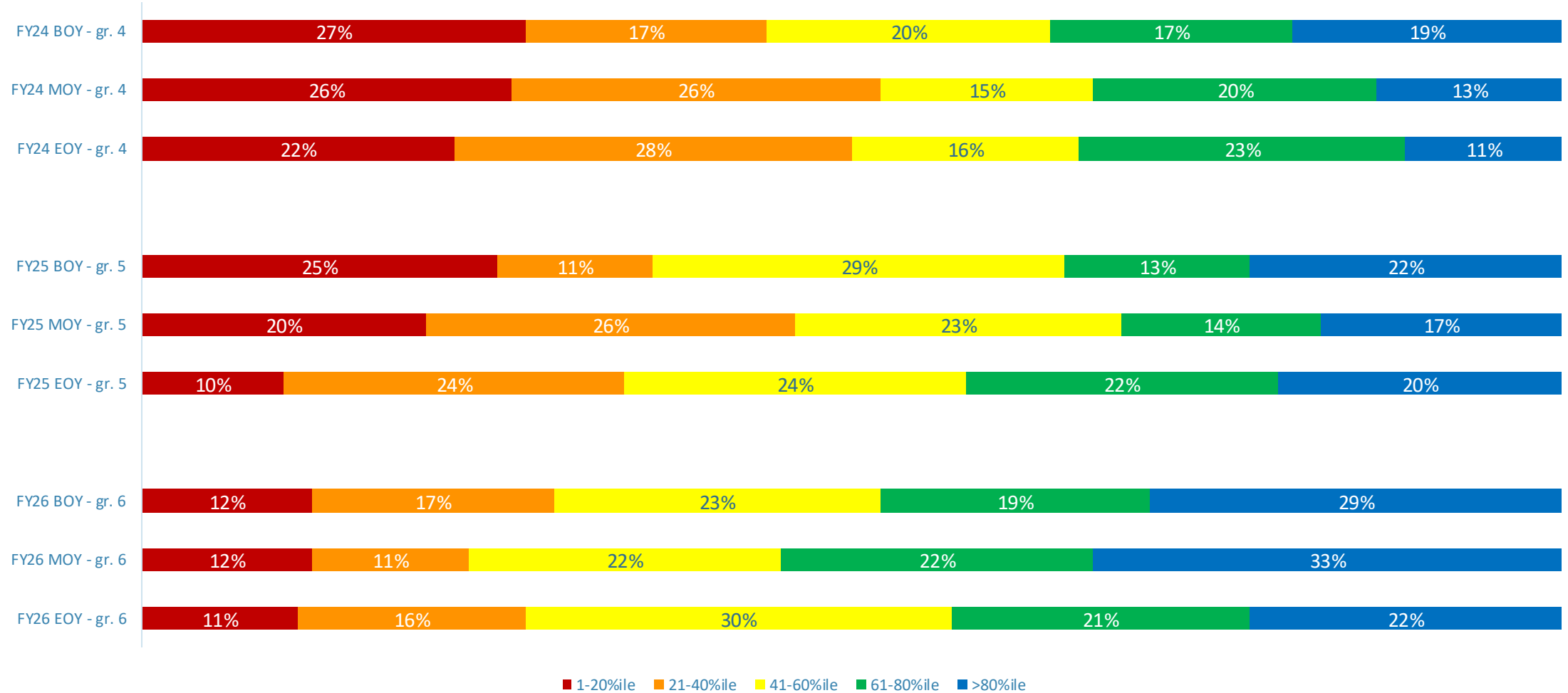
Current 5th Graders

MAP Growth- Language Usage



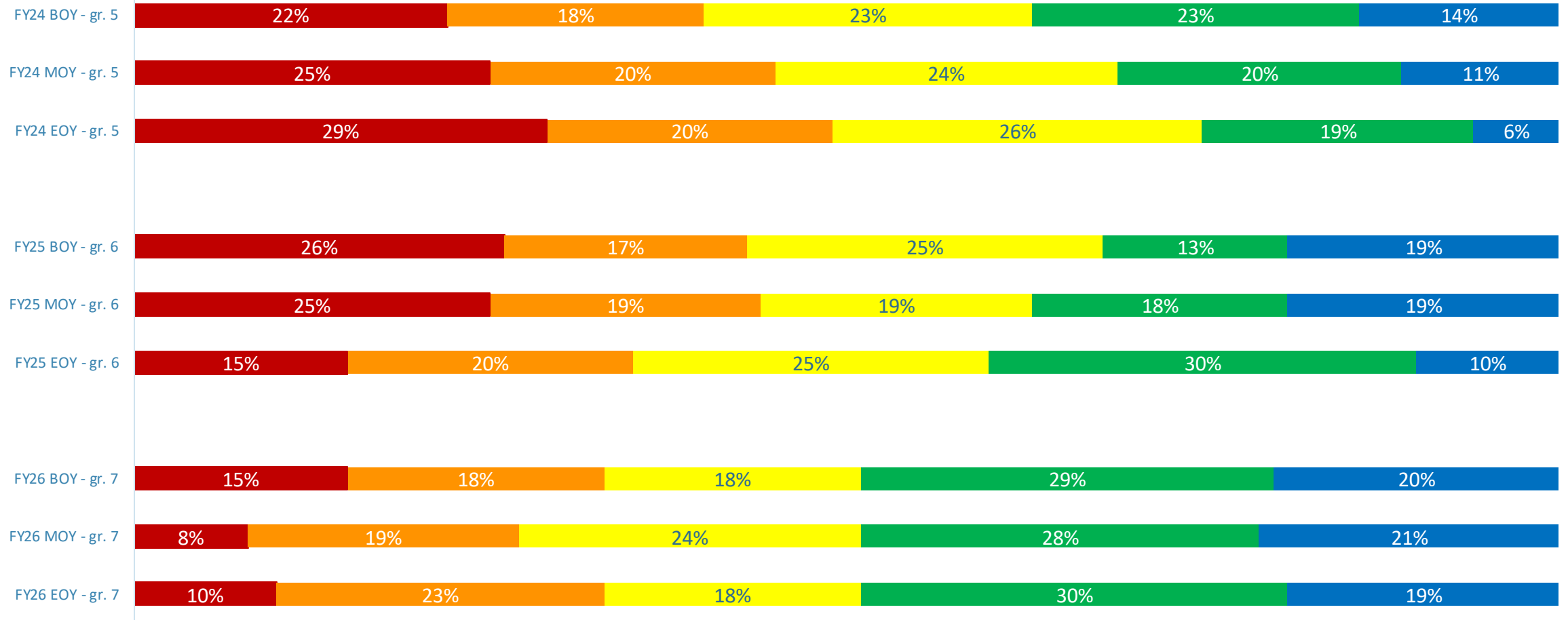
Current 6th Graders

MAP Growth- Language Usage



Current 7th Graders

MAP Growth- Language Usage

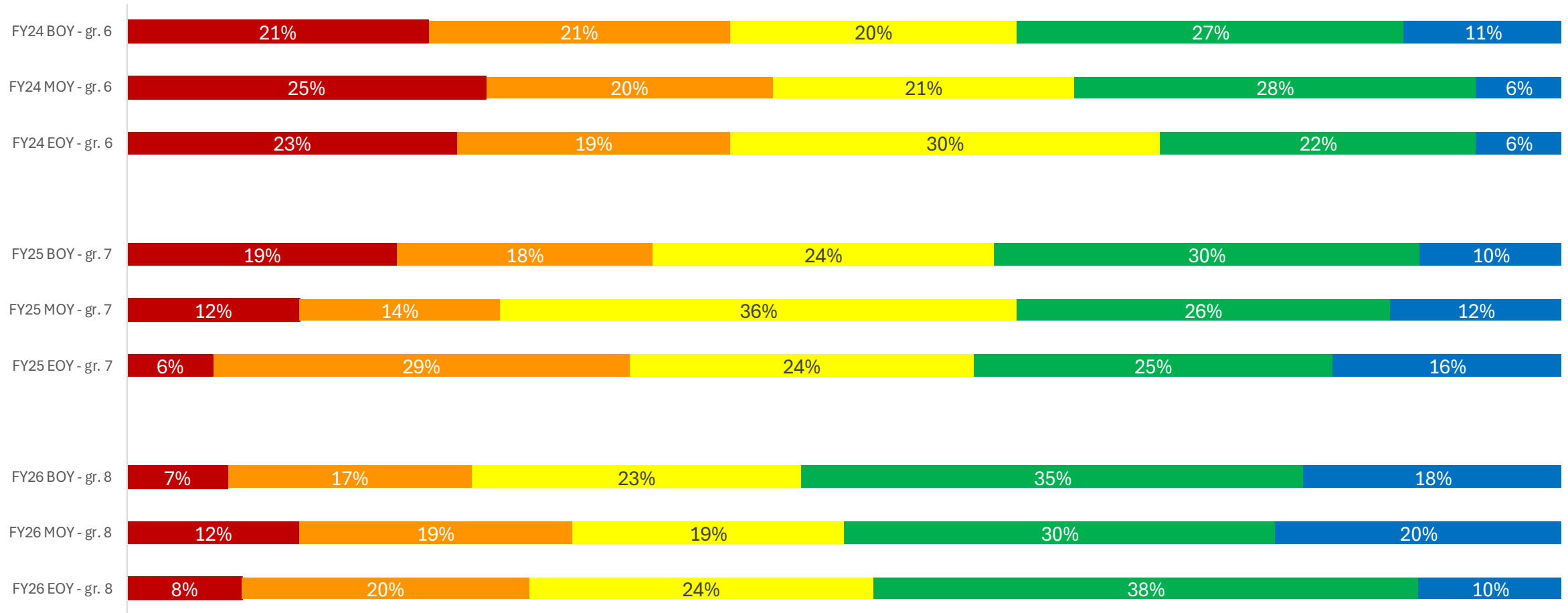


■ 1-20%ile ■ 21-40%ile ■ 41-60%ile ■ 61-80%ile ■ >80%ile



Current 8th Graders

MAP Growth- Language Usage



■ 1-20%ile ■ 21-40%ile ■ 41-60%ile ■ 61-80%ile ■ >80%ile



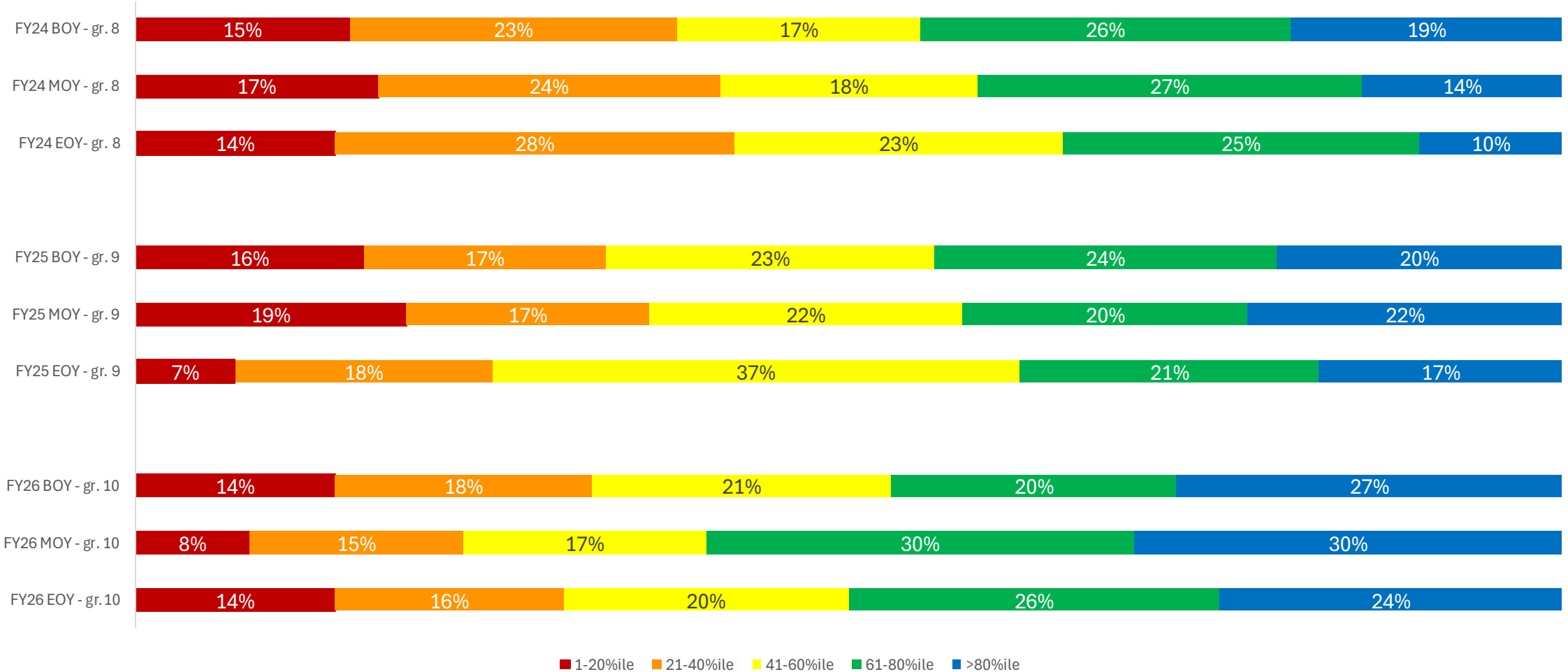
Current 9th Graders

MAP Growth- Language Usage

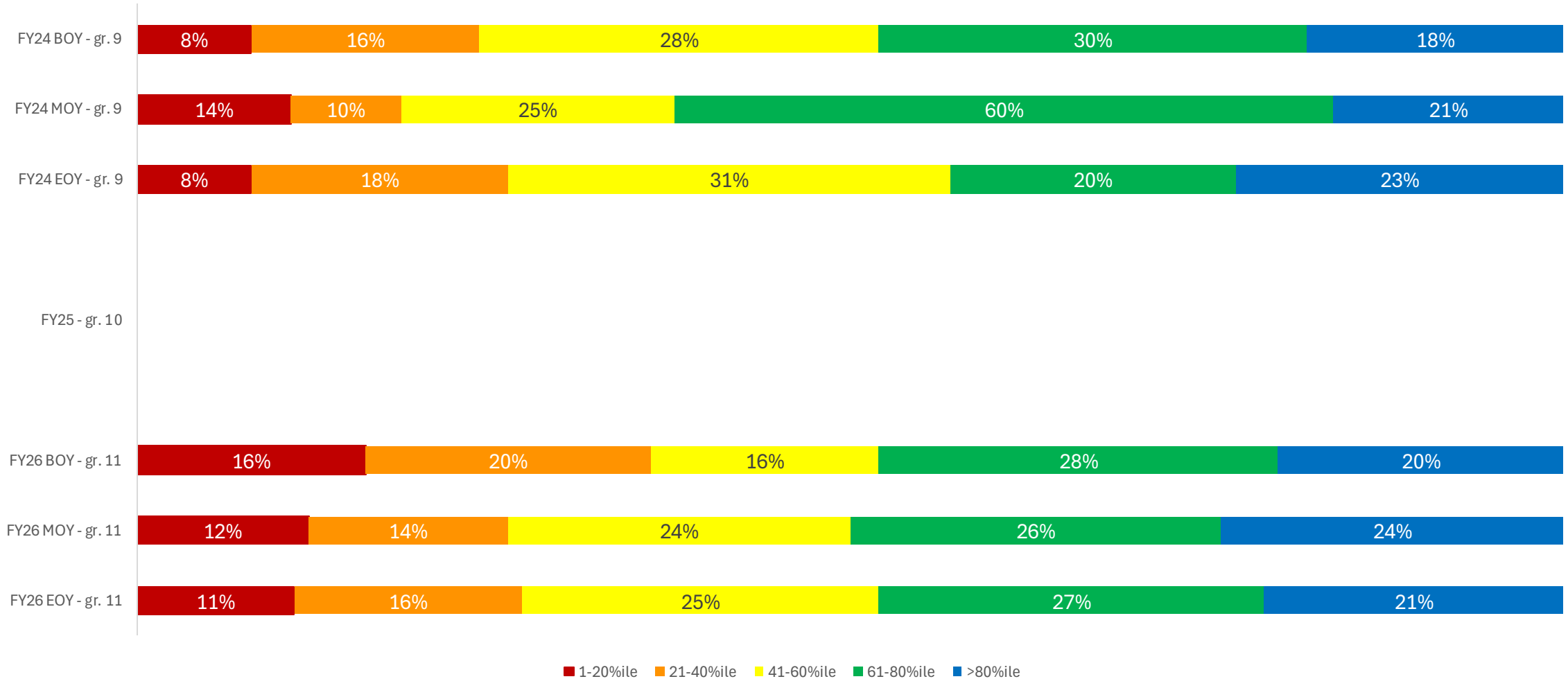


Current 10th Graders

MAP Growth- Language Usage

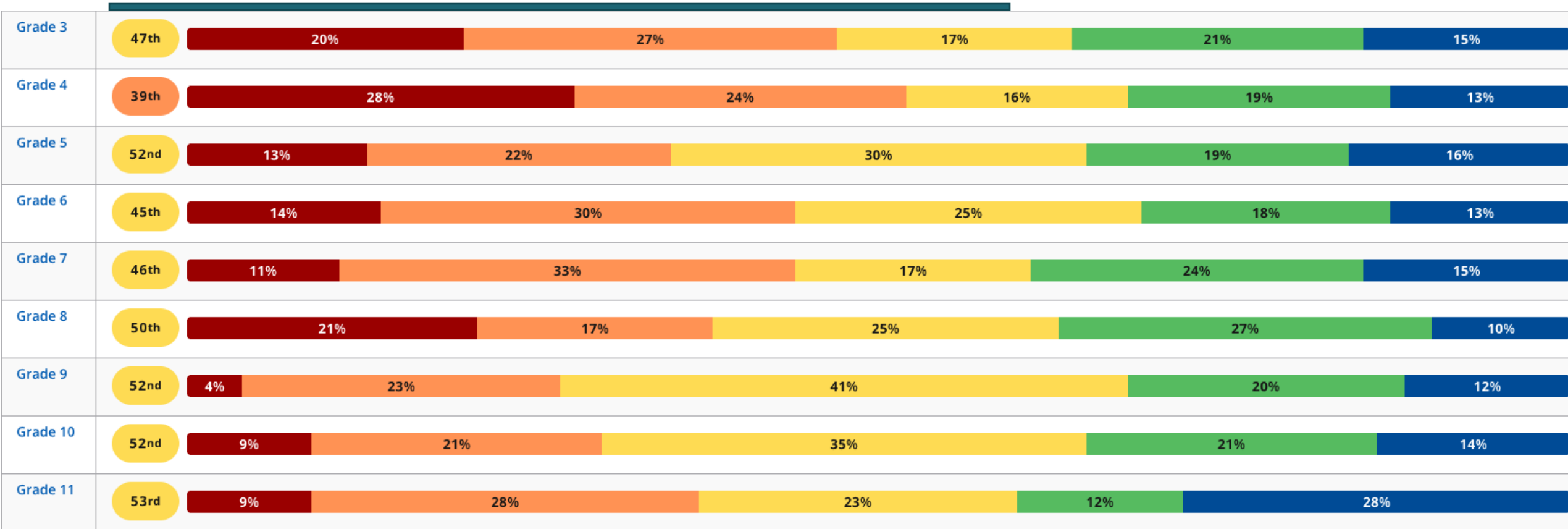


Current 11th Graders MAP Growth- Language Usage

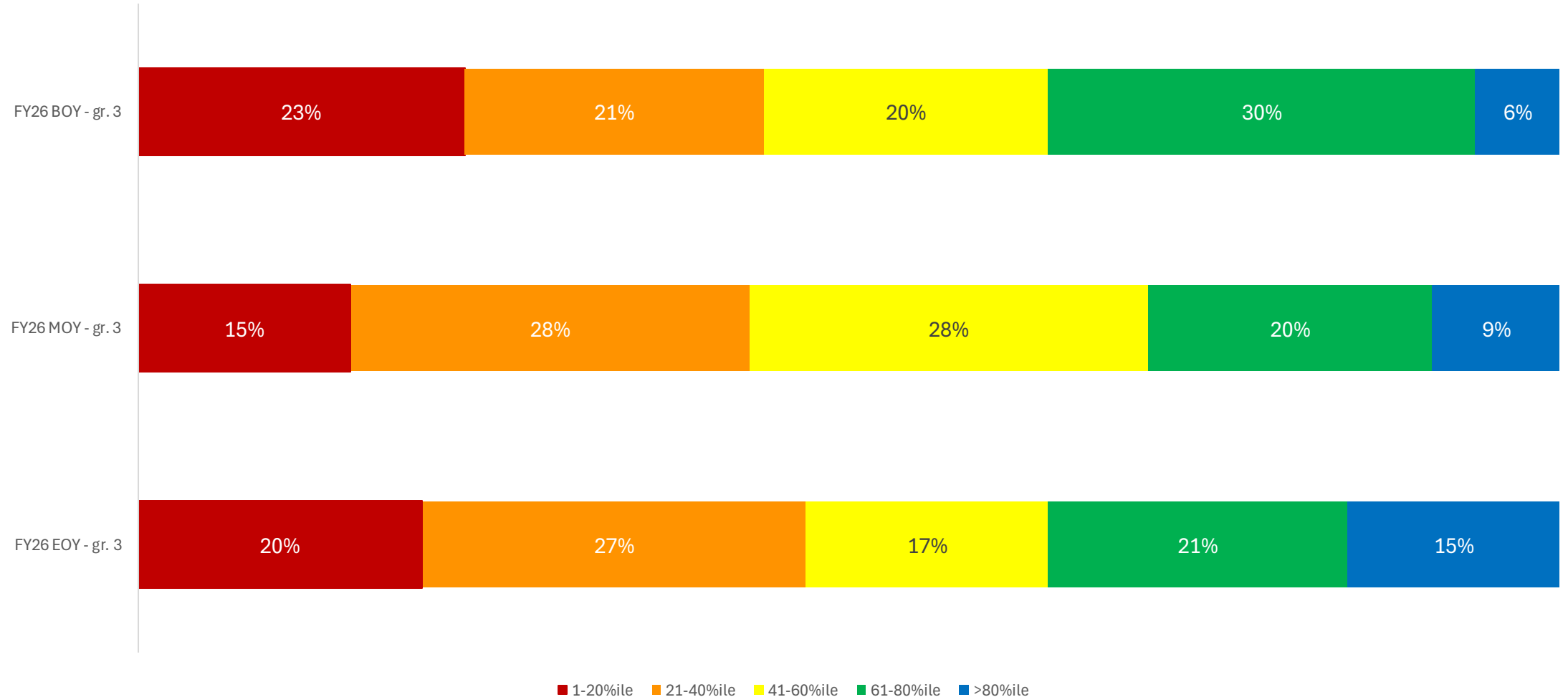


District Data

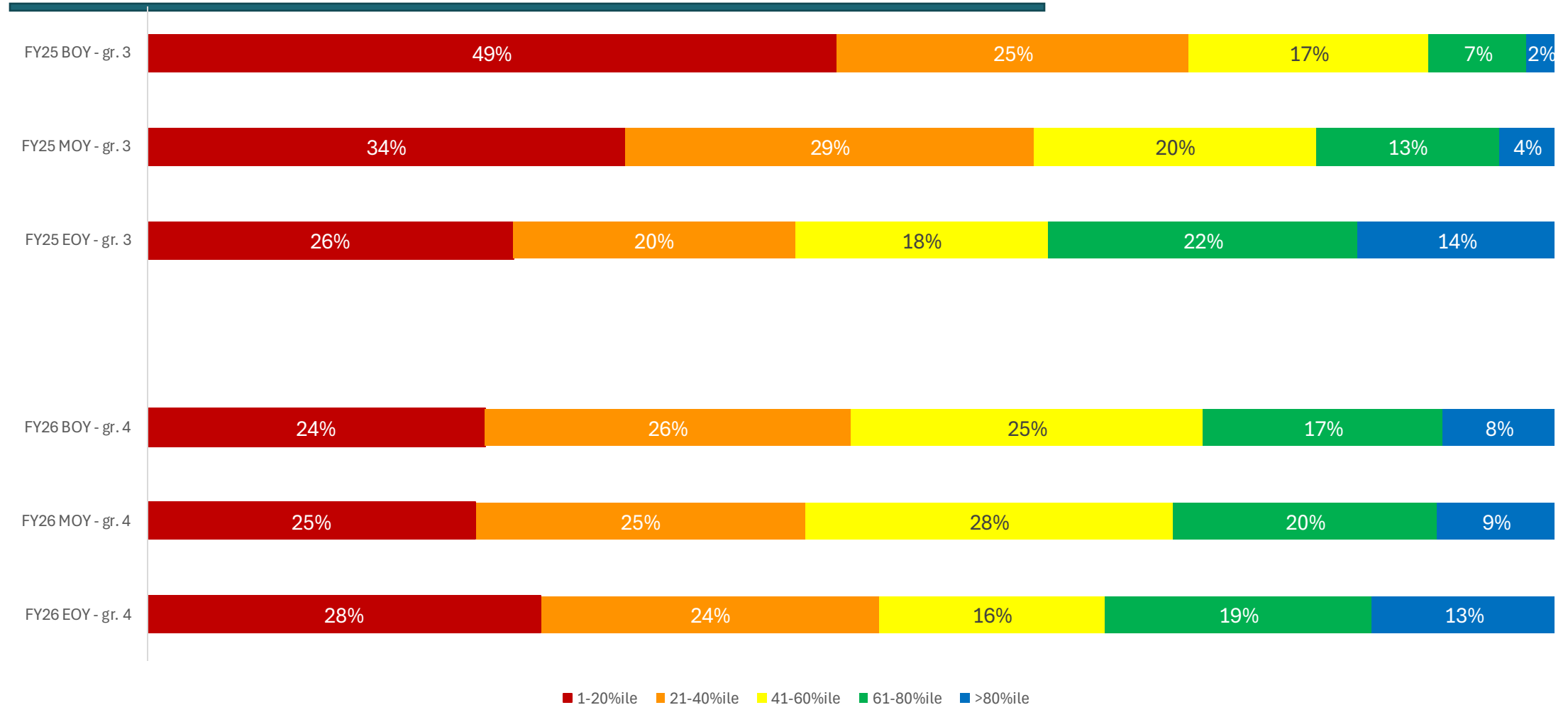
MAP Growth- Math



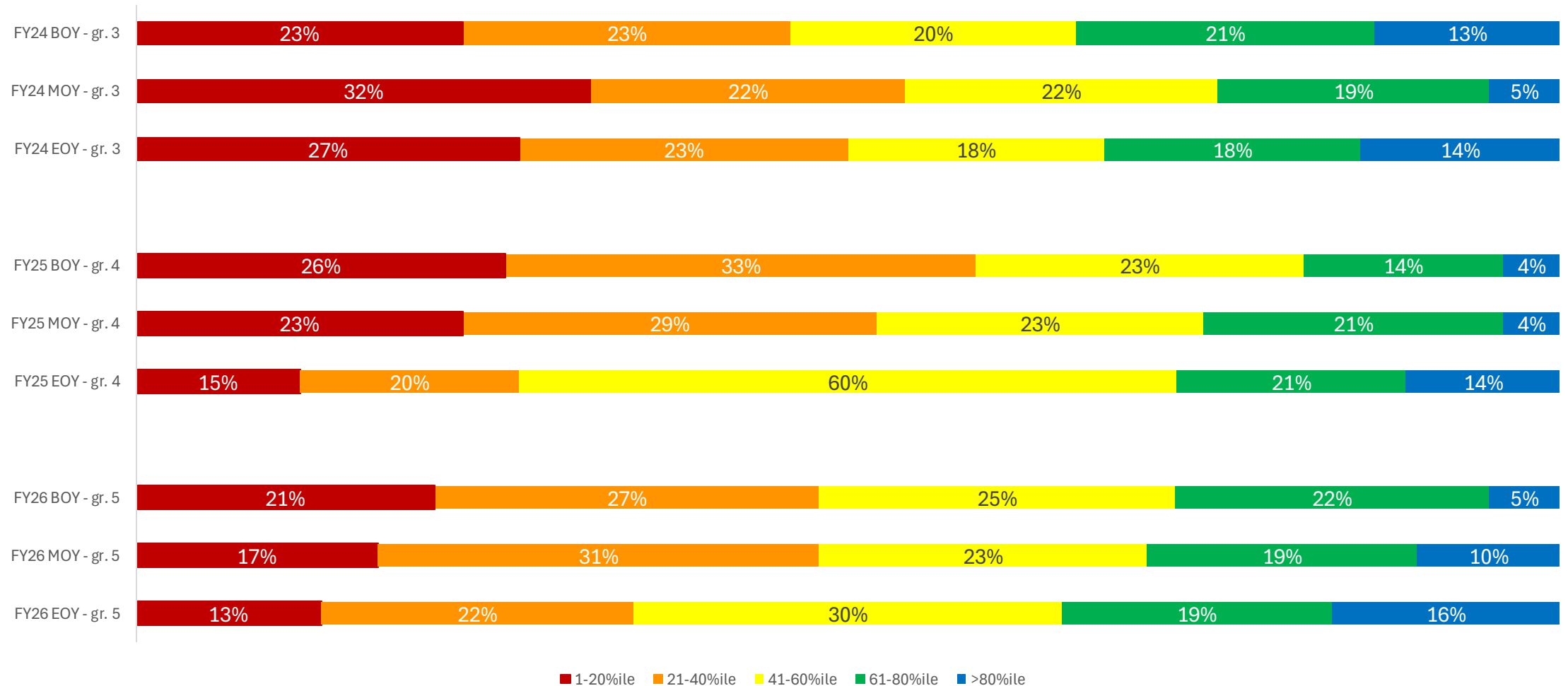
Current 3rd Graders MAP Growth- Math



Current 4th Graders MAP Growth- Math

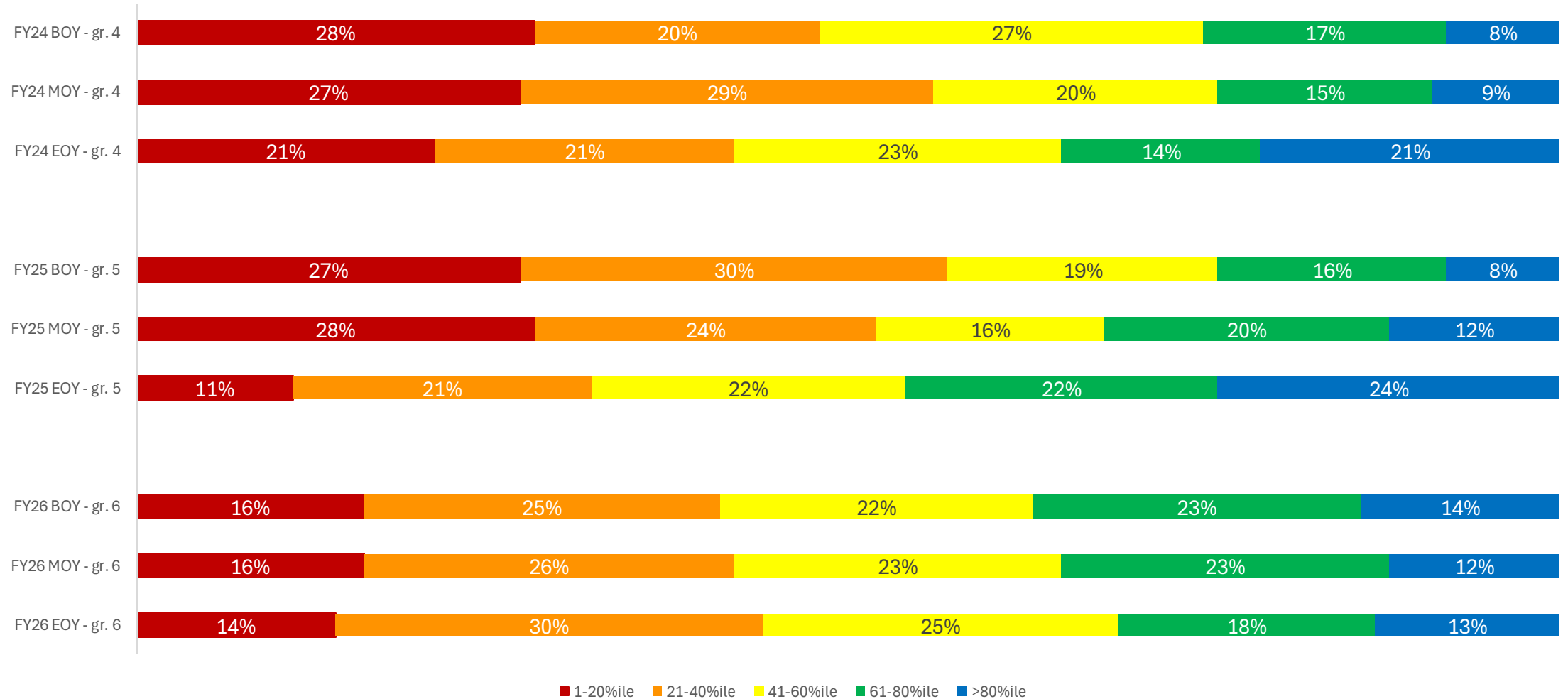


Current 5th Graders MAP Growth- Math

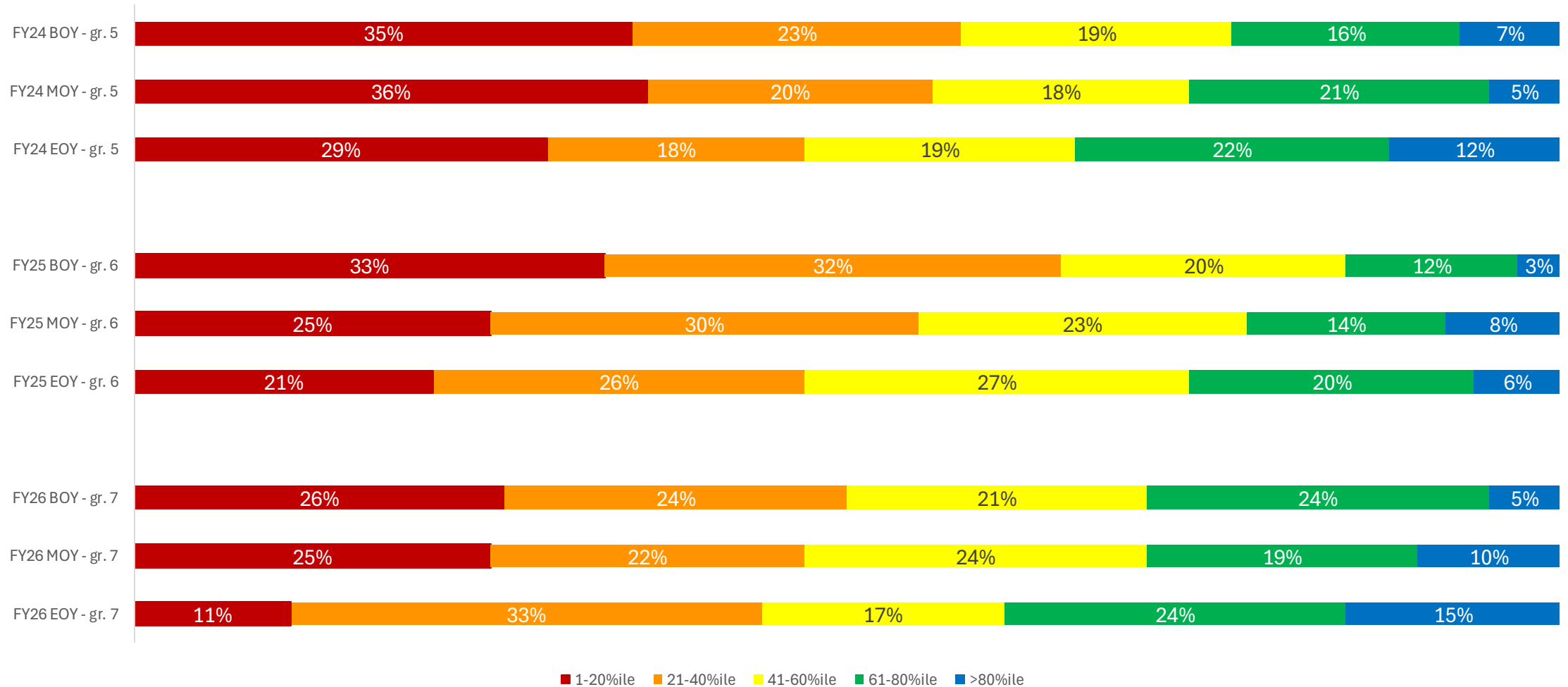


Current 6th Graders

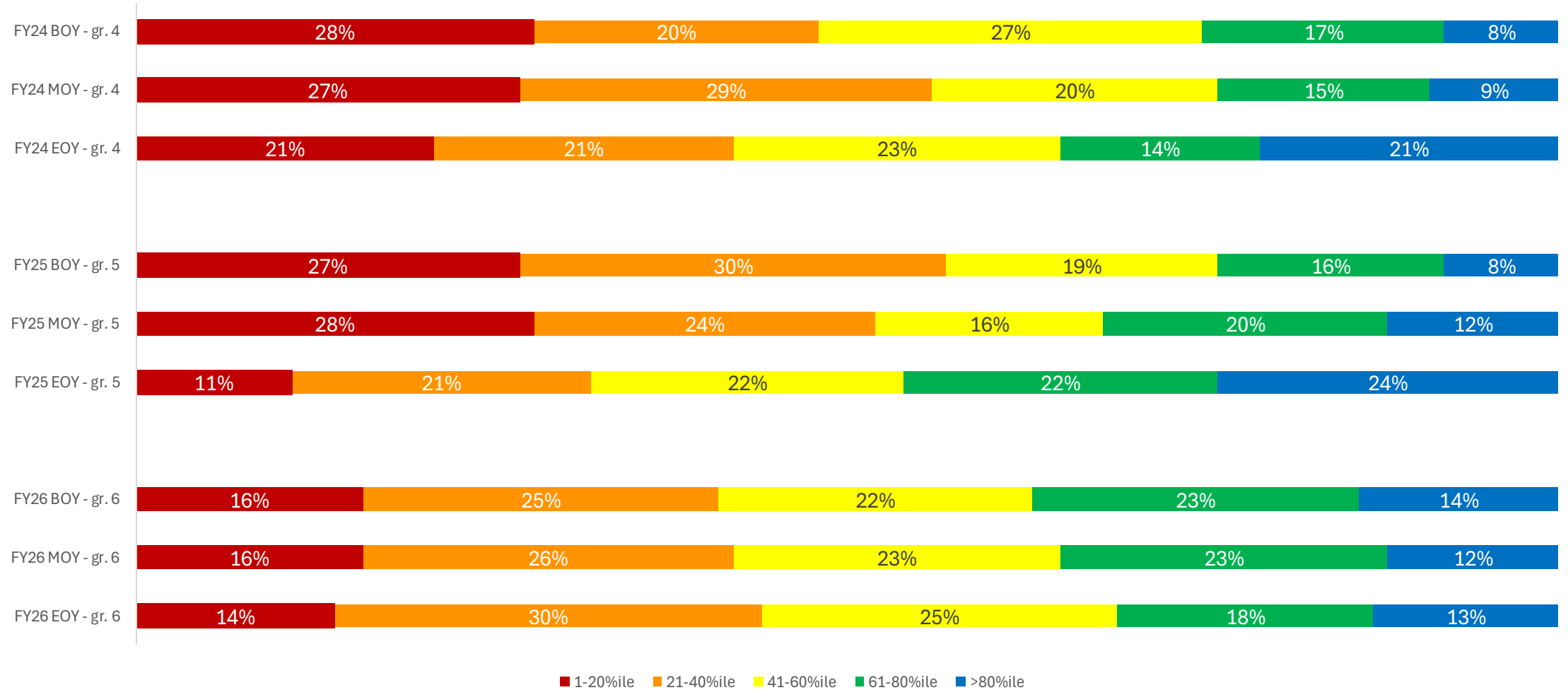
MAP Growth- Math



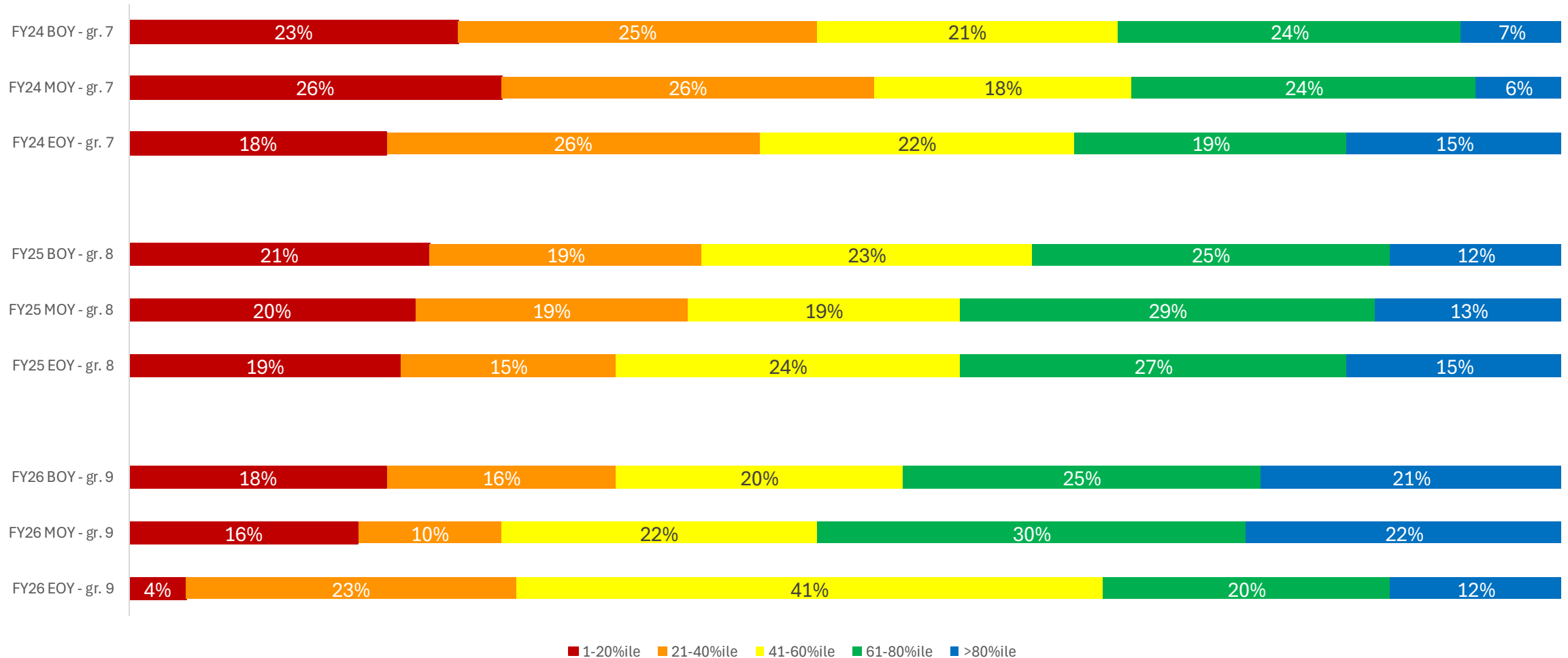
Current 7th Graders MAP Growth- Math



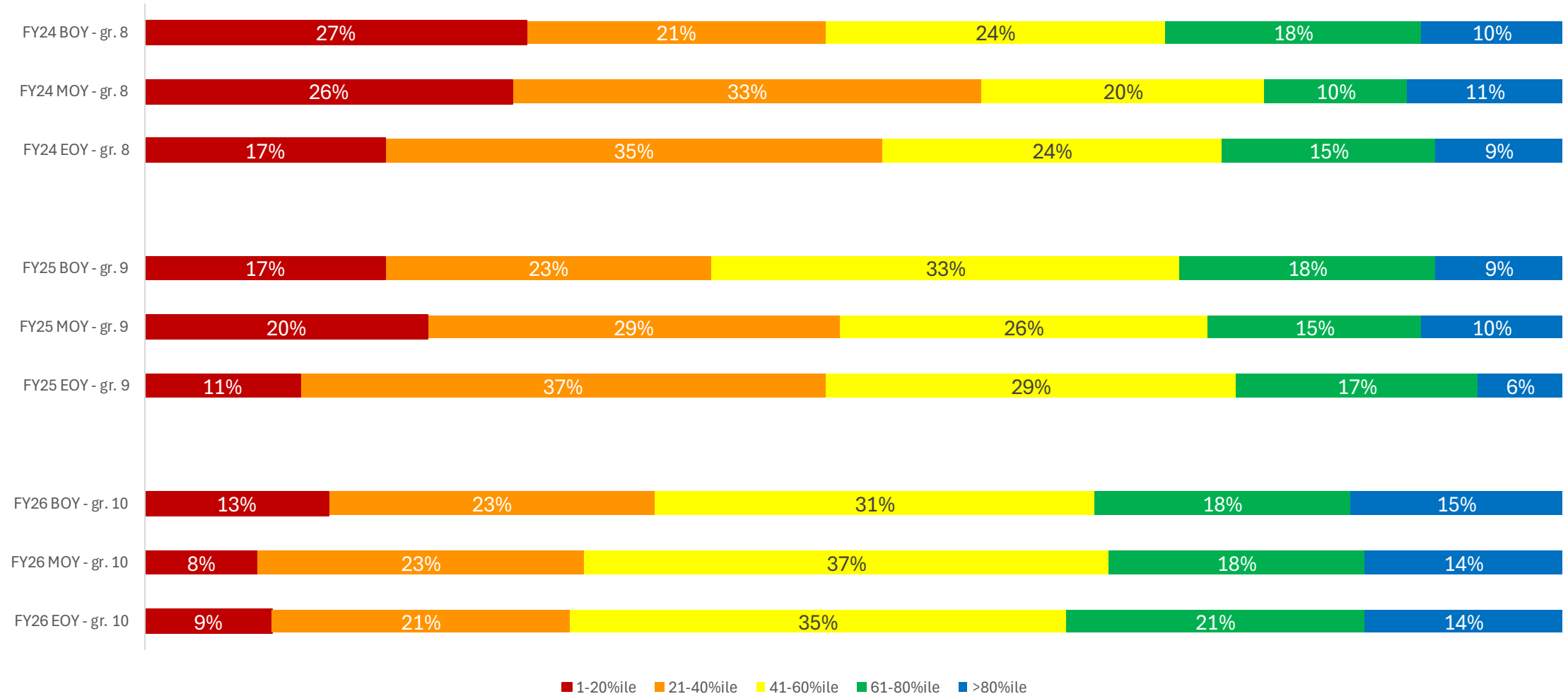
Current 8th Graders MAP Growth- Math



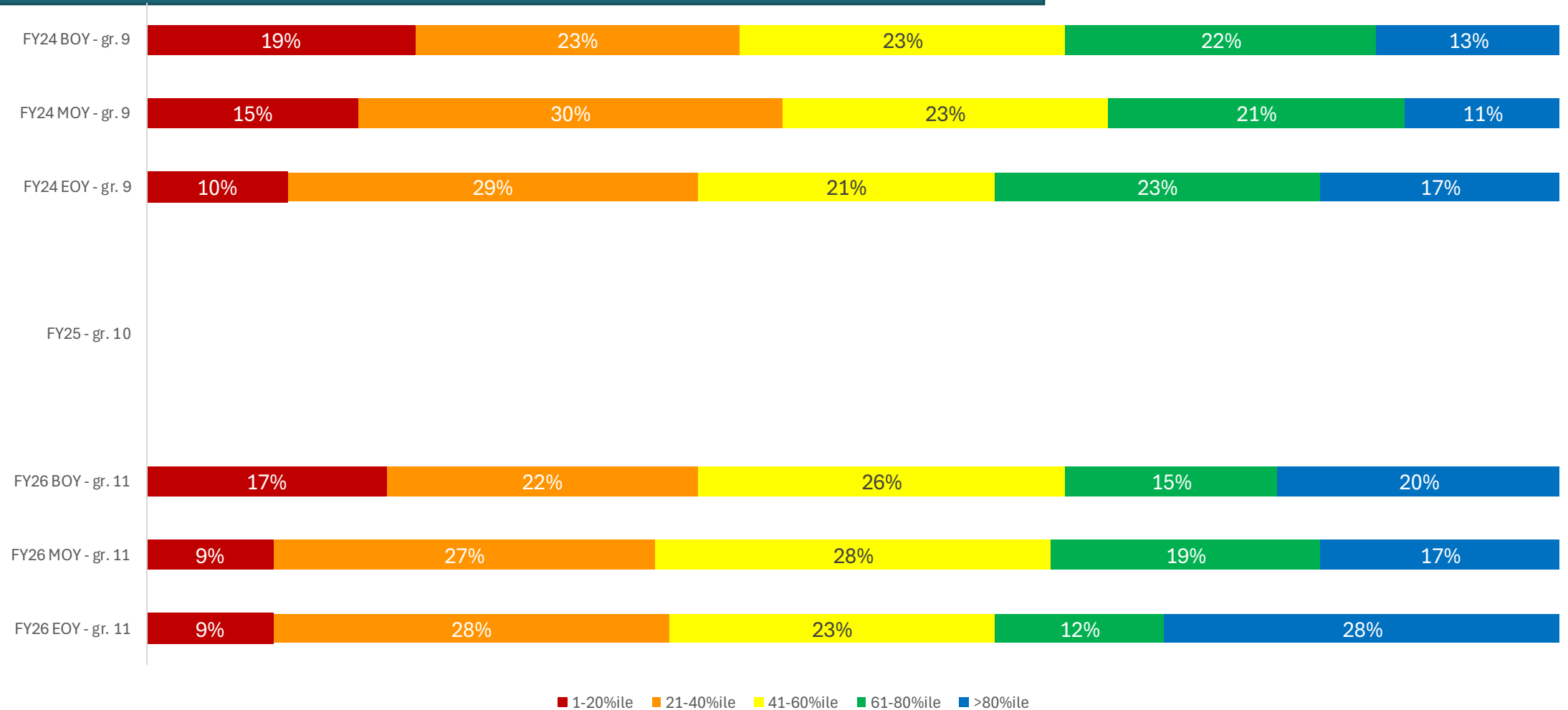
Current 9th Graders MAP Growth- Math



Current 10th Graders MAP Growth- Math



Current 11th Graders MAP Growth- Math



Student Receiving Intervention - SPIRE

Number of Students:

83

Average DIBELS Growth:

137

Above Average Growth

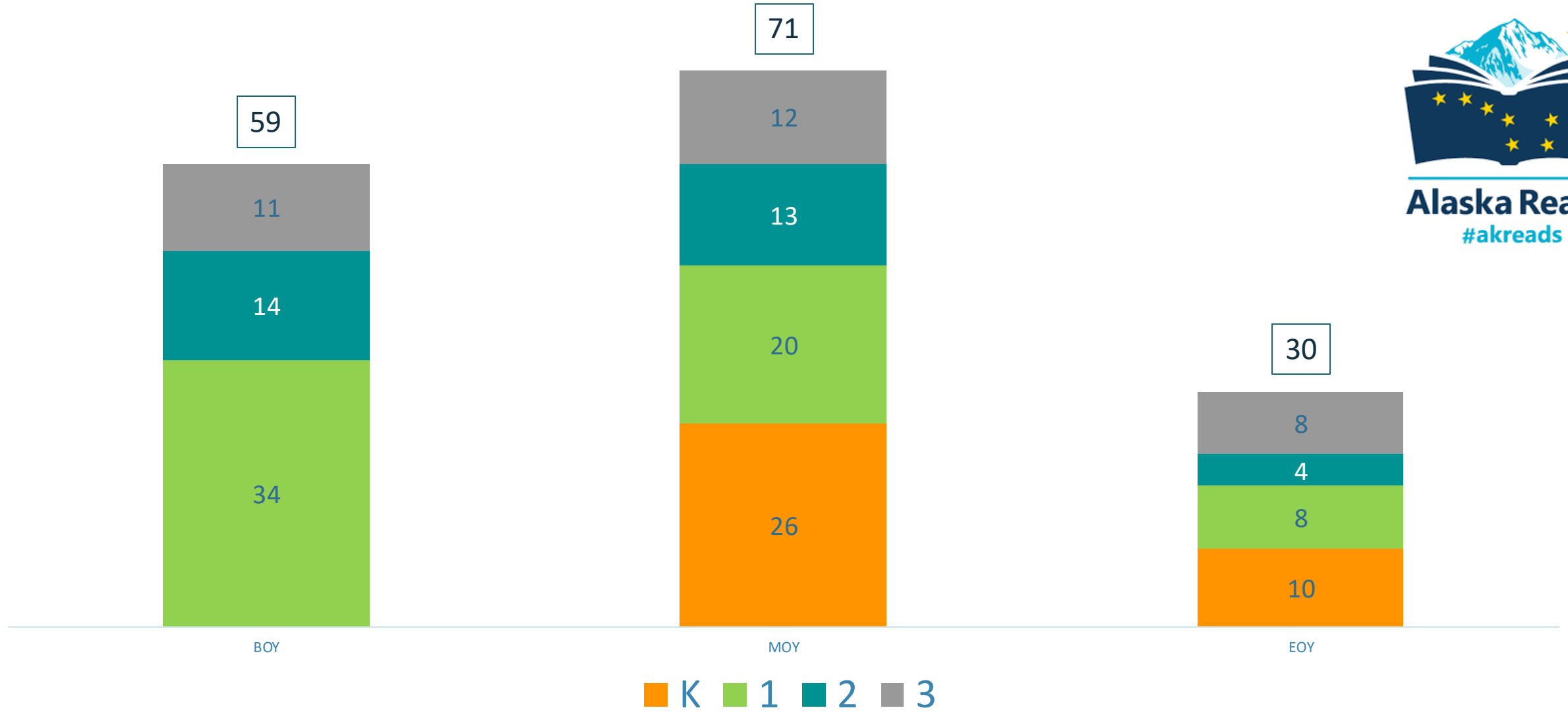
Average MAP Growth:

14

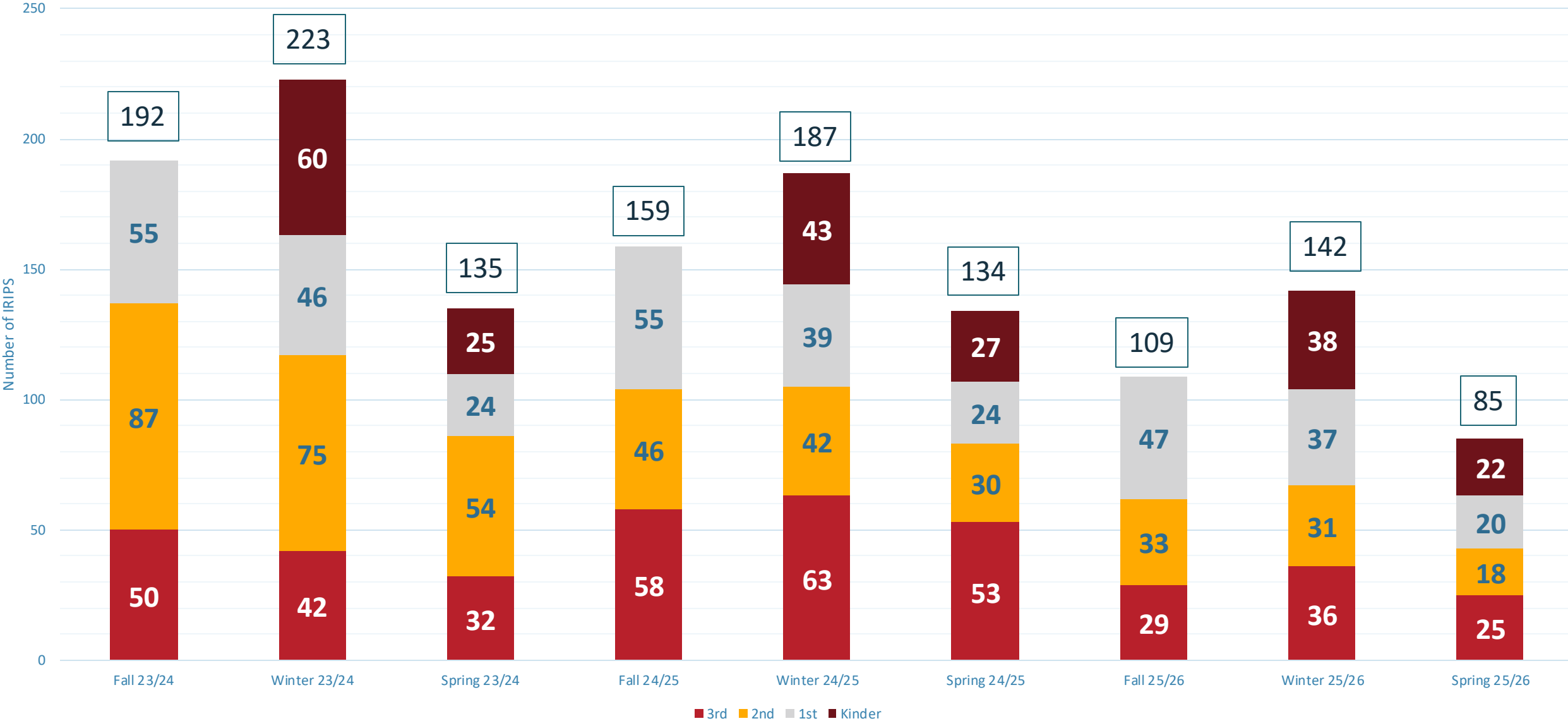
4.5 is the norm for growth



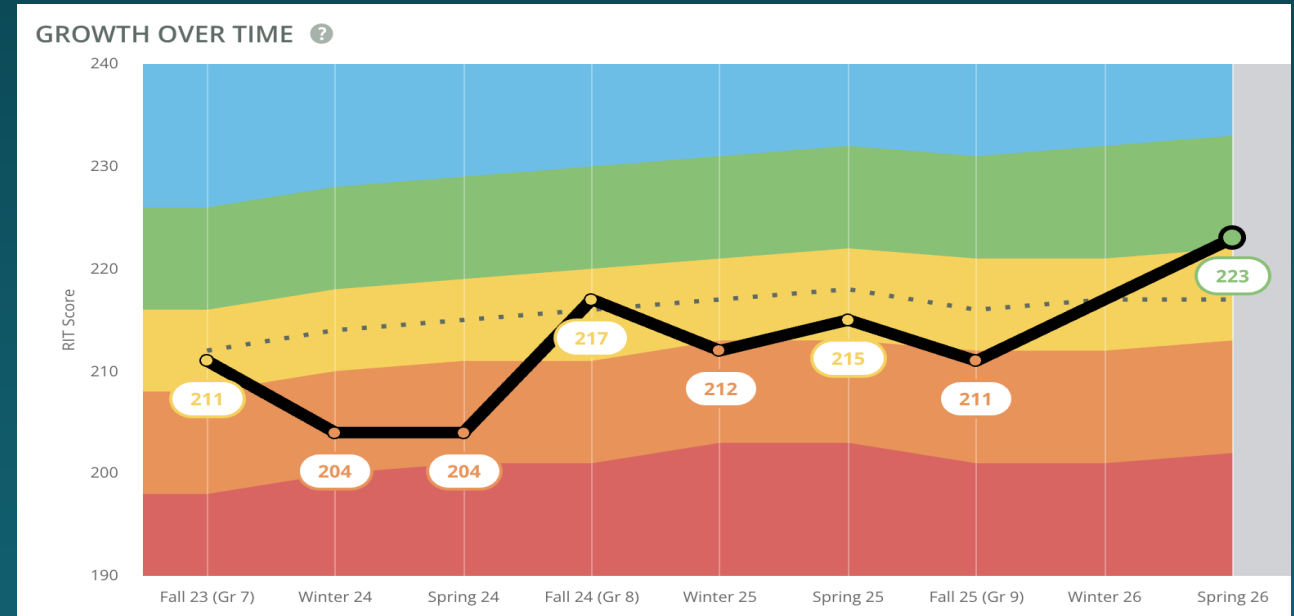
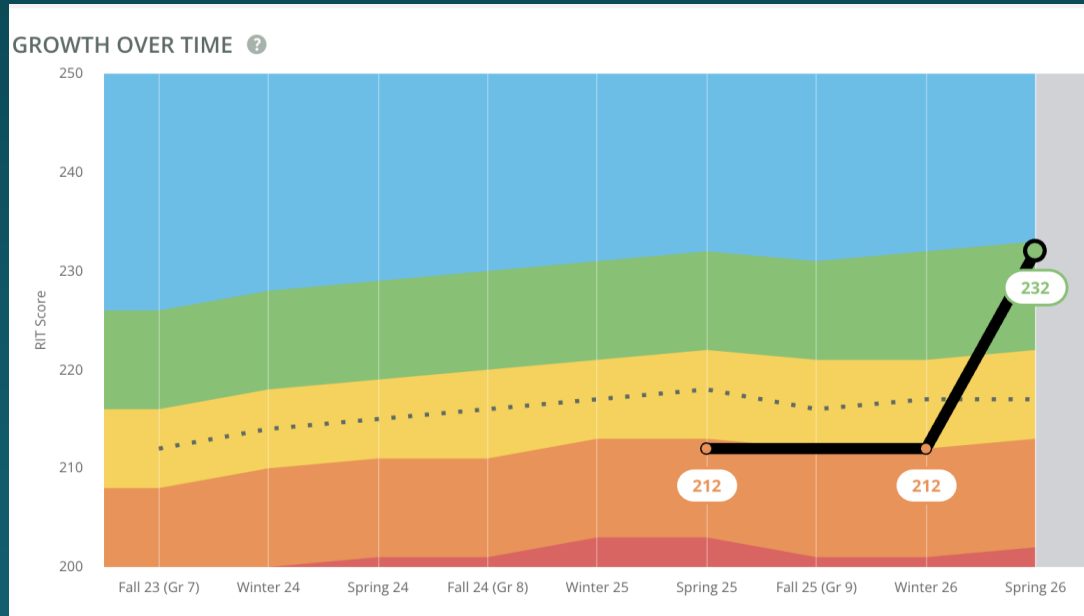
Individual Reading Intervention Plan (IRIP) Data



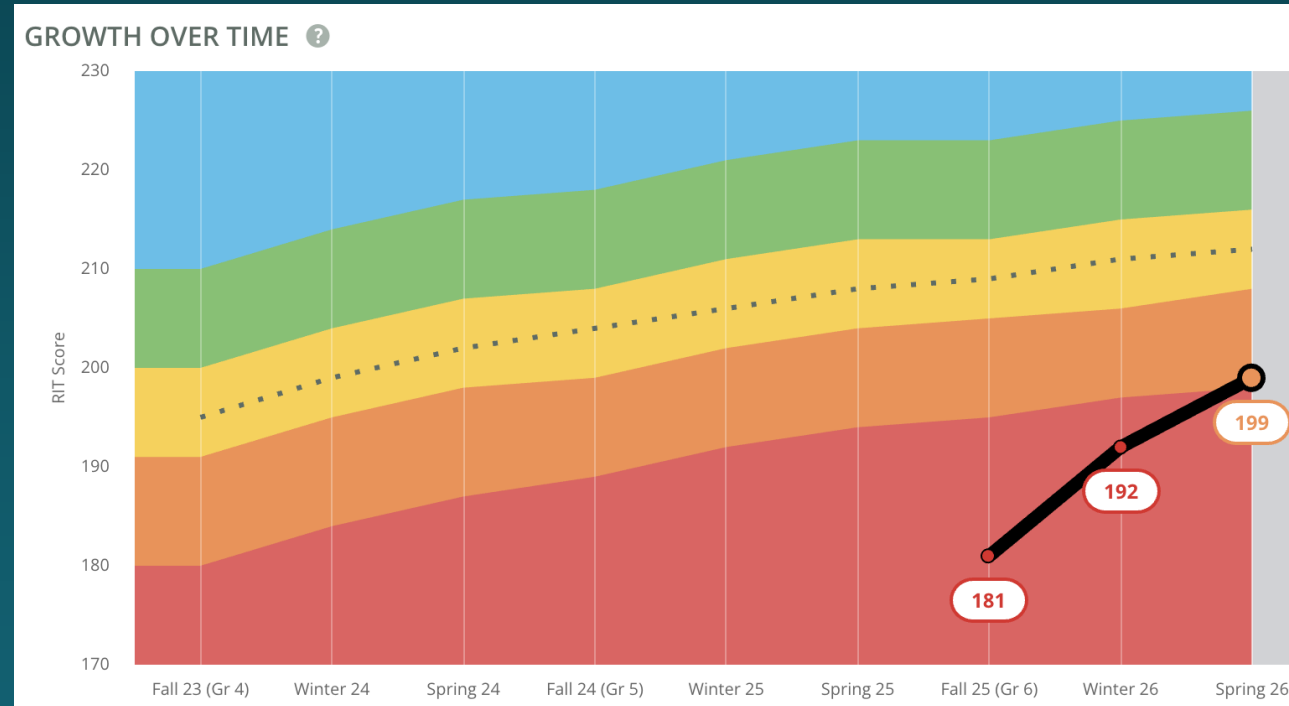
District-wide Long Term IRIP Tracking



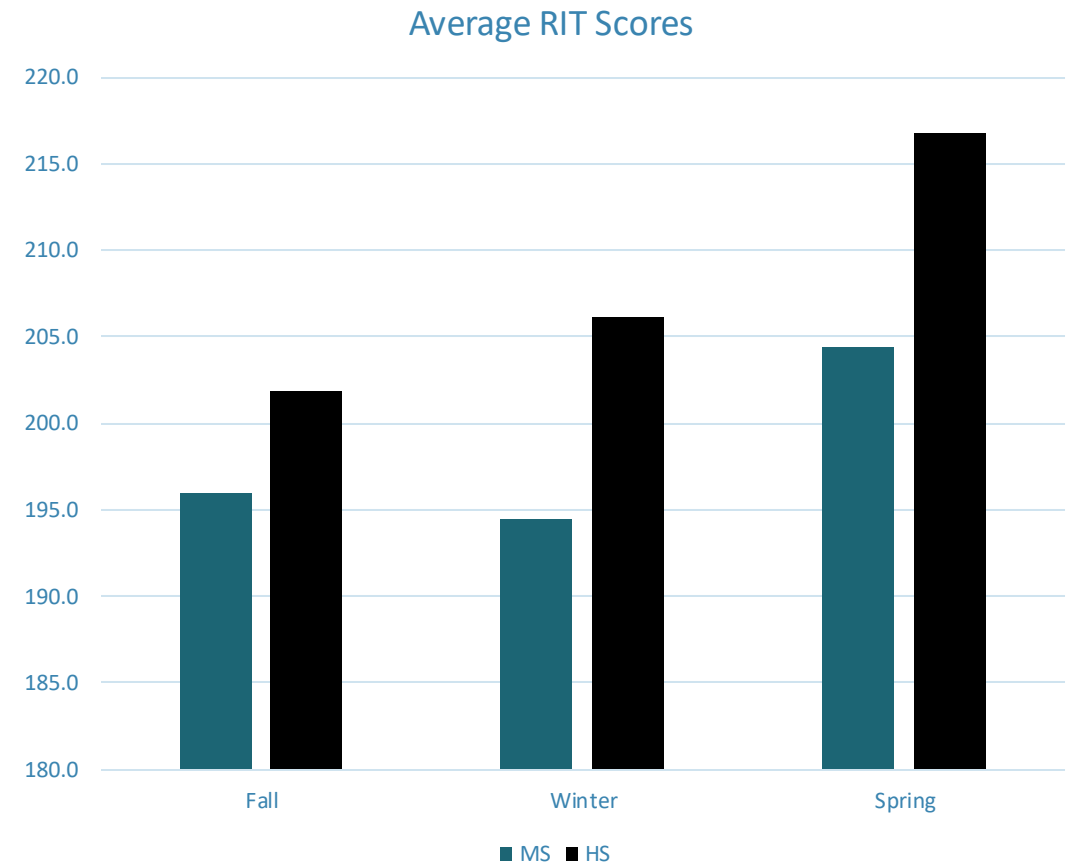
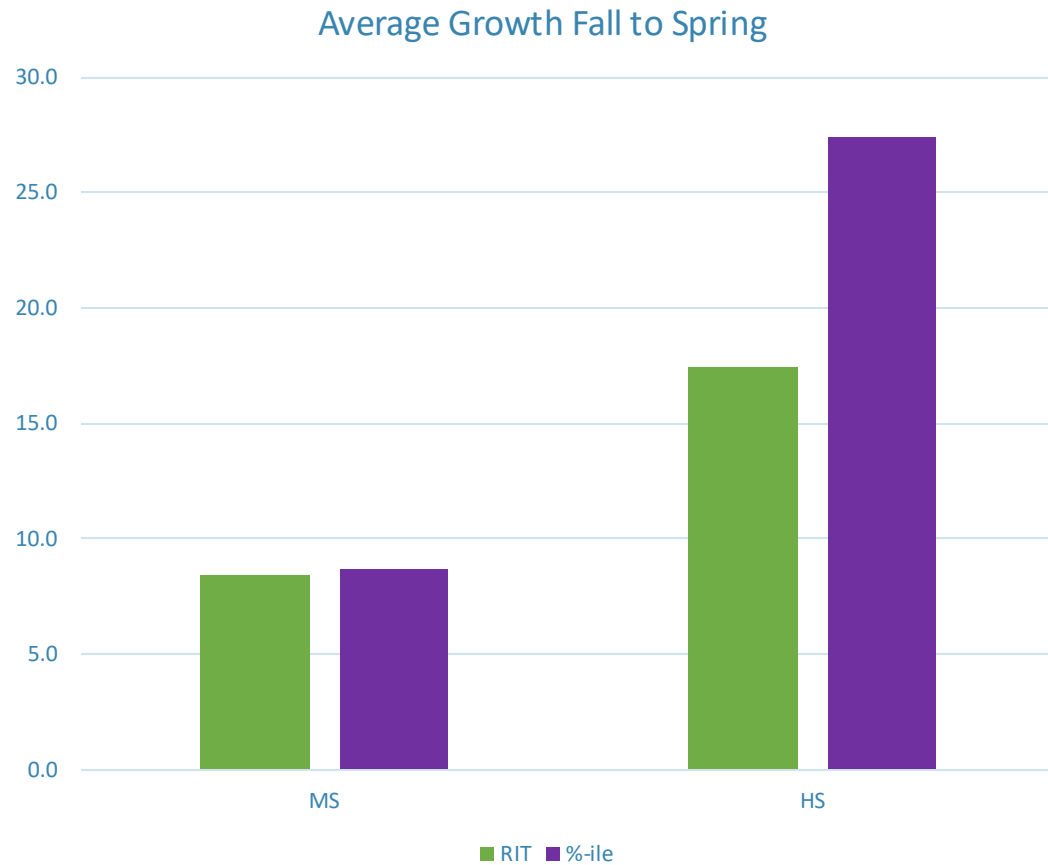
KHS Intervention Snapshots (Individual Students)



KMS Intervention Snapshot (Individual Student)



Secondary Intervention Growth



KMS: Average Student's Growth in RIT Scores

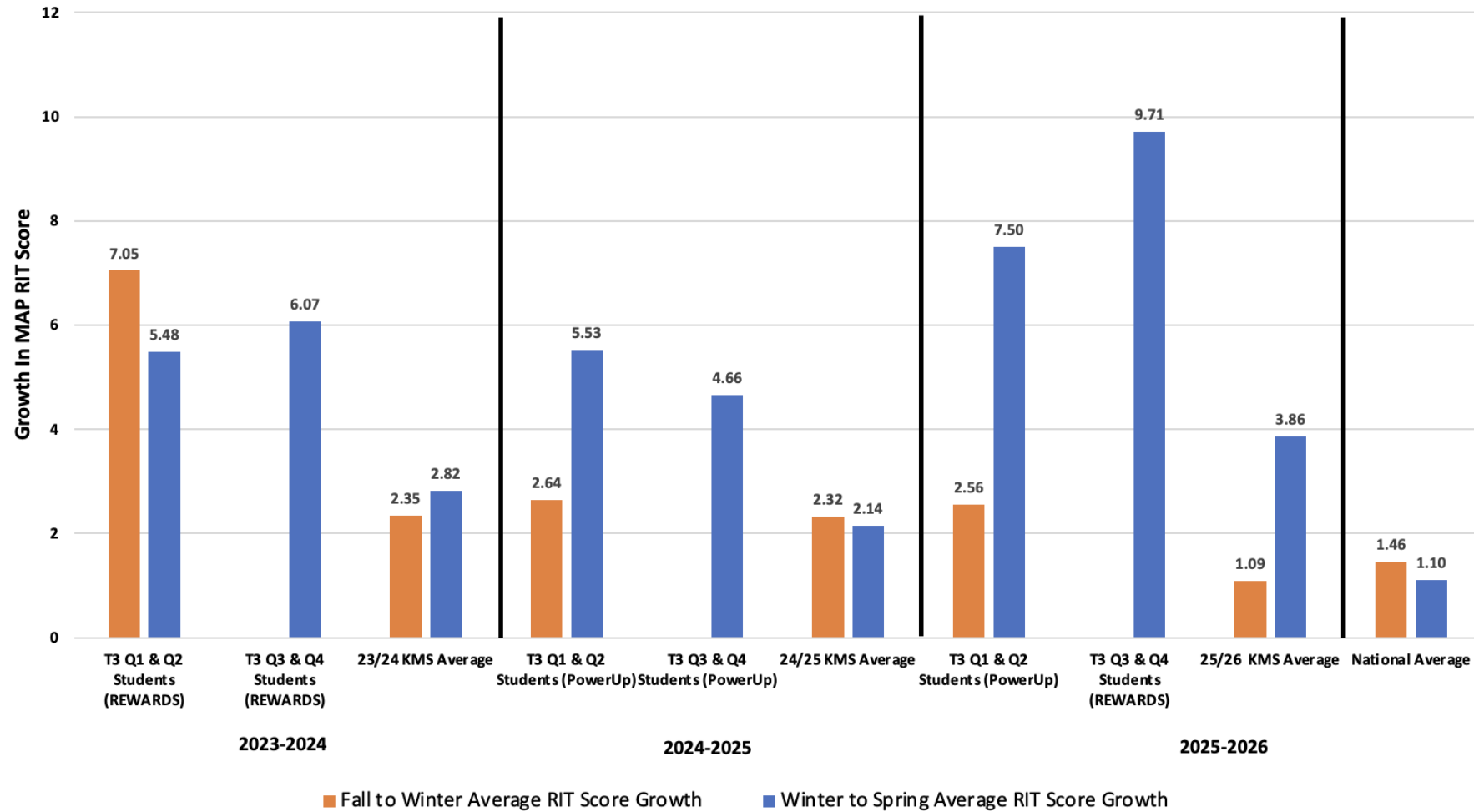
Average Growth in RIT Score (Winter 25/26 to Spring 25/26)			
Group	Reading	Language Usage	Math
6th KMS (Nat. Average)	6.86 (1.55)	0.93 (1.38)	5.57 (3.32)
7th KMS (Nat. Average)	3.06 (1.27)	0.56 (1.19)	7.43 (2.69)
8th KMS (Nat. Average)	3.52 (1.14)	1.51 (1.01)	3.27 (2.18)

Average Growth in RIT Score (Fall 25/26 to Spring 25/26)			
Group	Reading	Language Usage	Math
6th KMS (Nat. Average)	4.86 (5.19)	4.27 (4.75)	10.87 (8.13)
7th KMS (Nat. Average)	4.15 (4.16)	3.03 (3.82)	10.89 (6.52)
8th KMS (Nat. Average)	4.34 (3.65)	1.50 (3.21)	6.05 (5.38)



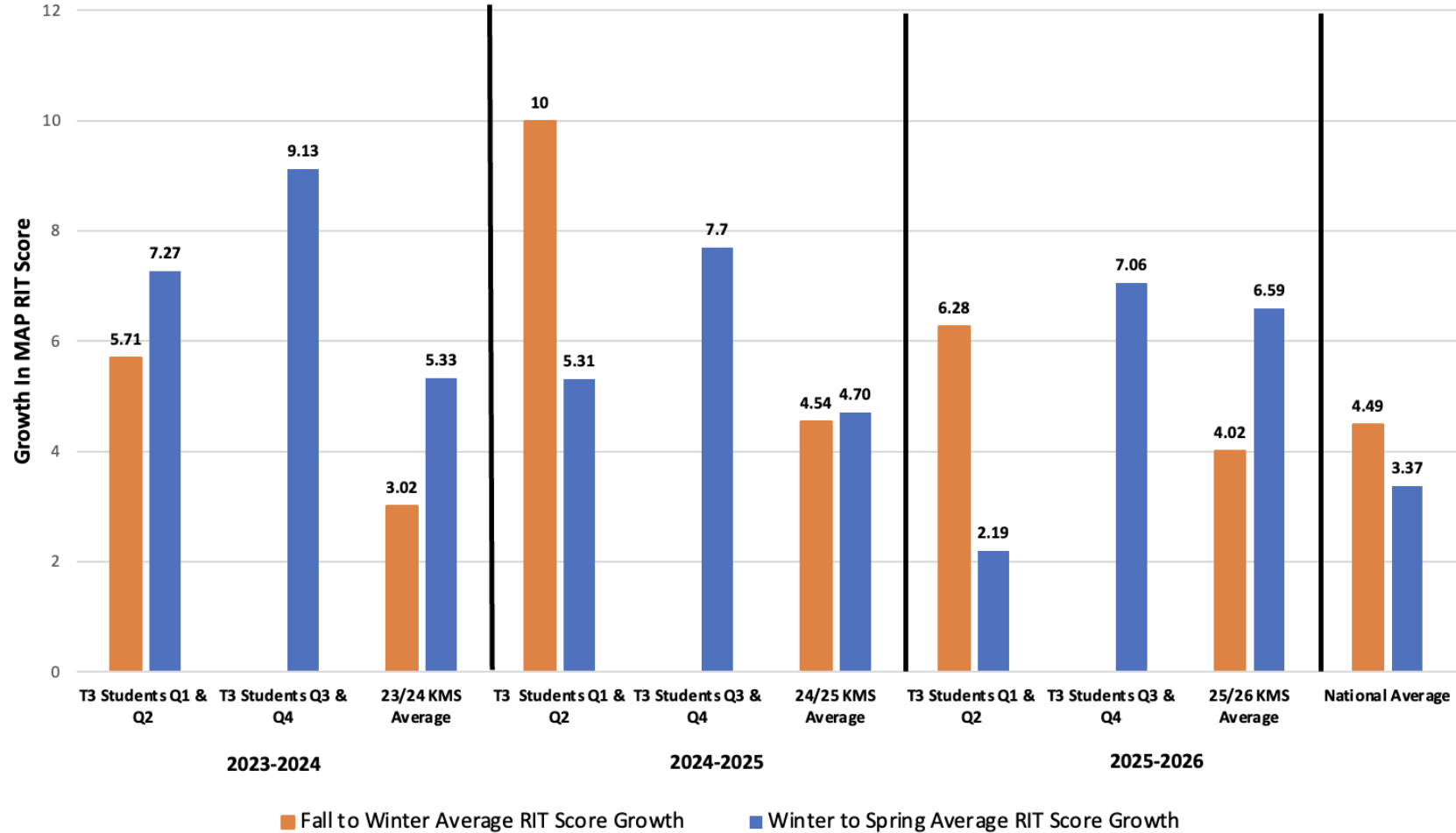
KMS MTSS Data Review

Average Growth on MAP Reading RIT Scores T3 Intervention Students vs. KMS Average vs. National Average



KMS MTSS Data Review

Average Growth on MAP Math RIT Scores T3 Intervention Students vs. KMS Average vs. National Average





School Climate & Connectedness Survey (SCCS) 2026

Background

Developed in 2006 by AASB with AIR (American Institutes for Research)

KIBSD has participated since 2016

Measures positive school climate, connectedness to others, SEL, and observed risk behaviors at school

Separate surveys for families, K-5 students, 6-12 students, staff

Climate measures well-managed schools and classrooms, feelings of safety, SEL, clear expectations, and consistently & fairly addressing behaviors

Connectedness measures school experiences, perceptions and feelings – feeling part of the school, cared for, prioritized, supportive & respectful relationships with adults, their learning matters & is a high priority

Administered in March each year

From AASB's "About Alaska's School Climate and Connectedness Survey"



Participation Rates

(Changes from 2025)

GRADES 3-5:
321 responses (-22)

GRADES 6-12:
605 responses (+74)

STAFF:
157 responses (-61)

FAMILIES:
187 responses (-40)



District Summary

	ELEMENTARY students	SECONDARY students	RURAL students	STAFF	FAMILY
TOPIC of GREATEST STRENGTH	Caring for Others	Family & Community Involvement	Caring for Others	Staff-to-Staff Relationships	School Safety
TOPIC of GREATEST NEED	Social & Emotional Learning	Peer Climate	Social & Emotional Learning	Staff Wellness	Family/School Partnership
GREATEST IMPROVEMENT since 2025	Social & Emotional Learning (+3%)	Connectedness/Belon ging (+6%)	Social & Emotional Learning (+1%)	Staff Wellness (+5%)	n/a
GREATEST LOSS since 2025	n/a	n/a	School Safety (-5%)	Staff Capacity: family/school partnership (-5%)	Family/School Partnership (-16%)

Note: Summaries only based on local responses, not in comparison to statewide to grade-level responses.



Elementary Student Site Summary

	East 65 responses	Main 58 responses	Peterson 83 responses	Port Lions 7 responses	Old Harbor 9 responses
TOPIC of GREATEST STRENGTH	Caring for Others	Caring for Others	Caring for Others	Safety	Caring for Others
TOPIC of GREATEST NEED	Social & Emotional Learning	Social & Emotional Learning	Social & Emotional Learning	Social & Emotional Learning	Social & Emotional Learning
GREATEST IMPROVEMENT since 2025	Caring for Others (+7%)	Social & Emotional Learning (+5%)	n/a	Social & Emotional Learning (+7%)	n/a
GREATEST LOSS since 2025	n/a	n/a	Caring for Others (-3%)	n/a	Social & Emotional Learning (-11%)
Note: Summaries only					



Secondary Student Site Summary

	KHS 213 responses	KMS 340 responses	Old Harbor 14 responses	Port Lions 13 responses	Ouzinkie 10 responses
TOPIC of GREATEST STRENGTH	Family & Community Involvement	Cultural Connectedness	Cultural Connectedness	Cultural Connectedness	Family & Community Involvement
TOPIC of GREATEST NEED	Peer Climate	Peer Climate	Connectedness & Belonging	Social & Emotional Learning	Social & Emotional Learning
GREATEST IMPROVEMENT since 2025	Cultural Connectedness (+7%)	Connectedness & Belonging (+7%)	School Safety & Peer Climate (+28%)	High Expectations (+3%)	High Expectations (+7%)
GREATEST LOSS since 2025	Respectful Climate (-1%)	n/a	n/a	Social & Emotional Learning (-8%)	Social & Emotional Learning (-36%)

Note: Summaries only based on local responses, not in comparison to statewide to grade-level responses.



Continued Implications

- We need to maintain focus on climate & connectedness in addition to instruction.
- SEL, including building positive & respectful relationships, needs continued support.
- Peer climate in secondary settings is improving. Belonging, community-building, positive relationships, and restorative practices continue to be important for growth and success.
- Families need opportunities to partner, including shared decision-making.
- Cultural connectedness is improving across the district and will continue to be a focus of professional learning.



Connected Work

- **Strategic Plan**
Goals, Vision, Mission
safe, seen, supported
- **Stronger Connections Grant**
Restorative Practices
Connectedness & Belonging
Peer Mentoring & Orientation
Attendance Incentives
- **Foundations**
Schoolwide Systems for Success
- **Family Engagement Grant**
Authentic Engagement & Partnerships
Listening Session at KMS
Administrative Training
- **Multicultural In-Service Day (Feb)**
Last 2 years of hands-on, place-based
learning for educators



KIBSD BUOY 4 SUCCESS

High-Quality Instruction

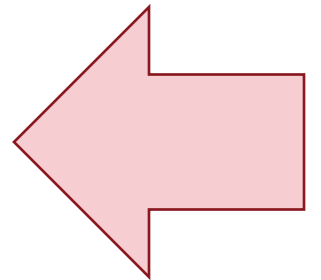
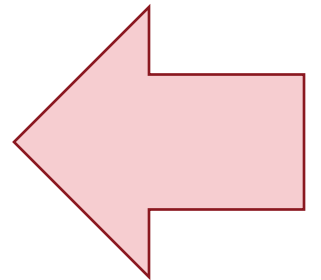
Provide high-quality instruction utilizing the Common Vision for Learning Framework in every classroom, for every student, every day.

Collaboration

Engage in collaboration focused on student success.

Relationships

Intentionally build strong, positive relationships where each person is safe, supported, valued, and appreciated.





**SCHOOL CLIMATE &
CONNECTEDNESS SURVEY**
ASSOCIATION OF ALASKA SCHOOL BOARDS

Port Lions School

Grade 3-5 Student Survey

2026 School Climate & Connectedness Survey



Summary

Topic Description	Results	Comparison
Caring for Others (Grades 3–5) Level of caring and support that students received from peers, staff, and community members at school.	86% ▲1 since last survey	84% K/PK –12 84% Rural Schools 90% Kodiak Rural Schools 86% Kodiak Island Borough School District 83% Participating Alaska Districts
School Safety (Grades 3–5)	88% 0 since last survey	76% K/PK –12 77% Rural Schools 86% Kodiak Rural Schools 83% Kodiak Island Borough School District 77% Participating Alaska Districts
Social and Emotional Learning (Grades 3–5) Students marked how often they use SEL skills in self-awareness, social awareness, self-management, relationship skills, and good decision –making.	66% ▲7 since last survey	54% K/PK –12 55% Rural Schools 59% Kodiak Rural Schools 57% Kodiak Island Borough School District 55% Participating Alaska Districts

7 responses



Caring for Others (Grades 3–5)

Your average

86%

7 responses

Change

▲ 1

since last survey

School Type average: **84%** K/PK –12

School Type average: **84%** Rural Schools

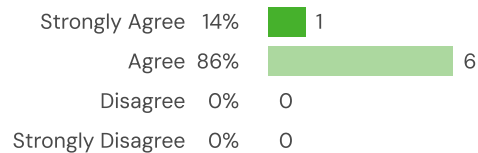
Kodiak Rural Schools average: **90%** Kodiak Rural Schools

District average: **86%** Kodiak Island Borough School District

State average: **83%** Participating Alaska Districts

How did people respond?

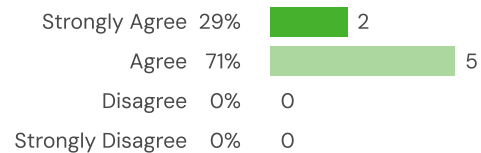
Q.1: Students at this school help each other, even if they are not friends.



▲ 0 from last survey

Favorable: **100%**

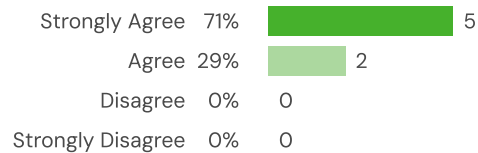
Q.2: Other students at this school treat me with respect.



▲ 37 from last survey

Favorable: **100%**

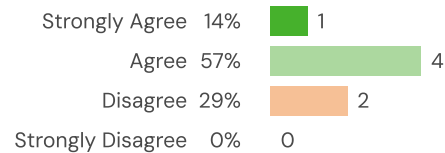
Q.3: There is an adult at this school who I can talk to about things that are bothering me.



▲ 25 from last survey

Favorable: **100%**

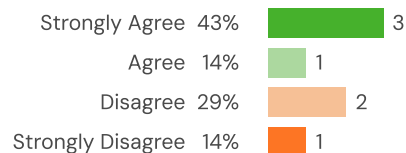
Q.4: There is a teacher or some other adult at this school who will miss me when I'm absent.



▼ 12 from last survey

Favorable: **71%**

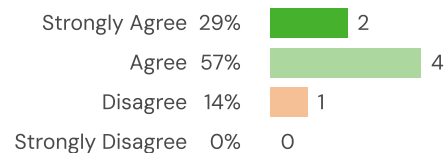
Q.5: Other adults at this school besides my teachers know my name.



▼ 43 from last survey

Favorable: **57%**

Q.6: I can name at least five adults who really care about me.



▼ 2 from last survey

Favorable: **86%**



Demographics

How did people respond?

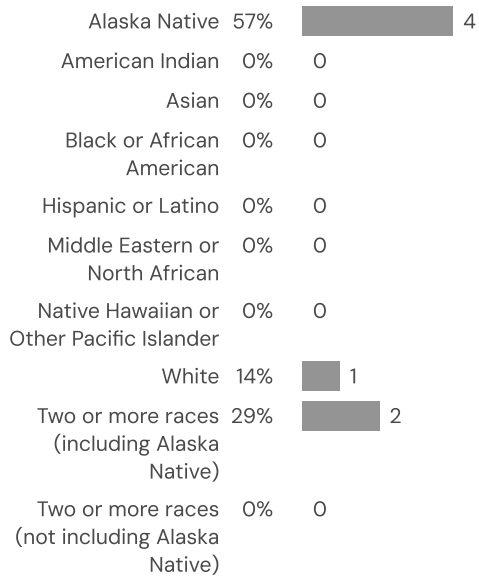
Q.1: What grade are you in?



Q.2: Are you a



Q.3: Which groups describe you best? (Choose all that apply)



Q.4: Is there a language other than English spoken in your home?





School Safety (Grades 3–5)

Your average

88%

7 responses

Change

0

since last survey

School Type average: **76%** K/PK –12

School Type average: **77%** Rural Schools

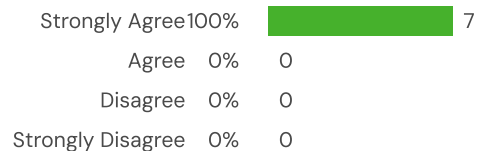
Kodiak Rural Schools average: **86%** Kodiak Rural Schools

District average: **83%** Kodiak Island Borough School District

State average: **77%** Participating Alaska Districts

How did people respond?

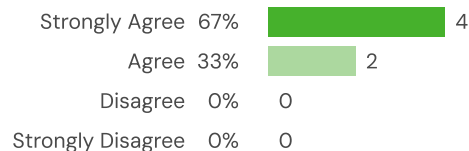
Q.1: I feel safe at school.



▲ 0 from last survey

Favorable: **100%**

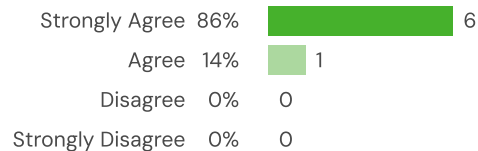
Q.2: I feel safe in the hallways and bathrooms of the school



▲ 25 from last survey

Favorable: **100%**

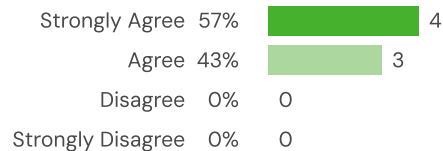
Q.3: I feel safe in my classroom



▲ 0 from last survey

Favorable: **100%**

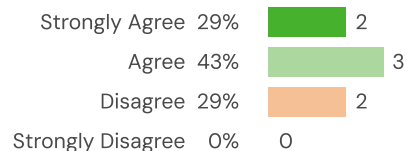
Q.4: I feel safe at recess



▲ 0 from last survey

Favorable: **100%**

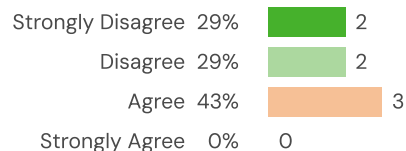
Q.5: Most students at this school get along with each other



▼ 4 from last survey

Favorable: **71%**

Q.6: Students at my school are often teased, picked on, made fun of, or called names



▼ 18 from last survey

Favorable: **57%**



Social and Emotional Learning (Grades 3-5)

Your average

66%

7 responses

Change

▲ 7

since last survey

School Type average: 54% K/PK -12

School Type average: 55% Rural Schools

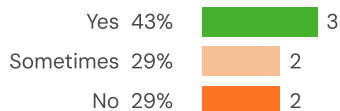
Kodiak Rural Schools average: 59% Kodiak Rural Schools

District average: 57% Kodiak Island Borough School District

State average: 55% Participating Alaska Districts

How did people respond?

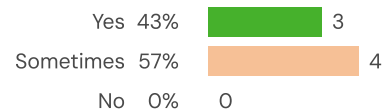
Q.1: If someone asks me, I can tell them how I am feeling.



▼ 7 from last survey

Favorable: 43%

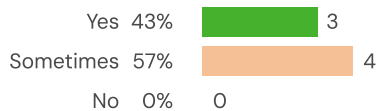
Q.2: I can control myself when I am frustrated, or disappointed.



▼ 7 from last survey

Favorable: 43%

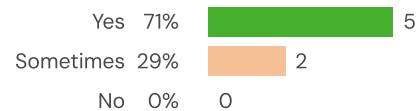
Q.3: If something is bothering me, I think of different ways I can react.



▲ 14 from last survey

Favorable: 43%

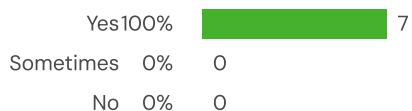
Q.4: I care about other people's feelings and what they think.



▲ 14 from last survey

Favorable: 71%

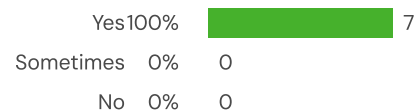
Q.5: It is important for me to help others in my school.



▲ 14 from last survey

Favorable: 100%

Q.6: I respect people even if they are different.



▲ 14 from last survey

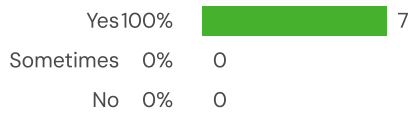
Favorable: 100%



Port Lions School

"2026 School Climate & Connectedness Survey 2026 Grade 3-5 Student Survey, Grade 3-5 Student Survey"

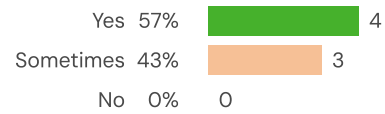
Q.7: I can tell when someone is getting angry or upset before they say anything.



▲ 62 from last survey

Favorable: **100%**

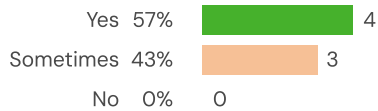
Q.8: I know how to disagree without starting a fight or an argument.



▲ 19 from last survey

Favorable: **57%**

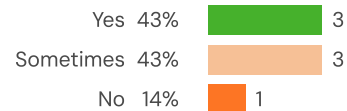
Q.9: I get along well with other students.



▼ 6 from last survey

Favorable: **57%**

Q.10: I know how to make friends with new people.



▼ 45 from last survey

Favorable: **43%**



**SCHOOL CLIMATE &
CONNECTEDNESS SURVEY**
ASSOCIATION OF ALASKA SCHOOL BOARDS

Port Lions School

**Grade 6-12 Student Survey
2026 School Climate & Connectedness Survey**



Summary

Topic Description	Results	Comparison
Caring Adults Students' perceptions of their closeness to adults in the school. Higher scores are better because they reflect more favorable perceptions of caring adults	95%  3 since last survey	81% K/PK -12 80% Rural Schools 93% Kodiak Rural Schools 79% Kodiak Island Borough School District 78% Participating Alaska Districts
Connectedness/Belonging	97%  1 since last survey	73% K/PK -12 71% Rural Schools 87% Kodiak Rural Schools 67% Kodiak Island Borough School District 71% Participating Alaska Districts
Cultural Connectedness Perceptions of cultural identity, cultural responsiveness/sensitivity, and instructional equity. Higher scores are better because they reflect more favorable perceptions of cultural connectedness.	100% 0 since last survey	84% K/PK -12 82% Rural Schools 95% Kodiak Rural Schools 84% Kodiak Island Borough School District 82% Participating Alaska Districts
Family and Community Involvement Reflects perceptions of families' and community members' degree of involvement in their school. Higher scores are better because they reflect more favorable perceptions of family and community involvement.	97%  1 since last survey	87% K/PK -12 86% Rural Schools 94% Kodiak Rural Schools 85% Kodiak Island Borough School District 85% Participating Alaska Districts



Port Lions School

"2026 School Climate & Connectedness Survey 2026 Grade 6-12 Student Survey, Grade 6-12 Student Survey"

High Expectations

Student perceptions of their own academic expectations as well as those of adults in their school and community. Higher scores are better because they reflect more favorable perceptions of student involvement.

99%

▲ 3

since last survey

88% K/PK -12

86% Rural Schools

94% Kodiak Rural Schools

80% Kodiak Island Borough School District

85% Participating Alaska Districts

Respectful Climate

Student perceptions of the fairness of rules and the respectful relationships between students and staff. Higher scores are better because they reflect more favorable perceptions of respectful climate. (The Staff "Respectful Climate" scale was renamed to "Peer Climate" starting in 2017).

96%

▼ 4

since last survey

80% K/PK -12

76% Rural Schools

92% Kodiak Rural Schools

68% Kodiak Island Borough School District

76% Participating Alaska Districts

School Safety and Peer Climate

88%

▼ 7

since last survey

65% K/PK -12

62% Rural Schools

88% Kodiak Rural Schools

54% Kodiak Island Borough School District

62% Participating Alaska Districts

Social and Emotional Learning (Grades 6-12)

Students rated how easy or difficult it is for them to use SEL skills in self-awareness, social awareness, self-management, relationship skills, and good decision making.

83%

▼ 8

since last survey

75% K/PK -12

74% Rural Schools

76% Kodiak Rural Schools

72% Kodiak Island Borough School District

75% Participating Alaska Districts



Port Lions School

"2026 School Climate & Connectedness Survey 2026 Grade 6-12 Student Survey, Grade 6-12 Student Survey"

Student Involvement

Student and staff perceptions of student participation in school governance. Higher scores are better because they reflect more favorable perceptions of student involvement.

90%

▼ 8
since last survey

- 80% K/PK –12
- 77% Rural Schools
- 90% Kodiak Rural Schools
- 70% Kodiak Island Borough School District
- 71% Participating Alaska Districts

13 responses



Port Lions School

"2026 School Climate & Connectedness Survey 2026 Grade 6-12 Student Survey, Grade 6-12 Student Survey"

Caring Adults

Your average

95%

13 responses

Change

▼ **3**

since last survey

School Type average: **81%** K/PK –12

School Type average: **80%** Rural Schools

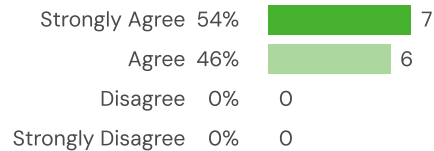
Kodiak Rural Schools average: **93%** Kodiak Rural Schools

District average: **79%** Kodiak Island Borough School District

State average: **78%** Participating Alaska Districts

How did people respond?

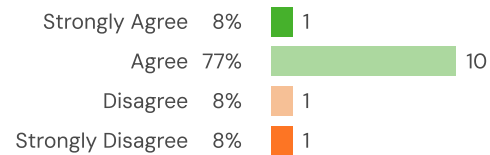
Q.1: There is at least one adult at this school whom I feel comfortable talking to about things that are bothering me.



▲ 0 from last survey

Favorable: **100%**

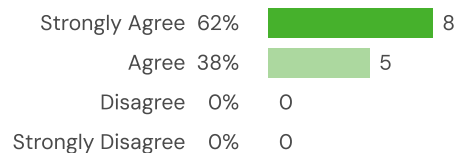
Q.2: There is a teacher or some other adult at this school who will miss me when I'm absent.



▼ 15 from last survey

Favorable: **85%**

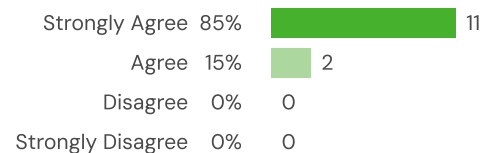
Q.3: There are lots of chances for students in my school to talk with teachers one-on-one.



▲ 11 from last survey

Favorable: **100%**

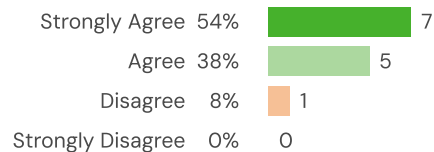
Q.4: Other adults at school besides my teachers know my name.



▲ 0 from last survey

Favorable: **100%**

Q.5: I can name at least five adults in my life who really care about me.



▼ 8 from last survey

Favorable: **92%**



Port Lions School

"2026 School Climate & Connectedness Survey 2026 Grade 6-12 Student Survey, Grade 6-12 Student Survey"

Connectedness/Belonging

Your average

97%

13 responses

Change

▲ 1

since last survey

School Type average: **73%** K/PK –12

School Type average: **71%** Rural Schools

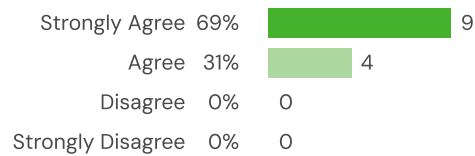
Kodiak Rural Schools average: **87%** Kodiak Rural Schools

District average: **67%** Kodiak Island Borough School District

State average: **71%** Participating Alaska Districts

How did people respond?

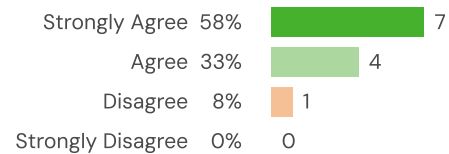
Q.1: My teachers often connect what I am learning to life outside the classroom.



▲ 0 from last survey

Favorable: **100%**

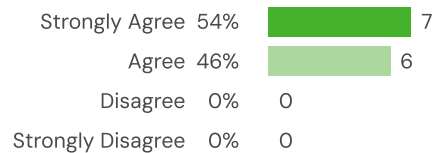
Q.2: I feel like I belong at this school.



▲ 3 from last survey

Favorable: **92%**

Q.3: I feel like I am part of this school.



▲ 0 from last survey

Favorable: **100%**



Port Lions School

"2026 School Climate & Connectedness Survey 2026 Grade 6-12 Student Survey, Grade 6-12 Student Survey"

Cultural Connectedness

Your average

100%

13 responses

Change

0

since last survey

School Type average: **84%** K/PK –12

School Type average: **82%** Rural Schools

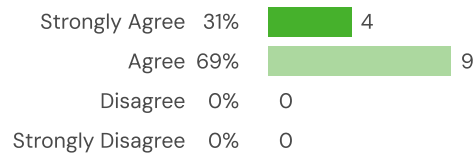
Kodiak Rural Schools average: **95%** Kodiak Rural Schools

District average: **84%** Kodiak Island Borough School District

State average: **82%** Participating Alaska Districts

How did people respond?

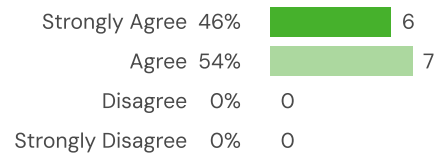
Q.1: My school teaches about the history and culture of people who live in my community.



▲ 0 from last survey

Favorable: **100%**

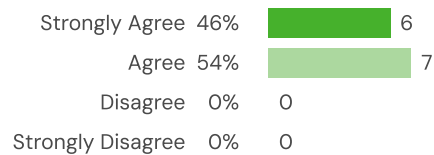
Q.2: My school values the language and culture of my family.



▲ 0 from last survey

Favorable: **100%**

Q.3: I see different cultures represented in class lessons, materials, posters, and art around the school, etc.



▲ 0 from last survey

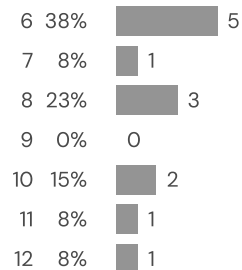
Favorable: **100%**



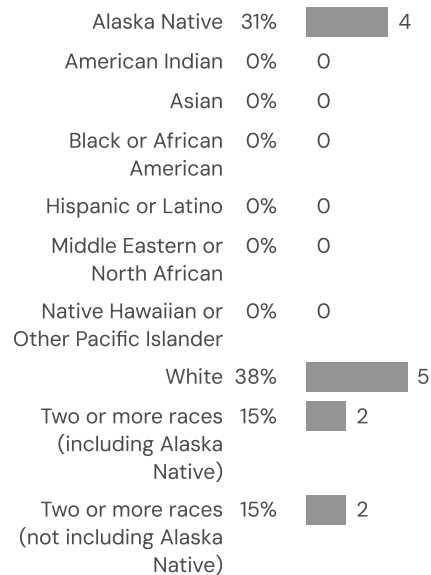
Demographics

How did people respond?

Q.1: What grade are you in?



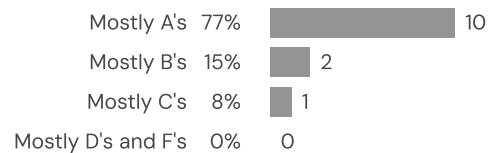
Q.2: Which group describes you best? (Choose all that apply)



Q.3: Is there a language other than English spoken in your home?



Q.4: What grades do you usually get?

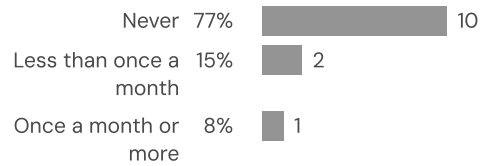




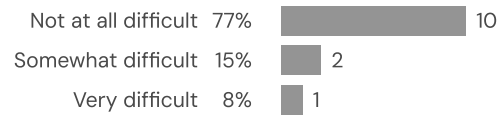
Port Lions School

"2026 School Climate & Connectedness Survey 2026 Grade 6-12 Student Survey, Grade 6-12 Student Survey"

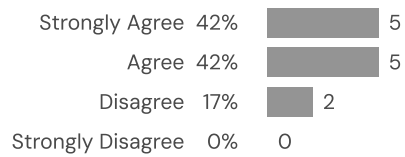
Q.5: During the past year, how many days did you miss (skip) school without permission?



Q.6: In the past year, how difficult has it been for your family to get the basic things you need?



Q.7: I have a strong sense of belonging to my culture.





Family and Community Involvement

Your average

97%

13 responses

Change

▼ **1**

since last survey

School Type average: **87%** K/PK –12

School Type average: **86%** Rural Schools

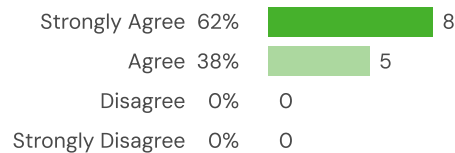
Kodiak Rural Schools average: **94%** Kodiak Rural Schools

District average: **85%** Kodiak Island Borough School District

State average: **85%** Participating Alaska Districts

How did people respond?

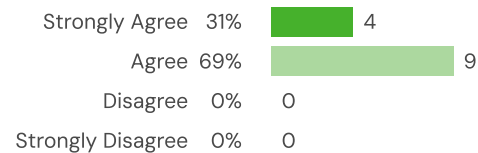
Q.1: This school is a welcoming place for families like mine.



▲ 0 from last survey

Favorable: **100%**

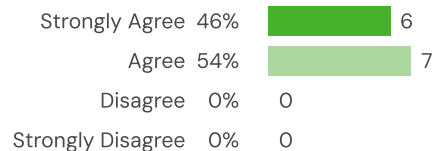
Q.2: This school invites elders and/or cultural leaders into the school.



▲ 0 from last survey

Favorable: **100%**

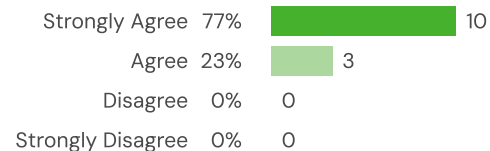
Q.3: There's an adult in my life who I talk to about what I'm learning in school



▲ 0 from last survey

Favorable: **100%**

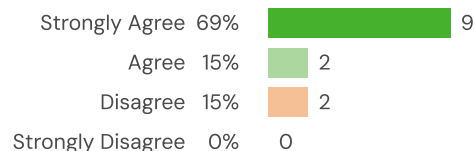
Q.4: Outside of school and home, I know at least one adult who encourages me to do my best.



▲ 0 from last survey

Favorable: **100%**

Q.5: There's an adult in my life who I talk to about my plans for life after high school



▼ 4 from last survey

Favorable: **85%**



High Expectations

Your average

99%

13 responses

Change

▲ 3

since last survey

School Type average: **88%** K/PK –12

School Type average: **86%** Rural Schools

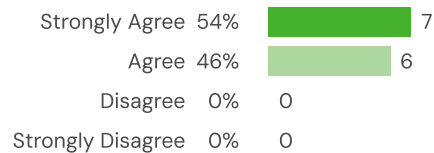
Kodiak Rural Schools average: **94%** Kodiak Rural Schools

District average: **80%** Kodiak Island Borough School District

State average: **85%** Participating Alaska Districts

How did people respond?

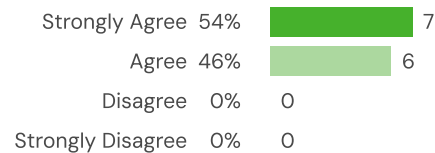
Q.1: At this school, students are encouraged to work to the best of their abilities.



▲ 0 from last survey

Favorable: **100%**

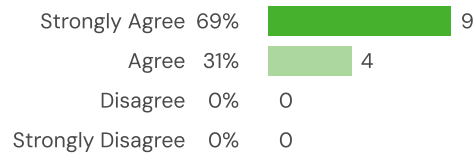
Q.2: Teachers and other adults at this school believe that all students can do good work.



▲ 0 from last survey

Favorable: **100%**

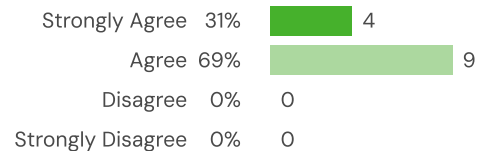
Q.3: My teachers would help me if I had trouble learning something.



▲ 0 from last survey

Favorable: **100%**

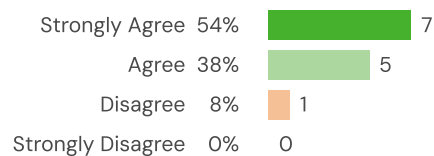
Q.4: My classes are challenging in a good way.



▲ 0 from last survey

Favorable: **100%**

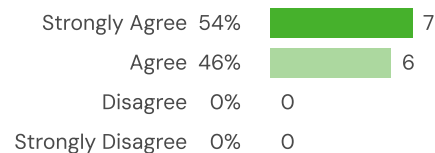
Q.5: I have a plan for life after high school



▲ 3 from last survey

Favorable: **92%**

Q.6: I want very much to get more education or training after high school.



▲ 11 from last survey

Favorable: **100%**



Respectful Climate

Your average

96%

13 responses

Change

▼ **4**

since last survey

School Type average: **80%** K/PK –12

School Type average: **76%** Rural Schools

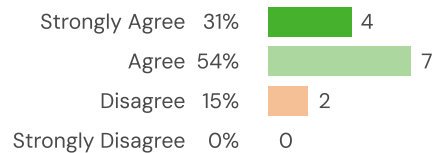
Kodiak Rural Schools average: **92%** Kodiak Rural Schools

District average: **68%** Kodiak Island Borough School District

State average: **76%** Participating Alaska Districts

How did people respond?

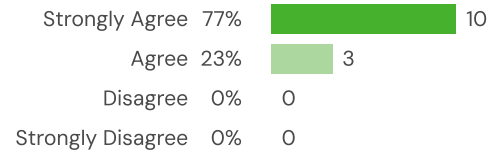
Q.1: When students break rules, they are treated fairly.



▼ **15** from last survey

Favorable: **85%**

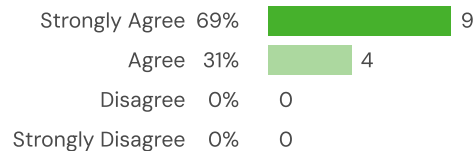
Q.2: My teachers are fair.



▲ **0** from last survey

Favorable: **100%**

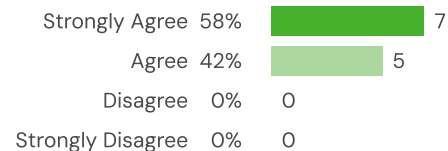
Q.3: Our school rules are fair.



▲ **0** from last survey

Favorable: **100%**

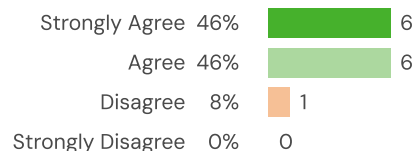
Q.4: This school emphasizes showing respect for all students



▲ **0** from last survey

Favorable: **100%**

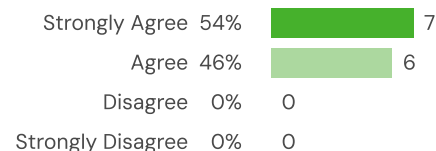
Q.5: Students at this school know where to get help if they're being mistreated



▼ **8** from last survey

Favorable: **92%**

Q.6: The school rules help create a respectful environment



▲ **0** from last survey

Favorable: **100%**



School Safety and Peer Climate

Your average

88%

13 responses

Change

▼ **7**

since last survey

School Type average: **65%** K/PK –12

School Type average: **62%** Rural Schools

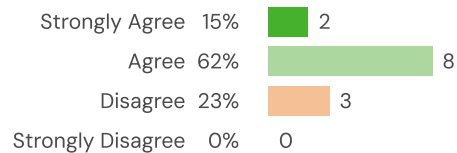
Kodiak Rural Schools average: **88%** Kodiak Rural Schools

District average: **54%** Kodiak Island Borough School District

State average: **62%** Participating Alaska Districts

How did people respond?

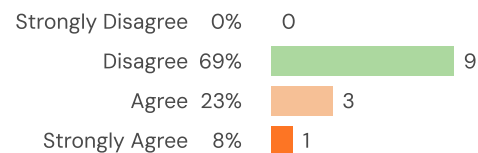
Q.1: Students in this school treat each other with respect.



▼ **12** from last survey

Favorable: **77%**

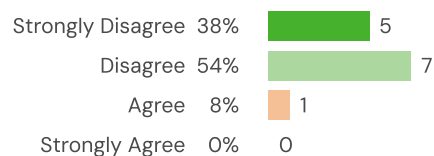
Q.2: Students at this school are often teased or picked on.



▼ **9** from last survey

Favorable: **69%**

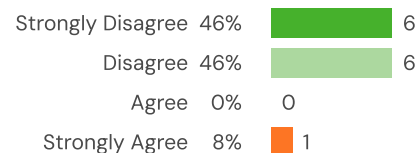
Q.3: Students at this school often spread hurtful rumors or lies about each other online (such as Snapchat, Instagram, Facebook, etc.)



▼ **8** from last survey

Favorable: **92%**

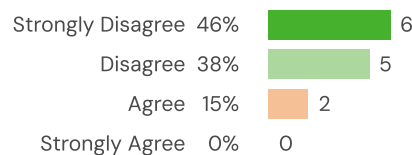
Q.4: Students at this school get into fights with other students



▼ **8** from last survey

Favorable: **92%**

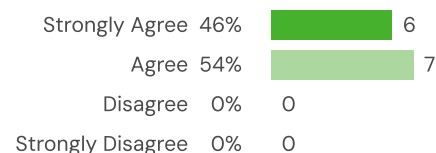
Q.5: Students at this school threaten or bully other students



▼ **15** from last survey

Favorable: **85%**

Q.6: I feel safe at school.



▲ **0** from last survey

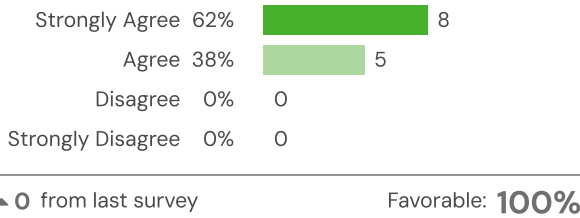
Favorable: **100%**



Port Lions School

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Q.7: I feel safe traveling to and from school.





Social and Emotional Learning (Grades 6-12)

Your average

83%

13 responses

Change

▼ 8

since last survey

School Type average: 75% K/PK -12

School Type average: 74% Rural Schools

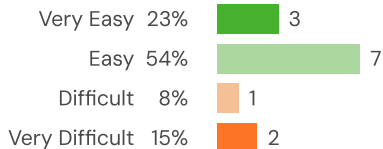
Kodiak Rural Schools average: 76% Kodiak Rural Schools

District average: 72% Kodiak Island Borough School District

State average: 75% Participating Alaska Districts

How did people respond?

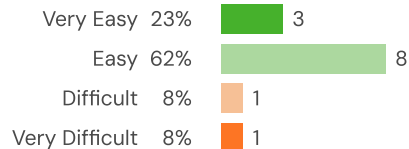
Q.1: Knowing the emotions I feel.



▼ 12 from last survey

Favorable: 77%

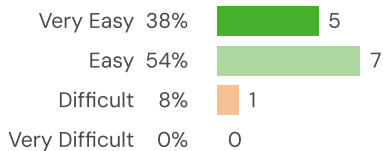
Q.2: Knowing ways I calm myself down.



▼ 4 from last survey

Favorable: 85%

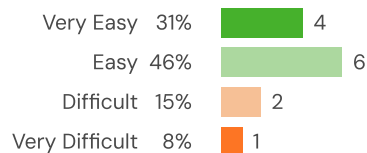
Q.3: Knowing what my strengths are.



▲ 3 from last survey

Favorable: 92%

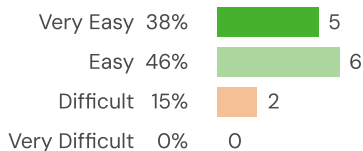
Q.4: Knowing when my feelings are making it hard for me to focus.



▼ 23 from last survey

Favorable: 77%

Q.5: Thinking about what might happen before making a decision.



▼ 4 from last survey

Favorable: 85%



Student Involvement

Your average

90%

13 responses

Change

▼ **8**

since last survey

School Type average: **80%** K/PK –12

School Type average: **77%** Rural Schools

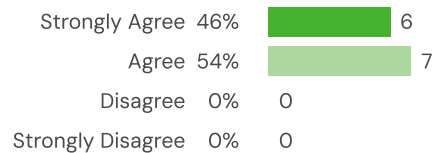
Kodiak Rural Schools average: **90%** Kodiak Rural Schools

District average: **70%** Kodiak Island Borough School District

State average: **71%** Participating Alaska Districts

How did people respond?

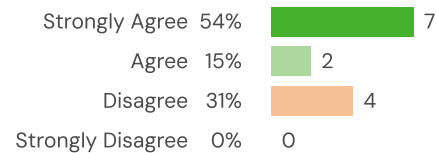
Q.1: In my school, students are given a chance to help make decisions.



▲ **0** from last survey

Favorable: **100%**

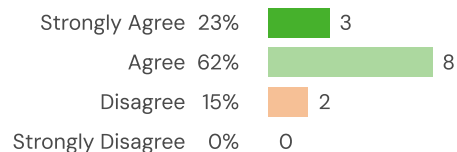
Q.2: In my school, students are provided with meaningful opportunities to develop leadership skills.



▼ **31** from last survey

Favorable: **69%**

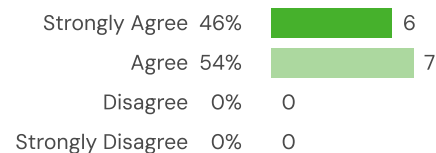
Q.3: My school seeks out the ideas of the students who are having the hardest time in school about how to improve our school.



▼ **15** from last survey

Favorable: **85%**

Q.4: My school has opportunities to hear from all students about how to improve our school.



▲ **0** from last survey

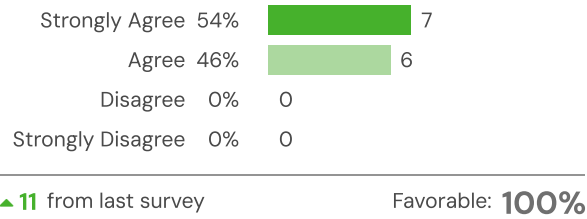
Favorable: **100%**



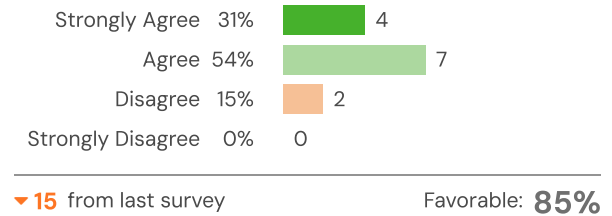
Port Lions School

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Q.5: I regularly attend school-sponsored events, such as school dances, sporting events, student performances, or other school activities.



Q.6: I regularly participate in extra-curricular activities, such as school clubs or organizations, musical groups, sports teams, student government, or any other extra-curricular activities.

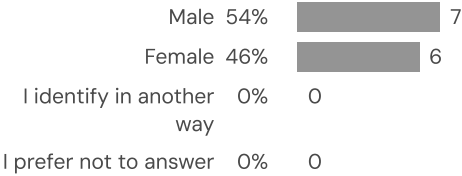




Other questions

How did people respond? _____

Q.1: How do you identify yourself?





**SCHOOL CLIMATE &
CONNECTEDNESS SURVEY**
ASSOCIATION OF ALASKA SCHOOL BOARDS

Akhiok School

**Grade 6-12 Student Survey
2026 School Climate & Connectedness Survey**



Summary

Topic Description	Results	Comparison
Caring Adults Students' perceptions of their closeness to adults in the school. Higher scores are better because they reflect more favorable perceptions of caring adults	100%	81% K/PK -12 80% Rural Schools 93% Kodiak Rural Schools 79% Kodiak Island Borough School District 78% Participating Alaska Districts
Connectedness/Belonging	100%	73% K/PK -12 71% Rural Schools 87% Kodiak Rural Schools 67% Kodiak Island Borough School District 71% Participating Alaska Districts
Cultural Connectedness Perceptions of cultural identity, cultural responsiveness/sensitivity, and instructional equity. Higher scores are better because they reflect more favorable perceptions of cultural connectedness.	100%	84% K/PK -12 82% Rural Schools 95% Kodiak Rural Schools 84% Kodiak Island Borough School District 82% Participating Alaska Districts
Family and Community Involvement Reflects perceptions of families' and community members' degree of involvement in their school. Higher scores are better because they reflect more favorable perceptions of family and community involvement.	97%	87% K/PK -12 86% Rural Schools 94% Kodiak Rural Schools 85% Kodiak Island Borough School District 85% Participating Alaska Districts



Akhiok School

"2026 School Climate & Connectedness Survey 2026 Grade 6-12 Student Survey, Grade 6-12 Student Survey"

High Expectations

Student perceptions of their own academic expectations as well as those of adults in their school and community. Higher scores are better because they reflect more favorable perceptions of student involvement.

100%

88%	K/PK -12
86%	Rural Schools
94%	Kodiak Rural Schools
80%	Kodiak Island Borough School District
85%	Participating Alaska Districts

Respectful Climate

Student perceptions of the fairness of rules and the respectful relationships between students and staff. Higher scores are better because they reflect more favorable perceptions of respectful climate. (The Staff "Respectful Climate" scale was renamed to "Peer Climate" starting in 2017).

100%

80%	K/PK -12
76%	Rural Schools
92%	Kodiak Rural Schools
68%	Kodiak Island Borough School District
76%	Participating Alaska Districts

School Safety and Peer Climate

100%

65%	K/PK -12
62%	Rural Schools
88%	Kodiak Rural Schools
54%	Kodiak Island Borough School District
62%	Participating Alaska Districts

Social and Emotional Learning (Grades 6-12)

Students rated how easy or difficult it is for them to use SEL skills in self-awareness, social awareness, self-management, relationship skills, and good decision making.

77%

75%	K/PK -12
74%	Rural Schools
76%	Kodiak Rural Schools
72%	Kodiak Island Borough School District
75%	Participating Alaska Districts



Akhiok School

"2026 School Climate & Connectedness Survey 2026 Grade 6-12 Student Survey, Grade 6-12 Student Survey"

Student Involvement

Student and staff perceptions of student participation in school governance. Higher scores are better because they reflect more favorable perceptions of student involvement.

92%

- 80% K/PK –12
- 77% Rural Schools
- 90% Kodiak Rural Schools
- 70% Kodiak Island Borough School District
- 71% Participating Alaska Districts

6 responses



Akhiok School

"2026 School Climate & Connectedness Survey 2026 Grade 6-12 Student Survey, Grade 6-12 Student Survey"

Caring Adults

Your average

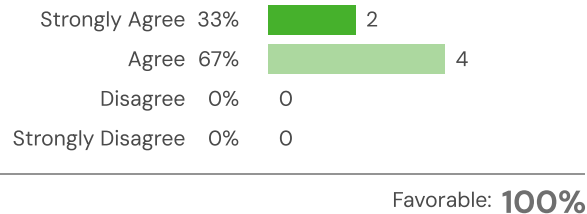
100%

6 responses

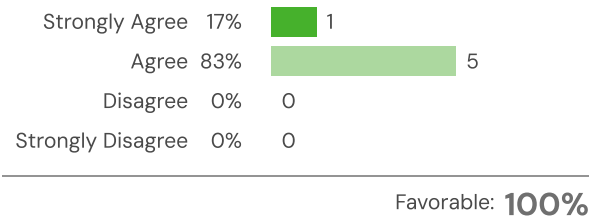
School Type average:	81%	K/PK –12
School Type average:	80%	Rural Schools
Kodiak Rural Schools average:	93%	Kodiak Rural Schools
District average:	79%	Kodiak Island Borough School District
State average:	78%	Participating Alaska Districts

How did people respond?

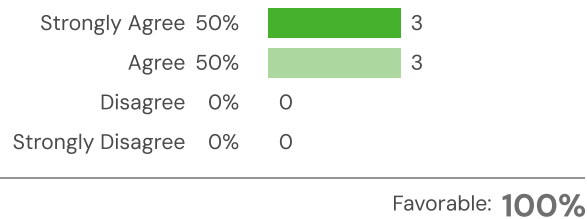
Q.1: There is at least one adult at this school whom I feel comfortable talking to about things that are bothering me.



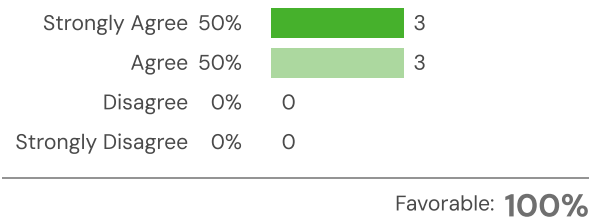
Q.2: There is a teacher or some other adult at this school who will miss me when I'm absent.



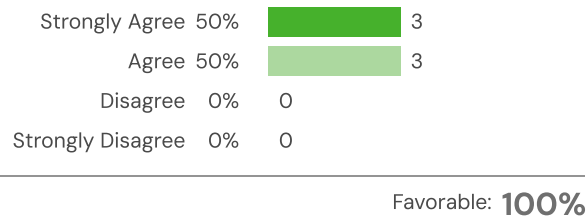
Q.3: There are lots of chances for students in my school to talk with teachers one-on-one.



Q.4: Other adults at school besides my teachers know my name.



Q.5: I can name at least five adults in my life who really care about me.





Connectedness/Belonging

Your average

100%

6 responses

School Type average: **73%** K/PK –12

School Type average: **71%** Rural Schools

Kodiak Rural Schools average: **87%** Kodiak Rural Schools

District average: **67%** Kodiak Island Borough School District

State average: **71%** Participating Alaska Districts

How did people respond?

Q.1: My teachers often connect what I am learning to life outside the classroom.

Strongly Agree	17%	1
Agree	83%	5
Disagree	0%	0
Strongly Disagree	0%	0

Favorable: **100%**

Q.2: I feel like I belong at this school.

Strongly Agree	50%	3
Agree	50%	3
Disagree	0%	0
Strongly Disagree	0%	0

Favorable: **100%**

Q.3: I feel like I am part of this school.

Strongly Agree	50%	3
Agree	50%	3
Disagree	0%	0
Strongly Disagree	0%	0

Favorable: **100%**



Akhiok School

"2026 School Climate & Connectedness Survey 2026 Grade 6-12 Student Survey, Grade 6-12 Student Survey"

Cultural Connectedness

Your average

100%

6 responses

School Type average: **84%** K/PK –12

School Type average: **82%** Rural Schools

Kodiak Rural Schools average: **95%** Kodiak Rural Schools

District average: **84%** Kodiak Island Borough School District

State average: **82%** Participating Alaska Districts

How did people respond?

Q.1: My school teaches about the history and culture of people who live in my community.

Strongly Agree	33%		2
Agree	67%		4
Disagree	0%		0
Strongly Disagree	0%		0

Favorable: **100%**

Q.2: My school values the language and culture of my family.

Strongly Agree	50%		3
Agree	50%		3
Disagree	0%		0
Strongly Disagree	0%		0

Favorable: **100%**

Q.3: I see different cultures represented in class lessons, materials, posters, and art around the school, etc.

Strongly Agree	50%		3
Agree	50%		3
Disagree	0%		0
Strongly Disagree	0%		0

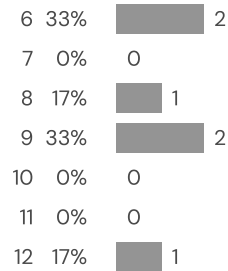
Favorable: **100%**



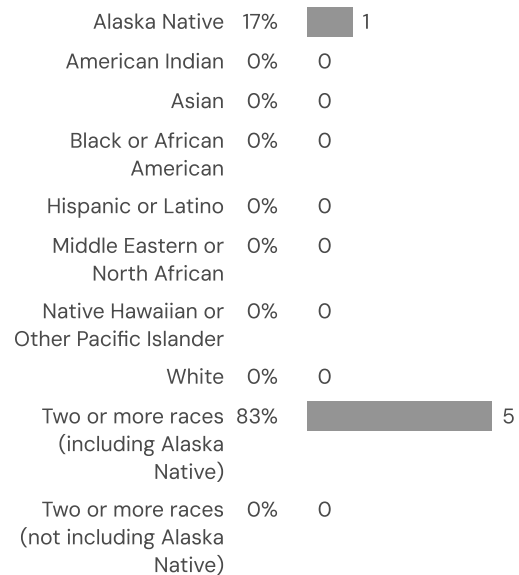
Demographics

How did people respond?

Q.1: What grade are you in?



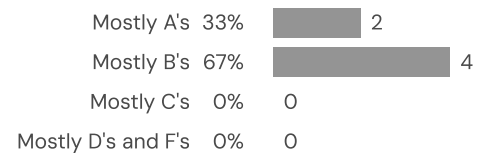
Q.2: Which group describes you best? (Choose all that apply)



Q.3: Is there a language other than English spoken in your home?



Q.4: What grades do you usually get?

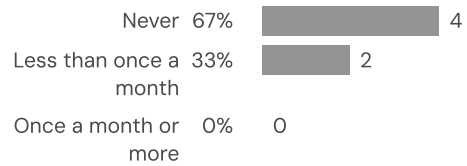




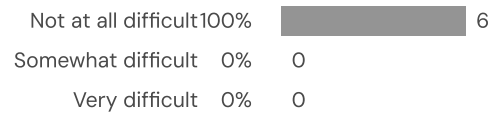
Akhiok School

"2026 School Climate & Connectedness Survey 2026 Grade 6-12 Student Survey, Grade 6-12 Student Survey"

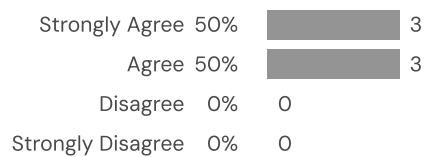
Q.5: During the past year, how many days did you miss (skip) school without permission?



Q.6: In the past year, how difficult has it been for your family to get the basic things you need?



Q.7: I have a strong sense of belonging to my culture.





Akhiok School

"2026 School Climate & Connectedness Survey 2026 Grade 6-12 Student Survey, Grade 6-12 Student Survey"

Family and Community Involvement

Your average

97%

6 responses

School Type average: **87%** K/PK –12

School Type average: **86%** Rural Schools

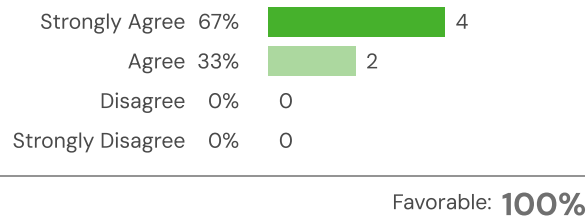
Kodiak Rural Schools average: **94%** Kodiak Rural Schools

District average: **85%** Kodiak Island Borough School District

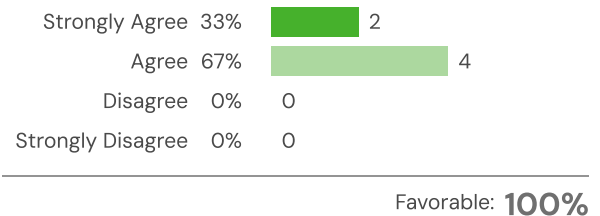
State average: **85%** Participating Alaska Districts

How did people respond?

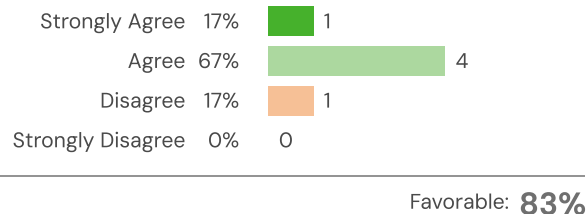
Q.1: This school is a welcoming place for families like mine.



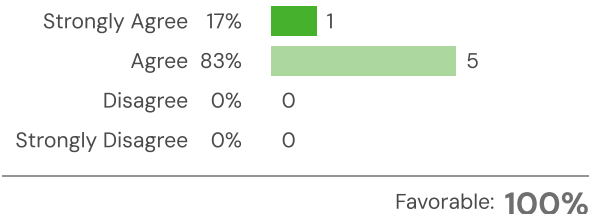
Q.2: This school invites elders and/or cultural leaders into the school.



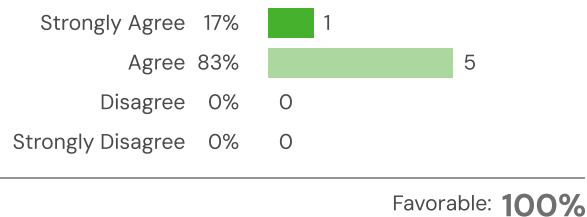
Q.3: There's an adult in my life who I talk to about what I'm learning in school



Q.4: Outside of school and home, I know at least one adult who encourages me to do my best.



Q.5: There's an adult in my life who I talk to about my plans for life after high school





High Expectations

Your average

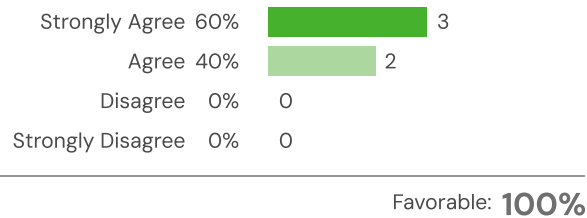
100%

6 responses

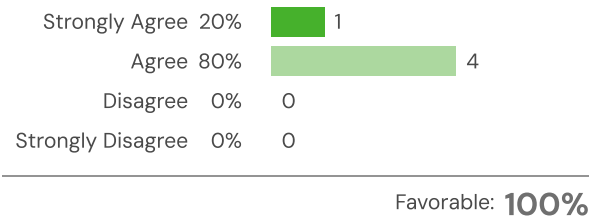
School Type average:	88%	K/PK –12
School Type average:	86%	Rural Schools
Kodiak Rural Schools average:	94%	Kodiak Rural Schools
District average:	80%	Kodiak Island Borough School District
State average:	85%	Participating Alaska Districts

How did people respond?

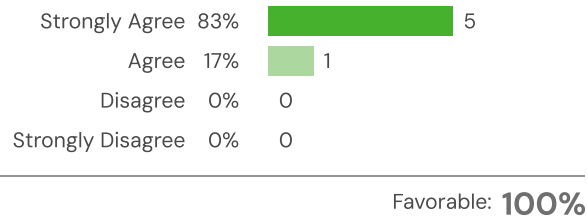
Q.1: At this school, students are encouraged to work to the best of their abilities.



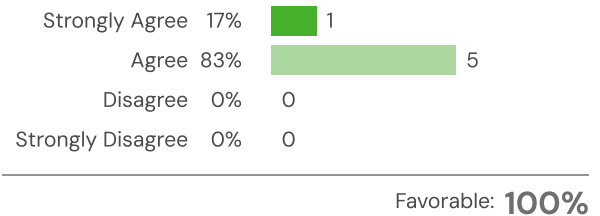
Q.2: Teachers and other adults at this school believe that all students can do good work.



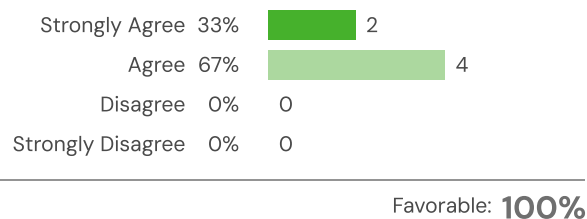
Q.3: My teachers would help me if I had trouble learning something.



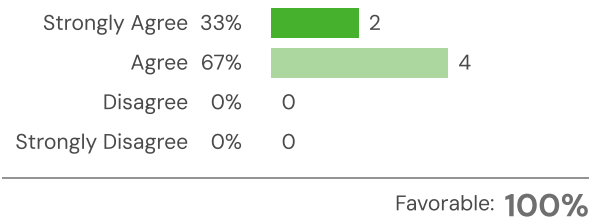
Q.4: My classes are challenging in a good way.



Q.5: I have a plan for life after high school



Q.6: I want very much to get more education or training after high school.





Respectful Climate

Your average

100%

6 responses

School Type average: **80%** K/PK –12

School Type average: **76%** Rural Schools

Kodiak Rural Schools average: **92%** Kodiak Rural Schools

District average: **68%** Kodiak Island Borough School District

State average: **76%** Participating Alaska Districts

How did people respond?

Q.1: When students break rules, they are treated fairly.

Strongly Agree	0%	0
Agree	100%	6
Disagree	0%	0
Strongly Disagree	0%	0

Favorable: **100%**

Q.2: My teachers are fair.

Strongly Agree	67%	4
Agree	33%	2
Disagree	0%	0
Strongly Disagree	0%	0

Favorable: **100%**

Q.3: Our school rules are fair.

Strongly Agree	17%	1
Agree	83%	5
Disagree	0%	0
Strongly Disagree	0%	0

Favorable: **100%**

Q.4: This school emphasizes showing respect for all students

Strongly Agree	33%	2
Agree	67%	4
Disagree	0%	0
Strongly Disagree	0%	0

Favorable: **100%**

Q.5: Students at this school know where to get help if they're being mistreated

Strongly Agree	17%	1
Agree	83%	5
Disagree	0%	0
Strongly Disagree	0%	0

Favorable: **100%**

Q.6: The school rules help create a respectful environment

Strongly Agree	17%	1
Agree	83%	5
Disagree	0%	0
Strongly Disagree	0%	0

Favorable: **100%**



School Safety and Peer Climate

Your average

100%

6 responses

School Type average: **65%** K/PK –12

School Type average: **62%** Rural Schools

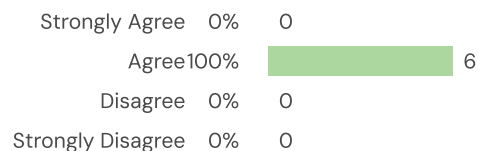
Kodiak Rural Schools average: **88%** Kodiak Rural Schools

District average: **54%** Kodiak Island Borough School District

State average: **62%** Participating Alaska Districts

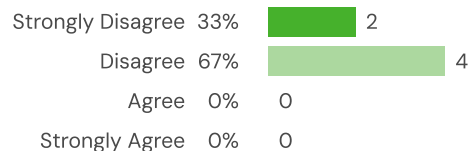
How did people respond?

Q.1: Students in this school treat each other with respect.



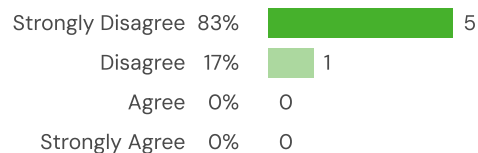
Favorable: **100%**

Q.2: Students at this school are often teased or picked on.



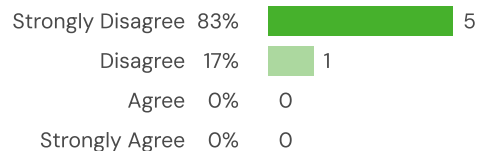
Favorable: **100%**

Q.3: Students at this school often spread hurtful rumors or lies about each other online (such as Snapchat, Instagram, Facebook, etc.)



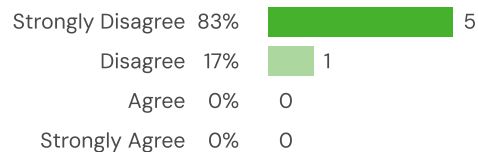
Favorable: **100%**

Q.4: Students at this school get into fights with other students



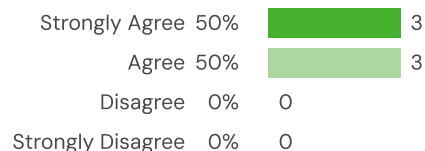
Favorable: **100%**

Q.5: Students at this school threaten or bully other students



Favorable: **100%**

Q.6: I feel safe at school.



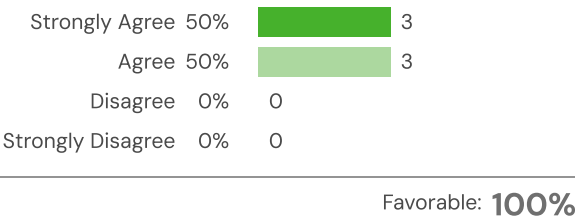
Favorable: **100%**



Akhiok School

"2026 School Climate & Connectedness Survey 2026 Grade 6-12 Student Survey, Grade 6-12 Student Survey"

Q.7: I feel safe traveling to and from school.





Akhiok School

"2026 School Climate & Connectedness Survey 2026 Grade 6-12 Student Survey, Grade 6-12 Student Survey"

Social and Emotional Learning (Grades 6-12)

Your average

77%

6 responses

School Type average: 75% K/PK -12

School Type average: 74% Rural Schools

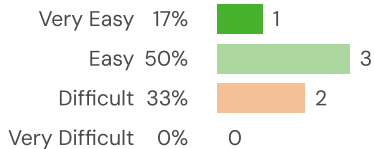
Kodiak Rural Schools average: 76% Kodiak Rural Schools

District average: 72% Kodiak Island Borough School District

State average: 75% Participating Alaska Districts

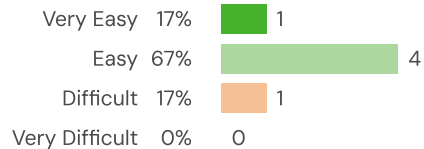
How did people respond?

Q.1: Knowing the emotions I feel.



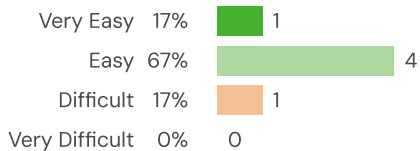
Favorable: 67%

Q.2: Knowing ways I calm myself down.



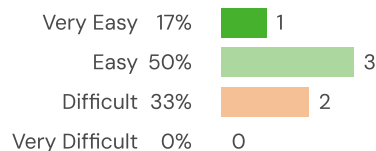
Favorable: 83%

Q.3: Knowing what my strengths are.



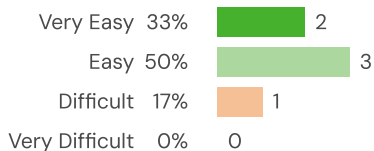
Favorable: 83%

Q.4: Knowing when my feelings are making it hard for me to focus.



Favorable: 67%

Q.5: Thinking about what might happen before making a decision.



Favorable: 83%



Akhiok School

"2026 School Climate & Connectedness Survey 2026 Grade 6-12 Student Survey, Grade 6-12 Student Survey"

Student Involvement

Your average

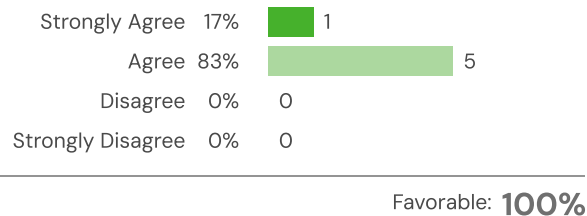
92%

6 responses

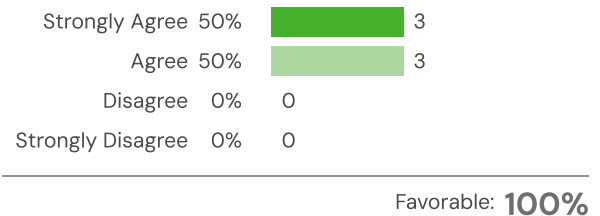
School Type average:	80%	K/PK –12
School Type average:	77%	Rural Schools
Kodiak Rural Schools average:	90%	Kodiak Rural Schools
District average:	70%	Kodiak Island Borough School District
State average:	71%	Participating Alaska Districts

How did people respond?

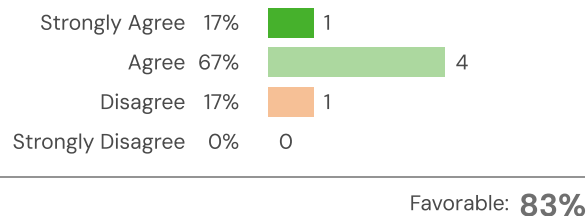
Q.1: In my school, students are given a chance to help make decisions.



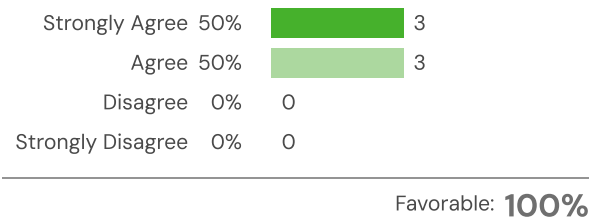
Q.2: In my school, students are provided with meaningful opportunities to develop leadership skills.



Q.3: My school seeks out the ideas of the students who are having the hardest time in school about how to improve our school.



Q.4: My school has opportunities to hear from all students about how to improve our school.

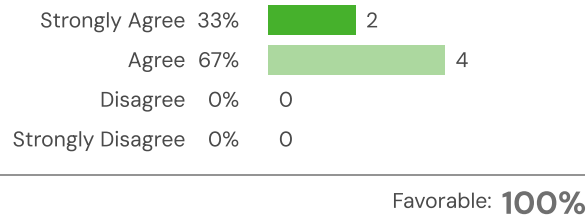




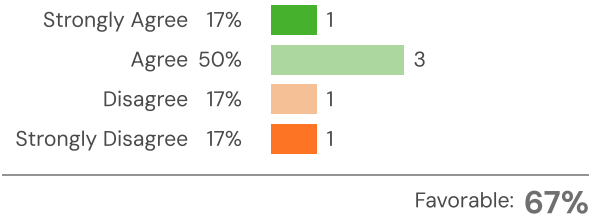
Akhiok School

"2026 School Climate & Connectedness Survey 2026 Grade 6-12 Student Survey, Grade 6-12 Student Survey"

Q.5: I regularly attend school-sponsored events, such as school dances, sporting events, student performances, or other school activities.



Q.6: I regularly participate in extra-curricular activities, such as school clubs or organizations, musical groups, sports teams, student government, or any other extra-curricular activities.





Other questions

How did people respond? _____

Q.1: How do you identify yourself?

Male	50%		3
Female	50%		3
I identify in another way	0%		0
I prefer not to answer	0%		0



**SCHOOL CLIMATE &
CONNECTEDNESS SURVEY**
ASSOCIATION OF ALASKA SCHOOL BOARDS

Chiniak School

**Grade 6-12 Student Survey
2026 School Climate & Connectedness Survey**



Summary

Topic Description	Results	Comparison
Caring Adults Students' perceptions of their closeness to adults in the school. Higher scores are better because they reflect more favorable perceptions of caring adults	90% ▲ 10 since last survey	81% K/PK -12 80% Rural Schools 93% Kodiak Rural Schools 79% Kodiak Island Borough School District 78% Participating Alaska Districts
Connectedness/Belonging	75% ▲ 3 since last survey	73% K/PK -12 71% Rural Schools 87% Kodiak Rural Schools 67% Kodiak Island Borough School District 71% Participating Alaska Districts
Cultural Connectedness Perceptions of cultural identity, cultural responsiveness/sensitivity, and instructional equity. Higher scores are better because they reflect more favorable perceptions of cultural connectedness.	88% ▲ 24 since last survey	84% K/PK -12 82% Rural Schools 95% Kodiak Rural Schools 84% Kodiak Island Borough School District 82% Participating Alaska Districts
Family and Community Involvement Reflects perceptions of families' and community members' degree of involvement in their school. Higher scores are better because they reflect more favorable perceptions of family and community involvement.	87% ▲ 4 since last survey	87% K/PK -12 86% Rural Schools 94% Kodiak Rural Schools 85% Kodiak Island Borough School District 85% Participating Alaska Districts



Chiniak School

"2026 School Climate & Connectedness Survey 2026 Grade 6-12 Student Survey, Grade 6-12 Student Survey"

High Expectations

Student perceptions of their own academic expectations as well as those of adults in their school and community. Higher scores are better because they reflect more favorable perceptions of student involvement.

90%

▲ 10

since last survey

88% K/PK -12

86% Rural Schools

94% Kodiak Rural Schools

80% Kodiak Island Borough School District

85% Participating Alaska Districts

Respectful Climate

Student perceptions of the fairness of rules and the respectful relationships between students and staff. Higher scores are better because they reflect more favorable perceptions of respectful climate. (The Staff "Respectful Climate" scale was renamed to "Peer Climate" starting in 2017).

92%

▲ 21

since last survey

80% K/PK -12

76% Rural Schools

92% Kodiak Rural Schools

68% Kodiak Island Borough School District

76% Participating Alaska Districts

School Safety and Peer Climate

73%

▼ 13

since last survey

65% K/PK -12

62% Rural Schools

88% Kodiak Rural Schools

54% Kodiak Island Borough School District

62% Participating Alaska Districts

Social and Emotional Learning (Grades 6-12)

Students rated how easy or difficult it is for them to use SEL skills in self-awareness, social awareness, self-management, relationship skills, and good decision making.

74%

▲ 5

since last survey

75% K/PK -12

74% Rural Schools

76% Kodiak Rural Schools

72% Kodiak Island Borough School District

75% Participating Alaska Districts



Chiniak School

"2026 School Climate & Connectedness Survey 2026 Grade 6-12 Student Survey, Grade 6-12 Student Survey"

Student Involvement

Student and staff perceptions of student participation in school governance. Higher scores are better because they reflect more favorable perceptions of student involvement.



- 80% K/PK –12
- 77% Rural Schools
- 90% Kodiak Rural Schools
- 70% Kodiak Island Borough School District
- 71% Participating Alaska Districts

8 responses



Chiniak School

"2026 School Climate & Connectedness Survey 2026 Grade 6-12 Student Survey, Grade 6-12 Student Survey"

Caring Adults

Your average

90%

8 responses

Change

▲ 10

since last survey

School Type average: **81%** K/PK –12

School Type average: **80%** Rural Schools

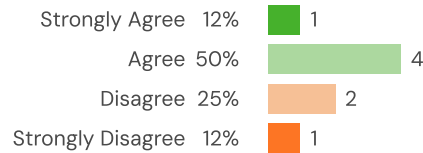
Kodiak Rural Schools average: **93%** Kodiak Rural Schools

District average: **79%** Kodiak Island Borough School District

State average: **78%** Participating Alaska Districts

How did people respond?

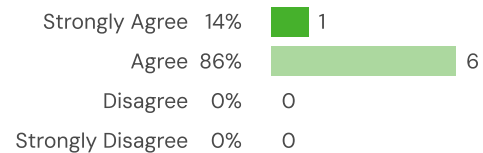
Q.1: There is at least one adult at this school whom I feel comfortable talking to about things that are bothering me.



▲ 20 from last survey

Favorable: **63%**

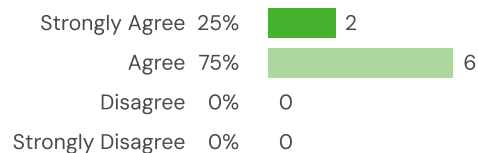
Q.2: There is a teacher or some other adult at this school who will miss me when I'm absent.



▲ 29 from last survey

Favorable: **100%**

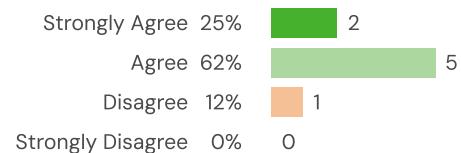
Q.3: There are lots of chances for students in my school to talk with teachers one-on-one.



▲ 14 from last survey

Favorable: **100%**

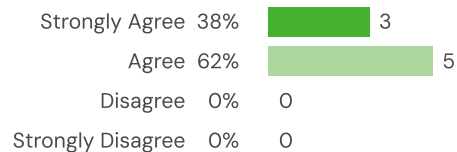
Q.4: Other adults at school besides my teachers know my name.



▼ 12 from last survey

Favorable: **88%**

Q.5: I can name at least five adults in my life who really care about me.



▲ 0 from last survey

Favorable: **100%**



Chiniak School

"2026 School Climate & Connectedness Survey 2026 Grade 6-12 Student Survey, Grade 6-12 Student Survey"

Connectedness/Belonging

Your average

75%

8 responses

Change

▲ 3

since last survey

School Type average: **73%** K/PK –12

School Type average: **71%** Rural Schools

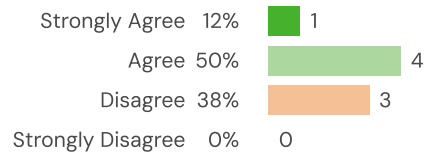
Kodiak Rural Schools average: **87%** Kodiak Rural Schools

District average: **67%** Kodiak Island Borough School District

State average: **71%** Participating Alaska Districts

How did people respond?

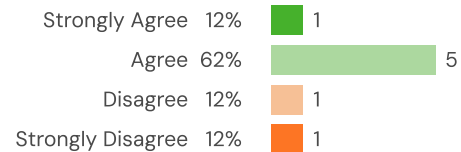
Q.1: My teachers often connect what I am learning to life outside the classroom.



▲ **20** from last survey

Favorable: **63%**

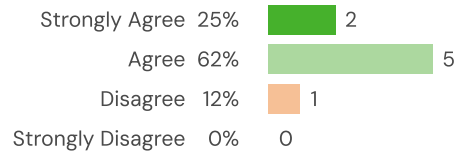
Q.2: I feel like I belong at this school.



▼ **11** from last survey

Favorable: **75%**

Q.3: I feel like I am part of this school.



▲ **2** from last survey

Favorable: **88%**



Chiniak School

"2026 School Climate & Connectedness Survey 2026 Grade 6-12 Student Survey, Grade 6-12 Student Survey"

Cultural Connectedness

Your average

88%

8 responses

Change

▲ 24

since last survey

School Type average: **84%** K/PK –12

School Type average: **82%** Rural Schools

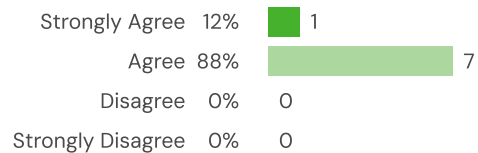
Kodiak Rural Schools average: **95%** Kodiak Rural Schools

District average: **84%** Kodiak Island Borough School District

State average: **82%** Participating Alaska Districts

How did people respond?

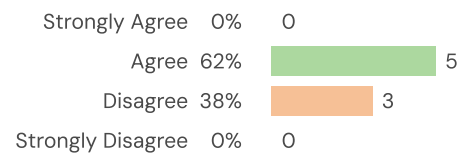
Q.1: My school teaches about the history and culture of people who live in my community.



▲ 29 from last survey

Favorable: **100%**

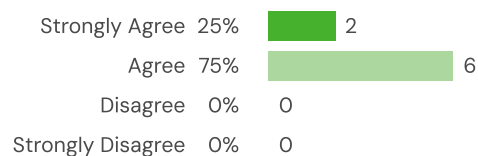
Q.2: My school values the language and culture of my family.



▼ 8 from last survey

Favorable: **63%**

Q.3: I see different cultures represented in class lessons, materials, posters, and art around the school, etc.



▲ 50 from last survey

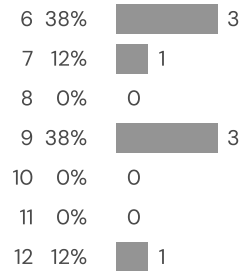
Favorable: **100%**



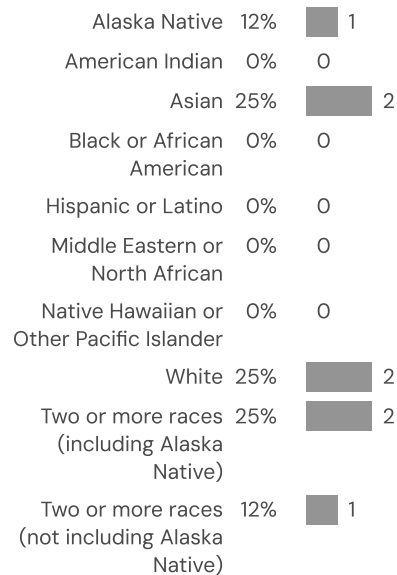
Demographics

How did people respond?

Q.1: What grade are you in?



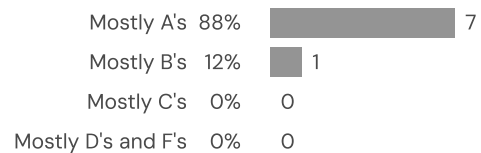
Q.2: Which group describes you best? (Choose all that apply)



Q.3: Is there a language other than English spoken in your home?



Q.4: What grades do you usually get?

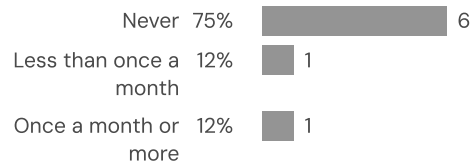




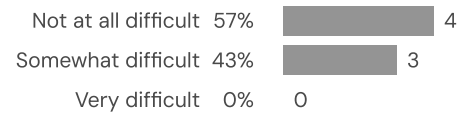
Chiniak School

"2026 School Climate & Connectedness Survey 2026 Grade 6-12 Student Survey, Grade 6-12 Student Survey"

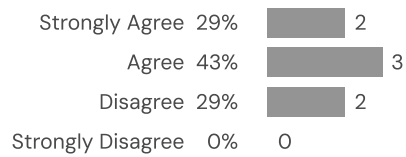
Q.5: During the past year, how many days did you miss (skip) school without permission?



Q.6: In the past year, how difficult has it been for your family to get the basic things you need?



Q.7: I have a strong sense of belonging to my culture.





Chiniak School

"2026 School Climate & Connectedness Survey 2026 Grade 6-12 Student Survey, Grade 6-12 Student Survey"

Family and Community Involvement

Your average

87%

8 responses

Change

▲ 4

since last survey

School Type average: **87%** K/PK –12

School Type average: **86%** Rural Schools

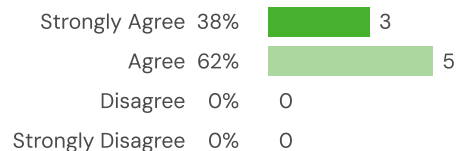
Kodiak Rural Schools average: **94%** Kodiak Rural Schools

District average: **85%** Kodiak Island Borough School District

State average: **85%** Participating Alaska Districts

How did people respond?

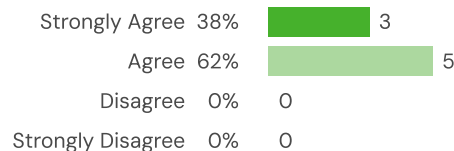
Q.1: This school is a welcoming place for families like mine.



▲ 14 from last survey

Favorable: **100%**

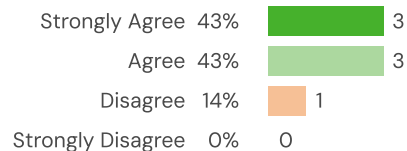
Q.2: This school invites elders and/or cultural leaders into the school.



▲ 0 from last survey

Favorable: **100%**

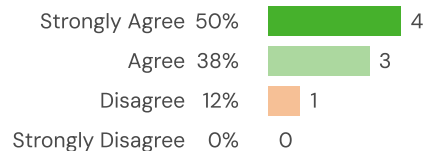
Q.3: There's an adult in my life who I talk to about what I'm learning in school



▲ 15 from last survey

Favorable: **86%**

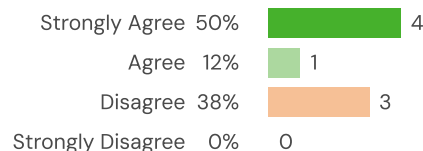
Q.4: Outside of school and home, I know at least one adult who encourages me to do my best.



▲ 2 from last survey

Favorable: **88%**

Q.5: There's an adult in my life who I talk to about my plans for life after high school



▼ 8 from last survey

Favorable: **63%**



Chiniak School

"2026 School Climate & Connectedness Survey 2026 Grade 6-12 Student Survey, Grade 6-12 Student Survey"

High Expectations

Your average

90%

8 responses

Change

▲ 10

since last survey

School Type average: **88%** K/PK –12

School Type average: **86%** Rural Schools

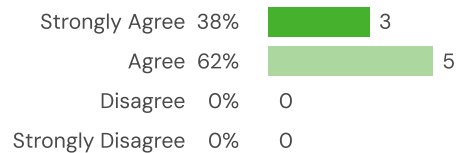
Kodiak Rural Schools average: **94%** Kodiak Rural Schools

District average: **80%** Kodiak Island Borough School District

State average: **85%** Participating Alaska Districts

How did people respond?

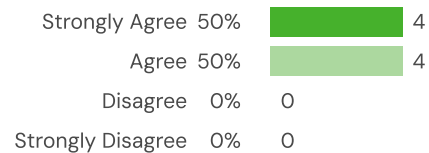
Q.1: At this school, students are encouraged to work to the best of their abilities.



▲ 14 from last survey

Favorable: **100%**

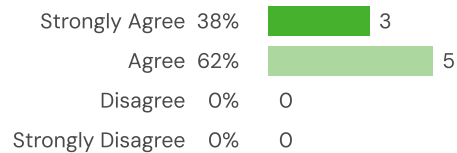
Q.2: Teachers and other adults at this school believe that all students can do good work.



▲ 14 from last survey

Favorable: **100%**

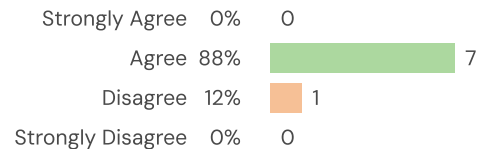
Q.3: My teachers would help me if I had trouble learning something.



▲ 0 from last survey

Favorable: **100%**

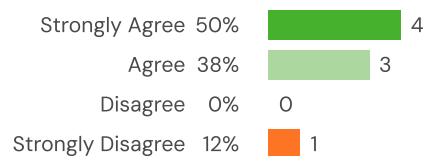
Q.4: My classes are challenging in a good way.



▲ 38 from last survey

Favorable: **88%**

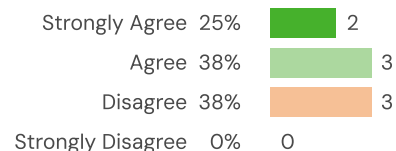
Q.5: I have a plan for life after high school



▲ 17 from last survey

Favorable: **88%**

Q.6: I want very much to get more education or training after high school.



▼ 23 from last survey

Favorable: **63%**



Chiniak School

"2026 School Climate & Connectedness Survey 2026 Grade 6-12 Student Survey, Grade 6-12 Student Survey"

Respectful Climate

Your average

92%

8 responses

Change

▲ 21

since last survey

School Type average: **80%** K/PK –12

School Type average: **76%** Rural Schools

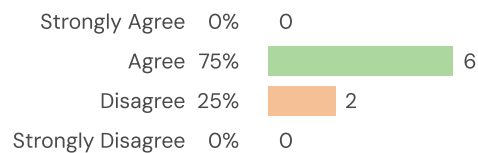
Kodiak Rural Schools average: **92%** Kodiak Rural Schools

District average: **68%** Kodiak Island Borough School District

State average: **76%** Participating Alaska Districts

How did people respond?

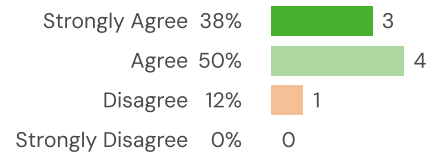
Q.1: When students break rules, they are treated fairly.



▲ 4 from last survey

Favorable: **75%**

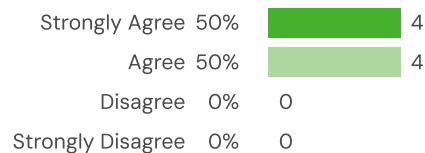
Q.2: My teachers are fair.



▲ 31 from last survey

Favorable: **88%**

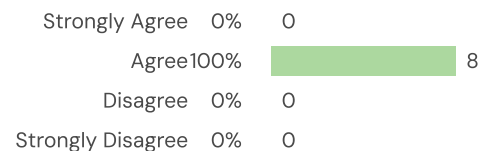
Q.3: Our school rules are fair.



▲ 43 from last survey

Favorable: **100%**

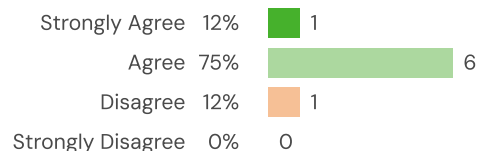
Q.4: This school emphasizes showing respect for all students



▲ 14 from last survey

Favorable: **100%**

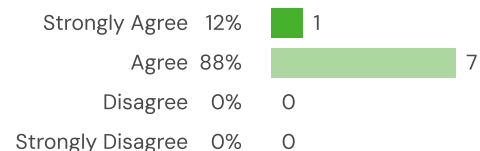
Q.5: Students at this school know where to get help if they're being mistreated



▲ 2 from last survey

Favorable: **88%**

Q.6: The school rules help create a respectful environment



▲ 29 from last survey

Favorable: **100%**



School Safety and Peer Climate

Your average

73%

8 responses

Change

▼ **13**

since last survey

School Type average: **65%** K/PK –12

School Type average: **62%** Rural Schools

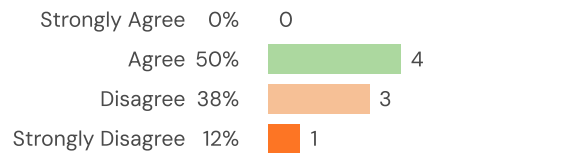
Kodiak Rural Schools average: **88%** Kodiak Rural Schools

District average: **54%** Kodiak Island Borough School District

State average: **62%** Participating Alaska Districts

How did people respond?

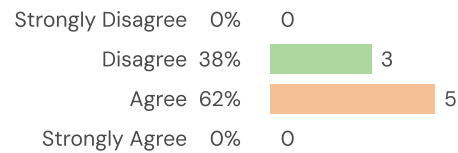
Q.1: Students in this school treat each other with respect.



▼ **36** from last survey

Favorable: **50%**

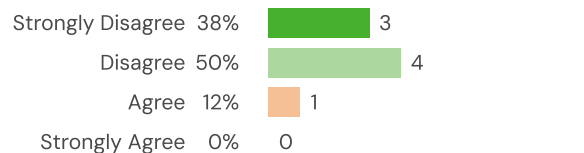
Q.2: Students at this school are often teased or picked on.



▼ **5** from last survey

Favorable: **38%**

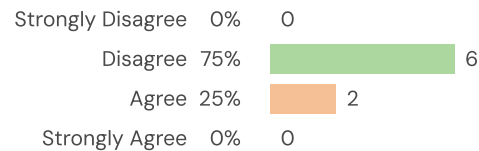
Q.3: Students at this school often spread hurtful rumors or lies about each other online (such as Snapchat, Instagram, Facebook, etc.)



▼ **12** from last survey

Favorable: **88%**

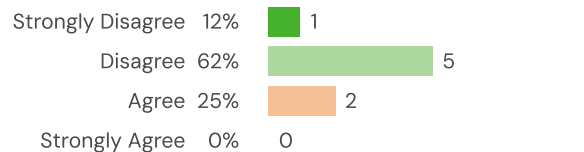
Q.4: Students at this school get into fights with other students



▼ **25** from last survey

Favorable: **75%**

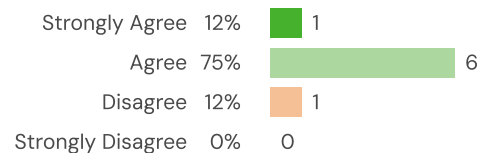
Q.5: Students at this school threaten or bully other students



▼ **25** from last survey

Favorable: **75%**

Q.6: I feel safe at school.



▲ **17** from last survey

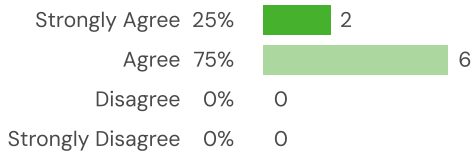
Favorable: **88%**



Chiniak School

"2026 School Climate & Connectedness Survey 2026 Grade 6-12 Student Survey, Grade 6-12 Student Survey"

Q.7: I feel safe traveling to and from school.



▲ 0 from last survey Favorable: **100%**



Social and Emotional Learning (Grades 6-12)

Your average

74%

8 responses

Change

▲ 5

since last survey

School Type average: **75%** K/PK -12

School Type average: **74%** Rural Schools

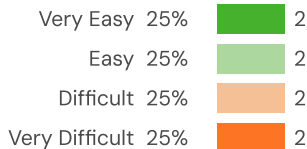
Kodiak Rural Schools average: **76%** Kodiak Rural Schools

District average: **72%** Kodiak Island Borough School District

State average: **75%** Participating Alaska Districts

How did people respond?

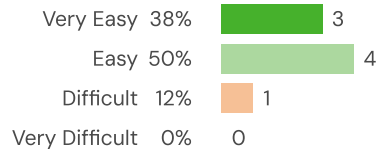
Q.1: Knowing the emotions I feel.



▼ **36** from last survey

Favorable: **50%**

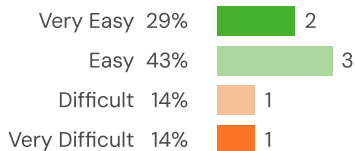
Q.2: Knowing ways I calm myself down.



▲ **2** from last survey

Favorable: **88%**

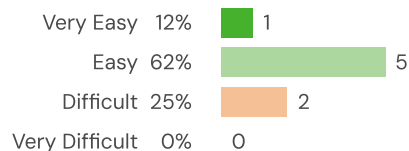
Q.3: Knowing what my strengths are.



▲ **14** from last survey

Favorable: **71%**

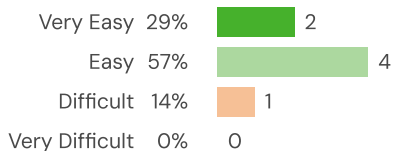
Q.4: Knowing when my feelings are making it hard for me to focus.



▲ **4** from last survey

Favorable: **75%**

Q.5: Thinking about what might happen before making a decision.



▲ **43** from last survey

Favorable: **86%**



Chiniak School

"2026 School Climate & Connectedness Survey 2026 Grade 6-12 Student Survey, Grade 6-12 Student Survey"

Student Involvement

Your average

86%

8 responses

Change

▲ 26

since last survey

School Type average: **80%** K/PK –12

School Type average: **77%** Rural Schools

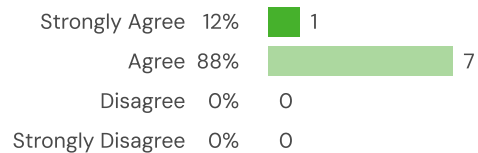
Kodiak Rural Schools average: **90%** Kodiak Rural Schools

District average: **70%** Kodiak Island Borough School District

State average: **71%** Participating Alaska Districts

How did people respond?

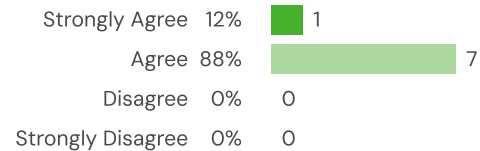
Q.1: In my school, students are given a chance to help make decisions.



▲ 14 from last survey

Favorable: **100%**

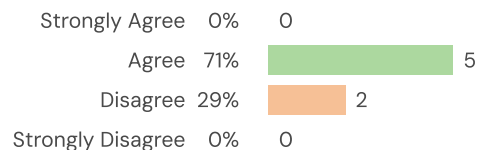
Q.2: In my school, students are provided with meaningful opportunities to develop leadership skills.



▲ 43 from last survey

Favorable: **100%**

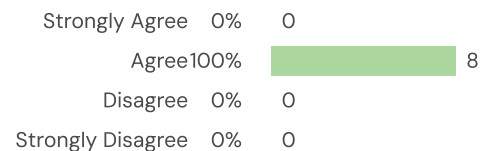
Q.3: My school seeks out the ideas of the students who are having the hardest time in school about how to improve our school.



▲ 14 from last survey

Favorable: **71%**

Q.4: My school has opportunities to hear from all students about how to improve our school.



▲ 29 from last survey

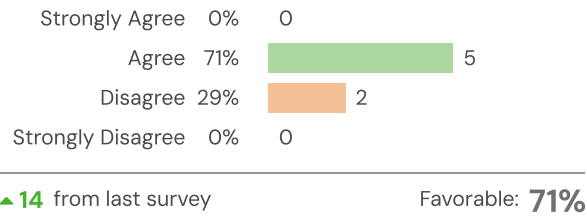
Favorable: **100%**



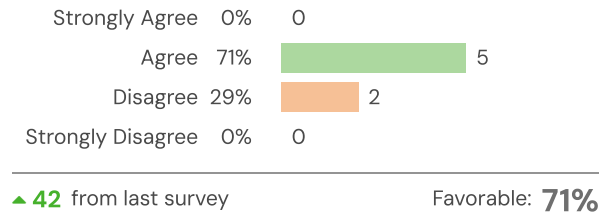
Chiniak School

"2026 School Climate & Connectedness Survey 2026 Grade 6-12 Student Survey, Grade 6-12 Student Survey"

Q.5: I regularly attend school-sponsored events, such as school dances, sporting events, student performances, or other school activities.



Q.6: I regularly participate in extra-curricular activities, such as school clubs or organizations, musical groups, sports teams, student government, or any other extra-curricular activities.

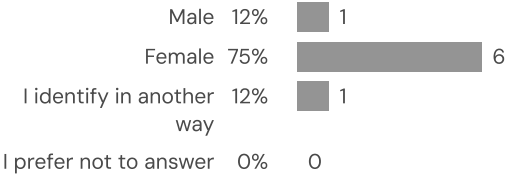




Other questions

How did people respond? _____

Q.1: How do you identify yourself?





**SCHOOL CLIMATE &
CONNECTEDNESS SURVEY**
ASSOCIATION OF ALASKA SCHOOL BOARDS

East Elementary

Family Survey

2026 School Climate & Connectedness Survey



Summary

Topic Description	Results	Comparison
Cultural Connectedness Perceptions of cultural identity, cultural responsiveness/sensitivity, and instructional equity. Higher scores are better because they reflect more favorable perceptions of cultural connectedness.	72% ▼ 21 since last survey	94% Elementary 84% Rural Schools 91% Participating Alaska Districts 85% Kodiak Island Borough School District
School Safety Question	100% 0 since last survey	96% Elementary 93% Rural Schools 95% Participating Alaska Districts 94% Kodiak Island Borough School District
School/family partnership	69% ▼ 22 since last survey	87% Elementary 76% Rural Schools 81% Participating Alaska Districts 70% Kodiak Island Borough School District
Student Support at Home Reflects families' perceptions on how supportive they are of their child's education. Click into the specific items to see how families responded about each topic. Note that some topics and items are unscored due to the nature of the questions.	84% ▼ 5 since last survey	88% Elementary 87% Rural Schools 89% Participating Alaska Districts 86% Kodiak Island Borough School District

13 responses

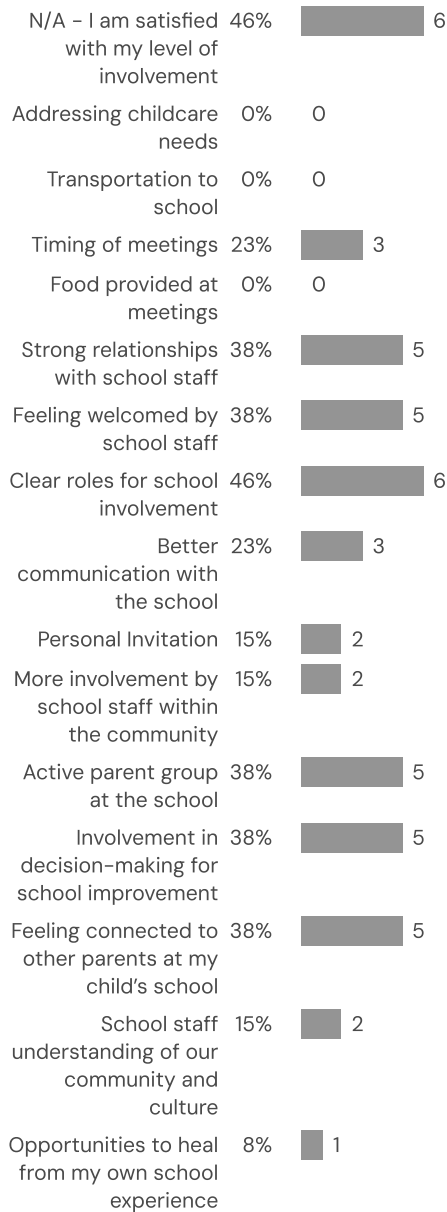


Additional Questions

How did people respond? _____



Q.1: What would help you to be more involved in your child's school? (mark all that apply)





Cultural Connectedness

Your average

72%

13 responses

Change

▼ **21**

since last survey

School Type average: **94%** Elementary

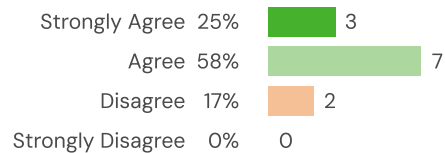
School Type average: **84%** Rural Schools

State average: **91%** Participating Alaska Districts

District average: **85%** Kodiak Island Borough School District

How did people respond?

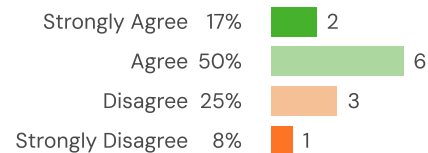
Q.1: This school values the language and culture of my family.



▼ **14** from last survey

Favorable: **83%**

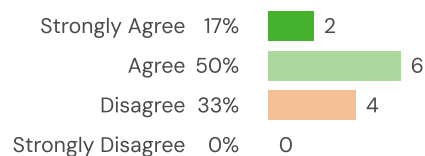
Q.2: This school teaches about the history and culture of people who live in my community.



▼ **22** from last survey

Favorable: **67%**

Q.3: I see different cultures represented in class lessons, materials, posters, and art around the school, etc.



▼ **26** from last survey

Favorable: **67%**



School Safety Question

Your average

100%

13 responses

Change

0

since last survey

School Type average: **96%** Elementary

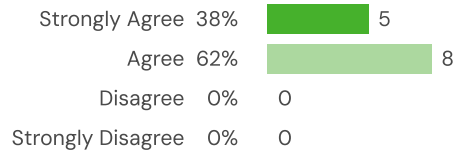
School Type average: **93%** Rural Schools

State average: **95%** Participating Alaska Districts

District average: **94%** Kodiak Island Borough School District

How did people respond?

Q.1: My child feels safe at school.



▲ 0 from last survey

Favorable: **100%**



School/family partnership

Your average

69%

13 responses

Change

▼ **22**

since last survey

School Type average: **87%** Elementary

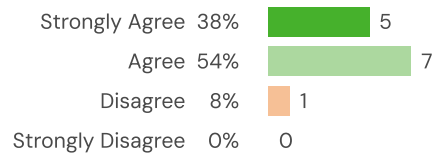
School Type average: **76%** Rural Schools

State average: **81%** Participating Alaska Districts

District average: **70%** Kodiak Island Borough School District

How did people respond?

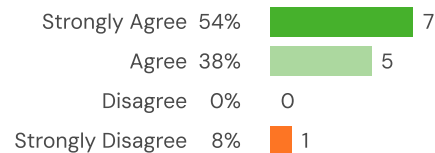
Q.1: This school is a welcoming place for families like mine.



▼ **8** from last survey

Favorable: **92%**

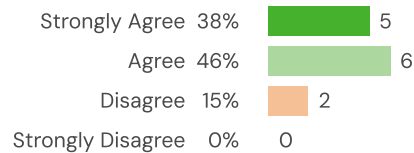
Q.2: There is someone at the school I can talk to if I have an issue.



▼ **8** from last survey

Favorable: **92%**

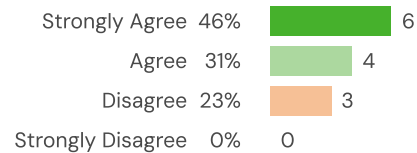
Q.3: This school involves parents/ families in most school events or activities.



▼ **12** from last survey

Favorable: **85%**

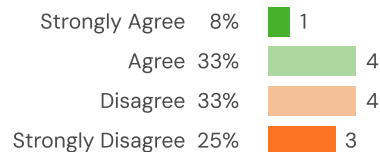
Q.4: This school works in partnership with families to support each child's learning needs.



▼ **23** from last survey

Favorable: **77%**

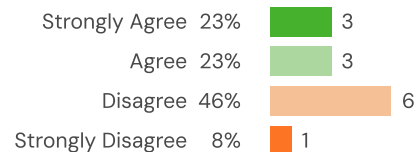
Q.5: This school involves families in making important decisions (school policies, school safety, school climate, etc).



▼ **37** from last survey

Favorable: **42%**

Q.6: The school regularly shares ideas with me on what I can do at home to support my child's learning.



▼ **44** from last survey

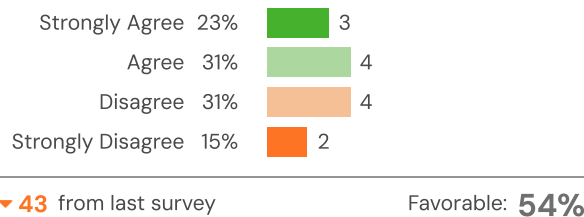
Favorable: **46%**



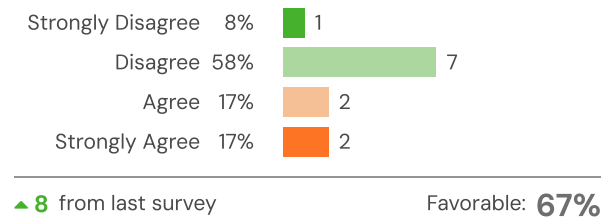
East Elementary

"2026 School Climate & Connectedness Survey 2026 Family Survey, Family Survey"

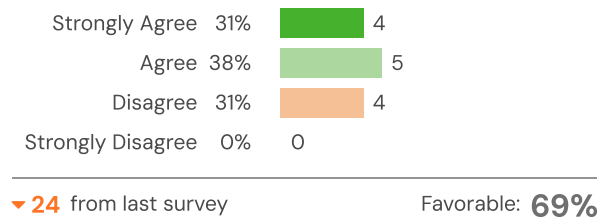
Q.7: The school asks me how to help my child do well in school.



Q.8: This school only contacts me about my child when there is a problem.



Q.9: The school does a good job communicating to families.





Student Support at Home

Your average

84%

13 responses

Change

▼ 5

since last survey

School Type average: **88%** Elementary

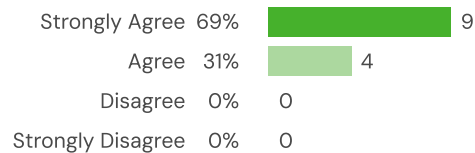
School Type average: **87%** Rural Schools

State average: **89%** Participating Alaska Districts

District average: **86%** Kodiak Island Borough School District

How did people respond?

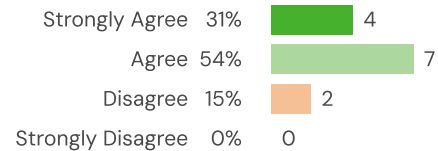
Q.1: I often talk with my child about what they are learning at school (about daily)



▲ 4 from last survey

Favorable: **100%**

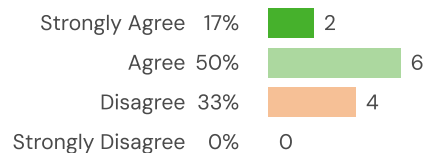
Q.2: I often connect activities that we do at home to what my child is learning in school (about monthly or more)



▼ 8 from last survey

Favorable: **85%**

Q.3: I regularly talk with my child about life after high school



▼ 12 from last survey

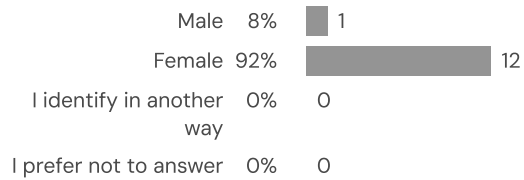
Favorable: **67%**



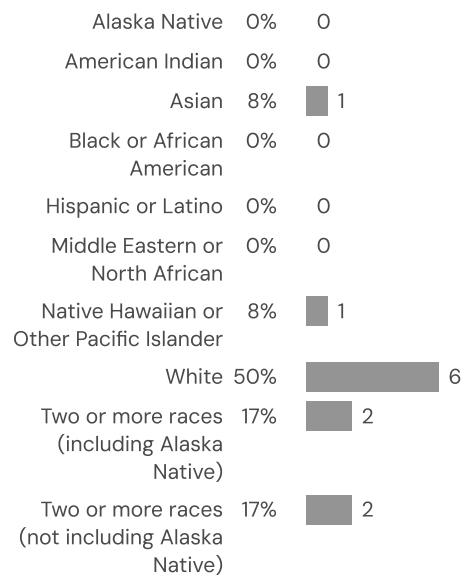
Background Information

How did people respond?

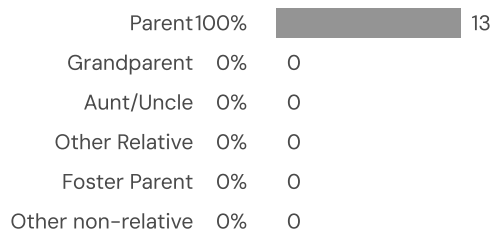
Q.1: How do you identify yourself?



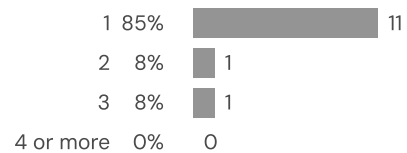
Q.2: What groups describe you best? (Choose all that apply)



Q.3: Please describe your relationship to the child attending this school.



Q.4: How many children in your household are currently attending this school?

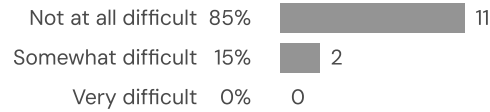




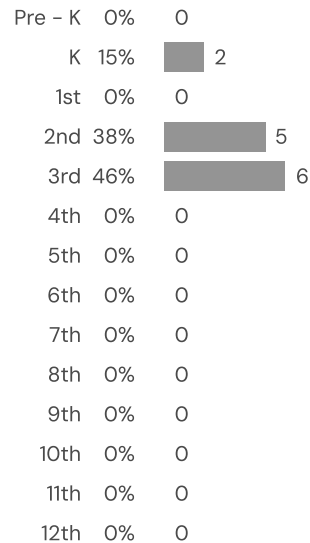
East Elementary

"2026 School Climate & Connectedness Survey 2026 Family Survey, Family Survey"

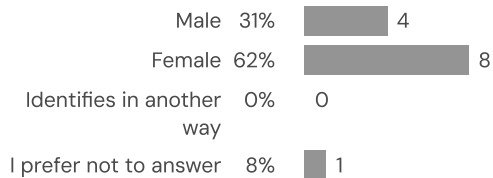
Q.5: These days, many families in Alaska have difficulty affording basic things they need, like food, clothing, transportation or housing. In the past year, how difficult has it been for your family to get the basic things you need?



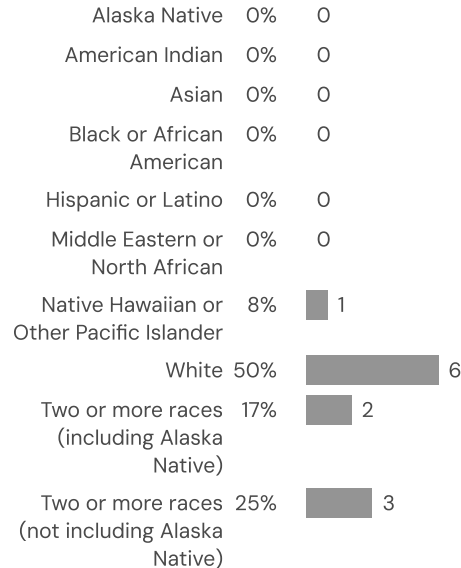
Q.6: Please indicate what grade your oldest child in this school is in.



Q.7: What is your child's gender?



Q.8: Which groups describe your child best? (Choose all that apply)



Q.9: Do you speak a language other than English with your child?





**SCHOOL CLIMATE &
CONNECTEDNESS SURVEY**
ASSOCIATION OF ALASKA SCHOOL BOARDS

East Elementary

Staff Survey

2026 School Climate & Connectedness Survey



Summary

Topic Description	Results	Comparison
Cultural Connectedness Perceptions of cultural identity, cultural responsiveness/sensitivity, and instructional equity. Higher scores are better because they reflect more favorable perceptions of cultural connectedness.	87% ▲ 4 since last survey	87% Kodiak Island Borough School District 88% Elementary 88% Rural Schools 87% Participating Alaska Districts
District Leadership	84% ▼ 2 since last survey	78% Kodiak Island Borough School District 64% Elementary 77% Rural Schools 66% Participating Alaska Districts
School Leadership and Involvement Staff perceptions of the decision making of school leaders, as well as the fairness of school rules.	91% ▲ 2 since last survey	89% Kodiak Island Borough School District 86% Elementary 84% Rural Schools 85% Participating Alaska Districts
School capacity – family/school partnership	85% ▼ 1 since last survey	82% Kodiak Island Borough School District 87% Elementary 82% Rural Schools 83% Participating Alaska Districts



Staff Wellness

62%

▲ 4

since last survey

57% Kodiak Island Borough School District

54% Elementary

55% Rural Schools

54% Participating Alaska Districts

Staff capacity – family/school partnership

63%

▼ 9

since last survey

68% Kodiak Island Borough School District

83% Elementary

79% Rural Schools

79% Participating Alaska Districts

Staff to Staff Relationships

92%

▼ 1

since last survey

93% Kodiak Island Borough School District

91% Elementary

89% Rural Schools

90% Participating Alaska Districts

Staff to Student Relationships

94%

▼ 2

since last survey

89% Kodiak Island Borough School District

94% Elementary

91% Rural Schools

92% Participating Alaska Districts

Student Involvement

Student and staff perceptions of student participation in school governance. Higher scores are better because they reflect more favorable perceptions of student involvement.

81%

▲ 6

since last survey

75% Kodiak Island Borough School District

79% Elementary

77% Rural Schools

78% Participating Alaska Districts



Trauma Engaged Knowledge and Skills

82%

▼ **5**

since last survey

83% Kodiak Island Borough
School District

86% Elementary

79% Rural Schools

83% Participating Alaska
Districts

Trauma Engaged School Supports

90%

▲ **2**

since last survey

87% Kodiak Island Borough
School District

88% Elementary

79% Rural Schools

85% Participating Alaska
Districts

32 responses



Cultural Connectedness

Your average

87%

32 responses

Change

▲ 4

since last survey

District average: **87%** Kodiak Island Borough School District

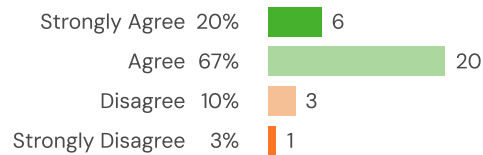
School Type average: **88%** Elementary

School Type average: **88%** Rural Schools

State average: **87%** Participating Alaska Districts

How did people respond?

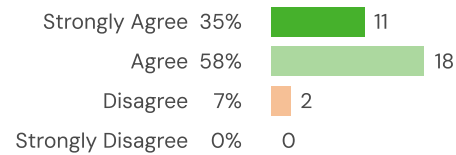
Q.1: This school invites elders and/or cultural leaders into the school.



▲ 15 from last survey

Favorable: **87%**

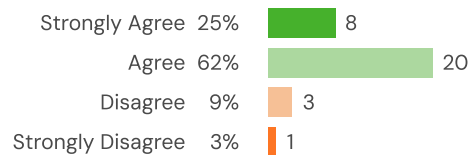
Q.2: This school values the language and cultures of students' families.



▼ 2 from last survey

Favorable: **94%**

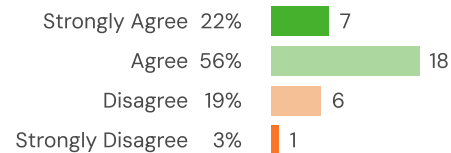
Q.3: I see different cultures represented in class lessons, materials, posters, and art around the school, etc.



▲ 3 from last survey

Favorable: **88%**

Q.4: This school uses instructional materials that reflect the culture or ethnicity of its students.



▼ 2 from last survey

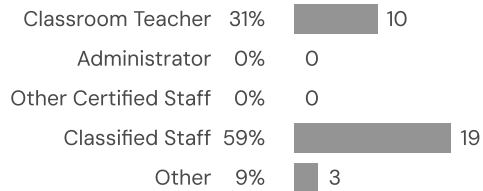
Favorable: **78%**



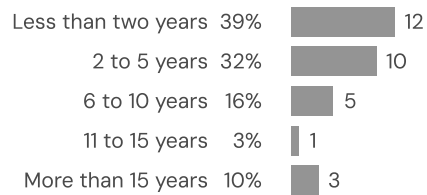
Demographics

How did people respond?

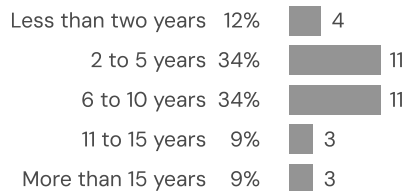
Q.1: What is your role in this school?



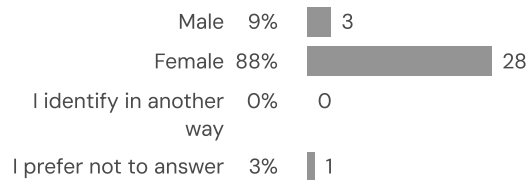
Q.2: How many years have you worked, in any position, in this school?



Q.3: How many years have you worked, in any position, in this district?

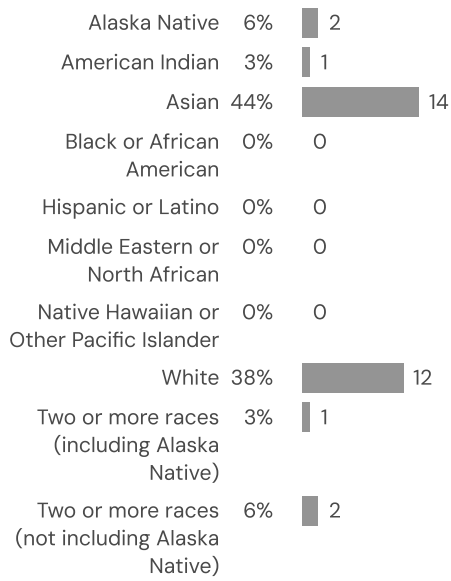


Q.4: How do you identify yourself?





Q.5: Which groups describe you best? (Choose all that apply)





District Leadership

Your average

84%

32 responses

Change

▼ **2**

since last survey

District average: **78%** Kodiak Island Borough School District

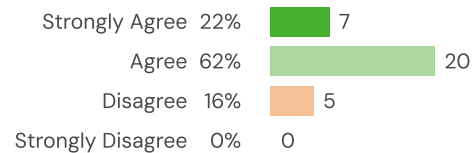
School Type average: **64%** Elementary

School Type average: **77%** Rural Schools

State average: **66%** Participating Alaska Districts

How did people respond?

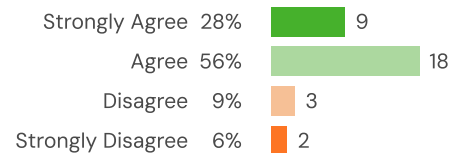
Q.1: District leadership supports efforts to improve school climate.



▲ **1** from last survey

Favorable: **84%**

Q.2: District leadership is open/available to feedback and input from staff at my school.



▼ **5** from last survey

Favorable: **84%**



School Leadership and Involvement

Your average

91%

32 responses

Change

▲ 2

since last survey

District average: **89%** Kodiak Island Borough School District

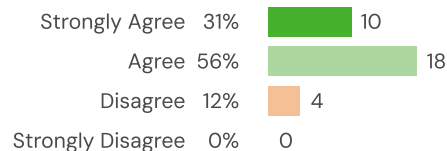
School Type average: **86%** Elementary

School Type average: **84%** Rural Schools

State average: **85%** Participating Alaska Districts

How did people respond?

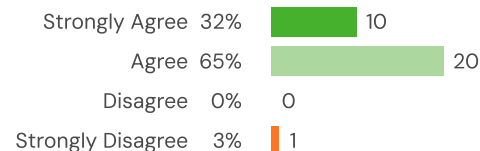
Q.1: At this school, decisions are made based on what is best for students.



▼ 10 from last survey

Favorable: **88%**

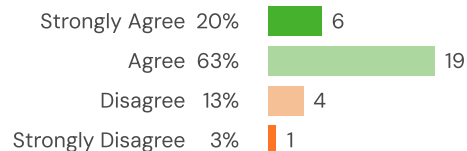
Q.2: The principal and other leaders in this school make good decisions.



▲ 7 from last survey

Favorable: **97%**

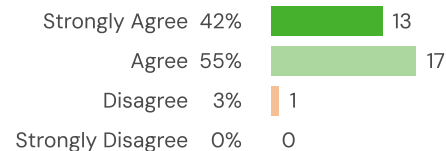
Q.3: Staff at this school have a lot of informal opportunities to influence what happens here.



▲ 3 from last survey

Favorable: **83%**

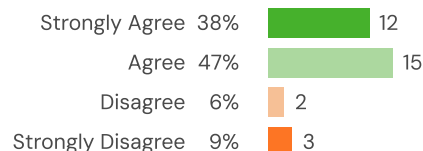
Q.4: When students break rules, they are treated fairly.



▲ 9 from last survey

Favorable: **97%**

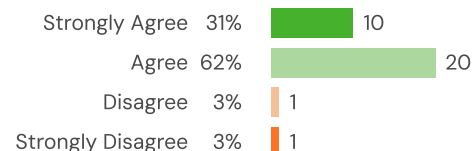
Q.5: I feel comfortable discussing feelings, worries, and frustrations with school leadership



▼ 7 from last survey

Favorable: **84%**

Q.6: I am satisfied with my involvement with decision-making at this school.



▲ 9 from last survey

Favorable: **94%**



School capacity – family/school partnership

Your average

85%

32 responses

Change

▼ **1**

since last survey

District average: **82%**

Kodiak Island Borough School District

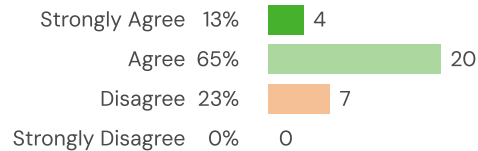
School Type average: **87%** Elementary

School Type average: **82%** Rural Schools

State average: **83%** Participating Alaska Districts

How did people respond?

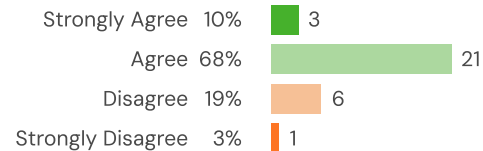
Q.1: This school involves families in making important decisions (school policies, school safety, school climate, etc.)



▲ 5 from last survey

Favorable: **77%**

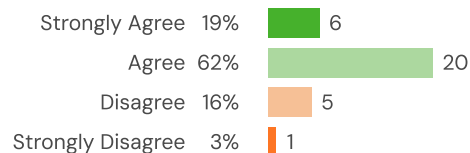
Q.2: This school provides training opportunities for staff on how to effectively partner with families.



▲ 7 from last survey

Favorable: **77%**

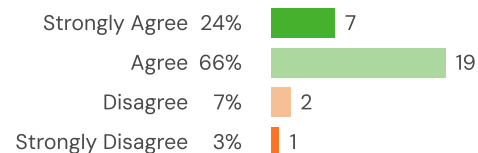
Q.3: School leadership communicates to staff that partnering with families is a priority.



▼ 6 from last survey

Favorable: **81%**

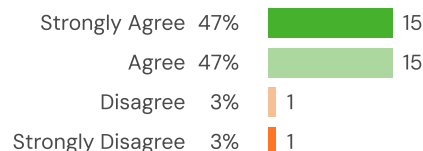
Q.4: School leadership provides the support and resources to facilitate family/school partnership.



▲ 3 from last survey

Favorable: **90%**

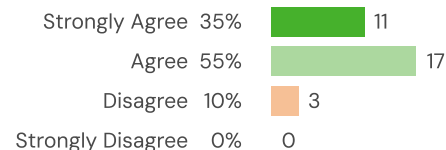
Q.5: The school is a welcoming place for families.



▼ 4 from last survey

Favorable: **94%**

Q.6: This school involves parents/families in most school events or activities.



▼ 10 from last survey

Favorable: **90%**



Staff Wellness

Your average

62%

32 responses

Change

▲ 4

since last survey

District average: **57%** Kodiak Island Borough School District

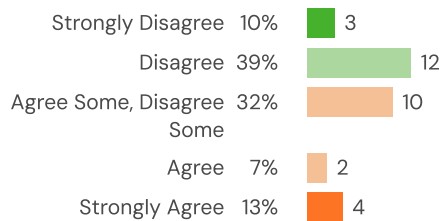
School Type average: **54%** Elementary

School Type average: **55%** Rural Schools

State average: **54%** Participating Alaska Districts

How did people respond?

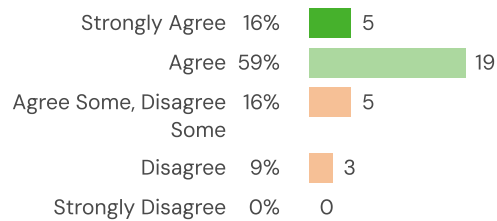
Q.1: I feel worn out in my work in ways that negatively impact other parts of my life.



▲ **10** from last survey

Favorable: **48%**

Q.2: I often use self care strategies to maintain my own wellbeing



▼ **2** from last survey

Favorable: **75%**



Staff capacity – family/school partnership

Your average

63%

32 responses

Change

▼ **9**

since last survey

District average: **68%** Kodiak Island Borough School District

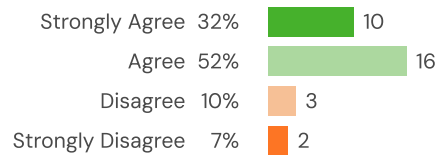
School Type average: **83%** Elementary

School Type average: **79%** Rural Schools

State average: **79%** Participating Alaska Districts

How did people respond?

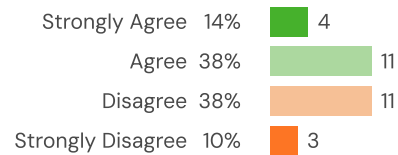
Q.1: I know specific skills and strategies I can use to partner with families at my school.



▼ **9** from last survey

Favorable: **84%**

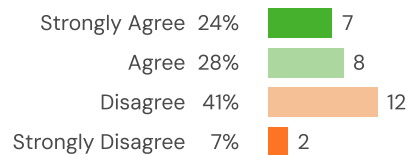
Q.2: I often provide opportunities for families to give input on decisions (about monthly or more)



▼ **1** from last survey

Favorable: **52%**

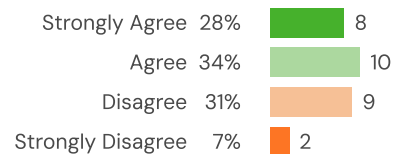
Q.3: I often share ideas with families on what they can do at home to support their child's learning (about monthly or more)



▼ **15** from last survey

Favorable: **52%**

Q.4: I often implement strategies that are specifically intended to help build positive relationships with my students' families (about monthly or more)



▼ **11** from last survey

Favorable: **62%**



Staff to Staff Relationships

Your average

92%

32 responses

Change

▼ 1

since last survey

District average: **93%** Kodiak Island Borough School District

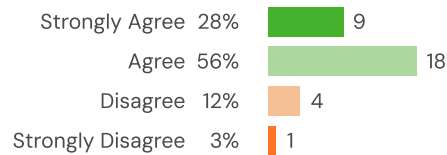
School Type average: **91%** Elementary

School Type average: **89%** Rural Schools

State average: **90%** Participating Alaska Districts

How did people respond?

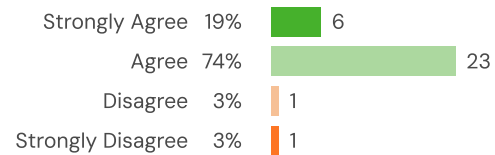
Q.1: At this school, staff collaborate effectively to make decisions and problem solve as a group.



▼ 4 from last survey

Favorable: **84%**

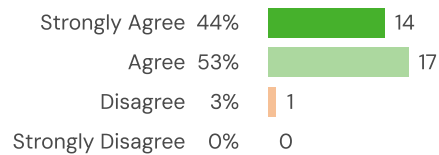
Q.2: Adults in this school work together in a way that models healthy relationships.



▲ 4 from last survey

Favorable: **94%**

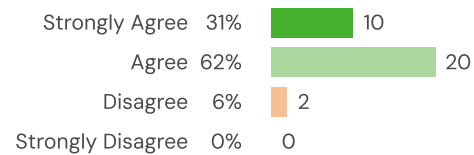
Q.3: I feel safe at my school.



▼ 1 from last survey

Favorable: **97%**

Q.4: I feel like I belong at this school.



▼ 2 from last survey

Favorable: **94%**



Staff to Student Relationships

Your average

94%

32 responses

Change

▼ 2

since last survey

District average: **89%** Kodiak Island Borough School District

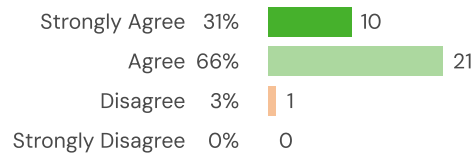
School Type average: **94%** Elementary

School Type average: **91%** Rural Schools

State average: **92%** Participating Alaska Districts

How did people respond?

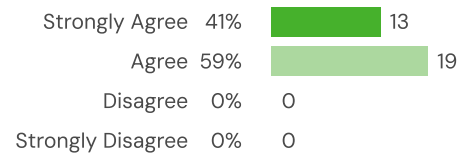
Q.1: At this school, students and teachers get along really well.



▲ 1 from last survey

Favorable: **97%**

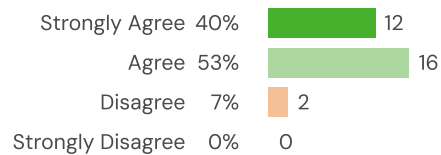
Q.2: Adults who work in this school treat students with respect.



▲ 2 from last survey

Favorable: **100%**

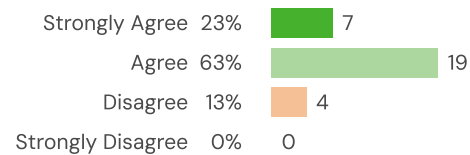
Q.3: Every student at our school feels that they have an adult who will miss them when they are absent.



▼ 5 from last survey

Favorable: **93%**

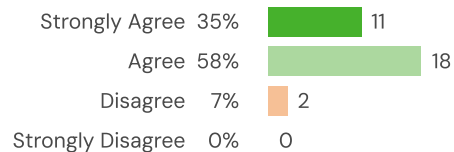
Q.4: Every student at our school has an adult whom they feel comfortable talking to about things that are bothering them.



▼ 9 from last survey

Favorable: **87%**

Q.5: Adults at my school care about every student.



▲ 0 from last survey

Favorable: **94%**



Student Involvement

Your average

81%

32 responses

Change

▲ 6

since last survey

District average: **75%** Kodiak Island Borough School District

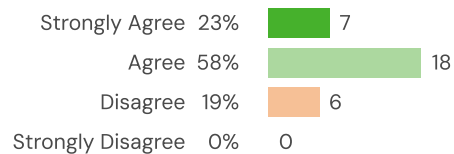
School Type average: **79%** Elementary

School Type average: **77%** Rural Schools

State average: **78%** Participating Alaska Districts

How did people respond?

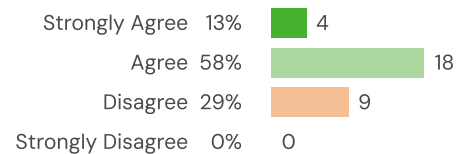
Q.1: In my school, students are given a chance to help make decisions.



▲ 3 from last survey

Favorable: **81%**

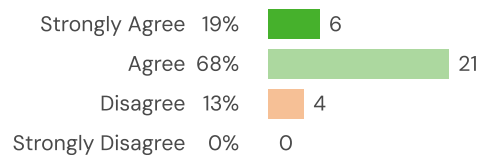
Q.2: My school has opportunities to hear from all students about how to improve our school.



▲ 9 from last survey

Favorable: **71%**

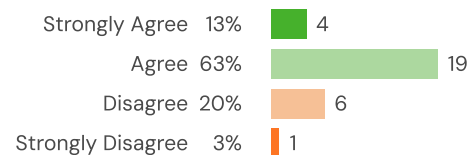
Q.3: In my school, students are provided with meaningful opportunities to develop leadership skills.



▲ 5 from last survey

Favorable: **87%**

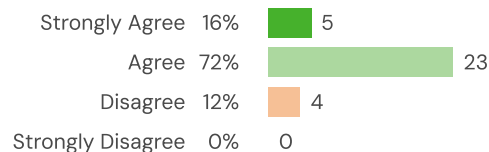
Q.4: My school seeks out the ideas of the students who are having the hardest time in school about how to improve our school.



▲ 17 from last survey

Favorable: **77%**

Q.5: Staff provide opportunities for students to decide things like classroom activities or rules.



▼ 5 from last survey

Favorable: **88%**



Trauma Engaged Knowledge and Skills

Your average

82%

32 responses

Change

▼ **5**

since last survey

District average: **83%** Kodiak Island Borough School District

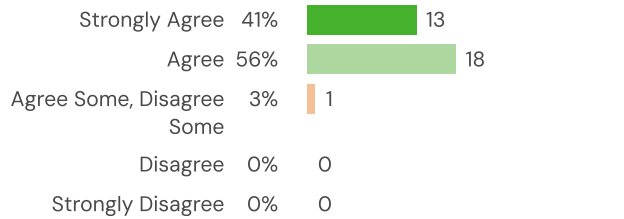
School Type average: **86%** Elementary

School Type average: **79%** Rural Schools

State average: **83%** Participating Alaska Districts

How did people respond?

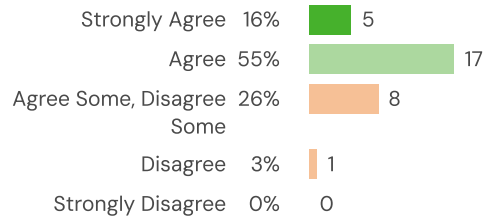
Q.1: I understand how experiences of trauma can affect a person's coping skills and behaviors.



▲ **3** from last survey

Favorable: **97%**

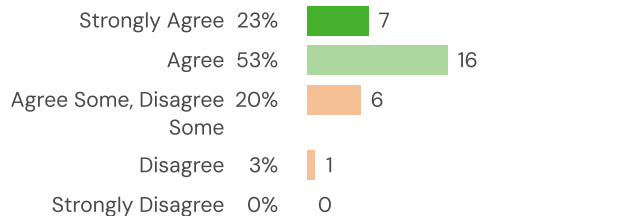
Q.2: I know specific skills and strategies I can use to help students who have experienced trauma to do well in our school.



▼ **14** from last survey

Favorable: **71%**

Q.3: I know my role in supporting students experiencing trauma.



▼ **4** from last survey

Favorable: **77%**



Trauma Engaged School Supports

Your average

90%

32 responses

Change

▲ 2

since last survey

District average: **87%** Kodiak Island Borough School District

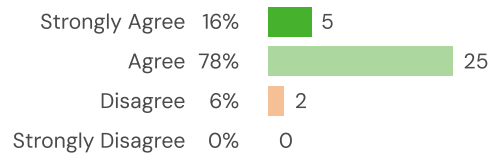
School Type average: **88%** Elementary

School Type average: **79%** Rural Schools

State average: **85%** Participating Alaska Districts

How did people respond?

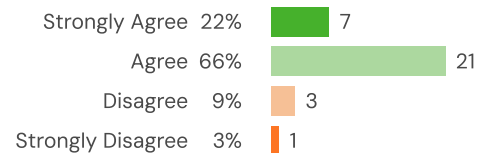
Q.1: My school follows a plan to teach social-emotional skills.



▲ 11 from last survey

Favorable: **94%**

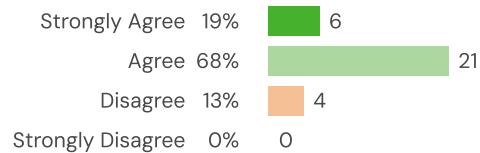
Q.2: At my school, there are support systems to respond to trauma experienced by students.



▼ 4 from last survey

Favorable: **88%**

Q.3: At my school, I feel supported to respond to trauma experienced by students.



▼ 1 from last survey

Favorable: **87%**



**SCHOOL CLIMATE &
CONNECTEDNESS SURVEY**
ASSOCIATION OF ALASKA SCHOOL BOARDS

East Elementary

Grade 3-5 Student Survey

2026 School Climate & Connectedness Survey



Summary

Topic Description	Results	Comparison
Caring for Others (Grades 3–5) Level of caring and support that students received from peers, staff, and community members at school.	91% ▲ 7 since last survey	82% Elementary 84% Rural Schools 86% Kodiak Island Borough School District 83% Participating Alaska Districts
School Safety (Grades 3–5)	85% ▲ 5 since last survey	77% Elementary 77% Rural Schools 83% Kodiak Island Borough School District 77% Participating Alaska Districts
Social and Emotional Learning (Grades 3–5) Students marked how often they use SEL skills in self-awareness, social awareness, self-management, relationship skills, and good decision –making.	56% ▲ 1 since last survey	55% Elementary 55% Rural Schools 57% Kodiak Island Borough School District 55% Participating Alaska Districts

65 responses



East Elementary

"2026 School Climate & Connectedness Survey 2026 Grade 3-5 Student Survey, Grade 3-5 Student Survey"

Caring for Others (Grades 3–5)

Your average

91%

65 responses

Change

▲ 7

since last survey

School Type average: **82%** Elementary

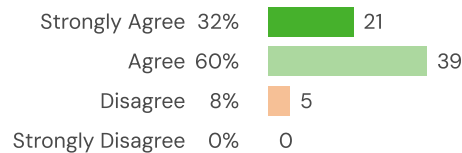
School Type average: **84%** Rural Schools

District average: **86%** Kodiak Island Borough School District

State average: **83%** Participating Alaska Districts

How did people respond?

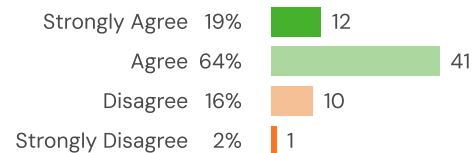
Q.1: Students at this school help each other, even if they are not friends.



▲ 11 from last survey

Favorable: **92%**

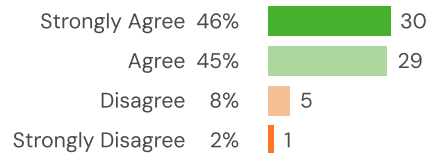
Q.2: Other students at this school treat me with respect.



▲ 3 from last survey

Favorable: **83%**

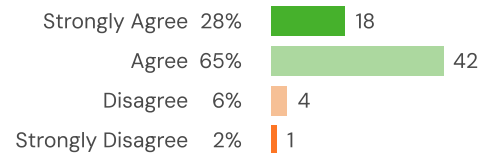
Q.3: There is an adult at this school who I can talk to about things that are bothering me.



▲ 7 from last survey

Favorable: **91%**

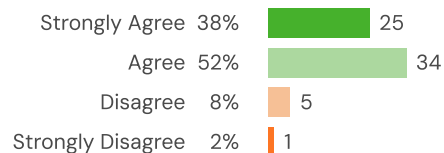
Q.4: There is a teacher or some other adult at this school who will miss me when I'm absent.



▲ 7 from last survey

Favorable: **92%**

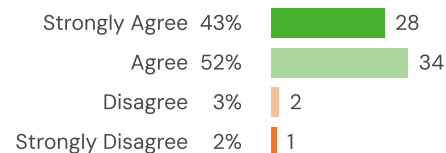
Q.5: Other adults at this school besides my teachers know my name.



▼ 1 from last survey

Favorable: **91%**

Q.6: I can name at least five adults who really care about me.



▲ 15 from last survey

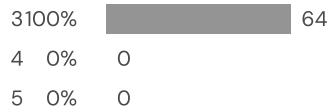
Favorable: **95%**



Demographics

How did people respond?

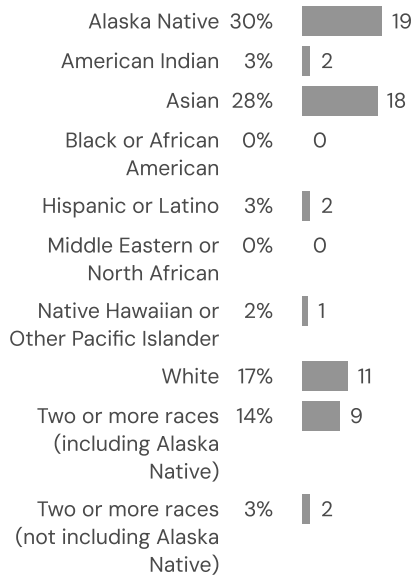
Q.1: What grade are you in?



Q.2: Are you a



Q.3: Which groups describe you best? (Choose all that apply)



Q.4: Is there a language other than English spoken in your home?





East Elementary

"2026 School Climate & Connectedness Survey 2026 Grade 3-5 Student Survey, Grade 3-5 Student Survey"

School Safety (Grades 3-5)

Your average

85%

65 responses

Change

▲ 5

since last survey

School Type average: **77%** Elementary

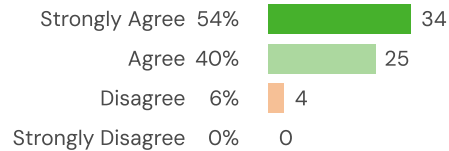
School Type average: **77%** Rural Schools

District average: **83%** Kodiak Island Borough School District

State average: **77%** Participating Alaska Districts

How did people respond?

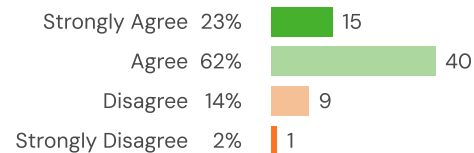
Q.1: I feel safe at school.



▲ 4 from last survey

Favorable: **94%**

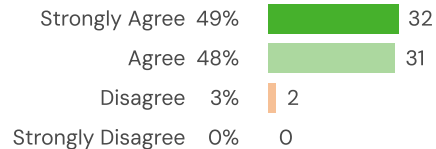
Q.2: I feel safe in the hallways and bathrooms of the school



▲ 0 from last survey

Favorable: **85%**

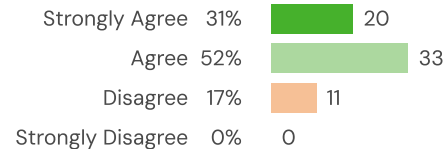
Q.3: I feel safe in my classroom



▲ 0 from last survey

Favorable: **97%**

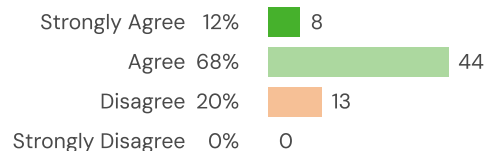
Q.4: I feel safe at recess



▼ 9 from last survey

Favorable: **83%**

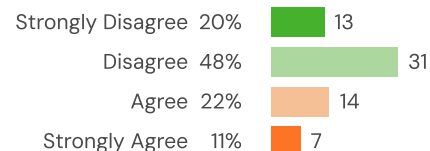
Q.5: Most students at this school get along with each other



▲ 5 from last survey

Favorable: **80%**

Q.6: Students at my school are often teased, picked on, made fun of, or called names



▲ 27 from last survey

Favorable: **68%**



East Elementary

"2026 School Climate & Connectedness Survey 2026 Grade 3-5 Student Survey, Grade 3-5 Student Survey"

Social and Emotional Learning (Grades 3-5)

Your average

56%

65 responses

Change

▲ 1

since last survey

School Type average: **55%** Elementary

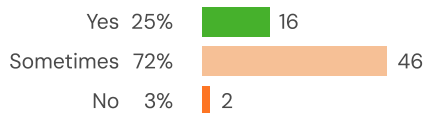
School Type average: **55%** Rural Schools

District average: **57%** Kodiak Island Borough School District

State average: **55%** Participating Alaska Districts

How did people respond?

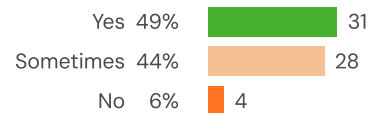
Q.1: If someone asks me, I can tell them how I am feeling.



▲ 0 from last survey

Favorable: **25%**

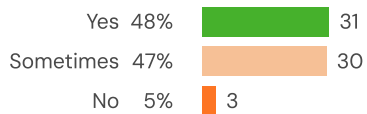
Q.2: I can control myself when I am frustrated, or disappointed.



▲ 3 from last survey

Favorable: **49%**

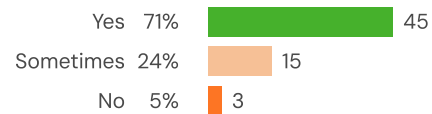
Q.3: If something is bothering me, I think of different ways I can react.



▲ 3 from last survey

Favorable: **48%**

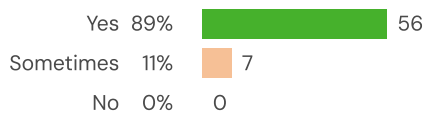
Q.4: I care about other people's feelings and what they think.



▲ 1 from last survey

Favorable: **71%**

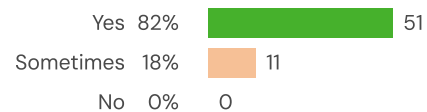
Q.5: It is important for me to help others in my school.



▲ 6 from last survey

Favorable: **89%**

Q.6: I respect people even if they are different.



▼ 6 from last survey

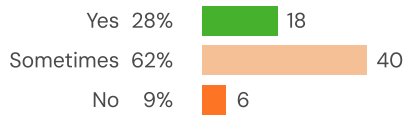
Favorable: **82%**



East Elementary

"2026 School Climate & Connectedness Survey 2026 Grade 3-5 Student Survey, Grade 3-5 Student Survey"

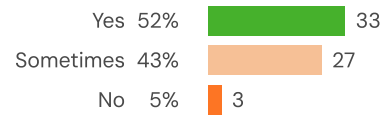
Q.7: I can tell when someone is getting angry or upset before they say anything.



▼ **19** from last survey

Favorable: **28%**

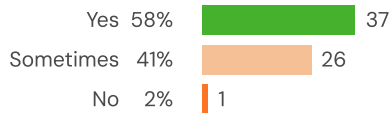
Q.8: I know how to disagree without starting a fight or an argument.



▲ **13** from last survey

Favorable: **52%**

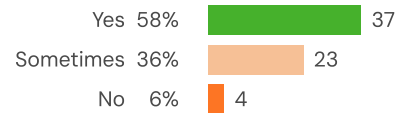
Q.9: I get along well with other students.



▲ **11** from last survey

Favorable: **58%**

Q.10: I know how to make friends with new people.



▼ **2** from last survey

Favorable: **58%**



**SCHOOL CLIMATE &
CONNECTEDNESS SURVEY**
ASSOCIATION OF ALASKA SCHOOL BOARDS

Kodiak High School

Family Survey

2026 School Climate & Connectedness Survey



Summary

Topic Description	Results	Comparison
Cultural Connectedness Perceptions of cultural identity, cultural responsiveness/sensitivity, and instructional equity. Higher scores are better because they reflect more favorable perceptions of cultural connectedness.	73% ▼ 8 since last survey	86% High School 84% Rural Schools 91% Participating Alaska Districts 85% Kodiak Island Borough School District
School Safety Question	87% ▼ 13 since last survey	91% High School 93% Rural Schools 95% Participating Alaska Districts 94% Kodiak Island Borough School District
School/family partnership	57% ▼ 8 since last survey	71% High School 76% Rural Schools 81% Participating Alaska Districts 70% Kodiak Island Borough School District
Student Support at Home Reflects families' perceptions on how supportive they are of their child's education. Click into the specific items to see how families responded about each topic. Note that some topics and items are unscored due to the nature of the questions.	79% ▲ 11 since last survey	87% High School 87% Rural Schools 89% Participating Alaska Districts 86% Kodiak Island Borough School District

52 responses

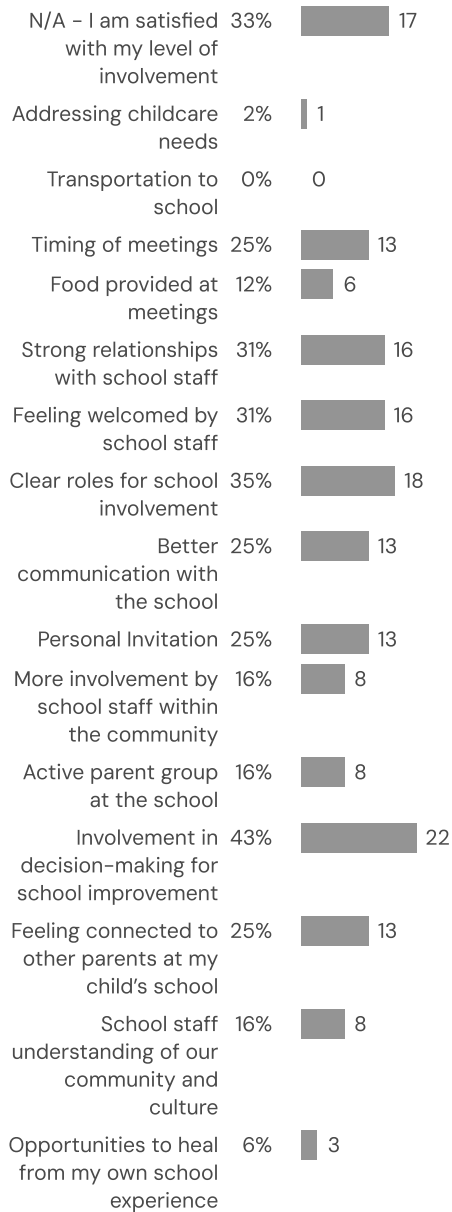


Additional Questions

How did people respond? _____



Q.1: What would help you to be more involved in your child's school? (mark all that apply)





Cultural Connectedness

Your average

73%

52 responses

Change

▼ **8**

since last survey

School Type average: **86%** High School

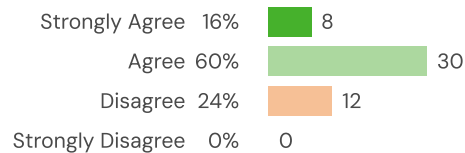
School Type average: **84%** Rural Schools

State average: **91%** Participating Alaska Districts

District average: **85%** Kodiak Island Borough School District

How did people respond?

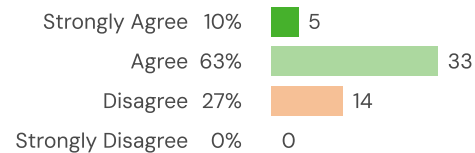
Q.1: This school values the language and culture of my family.



▼ **24** from last survey

Favorable: **76%**

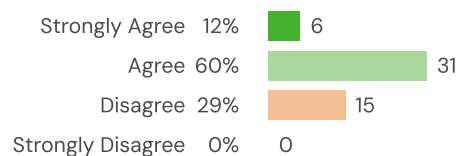
Q.2: This school teaches about the history and culture of people who live in my community.



▼ **13** from last survey

Favorable: **73%**

Q.3: I see different cultures represented in class lessons, materials, posters, and art around the school, etc.



▲ **14** from last survey

Favorable: **71%**



School Safety Question

Your average

87%

52 responses

Change

▼ **13**

since last survey

School Type average: **91%** High School

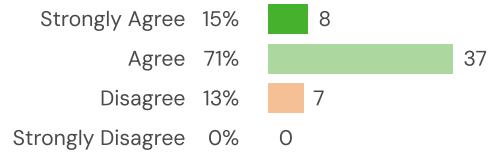
School Type average: **93%** Rural Schools

State average: **95%** Participating Alaska Districts

District average: **94%** Kodiak Island Borough School District

How did people respond?

Q.1: My child feels safe at school.



▼ **13** from last survey

Favorable: **87%**



School/family partnership

Your average

57%

52 responses

Change

▼ **8**

since last survey

School Type average: **71%** High School

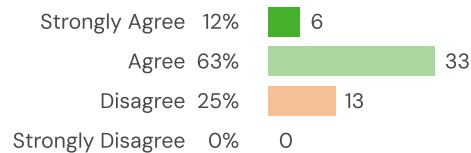
School Type average: **76%** Rural Schools

State average: **81%** Participating Alaska Districts

District average: **70%** Kodiak Island Borough School District

How did people respond?

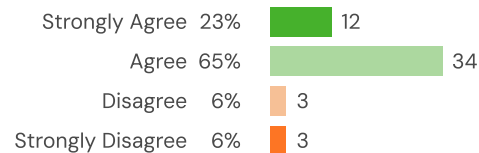
Q.1: This school is a welcoming place for families like mine.



▼ **11** from last survey

Favorable: **75%**

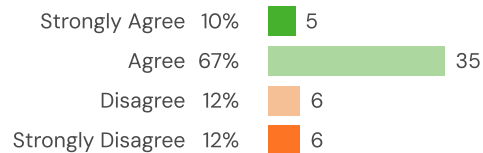
Q.2: There is someone at the school I can talk to if I have an issue.



▼ **12** from last survey

Favorable: **88%**

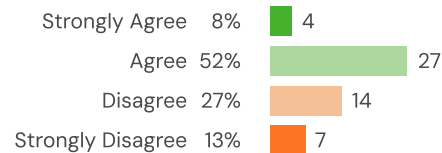
Q.3: This school involves parents/ families in most school events or activities.



▲ **6** from last survey

Favorable: **77%**

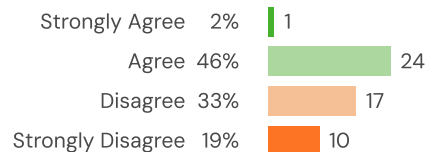
Q.4: This school works in partnership with families to support each child's learning needs.



▼ **26** from last survey

Favorable: **60%**

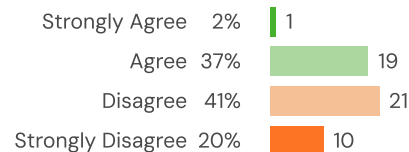
Q.5: This school involves families in making important decisions (school policies, school safety, school climate, etc).



▼ **9** from last survey

Favorable: **48%**

Q.6: The school regularly shares ideas with me on what I can do at home to support my child's learning.



▲ **6** from last survey

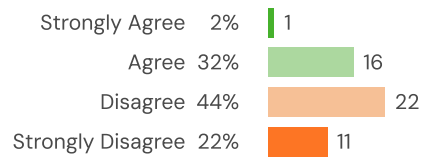
Favorable: **39%**



Kodiak High School

"2026 School Climate & Connectedness Survey 2026 Family Survey, Family Survey"

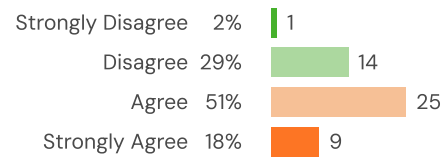
Q.7: The school asks me how to help my child do well in school.



▲ 1 from last survey

Favorable: **34%**

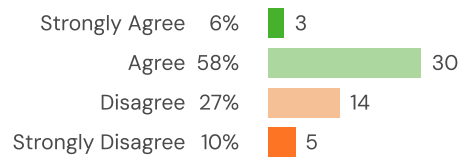
Q.8: This school only contacts me about my child when there is a problem.



▼ 2 from last survey

Favorable: **31%**

Q.9: The school does a good job communicating to families.



▼ 20 from last survey

Favorable: **63%**



Student Support at Home

Your average

79%

52 responses

Change

▲ 11

since last survey

School Type average: **87%** High School

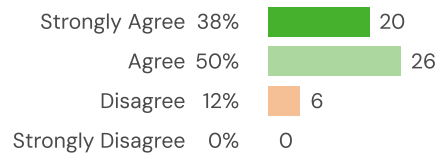
School Type average: **87%** Rural Schools

State average: **89%** Participating Alaska Districts

District average: **86%** Kodiak Island Borough School District

How did people respond?

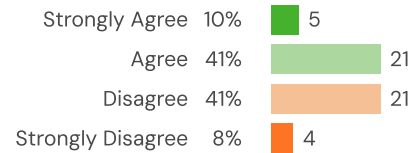
Q.1: I often talk with my child about what they are learning at school (about daily)



▲ 2 from last survey

Favorable: **88%**

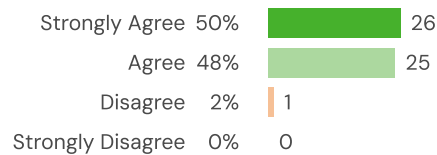
Q.2: I often connect activities that we do at home to what my child is learning in school (about monthly or more)



▲ 18 from last survey

Favorable: **51%**

Q.3: I regularly talk with my child about life after high school



▲ 12 from last survey

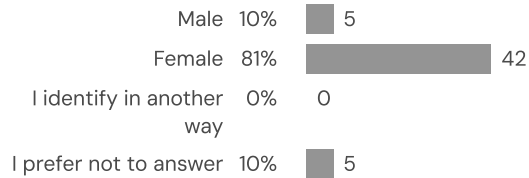
Favorable: **98%**



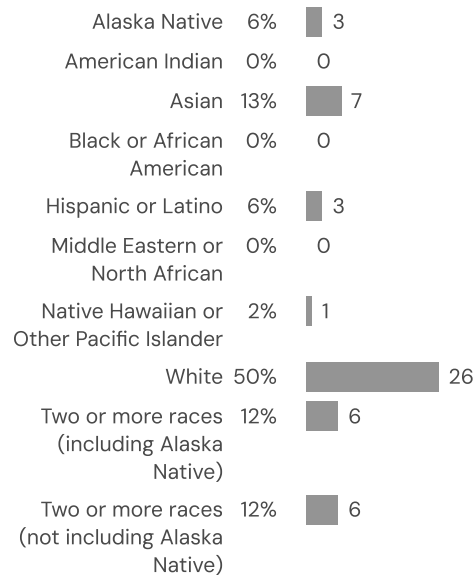
Background Information

How did people respond?

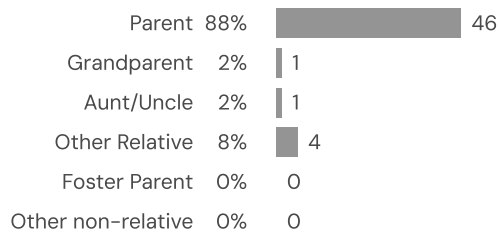
Q.1: How do you identify yourself?



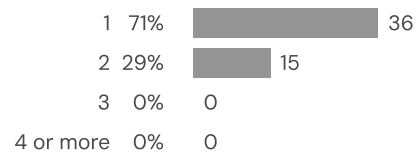
Q.2: What groups describe you best? (Choose all that apply)



Q.3: Please describe your relationship to the child attending this school.



Q.4: How many children in your household are currently attending this school?

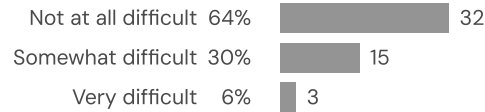




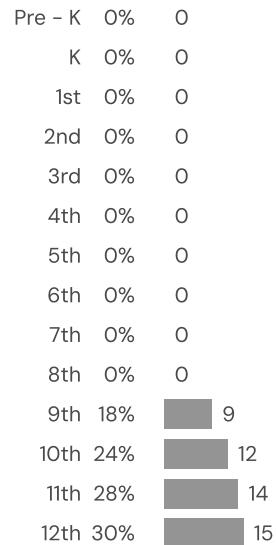
Kodiak High School

"2026 School Climate & Connectedness Survey 2026 Family Survey, Family Survey"

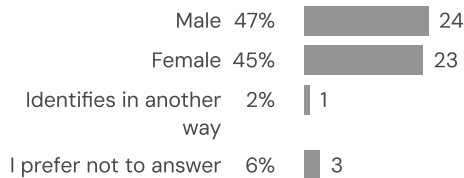
Q.5: These days, many families in Alaska have difficulty affording basic things they need, like food, clothing, transportation or housing. In the past year, how difficult has it been for your family to get the basic things you need?



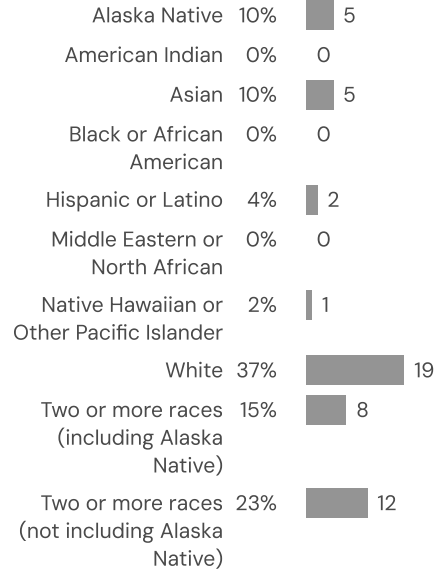
Q.6: Please indicate what grade your oldest child in this school is in.



Q.7: What is your child's gender?



Q.8: Which groups describe your child best? (Choose all that apply)



Q.9: Do you speak a language other than English with your child?





**SCHOOL CLIMATE &
CONNECTEDNESS SURVEY**
ASSOCIATION OF ALASKA SCHOOL BOARDS

Kodiak High School

Staff Survey

2026 School Climate & Connectedness Survey



Summary

Topic Description	Results	Comparison
Cultural Connectedness Perceptions of cultural identity, cultural responsiveness/sensitivity, and instructional equity. Higher scores are better because they reflect more favorable perceptions of cultural connectedness.	83% ▲ 10 since last survey	87% Kodiak Island Borough School District 86% High School 88% Rural Schools 87% Participating Alaska Districts
District Leadership	69% ▼ 17 since last survey	78% Kodiak Island Borough School District 62% High School 77% Rural Schools 66% Participating Alaska Districts
School Leadership and Involvement Staff perceptions of the decision making of school leaders, as well as the fairness of school rules.	83% ▼ 5 since last survey	89% Kodiak Island Borough School District 84% High School 84% Rural Schools 85% Participating Alaska Districts
School capacity – family/school partnership	72% ▲ 4 since last survey	82% Kodiak Island Borough School District 79% High School 82% Rural Schools 83% Participating Alaska Districts



Staff Wellness

52%

▲ 9

since last survey

57%	Kodiak Island Borough School District
51%	High School
55%	Rural Schools
54%	Participating Alaska Districts

Staff capacity – family/school partnership

60%

▲ 2

since last survey

68%	Kodiak Island Borough School District
72%	High School
79%	Rural Schools
79%	Participating Alaska Districts

Staff to Staff Relationships

90%

▼ 1

since last survey

93%	Kodiak Island Borough School District
90%	High School
89%	Rural Schools
90%	Participating Alaska Districts

Staff to Student Relationships

82%

▲ 6

since last survey

89%	Kodiak Island Borough School District
87%	High School
91%	Rural Schools
92%	Participating Alaska Districts

Student Involvement

Student and staff perceptions of student participation in school governance. Higher scores are better because they reflect more favorable perceptions of student involvement.

67%

▲ 3

since last survey

75%	Kodiak Island Borough School District
78%	High School
77%	Rural Schools
78%	Participating Alaska Districts



Trauma Engaged Knowledge and Skills

76%

▼ **11**

since last survey

83% Kodiak Island Borough
School District

82% High School

79% Rural Schools

83% Participating Alaska
Districts

Trauma Engaged School Supports

88%

▲ **3**

since last survey

87% Kodiak Island Borough
School District

84% High School

79% Rural Schools

85% Participating Alaska
Districts

46 responses



Cultural Connectedness

Your average

83%

46 responses

Change

▲ 10

since last survey

District average: **87%** Kodiak Island Borough School District

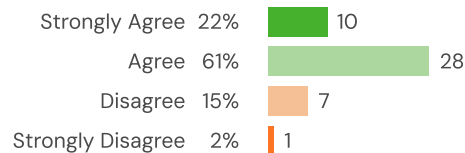
School Type average: **86%** High School

School Type average: **88%** Rural Schools

State average: **87%** Participating Alaska Districts

How did people respond?

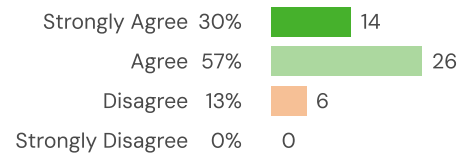
Q.1: This school invites elders and/or cultural leaders into the school.



▲ 9 from last survey

Favorable: **83%**

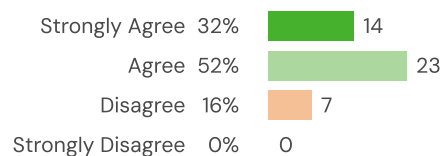
Q.2: This school values the language and cultures of students' families.



▲ 5 from last survey

Favorable: **87%**

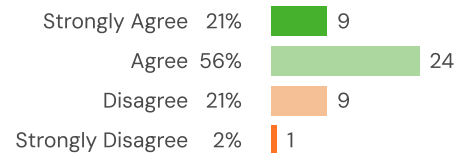
Q.3: I see different cultures represented in class lessons, materials, posters, and art around the school, etc.



▲ 12 from last survey

Favorable: **84%**

Q.4: This school uses instructional materials that reflect the culture or ethnicity of its students.



▲ 13 from last survey

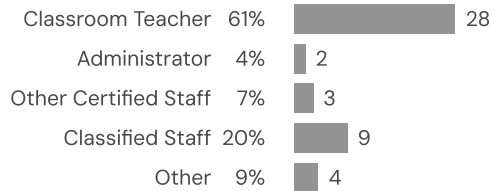
Favorable: **77%**



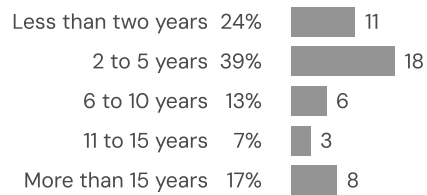
Demographics

How did people respond?

Q.1: What is your role in this school?



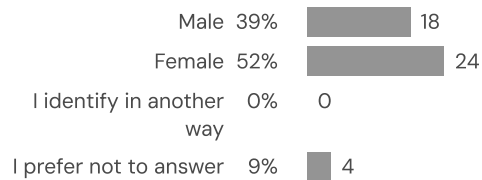
Q.2: How many years have you worked, in any position, in this school?



Q.3: How many years have you worked, in any position, in this district?

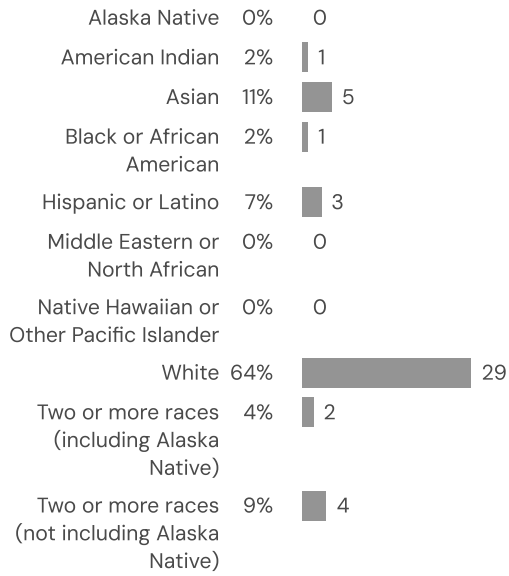


Q.4: How do you identify yourself?





Q.5: Which groups describe you best? (Choose all that apply)





District Leadership

Your average

69%

46 responses

Change

▼ **17**

since last survey

District average: **78%** Kodiak Island Borough School District

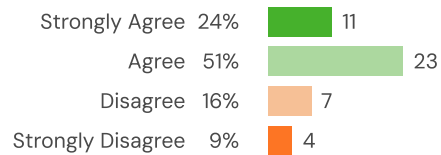
School Type average: **62%** High School

School Type average: **77%** Rural Schools

State average: **66%** Participating Alaska Districts

How did people respond?

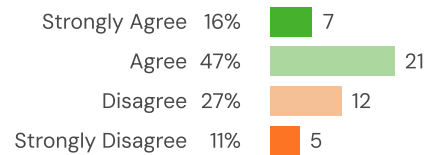
Q.1: District leadership supports efforts to improve school climate.



▼ **13** from last survey

Favorable: **76%**

Q.2: District leadership is open/available to feedback and input from staff at my school.



▼ **20** from last survey

Favorable: **62%**



School Leadership and Involvement

Your average

83%

46 responses

Change

▼ **5**

since last survey

District average: **89%** Kodiak Island Borough School District

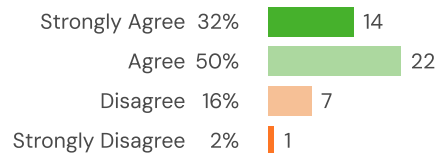
School Type average: **84%** High School

School Type average: **84%** Rural Schools

State average: **85%** Participating Alaska Districts

How did people respond?

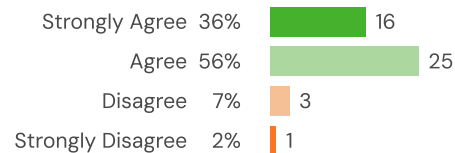
Q.1: At this school, decisions are made based on what is best for students.



▼ **8** from last survey

Favorable: **82%**

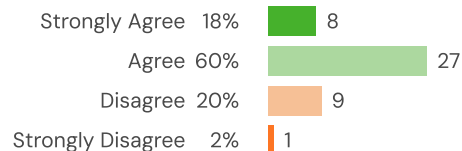
Q.2: The principal and other leaders in this school make good decisions.



▼ **4** from last survey

Favorable: **91%**

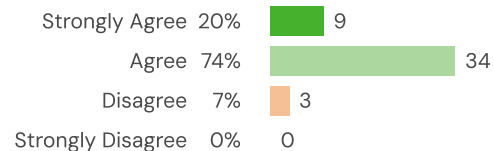
Q.3: Staff at this school have a lot of informal opportunities to influence what happens here.



▲ **4** from last survey

Favorable: **78%**

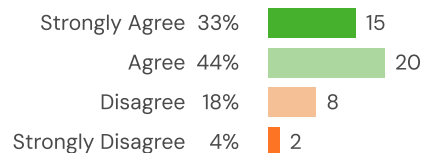
Q.4: When students break rules, they are treated fairly.



▼ **2** from last survey

Favorable: **93%**

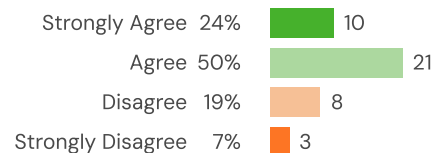
Q.5: I feel comfortable discussing feelings, worries, and frustrations with school leadership



▼ **19** from last survey

Favorable: **78%**

Q.6: I am satisfied with my involvement with decision-making at this school.



▼ **5** from last survey

Favorable: **74%**



School capacity – family/school partnership

Your average

72%

46 responses

Change

▲ 4

since last survey

District average: **82%**

Kodiak Island Borough School District

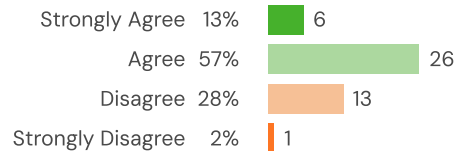
School Type average: **79%** High School

School Type average: **82%** Rural Schools

State average: **83%** Participating Alaska Districts

How did people respond?

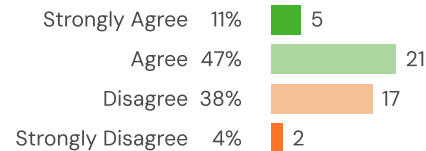
Q.1: This school involves families in making important decisions (school policies, school safety, school climate, etc.)



▲ 2 from last survey

Favorable: **70%**

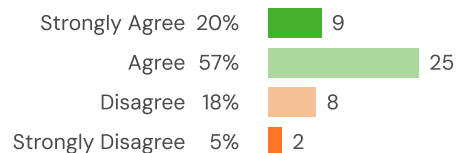
Q.2: This school provides training opportunities for staff on how to effectively partner with families.



▲ 14 from last survey

Favorable: **58%**

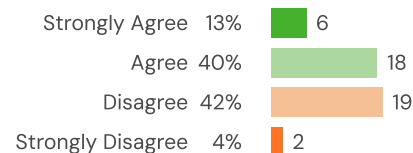
Q.3: School leadership communicates to staff that partnering with families is a priority.



▲ 16 from last survey

Favorable: **77%**

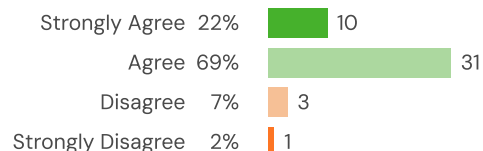
Q.4: School leadership provides the support and resources to facilitate family/school partnership.



▼ 13 from last survey

Favorable: **53%**

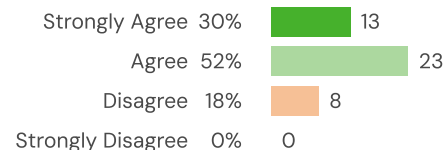
Q.5: The school is a welcoming place for families.



▲ 4 from last survey

Favorable: **91%**

Q.6: This school involves parents/families in most school events or activities.



▲ 0 from last survey

Favorable: **82%**



Staff Wellness

Your average

52%

46 responses

Change

▲ 9

since last survey

District average: **57%** Kodiak Island Borough School District

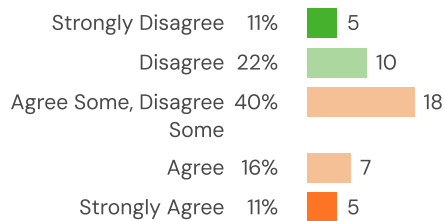
School Type average: **51%** High School

School Type average: **55%** Rural Schools

State average: **54%** Participating Alaska Districts

How did people respond?

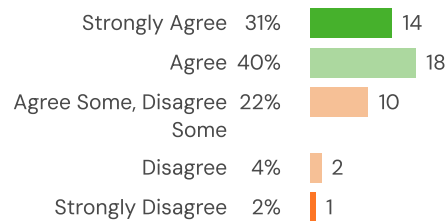
Q.1: I feel worn out in my work in ways that negatively impact other parts of my life.



▲ **10** from last survey

Favorable: **33%**

Q.2: I often use self care strategies to maintain my own wellbeing



▲ **9** from last survey

Favorable: **71%**



Staff capacity – family/school partnership

Your average

60%

46 responses

Change

▲ 2

since last survey

District average: **68%** Kodiak Island Borough School District

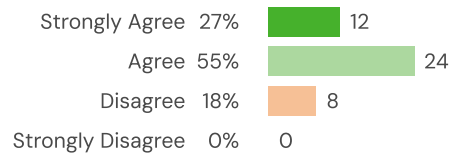
School Type average: **72%** High School

School Type average: **79%** Rural Schools

State average: **79%** Participating Alaska Districts

How did people respond?

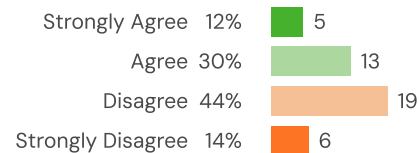
Q.1: I know specific skills and strategies I can use to partner with families at my school.



▼ 5 from last survey

Favorable: **82%**

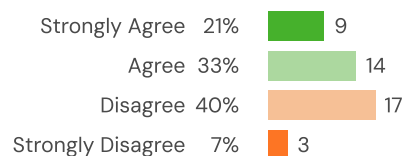
Q.2: I often provide opportunities for families to give input on decisions (about monthly or more)



▲ 8 from last survey

Favorable: **42%**

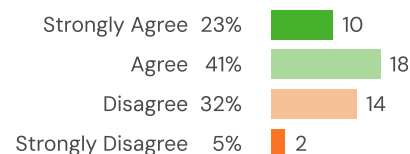
Q.3: I often share ideas with families on what they can do at home to support their child's learning (about monthly or more)



▲ 3 from last survey

Favorable: **53%**

Q.4: I often implement strategies that are specifically intended to help build positive relationships with my students' families (about monthly or more)



▲ 5 from last survey

Favorable: **64%**



Staff to Staff Relationships

Your average

90%

46 responses

Change

▼ **1**

since last survey

District average: **93%** Kodiak Island Borough School District

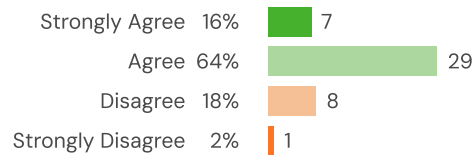
School Type average: **90%** High School

School Type average: **89%** Rural Schools

State average: **90%** Participating Alaska Districts

How did people respond?

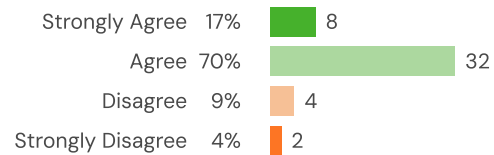
Q.1: At this school, staff collaborate effectively to make decisions and problem solve as a group.



▼ **10** from last survey

Favorable: **80%**

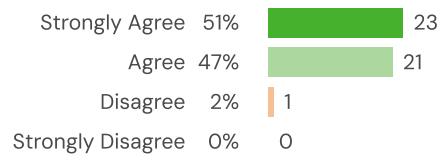
Q.2: Adults in this school work together in a way that models healthy relationships.



▲ **2** from last survey

Favorable: **87%**

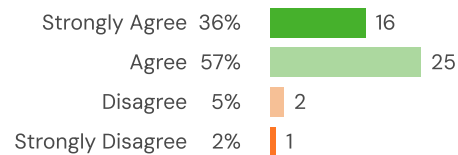
Q.3: I feel safe at my school.



▲ **3** from last survey

Favorable: **98%**

Q.4: I feel like I belong at this school.



▲ **1** from last survey

Favorable: **93%**



Staff to Student Relationships

Your average

82%

46 responses

Change

▲ 6

since last survey

District average: **89%** Kodiak Island Borough School District

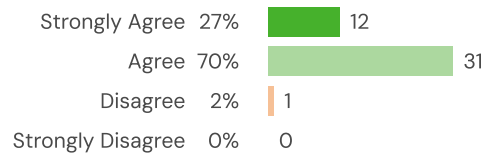
School Type average: **87%** High School

School Type average: **91%** Rural Schools

State average: **92%** Participating Alaska Districts

How did people respond?

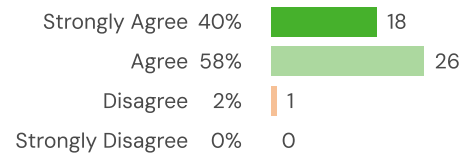
Q.1: At this school, students and teachers get along really well.



▲ 1 from last survey

Favorable: **98%**

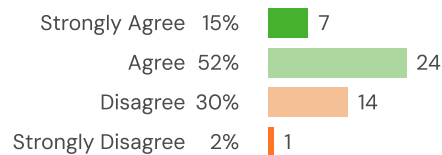
Q.2: Adults who work in this school treat students with respect.



▼ 2 from last survey

Favorable: **98%**

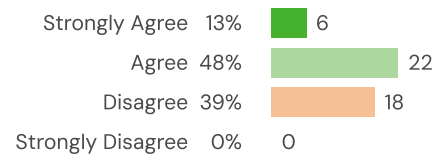
Q.3: Every student at our school feels that they have an adult who will miss them when they are absent.



▲ 17 from last survey

Favorable: **67%**

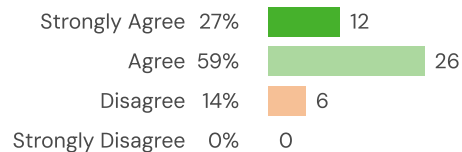
Q.4: Every student at our school has an adult whom they feel comfortable talking to about things that are bothering them.



▲ 2 from last survey

Favorable: **61%**

Q.5: Adults at my school care about every student.



▲ 14 from last survey

Favorable: **86%**



Student Involvement

Your average

67%

46 responses

Change

▲ 3

since last survey

District average: **75%** Kodiak Island Borough School District

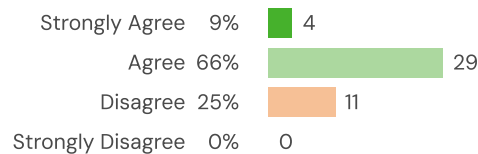
School Type average: **78%** High School

School Type average: **77%** Rural Schools

State average: **78%** Participating Alaska Districts

How did people respond?

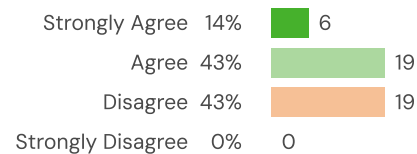
Q.1: In my school, students are given a chance to help make decisions.



▲ 6 from last survey

Favorable: **75%**

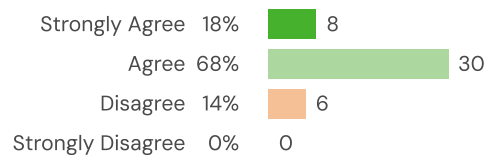
Q.2: My school has opportunities to hear from all students about how to improve our school.



▼ 7 from last survey

Favorable: **57%**

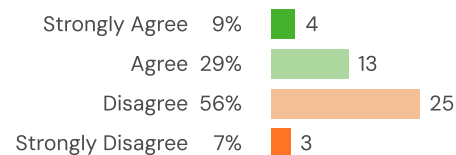
Q.3: In my school, students are provided with meaningful opportunities to develop leadership skills.



▲ 12 from last survey

Favorable: **86%**

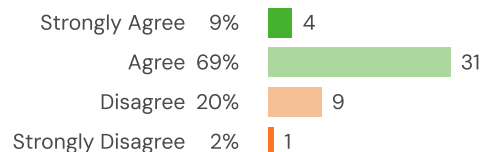
Q.4: My school seeks out the ideas of the students who are having the hardest time in school about how to improve our school.



▼ 8 from last survey

Favorable: **38%**

Q.5: Staff provide opportunities for students to decide things like classroom activities or rules.



▲ 9 from last survey

Favorable: **78%**



Trauma Engaged Knowledge and Skills

Your average

76%

46 responses

Change

▼ **11**

since last survey

District average: **83%** Kodiak Island Borough School District

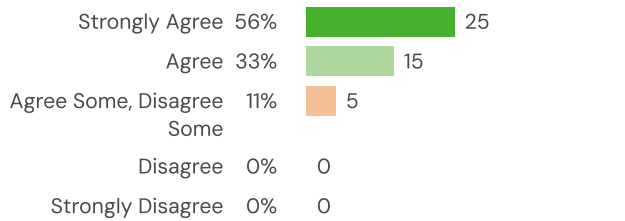
School Type average: **82%** High School

School Type average: **79%** Rural Schools

State average: **83%** Participating Alaska Districts

How did people respond?

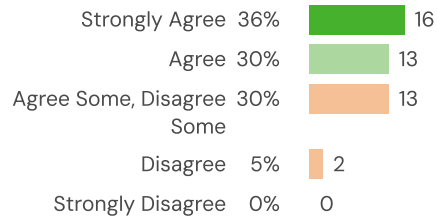
Q.1: I understand how experiences of trauma can affect a person's coping skills and behaviors.



▼ **6** from last survey

Favorable: **89%**

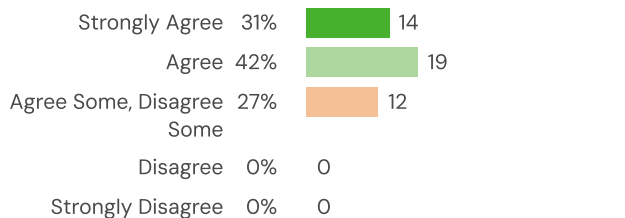
Q.2: I know specific skills and strategies I can use to help students who have experienced trauma to do well in our school.



▼ **13** from last survey

Favorable: **66%**

Q.3: I know my role in supporting students experiencing trauma.



▼ **14** from last survey

Favorable: **73%**



Trauma Engaged School Supports

Your average

88%

46 responses

Change

▲ 3

since last survey

District average: **87%** Kodiak Island Borough School District

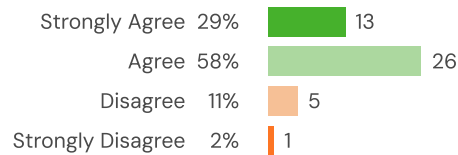
School Type average: **84%** High School

School Type average: **79%** Rural Schools

State average: **85%** Participating Alaska Districts

How did people respond?

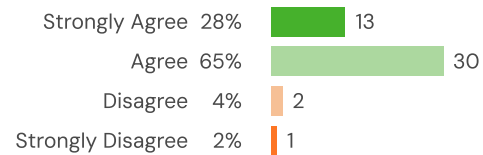
Q.1: My school follows a plan to teach social-emotional skills.



▲ 16 from last survey

Favorable: **87%**

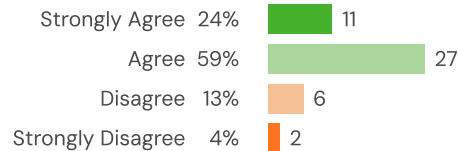
Q.2: At my school, there are support systems to respond to trauma experienced by students.



▼ 4 from last survey

Favorable: **93%**

Q.3: At my school, I feel supported to respond to trauma experienced by students.



▼ 4 from last survey

Favorable: **83%**



**SCHOOL CLIMATE &
CONNECTEDNESS SURVEY**
ASSOCIATION OF ALASKA SCHOOL BOARDS

Kodiak High School

**Grade 6-12 Student Survey
2026 School Climate & Connectedness Survey**



Kodiak High School

"2026 School Climate & Connectedness Survey 2026 Grade 6-12 Student Survey, Grade 6-12 Student Survey"

Summary

Topic Description	Results	Comparison
Caring Adults Students' perceptions of their closeness to adults in the school. Higher scores are better because they reflect more favorable perceptions of caring adults	78% ▲ 4 since last survey	79% High School 80% Rural Schools 79% Kodiak Island Borough School District 78% Participating Alaska Districts
Connectedness/Belonging	62% ▲ 4 since last survey	71% High School 71% Rural Schools 67% Kodiak Island Borough School District 71% Participating Alaska Districts
Cultural Connectedness Perceptions of cultural identity, cultural responsiveness/sensitivity, and instructional equity. Higher scores are better because they reflect more favorable perceptions of cultural connectedness.	84% ▲ 7 since last survey	83% High School 82% Rural Schools 84% Kodiak Island Borough School District 82% Participating Alaska Districts
Family and Community Involvement Reflects perceptions of families' and community members' degree of involvement in their school. Higher scores are better because they reflect more favorable perceptions of family and community involvement.	85% ▲ 4 since last survey	85% High School 86% Rural Schools 85% Kodiak Island Borough School District 85% Participating Alaska Districts



Kodiak High School

"2026 School Climate & Connectedness Survey 2026 Grade 6-12 Student Survey, Grade 6-12 Student Survey"

High Expectations

Student perceptions of their own academic expectations as well as those of adults in their school and community. Higher scores are better because they reflect more favorable perceptions of student involvement.

81%

▲ 4

since last survey

85%	High School
86%	Rural Schools
80%	Kodiak Island Borough School District
85%	Participating Alaska Districts

Respectful Climate

Student perceptions of the fairness of rules and the respectful relationships between students and staff. Higher scores are better because they reflect more favorable perceptions of respectful climate. (The Staff "Respectful Climate" scale was renamed to "Peer Climate" starting in 2017).

69%

▼ 1

since last survey

77%	High School
76%	Rural Schools
68%	Kodiak Island Borough School District
76%	Participating Alaska Districts

School Safety and Peer Climate

54%

▲ 4

since last survey

65%	High School
62%	Rural Schools
54%	Kodiak Island Borough School District
62%	Participating Alaska Districts

Social and Emotional Learning (Grades 6-12)

Students rated how easy or difficult it is for them to use SEL skills in self-awareness, social awareness, self-management, relationship skills, and good decision making.

75%

▲ 4

since last survey

77%	High School
74%	Rural Schools
72%	Kodiak Island Borough School District
75%	Participating Alaska Districts

Student Involvement

Student and staff perceptions of student participation in school governance. Higher scores are better because they reflect more favorable perceptions of student involvement.

67%

▲ 3

since last survey

70%	High School
77%	Rural Schools
70%	Kodiak Island Borough School District
71%	Participating Alaska Districts

214 responses



Kodiak High School

"2026 School Climate & Connectedness Survey 2026 Grade 6-12 Student Survey, Grade 6-12 Student Survey"

Caring Adults

Your average

78%

214 responses

Change

▲ 4

since last survey

School Type average: **79%** High School

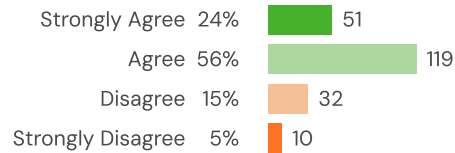
School Type average: **80%** Rural Schools

District average: **79%** Kodiak Island Borough School District

State average: **78%** Participating Alaska Districts

How did people respond?

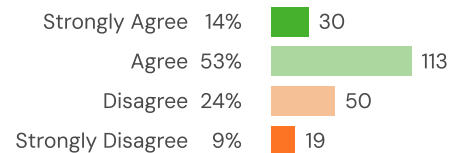
Q.1: There is at least one adult at this school whom I feel comfortable talking to about things that are bothering me.



▲ 3 from last survey

Favorable: **80%**

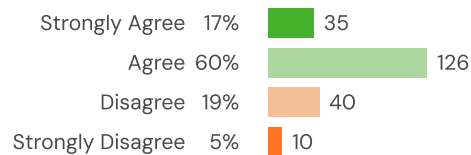
Q.2: There is a teacher or some other adult at this school who will miss me when I'm absent.



▲ 15 from last survey

Favorable: **67%**

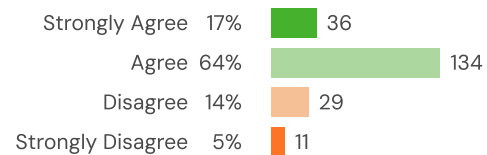
Q.3: There are lots of chances for students in my school to talk with teachers one-on-one.



▼ 9 from last survey

Favorable: **76%**

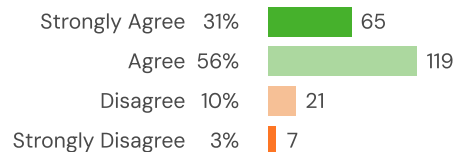
Q.4: Other adults at school besides my teachers know my name.



▲ 6 from last survey

Favorable: **81%**

Q.5: I can name at least five adults in my life who really care about me.



▲ 8 from last survey

Favorable: **87%**



Kodiak High School

"2026 School Climate & Connectedness Survey 2026 Grade 6-12 Student Survey, Grade 6-12 Student Survey"

Connectedness/Belonging

Your average

62%

214 responses

Change

▲ 4

since last survey

School Type average: **71%** High School

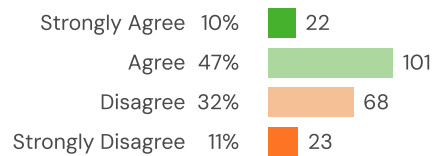
School Type average: **71%** Rural Schools

District average: **67%** Kodiak Island Borough School District

State average: **71%** Participating Alaska Districts

How did people respond?

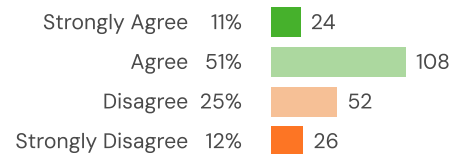
Q.1: My teachers often connect what I am learning to life outside the classroom.



▲ 5 from last survey

Favorable: **57%**

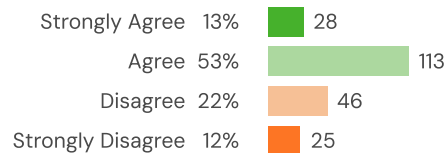
Q.2: I feel like I belong at this school.



▲ 1 from last survey

Favorable: **63%**

Q.3: I feel like I am part of this school.



▲ 7 from last survey

Favorable: **67%**



Kodiak High School

"2026 School Climate & Connectedness Survey 2026 Grade 6-12 Student Survey, Grade 6-12 Student Survey"

Cultural Connectedness

Your average

84%

214 responses

Change

▲ 7

since last survey

School Type average: **83%** High School

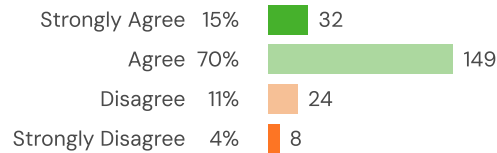
School Type average: **82%** Rural Schools

District average: **84%** Kodiak Island Borough School District

State average: **82%** Participating Alaska Districts

How did people respond?

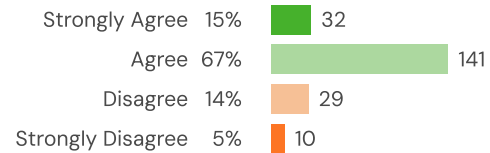
Q.1: My school teaches about the history and culture of people who live in my community.



▲ 8 from last survey

Favorable: **85%**

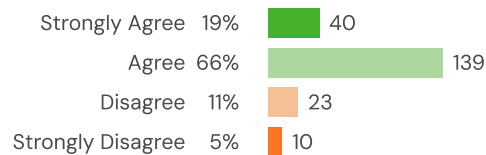
Q.2: My school values the language and culture of my family.



▲ 4 from last survey

Favorable: **82%**

Q.3: I see different cultures represented in class lessons, materials, posters, and art around the school, etc.



▲ 7 from last survey

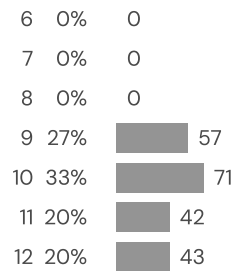
Favorable: **84%**



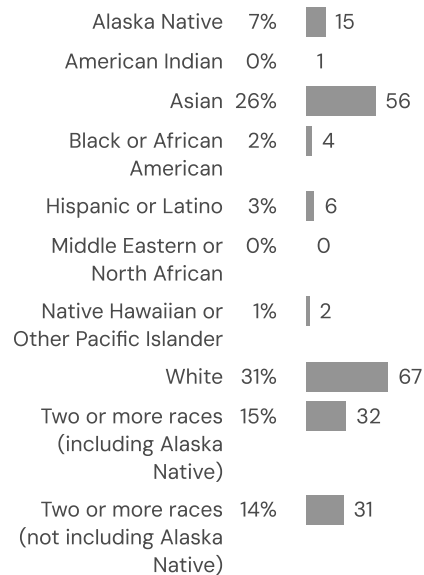
Demographics

How did people respond?

Q.1: What grade are you in?



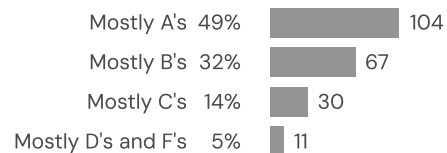
Q.2: Which group describes you best? (Choose all that apply)



Q.3: Is there a language other than English spoken in your home?



Q.4: What grades do you usually get?

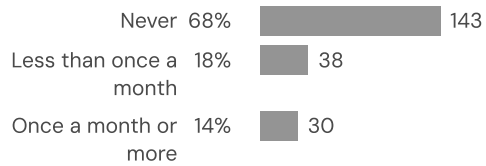




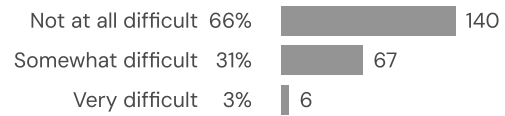
Kodiak High School

"2026 School Climate & Connectedness Survey 2026 Grade 6-12 Student Survey, Grade 6-12 Student Survey"

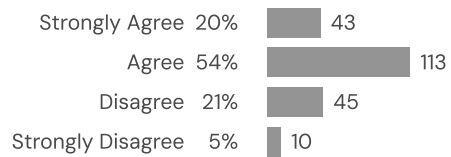
Q.5: During the past year, how many days did you miss (skip) school without permission?



Q.6: In the past year, how difficult has it been for your family to get the basic things you need?



Q.7: I have a strong sense of belonging to my culture.





Kodiak High School

"2026 School Climate & Connectedness Survey 2026 Grade 6-12 Student Survey, Grade 6-12 Student Survey"

Family and Community Involvement

Your average

85%

214 responses

Change

▲ 4

since last survey

School Type average: **85%** High School

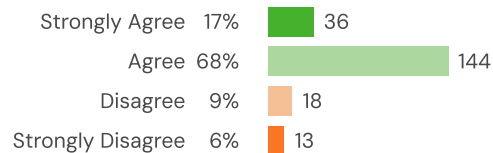
School Type average: **86%** Rural Schools

District average: **85%** Kodiak Island Borough School District

State average: **85%** Participating Alaska Districts

How did people respond?

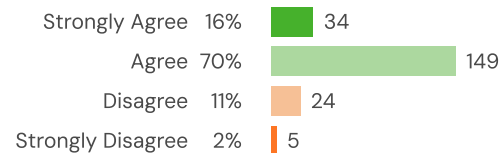
Q.1: This school is a welcoming place for families like mine.



▲ 5 from last survey

Favorable: **85%**

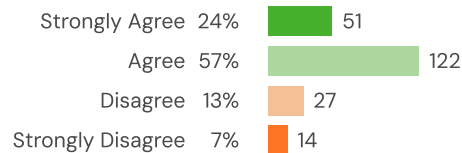
Q.2: This school invites elders and/or cultural leaders into the school.



▲ 5 from last survey

Favorable: **86%**

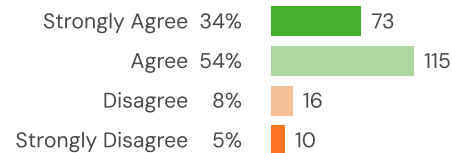
Q.3: There's an adult in my life who I talk to about what I'm learning in school



▲ 6 from last survey

Favorable: **81%**

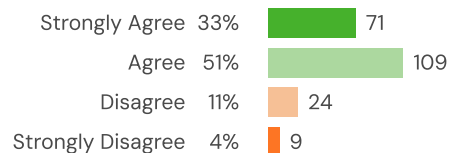
Q.4: Outside of school and home, I know at least one adult who encourages me to do my best.



▲ 3 from last survey

Favorable: **88%**

Q.5: There's an adult in my life who I talk to about my plans for life after high school



▲ 0 from last survey

Favorable: **85%**



Kodiak High School

"2026 School Climate & Connectedness Survey 2026 Grade 6-12 Student Survey, Grade 6-12 Student Survey"

High Expectations

Your average

81%

214 responses

Change

▲ 4

since last survey

School Type average: **85%** High School

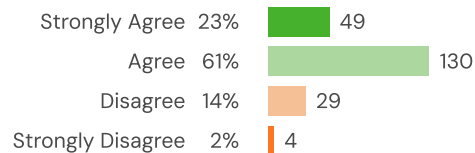
School Type average: **86%** Rural Schools

District average: **80%** Kodiak Island Borough School District

State average: **85%** Participating Alaska Districts

How did people respond?

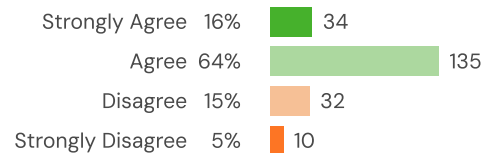
Q.1: At this school, students are encouraged to work to the best of their abilities.



▲ 1 from last survey

Favorable: **84%**

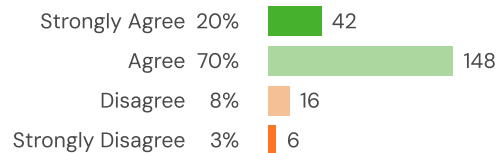
Q.2: Teachers and other adults at this school believe that all students can do good work.



▲ 5 from last survey

Favorable: **80%**

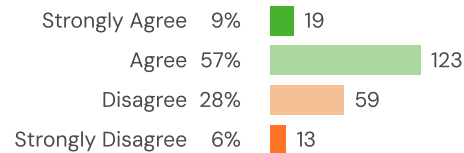
Q.3: My teachers would help me if I had trouble learning something.



▲ 5 from last survey

Favorable: **90%**

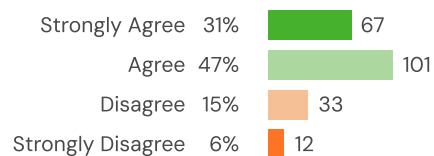
Q.4: My classes are challenging in a good way.



▲ 4 from last survey

Favorable: **66%**

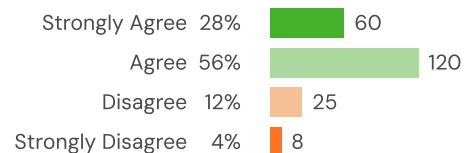
Q.5: I have a plan for life after high school



▲ 5 from last survey

Favorable: **79%**

Q.6: I want very much to get more education or training after high school.



▲ 1 from last survey

Favorable: **85%**



Kodiak High School

"2026 School Climate & Connectedness Survey 2026 Grade 6-12 Student Survey, Grade 6-12 Student Survey"

Respectful Climate

Your average

69%

214 responses

Change

▼ **1**

since last survey

School Type average: **77%** High School

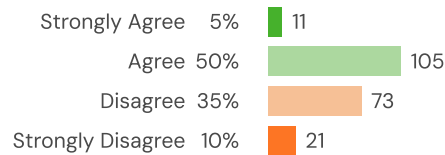
School Type average: **76%** Rural Schools

District average: **68%** Kodiak Island Borough School District

State average: **76%** Participating Alaska Districts

How did people respond?

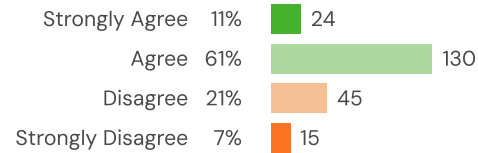
Q.1: When students break rules, they are treated fairly.



▼ **6** from last survey

Favorable: **55%**

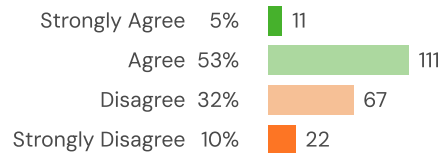
Q.2: My teachers are fair.



▼ **2** from last survey

Favorable: **72%**

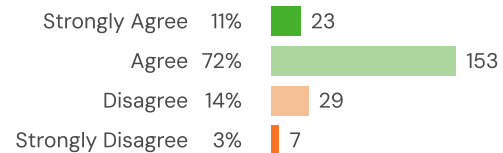
Q.3: Our school rules are fair.



▼ **13** from last survey

Favorable: **58%**

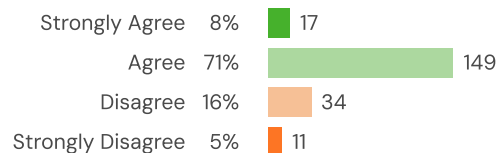
Q.4: This school emphasizes showing respect for all students



▲ **6** from last survey

Favorable: **83%**

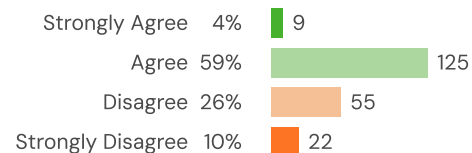
Q.5: Students at this school know where to get help if they're being mistreated



▲ **7** from last survey

Favorable: **79%**

Q.6: The school rules help create a respectful environment



▲ **1** from last survey

Favorable: **64%**



Kodiak High School

"2026 School Climate & Connectedness Survey 2026 Grade 6-12 Student Survey, Grade 6-12 Student Survey"

School Safety and Peer Climate

Your average

54%

214 responses

Change

▲ 4

since last survey

School Type average: **65%** High School

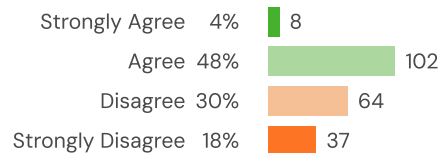
School Type average: **62%** Rural Schools

District average: **54%** Kodiak Island Borough School District

State average: **62%** Participating Alaska Districts

How did people respond?

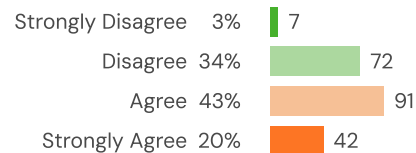
Q.1: Students in this school treat each other with respect.



▲ 2 from last survey

Favorable: **52%**

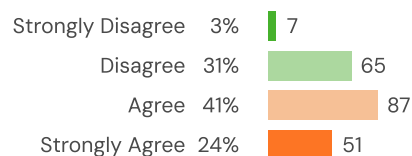
Q.2: Students at this school are often teased or picked on.



▲ 2 from last survey

Favorable: **37%**

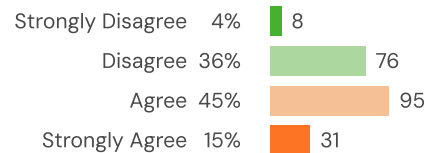
Q.3: Students at this school often spread hurtful rumors or lies about each other online (such as Snapchat, Instagram, Facebook, etc.)



▲ 3 from last survey

Favorable: **34%**

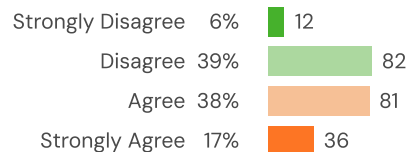
Q.4: Students at this school get into fights with other students



▲ 12 from last survey

Favorable: **40%**

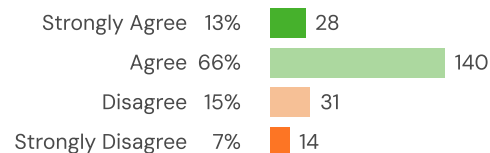
Q.5: Students at this school threaten or bully other students



▲ 5 from last survey

Favorable: **45%**

Q.6: I feel safe at school.



▲ 7 from last survey

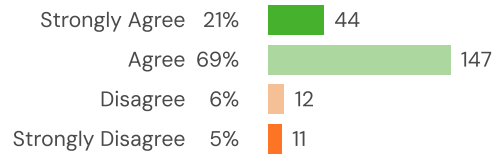
Favorable: **79%**



Kodiak High School

"2026 School Climate & Connectedness Survey 2026 Grade 6-12 Student Survey, Grade 6-12 Student Survey"

Q.7: I feel safe traveling to and from school.



▼ 4 from last survey

Favorable: **89%**



Kodiak High School

"2026 School Climate & Connectedness Survey 2026 Grade 6-12 Student Survey, Grade 6-12 Student Survey"

Social and Emotional Learning (Grades 6-12)

Your average

75%

214 responses

Change

▲ 4

since last survey

School Type average: **77%** High School

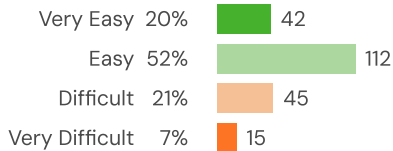
School Type average: **74%** Rural Schools

District average: **72%** Kodiak Island Borough School District

State average: **75%** Participating Alaska Districts

How did people respond?

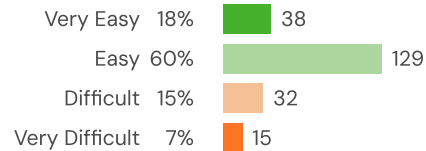
Q.1: Knowing the emotions I feel.



▲ 4 from last survey

Favorable: **72%**

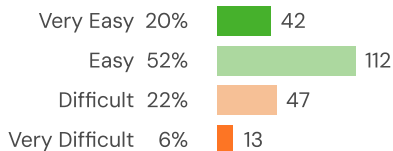
Q.2: Knowing ways I calm myself down.



▲ 5 from last survey

Favorable: **78%**

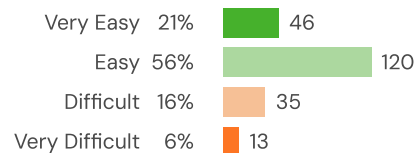
Q.3: Knowing what my strengths are.



▲ 0 from last survey

Favorable: **72%**

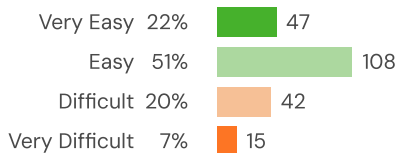
Q.4: Knowing when my feelings are making it hard for me to focus.



▲ 2 from last survey

Favorable: **78%**

Q.5: Thinking about what might happen before making a decision.



▲ 6 from last survey

Favorable: **73%**



Kodiak High School

"2026 School Climate & Connectedness Survey 2026 Grade 6-12 Student Survey, Grade 6-12 Student Survey"

Student Involvement

Your average

67%

214 responses

Change

▲ 3

since last survey

School Type average: **70%** High School

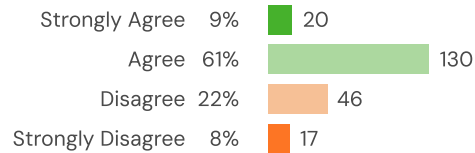
School Type average: **77%** Rural Schools

District average: **70%** Kodiak Island Borough School District

State average: **71%** Participating Alaska Districts

How did people respond?

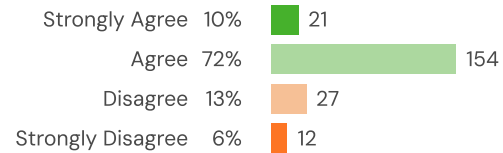
Q.1: In my school, students are given a chance to help make decisions.



▼ 6 from last survey

Favorable: **70%**

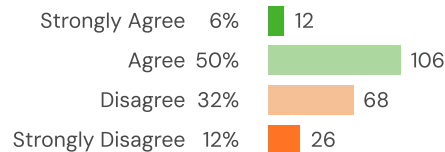
Q.2: In my school, students are provided with meaningful opportunities to develop leadership skills.



▲ 4 from last survey

Favorable: **82%**

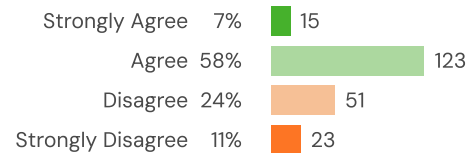
Q.3: My school seeks out the ideas of the students who are having the hardest time in school about how to improve our school.



▲ 3 from last survey

Favorable: **56%**

Q.4: My school has opportunities to hear from all students about how to improve our school.



▼ 1 from last survey

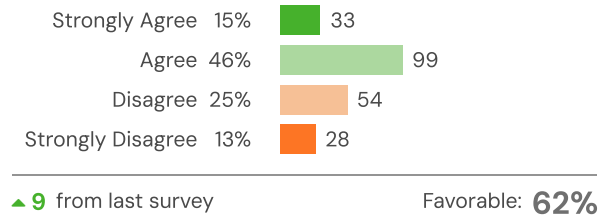
Favorable: **65%**



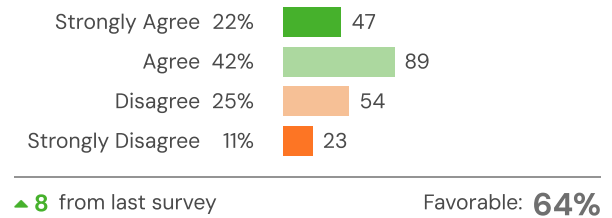
Kodiak High School

"2026 School Climate & Connectedness Survey 2026 Grade 6-12 Student Survey, Grade 6-12 Student Survey"

Q.5: I regularly attend school-sponsored events, such as school dances, sporting events, student performances, or other school activities.



Q.6: I regularly participate in extra-curricular activities, such as school clubs or organizations, musical groups, sports teams, student government, or any other extra-curricular activities.

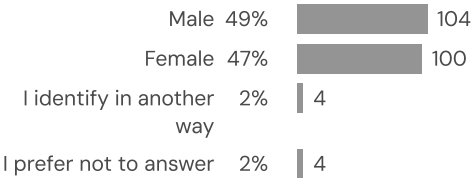




Other questions

How did people respond? _____

Q.1: How do you identify yourself?





**SCHOOL CLIMATE &
CONNECTEDNESS SURVEY**
ASSOCIATION OF ALASKA SCHOOL BOARDS

Kodiak Middle School

Family Survey

2026 School Climate & Connectedness Survey



Summary

Topic Description	Results	Comparison
Cultural Connectedness Perceptions of cultural identity, cultural responsiveness/sensitivity, and instructional equity. Higher scores are better because they reflect more favorable perceptions of cultural connectedness.	91% ▲ 1 since last survey	90% Middle 84% Rural Schools 91% Participating Alaska Districts 85% Kodiak Island Borough School District
School Safety Question	94% ▼ 4 since last survey	94% Middle 93% Rural Schools 95% Participating Alaska Districts 94% Kodiak Island Borough School District
School/family partnership	74% ▼ 5 since last survey	80% Middle 76% Rural Schools 81% Participating Alaska Districts 70% Kodiak Island Borough School District
Student Support at Home Reflects families' perceptions on how supportive they are of their child's education. Click into the specific items to see how families responded about each topic. Note that some topics and items are unscored due to the nature of the questions.	91% ▲ 1 since last survey	89% Middle 87% Rural Schools 89% Participating Alaska Districts 86% Kodiak Island Borough School District

49 responses

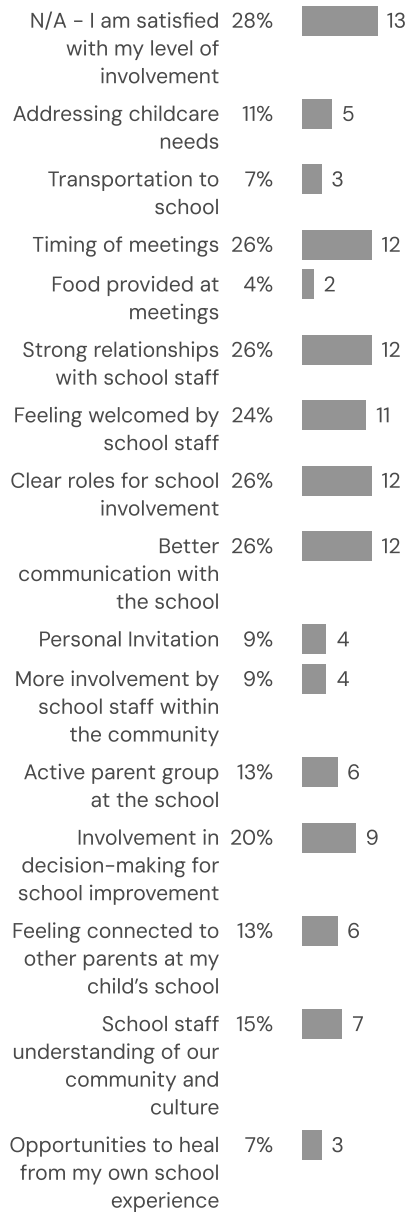


Additional Questions

How did people respond? _____



Q.1: What would help you to be more involved in your child's school? (mark all that apply)





Cultural Connectedness

Your average

91%

49 responses

Change

▲ 1

since last survey

School Type average: **90%** Middle

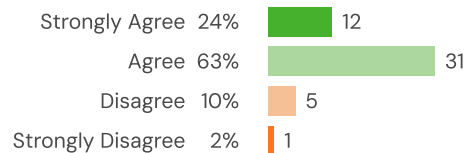
School Type average: **84%** Rural Schools

State average: **91%** Participating Alaska Districts

District average: **85%** Kodiak Island Borough School District

How did people respond?

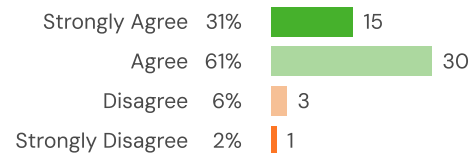
Q.1: This school values the language and culture of my family.



▼ 6 from last survey

Favorable: **88%**

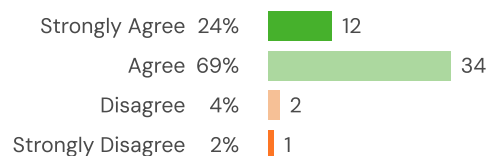
Q.2: This school teaches about the history and culture of people who live in my community.



▲ 5 from last survey

Favorable: **92%**

Q.3: I see different cultures represented in class lessons, materials, posters, and art around the school, etc.



▲ 5 from last survey

Favorable: **94%**



School Safety Question

Your average

94%

49 responses

Change

▼ 4

since last survey

School Type average: **94%** Middle

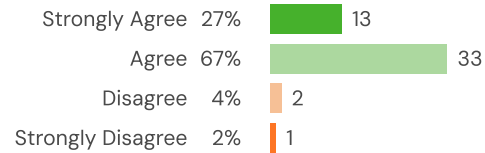
School Type average: **93%** Rural Schools

State average: **95%** Participating Alaska Districts

District average: **94%** Kodiak Island Borough School District

How did people respond?

Q.1: My child feels safe at school.



▼ 4 from last survey

Favorable: **94%**



School/family partnership

Your average

74%

49 responses

Change

▼ **5**

since last survey

School Type average: **80%** Middle

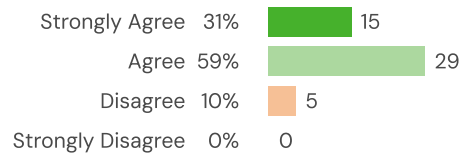
School Type average: **76%** Rural Schools

State average: **81%** Participating Alaska Districts

District average: **70%** Kodiak Island Borough School District

How did people respond?

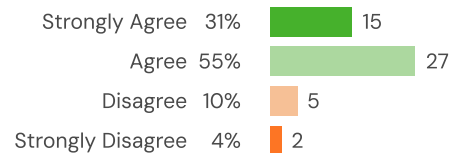
Q.1: This school is a welcoming place for families like mine.



▼ **5** from last survey

Favorable: **90%**

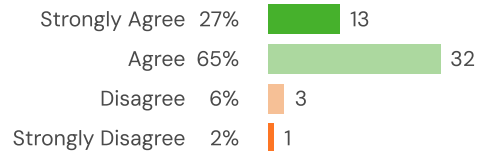
Q.2: There is someone at the school I can talk to if I have an issue.



▼ **9** from last survey

Favorable: **86%**

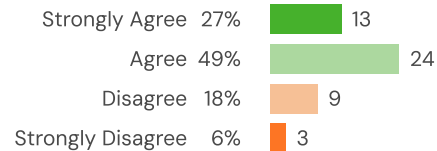
Q.3: This school involves parents/ families in most school events or activities.



▲ **2** from last survey

Favorable: **92%**

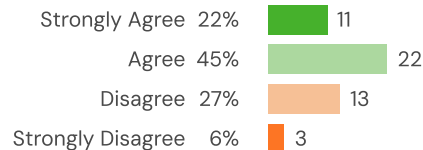
Q.4: This school works in partnership with families to support each child's learning needs.



▼ **6** from last survey

Favorable: **76%**

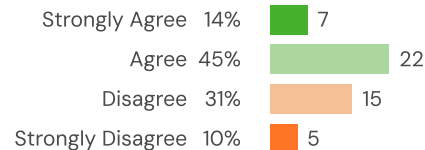
Q.5: This school involves families in making important decisions (school policies, school safety, school climate, etc).



▼ **14** from last survey

Favorable: **67%**

Q.6: The school regularly shares ideas with me on what I can do at home to support my child's learning.



▼ **14** from last survey

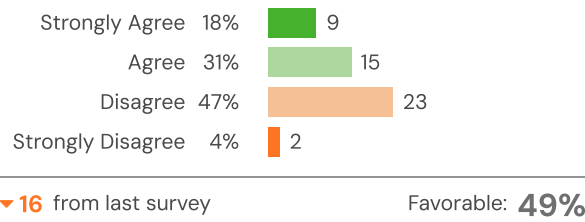
Favorable: **59%**



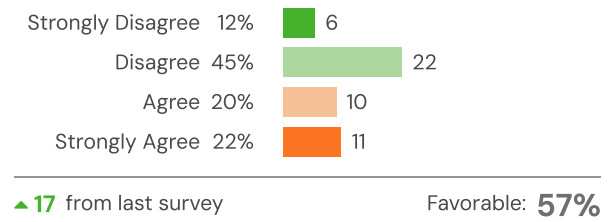
Kodiak Middle School

"2026 School Climate & Connectedness Survey 2026 Family Survey, Family Survey"

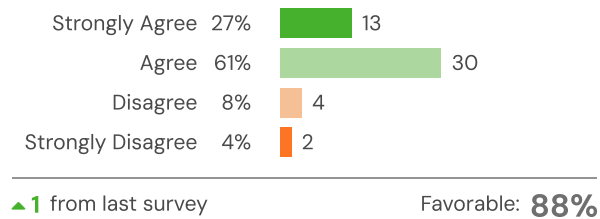
Q.7: The school asks me how to help my child do well in school.



Q.8: This school only contacts me about my child when there is a problem.



Q.9: The school does a good job communicating to families.





Student Support at Home

Your average

91%

49 responses

Change

▲ 1

since last survey

School Type average: **89%** Middle

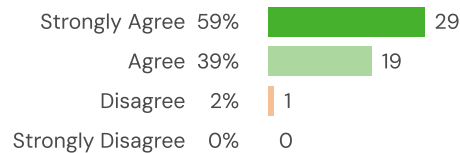
School Type average: **87%** Rural Schools

State average: **89%** Participating Alaska Districts

District average: **86%** Kodiak Island Borough School District

How did people respond?

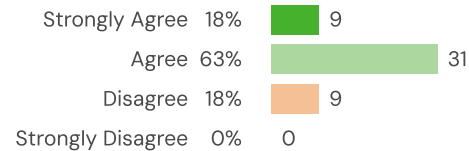
Q.1: I often talk with my child about what they are learning at school (about daily)



▼ 2 from last survey

Favorable: **98%**

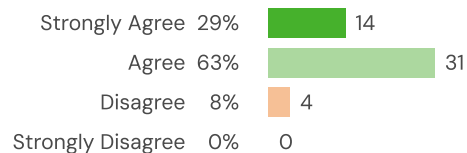
Q.2: I often connect activities that we do at home to what my child is learning in school (about monthly or more)



▲ 8 from last survey

Favorable: **82%**

Q.3: I regularly talk with my child about life after high school



▼ 3 from last survey

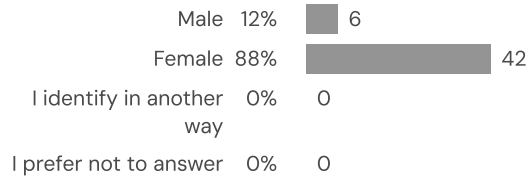
Favorable: **92%**



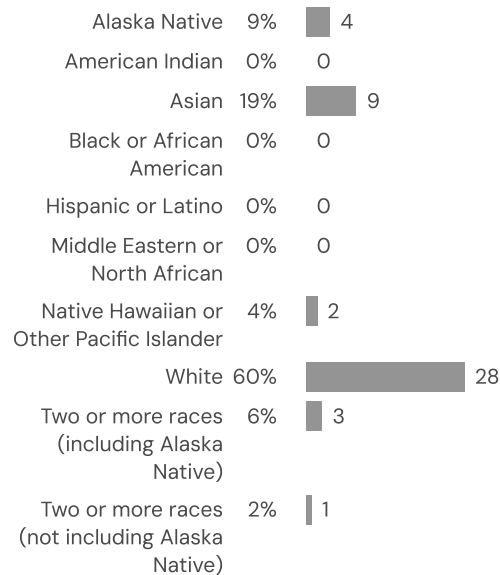
Background Information

How did people respond?

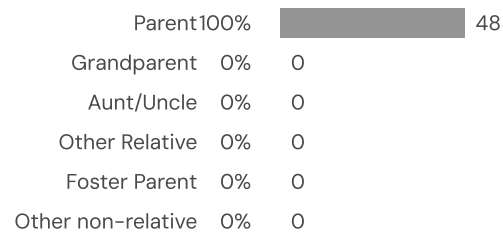
Q.1: How do you identify yourself?



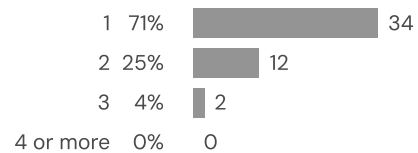
Q.2: What groups describe you best? (Choose all that apply)



Q.3: Please describe your relationship to the child attending this school.



Q.4: How many children in your household are currently attending this school?

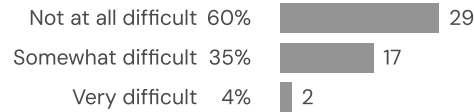




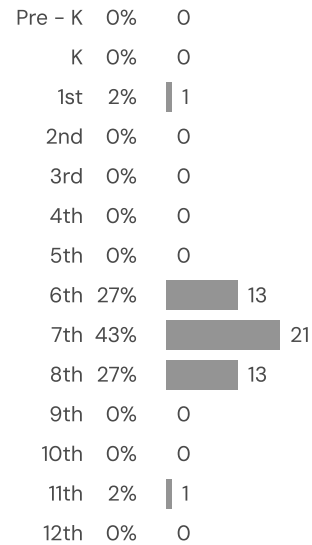
Kodiak Middle School

"2026 School Climate & Connectedness Survey 2026 Family Survey, Family Survey"

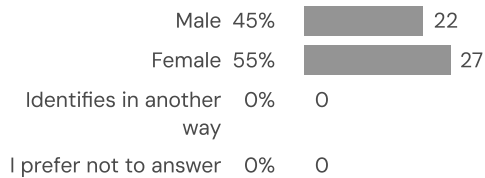
Q.5: These days, many families in Alaska have difficulty affording basic things they need, like food, clothing, transportation or housing. In the past year, how difficult has it been for your family to get the basic things you need?



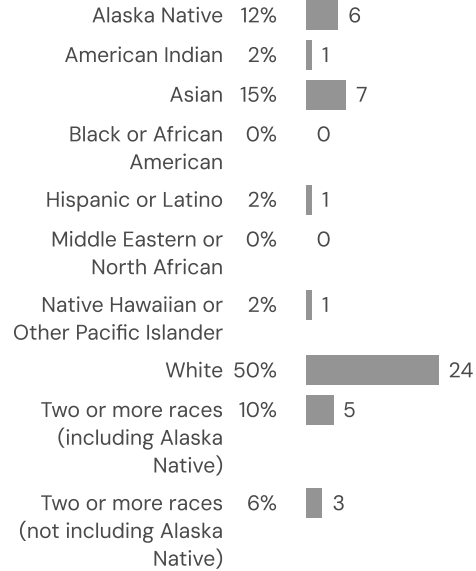
Q.6: Please indicate what grade your oldest child in this school is in.



Q.7: What is your child's gender?



Q.8: Which groups describe your child best? (Choose all that apply)



Q.9: Do you speak a language other than English with your child?





**SCHOOL CLIMATE &
CONNECTEDNESS SURVEY**
ASSOCIATION OF ALASKA SCHOOL BOARDS

Kodiak Middle School

Staff Survey

2026 School Climate & Connectedness Survey



Summary

Topic Description	Results	Comparison
Cultural Connectedness Perceptions of cultural identity, cultural responsiveness/sensitivity, and instructional equity. Higher scores are better because they reflect more favorable perceptions of cultural connectedness.	87% ▲ 8 since last survey	87% Kodiak Island Borough School District 85% Middle 88% Rural Schools 87% Participating Alaska Districts
District Leadership	82% ▲ 7 since last survey	78% Kodiak Island Borough School District 65% Middle 77% Rural Schools 66% Participating Alaska Districts
School Leadership and Involvement Staff perceptions of the decision making of school leaders, as well as the fairness of school rules.	88% ▼ 1 since last survey	89% Kodiak Island Borough School District 85% Middle 84% Rural Schools 85% Participating Alaska Districts
School capacity – family/school partnership	81% ▲ 8 since last survey	82% Kodiak Island Borough School District 83% Middle 82% Rural Schools 83% Participating Alaska Districts



Staff Wellness

57%

▲ 9

since last survey

57% Kodiak Island Borough School District

54% Middle

55% Rural Schools

54% Participating Alaska Districts

Staff capacity – family/school partnership

58%

▼ 12

since last survey

68% Kodiak Island Borough School District

77% Middle

79% Rural Schools

79% Participating Alaska Districts

Staff to Staff Relationships

94%

▼ 2

since last survey

93% Kodiak Island Borough School District

91% Middle

89% Rural Schools

90% Participating Alaska Districts

Staff to Student Relationships

89%

▲ 1

since last survey

89% Kodiak Island Borough School District

90% Middle

91% Rural Schools

92% Participating Alaska Districts

Student Involvement

Student and staff perceptions of student participation in school governance. Higher scores are better because they reflect more favorable perceptions of student involvement.

71%

▲ 3

since last survey

75% Kodiak Island Borough School District

77% Middle

77% Rural Schools

78% Participating Alaska Districts



Kodiak Middle School

"2026 School Climate & Connectedness Survey 2026 Staff Survey, Staff Survey"

Trauma Engaged Knowledge and Skills

86%

▼ 4

since last survey

83% Kodiak Island Borough
School District

84% Middle

79% Rural Schools

83% Participating Alaska
Districts

Trauma Engaged School Supports

77%

▼ 1

since last survey

87% Kodiak Island Borough
School District

85% Middle

79% Rural Schools

85% Participating Alaska
Districts

45 responses



Cultural Connectedness

Your average

87%

45 responses

Change

▲ 8

since last survey

District average: **87%** Kodiak Island Borough School District

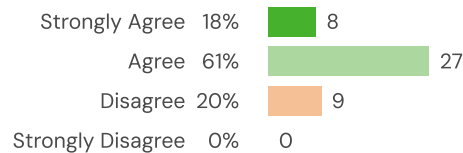
School Type average: **85%** Middle

School Type average: **88%** Rural Schools

State average: **87%** Participating Alaska Districts

How did people respond?

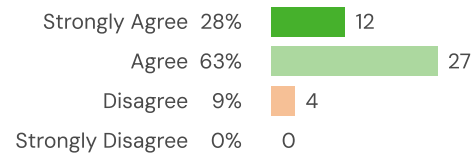
Q.1: This school invites elders and/or cultural leaders into the school.



▲ 13 from last survey

Favorable: **80%**

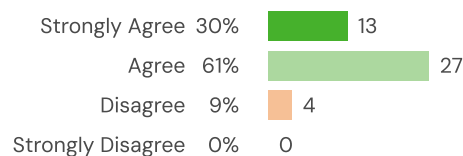
Q.2: This school values the language and cultures of students' families.



▲ 0 from last survey

Favorable: **91%**

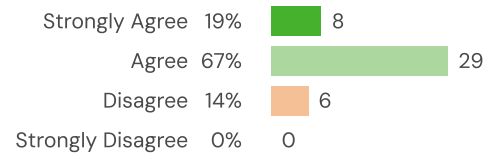
Q.3: I see different cultures represented in class lessons, materials, posters, and art around the school, etc.



▲ 7 from last survey

Favorable: **91%**

Q.4: This school uses instructional materials that reflect the culture or ethnicity of its students.



▲ 13 from last survey

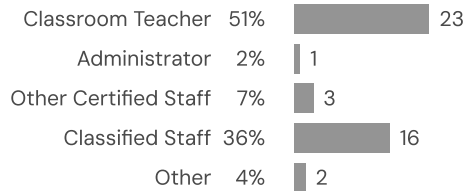
Favorable: **86%**



Demographics

How did people respond?

Q.1: What is your role in this school?



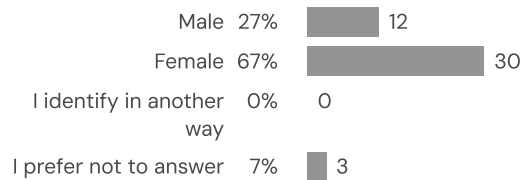
Q.2: How many years have you worked, in any position, in this school?



Q.3: How many years have you worked, in any position, in this district?

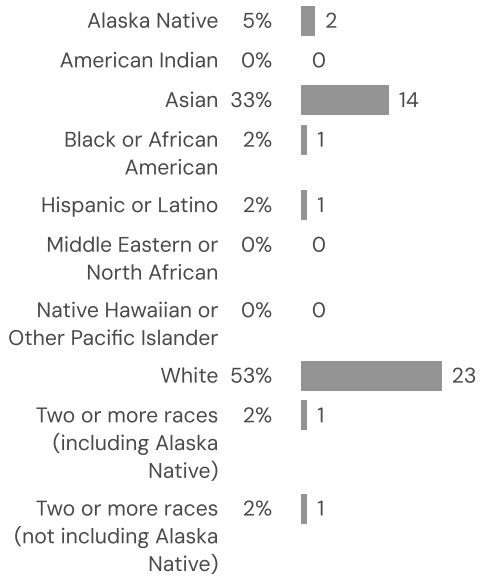


Q.4: How do you identify yourself?





Q.5: Which groups describe you best? (Choose all that apply)





District Leadership

Your average

82%

45 responses

Change

▲ **7**

since last survey

District average: **78%** Kodiak Island Borough School District

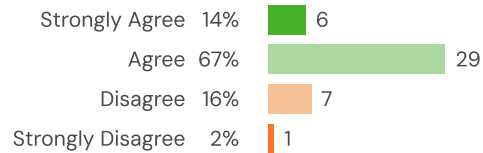
School Type average: **65%** Middle

School Type average: **77%** Rural Schools

State average: **66%** Participating Alaska Districts

How did people respond?

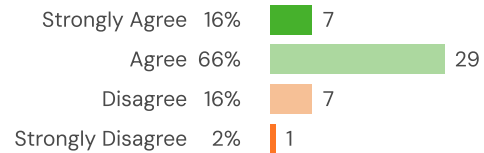
Q.1: District leadership supports efforts to improve school climate.



▲ **9** from last survey

Favorable: **81%**

Q.2: District leadership is open/available to feedback and input from staff at my school.



▲ **5** from last survey

Favorable: **82%**



School Leadership and Involvement

Your average

88%

45 responses

Change

▼ **1**

since last survey

District average: **89%** Kodiak Island Borough School District

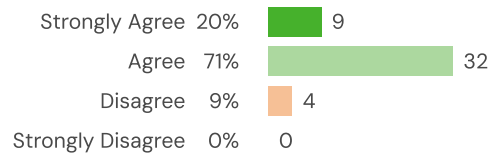
School Type average: **85%** Middle

School Type average: **84%** Rural Schools

State average: **85%** Participating Alaska Districts

How did people respond?

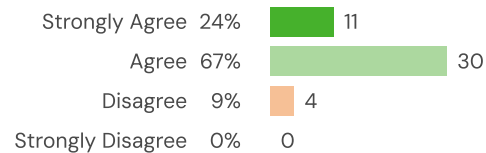
Q.1: At this school, decisions are made based on what is best for students.



▼ **2** from last survey

Favorable: **91%**

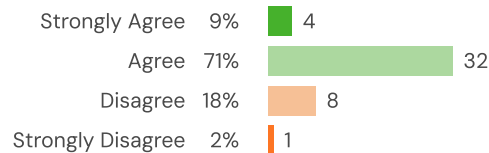
Q.2: The principal and other leaders in this school make good decisions.



▼ **4** from last survey

Favorable: **91%**

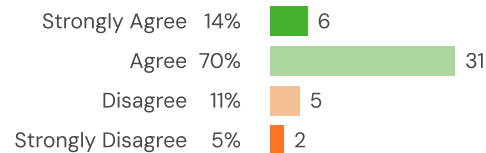
Q.3: Staff at this school have a lot of informal opportunities to influence what happens here.



▼ **8** from last survey

Favorable: **80%**

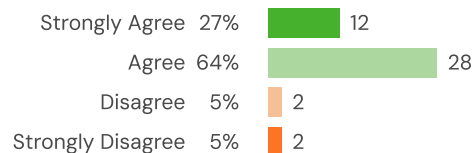
Q.4: When students break rules, they are treated fairly.



▲ **4** from last survey

Favorable: **84%**

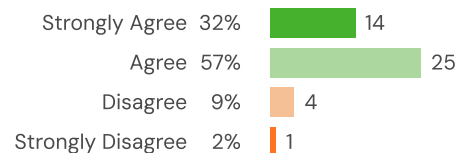
Q.5: I feel comfortable discussing feelings, worries, and frustrations with school leadership



▼ **2** from last survey

Favorable: **91%**

Q.6: I am satisfied with my involvement with decision-making at this school.



▲ **5** from last survey

Favorable: **89%**



School capacity – family/school partnership

Your average

81%

45 responses

Change

▲ 8

since last survey

District average: **82%**

Kodiak Island Borough School District

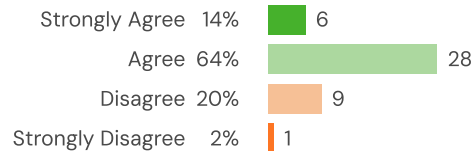
School Type average: **83%** Middle

School Type average: **82%** Rural Schools

State average: **83%** Participating Alaska Districts

How did people respond?

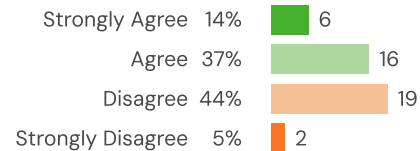
Q.1: This school involves families in making important decisions (school policies, school safety, school climate, etc.)



▲ 7 from last survey

Favorable: **77%**

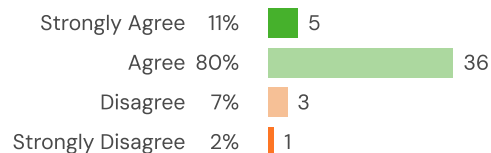
Q.2: This school provides training opportunities for staff on how to effectively partner with families.



▲ 9 from last survey

Favorable: **51%**

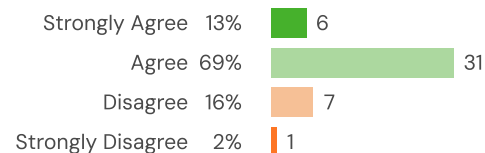
Q.3: School leadership communicates to staff that partnering with families is a priority.



▲ 11 from last survey

Favorable: **91%**

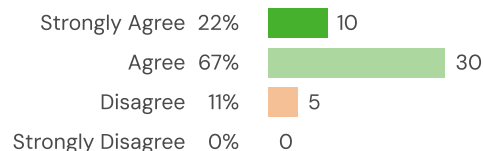
Q.4: School leadership provides the support and resources to facilitate family/school partnership.



▲ 24 from last survey

Favorable: **82%**

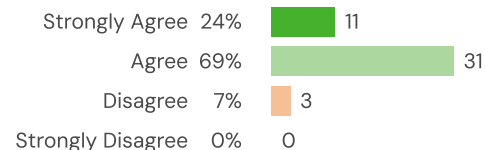
Q.5: The school is a welcoming place for families.



▼ 2 from last survey

Favorable: **89%**

Q.6: This school involves parents/families in most school events or activities.



▼ 3 from last survey

Favorable: **93%**



Staff Wellness

Your average

57%

45 responses

Change

▲ 9

since last survey

District average: **57%** Kodiak Island Borough School District

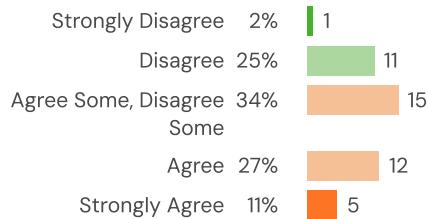
School Type average: **54%** Middle

School Type average: **55%** Rural Schools

State average: **54%** Participating Alaska Districts

How did people respond?

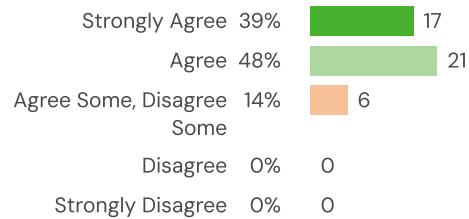
Q.1: I feel worn out in my work in ways that negatively impact other parts of my life.



▲ 9 from last survey

Favorable: **27%**

Q.2: I often use self care strategies to maintain my own wellbeing



▲ 8 from last survey

Favorable: **86%**



Staff capacity – family/school partnership

Your average

58%

45 responses

Change

▼ **12**

since last survey

District average: **68%** Kodiak Island Borough School District

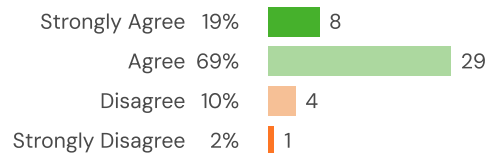
School Type average: **77%** Middle

School Type average: **79%** Rural Schools

State average: **79%** Participating Alaska Districts

How did people respond?

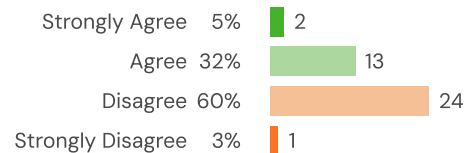
Q.1: I know specific skills and strategies I can use to partner with families at my school.



▼ **1** from last survey

Favorable: **88%**

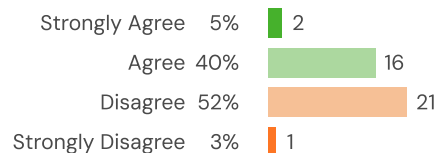
Q.2: I often provide opportunities for families to give input on decisions (about monthly or more)



▼ **18** from last survey

Favorable: **38%**

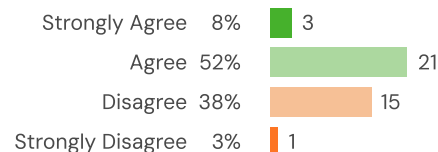
Q.3: I often share ideas with families on what they can do at home to support their child's learning (about monthly or more)



▼ **19** from last survey

Favorable: **45%**

Q.4: I often implement strategies that are specifically intended to help build positive relationships with my students' families (about monthly or more)



▼ **12** from last survey

Favorable: **60%**



Staff to Staff Relationships

Your average

94%

45 responses

Change

▼ **2**

since last survey

District average: **93%** Kodiak Island Borough School District

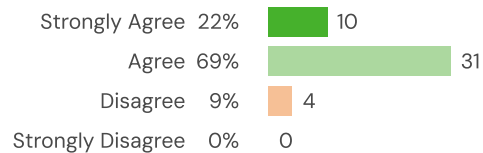
School Type average: **91%** Middle

School Type average: **89%** Rural Schools

State average: **90%** Participating Alaska Districts

How did people respond?

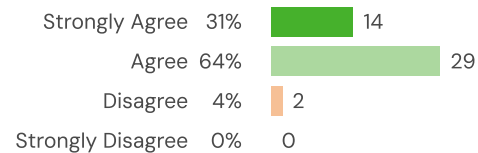
Q.1: At this school, staff collaborate effectively to make decisions and problem solve as a group.



▼ **2** from last survey

Favorable: **91%**

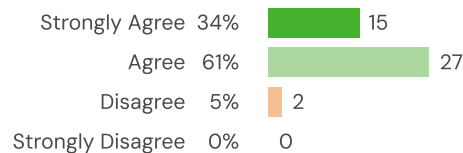
Q.2: Adults in this school work together in a way that models healthy relationships.



▲ **3** from last survey

Favorable: **96%**

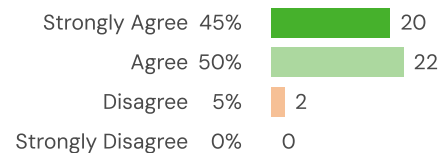
Q.3: I feel safe at my school.



▼ **3** from last survey

Favorable: **95%**

Q.4: I feel like I belong at this school.



▼ **3** from last survey

Favorable: **95%**



Staff to Student Relationships

Your average

89%

45 responses

Change

▲ 1

since last survey

District average: **89%** Kodiak Island Borough School District

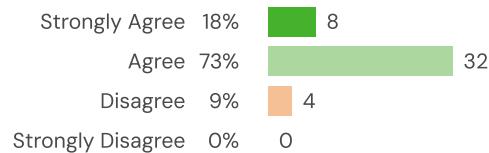
School Type average: **90%** Middle

School Type average: **91%** Rural Schools

State average: **92%** Participating Alaska Districts

How did people respond?

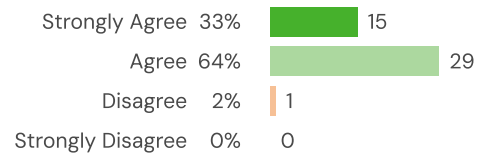
Q.1: At this school, students and teachers get along really well.



▼ 7 from last survey

Favorable: **91%**

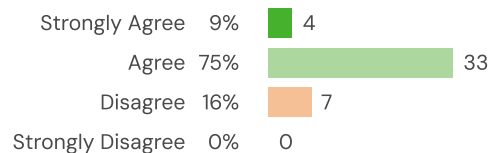
Q.2: Adults who work in this school treat students with respect.



▲ 0 from last survey

Favorable: **98%**

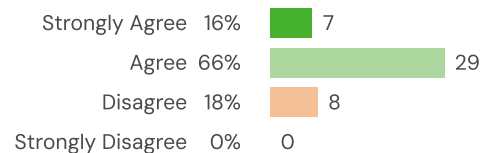
Q.3: Every student at our school feels that they have an adult who will miss them when they are absent.



▲ 13 from last survey

Favorable: **84%**

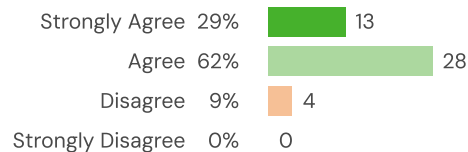
Q.4: Every student at our school has an adult whom they feel comfortable talking to about things that are bothering them.



▲ 9 from last survey

Favorable: **82%**

Q.5: Adults at my school care about every student.



▼ 7 from last survey

Favorable: **91%**



Student Involvement

Your average

71%

45 responses

Change

▲ 3

since last survey

District average: **75%** Kodiak Island Borough School District

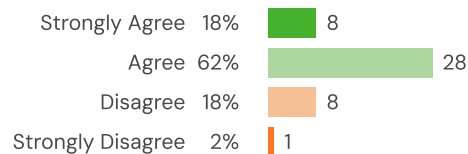
School Type average: **77%** Middle

School Type average: **77%** Rural Schools

State average: **78%** Participating Alaska Districts

How did people respond?

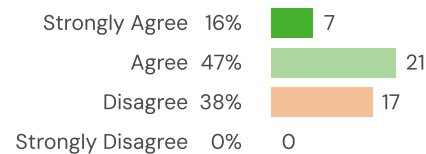
Q.1: In my school, students are given a chance to help make decisions.



▲ 0 from last survey

Favorable: **80%**

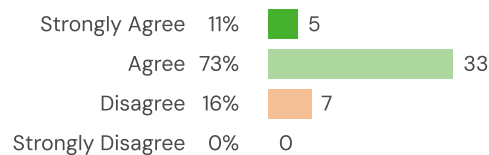
Q.2: My school has opportunities to hear from all students about how to improve our school.



▼ 4 from last survey

Favorable: **62%**

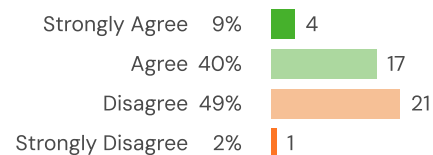
Q.3: In my school, students are provided with meaningful opportunities to develop leadership skills.



▲ 13 from last survey

Favorable: **84%**

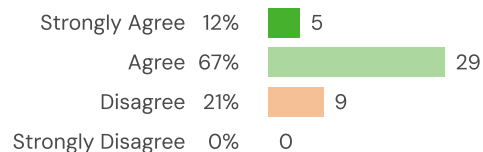
Q.4: My school seeks out the ideas of the students who are having the hardest time in school about how to improve our school.



▲ 9 from last survey

Favorable: **49%**

Q.5: Staff provide opportunities for students to decide things like classroom activities or rules.



▼ 3 from last survey

Favorable: **79%**



Trauma Engaged Knowledge and Skills

Your average

86%

45 responses

Change

▼ **4**

since last survey

District average: **83%** Kodiak Island Borough School District

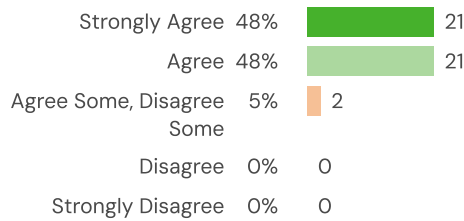
School Type average: **84%** Middle

School Type average: **79%** Rural Schools

State average: **83%** Participating Alaska Districts

How did people respond?

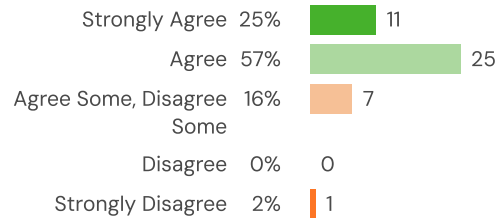
Q.1: I understand how experiences of trauma can affect a person's coping skills and behaviors.



▼ **5** from last survey

Favorable: **95%**

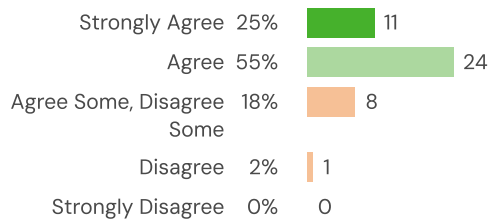
Q.2: I know specific skills and strategies I can use to help students who have experienced trauma to do well in our school.



▲ **2** from last survey

Favorable: **82%**

Q.3: I know my role in supporting students experiencing trauma.



▼ **9** from last survey

Favorable: **80%**



Trauma Engaged School Supports

Your average

77%

45 responses

Change

▼ **1**

since last survey

District average: **87%** Kodiak Island Borough School District

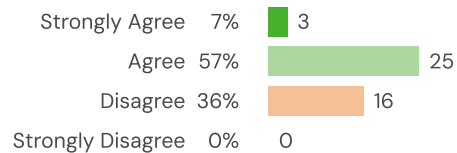
School Type average: **85%** Middle

School Type average: **79%** Rural Schools

State average: **85%** Participating Alaska Districts

How did people respond?

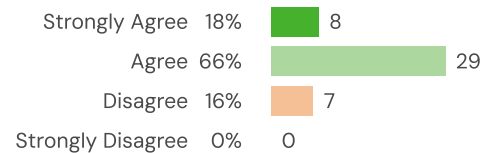
Q.1: My school follows a plan to teach social-emotional skills.



▲ **3** from last survey

Favorable: **64%**

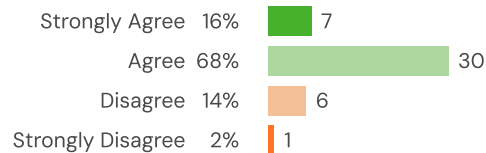
Q.2: At my school, there are support systems to respond to trauma experienced by students.



▼ **5** from last survey

Favorable: **84%**

Q.3: At my school, I feel supported to respond to trauma experienced by students.



▲ **0** from last survey

Favorable: **84%**



**SCHOOL CLIMATE &
CONNECTEDNESS SURVEY**
ASSOCIATION OF ALASKA SCHOOL BOARDS

Kodiak Middle School

**Grade 6-12 Student Survey
2026 School Climate & Connectedness Survey**



Summary

Topic Description	Results	Comparison
Caring Adults Students' perceptions of their closeness to adults in the school. Higher scores are better because they reflect more favorable perceptions of caring adults	77% ▲ 4 since last survey	77% Middle 80% Rural Schools 79% Kodiak Island Borough School District 78% Participating Alaska Districts
Connectedness/Belonging	67% ▲ 7 since last survey	69% Middle 71% Rural Schools 67% Kodiak Island Borough School District 71% Participating Alaska Districts
Cultural Connectedness Perceptions of cultural identity, cultural responsiveness/sensitivity, and instructional equity. Higher scores are better because they reflect more favorable perceptions of cultural connectedness.	83% ▲ 3 since last survey	80% Middle 82% Rural Schools 84% Kodiak Island Borough School District 82% Participating Alaska Districts
Family and Community Involvement Reflects perceptions of families' and community members' degree of involvement in their school. Higher scores are better because they reflect more favorable perceptions of family and community involvement.	83% ▲ 4 since last survey	84% Middle 86% Rural Schools 85% Kodiak Island Borough School District 85% Participating Alaska Districts



Kodiak Middle School

"2026 School Climate & Connectedness Survey 2026 Grade 6-12 Student Survey, Grade 6-12 Student Survey"

High Expectations

Student perceptions of their own academic expectations as well as those of adults in their school and community. Higher scores are better because they reflect more favorable perceptions of student involvement.

78%

0

since last survey

83%

Middle

86%

Rural Schools

80%

Kodiak Island Borough School District

85%

Participating Alaska Districts

Respectful Climate

Student perceptions of the fairness of rules and the respectful relationships between students and staff. Higher scores are better because they reflect more favorable perceptions of respectful climate. (The Staff "Respectful Climate" scale was renamed to "Peer Climate" starting in 2017).

64%

▲ 1

since last survey

73%

Middle

76%

Rural Schools

68%

Kodiak Island Borough School District

76%

Participating Alaska Districts

School Safety and Peer Climate

49%

▲ 4

since last survey

57%

Middle

62%

Rural Schools

54%

Kodiak Island Borough School District

62%

Participating Alaska Districts

Social and Emotional Learning (Grades 6-12)

Students rated how easy or difficult it is for them to use SEL skills in self-awareness, social awareness, self-management, relationship skills, and good decision making.

71%

▲ 5

since last survey

73%

Middle

74%

Rural Schools

72%

Kodiak Island Borough School District

75%

Participating Alaska Districts

Student Involvement

Student and staff perceptions of student participation in school governance. Higher scores are better because they reflect more favorable perceptions of student involvement.

68%

0

since last survey

70%

Middle

77%

Rural Schools

70%

Kodiak Island Borough School District

71%

Participating Alaska Districts

340 responses



Kodiak Middle School

"2026 School Climate & Connectedness Survey 2026 Grade 6-12 Student Survey, Grade 6-12 Student Survey"

Caring Adults

Your average

77%

340 responses

Change

▲ 4

since last survey

School Type average: **77%** Middle

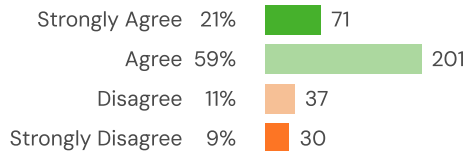
School Type average: **80%** Rural Schools

District average: **79%** Kodiak Island Borough School District

State average: **78%** Participating Alaska Districts

How did people respond?

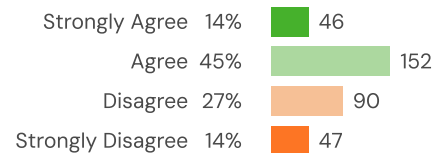
Q.1: There is at least one adult at this school whom I feel comfortable talking to about things that are bothering me.



▲ 5 from last survey

Favorable: **80%**

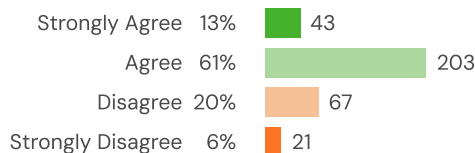
Q.2: There is a teacher or some other adult at this school who will miss me when I'm absent.



▲ 4 from last survey

Favorable: **59%**

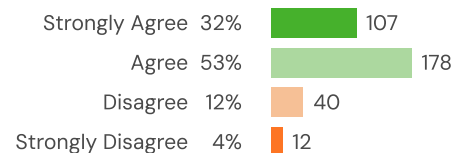
Q.3: There are lots of chances for students in my school to talk with teachers one-on-one.



▲ 4 from last survey

Favorable: **74%**

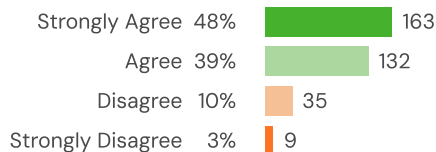
Q.4: Other adults at school besides my teachers know my name.



▲ 3 from last survey

Favorable: **85%**

Q.5: I can name at least five adults in my life who really care about me.



▲ 3 from last survey

Favorable: **87%**



Kodiak Middle School

"2026 School Climate & Connectedness Survey 2026 Grade 6-12 Student Survey, Grade 6-12 Student Survey"

Connectedness/Belonging

Your average

67%

340 responses

Change

▲ 7

since last survey

School Type average: **69%** Middle

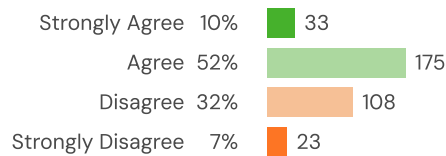
School Type average: **71%** Rural Schools

District average: **67%** Kodiak Island Borough School District

State average: **71%** Participating Alaska Districts

How did people respond?

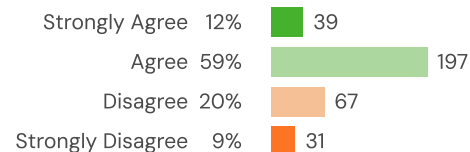
Q.1: My teachers often connect what I am learning to life outside the classroom.



▲ 12 from last survey

Favorable: **61%**

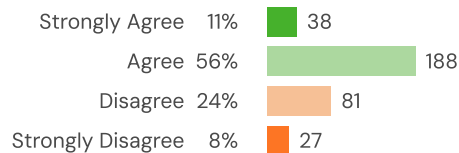
Q.2: I feel like I belong at this school.



▲ 5 from last survey

Favorable: **71%**

Q.3: I feel like I am part of this school.



▲ 2 from last survey

Favorable: **68%**



Kodiak Middle School

"2026 School Climate & Connectedness Survey 2026 Grade 6-12 Student Survey, Grade 6-12 Student Survey"

Cultural Connectedness

Your average

83%

340 responses

Change

▲ 3

since last survey

School Type average: **80%** Middle

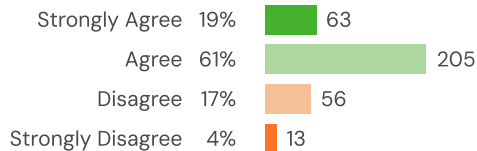
School Type average: **82%** Rural Schools

District average: **84%** Kodiak Island Borough School District

State average: **82%** Participating Alaska Districts

How did people respond?

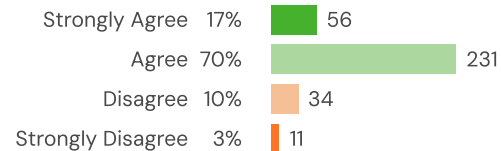
Q.1: My school teaches about the history and culture of people who live in my community.



▲ 8 from last survey

Favorable: **80%**

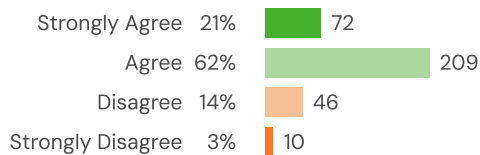
Q.2: My school values the language and culture of my family.



▲ 1 from last survey

Favorable: **86%**

Q.3: I see different cultures represented in class lessons, materials, posters, and art around the school, etc.



▼ 1 from last survey

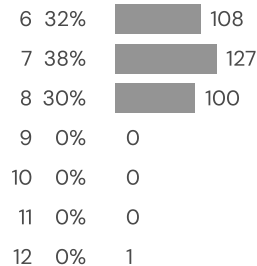
Favorable: **83%**



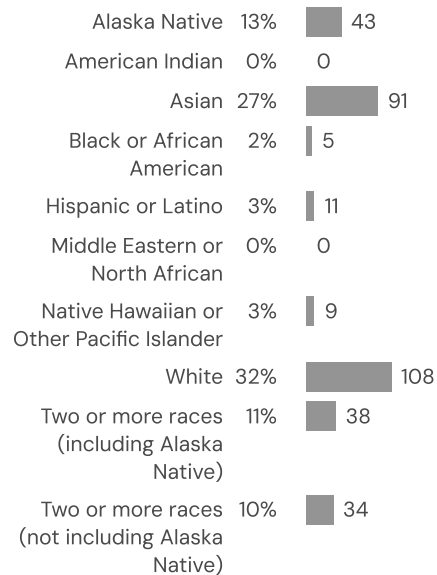
Demographics

How did people respond?

Q.1: What grade are you in?



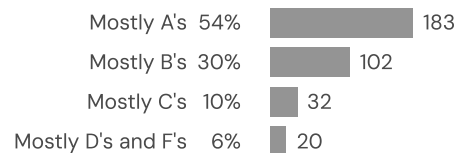
Q.2: Which group describes you best? (Choose all that apply)



Q.3: Is there a language other than English spoken in your home?



Q.4: What grades do you usually get?

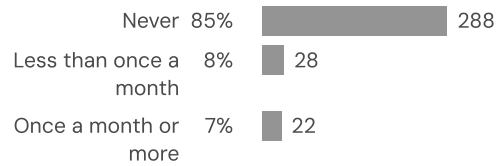




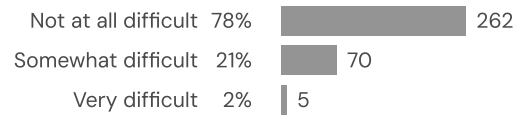
Kodiak Middle School

"2026 School Climate & Connectedness Survey 2026 Grade 6-12 Student Survey, Grade 6-12 Student Survey"

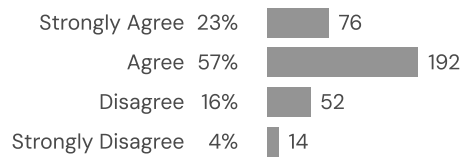
Q.5: During the past year, how many days did you miss (skip) school without permission?



Q.6: In the past year, how difficult has it been for your family to get the basic things you need?



Q.7: I have a strong sense of belonging to my culture.





Kodiak Middle School

"2026 School Climate & Connectedness Survey 2026 Grade 6-12 Student Survey, Grade 6-12 Student Survey"

Family and Community Involvement

Your average

83%

340 responses

Change

▲ 4

since last survey

School Type average: **84%** Middle

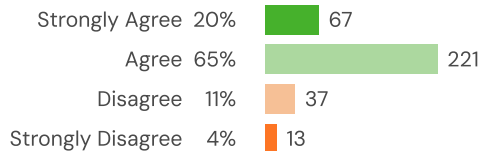
School Type average: **86%** Rural Schools

District average: **85%** Kodiak Island Borough School District

State average: **85%** Participating Alaska Districts

How did people respond?

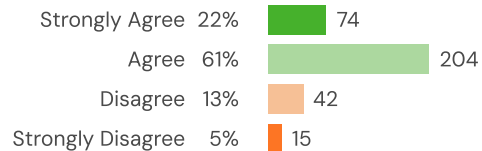
Q.1: This school is a welcoming place for families like mine.



▲ 0 from last survey

Favorable: **85%**

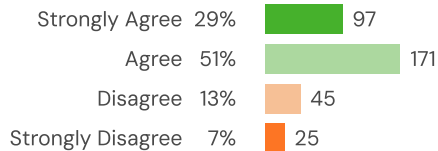
Q.2: This school invites elders and/or cultural leaders into the school.



▲ 12 from last survey

Favorable: **83%**

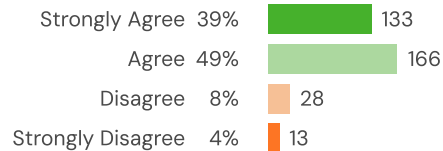
Q.3: There's an adult in my life who I talk to about what I'm learning in school



▲ 1 from last survey

Favorable: **79%**

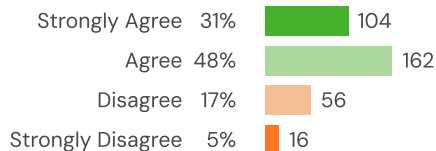
Q.4: Outside of school and home, I know at least one adult who encourages me to do my best.



▲ 3 from last survey

Favorable: **88%**

Q.5: There's an adult in my life who I talk to about my plans for life after high school



▲ 2 from last survey

Favorable: **79%**



Kodiak Middle School

"2026 School Climate & Connectedness Survey 2026 Grade 6-12 Student Survey, Grade 6-12 Student Survey"

High Expectations

Your average

78%

340 responses

Change

0

since last survey

School Type average: **83%** Middle

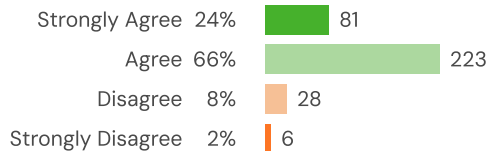
School Type average: **86%** Rural Schools

District average: **80%** Kodiak Island Borough School District

State average: **85%** Participating Alaska Districts

How did people respond?

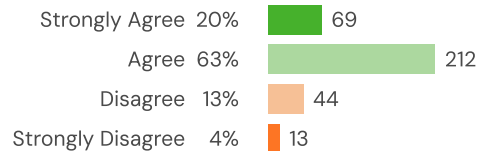
Q.1: At this school, students are encouraged to work to the best of their abilities.



▲ 6 from last survey

Favorable: **90%**

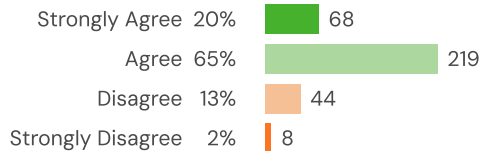
Q.2: Teachers and other adults at this school believe that all students can do good work.



▲ 3 from last survey

Favorable: **83%**

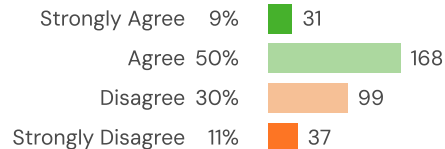
Q.3: My teachers would help me if I had trouble learning something.



▼ 3 from last survey

Favorable: **85%**

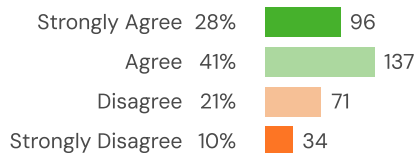
Q.4: My classes are challenging in a good way.



▼ 5 from last survey

Favorable: **59%**

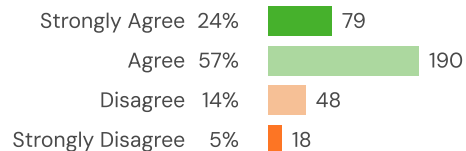
Q.5: I have a plan for life after high school



▼ 1 from last survey

Favorable: **69%**

Q.6: I want very much to get more education or training after high school.



▲ 0 from last survey

Favorable: **80%**



Kodiak Middle School

"2026 School Climate & Connectedness Survey 2026 Grade 6-12 Student Survey, Grade 6-12 Student Survey"

Respectful Climate

Your average

64%

340 responses

Change

▲ 1

since last survey

School Type average: **73%** Middle

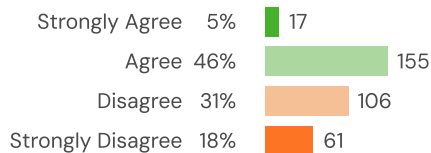
School Type average: **76%** Rural Schools

District average: **68%** Kodiak Island Borough School District

State average: **76%** Participating Alaska Districts

How did people respond?

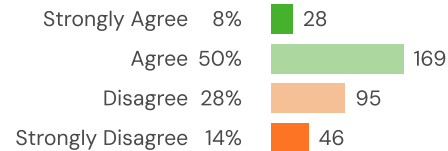
Q.1: When students break rules, they are treated fairly.



▲ 1 from last survey

Favorable: **51%**

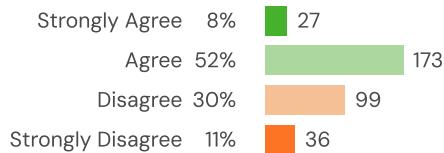
Q.2: My teachers are fair.



▼ 6 from last survey

Favorable: **58%**

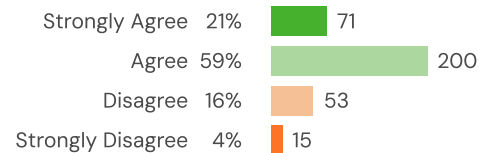
Q.3: Our school rules are fair.



▲ 0 from last survey

Favorable: **60%**

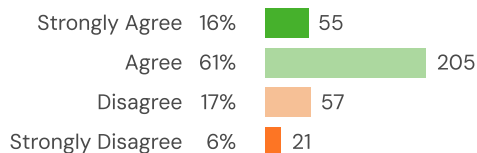
Q.4: This school emphasizes showing respect for all students



▲ 2 from last survey

Favorable: **80%**

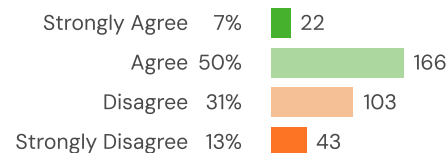
Q.5: Students at this school know where to get help if they're being mistreated



▲ 1 from last survey

Favorable: **77%**

Q.6: The school rules help create a respectful environment



▲ 4 from last survey

Favorable: **56%**



Kodiak Middle School

"2026 School Climate & Connectedness Survey 2026 Grade 6-12 Student Survey, Grade 6-12 Student Survey"

School Safety and Peer Climate

Your average

49%

340 responses

Change

▲ 4

since last survey

School Type average: **57%** Middle

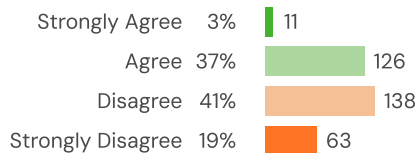
School Type average: **62%** Rural Schools

District average: **54%** Kodiak Island Borough School District

State average: **62%** Participating Alaska Districts

How did people respond?

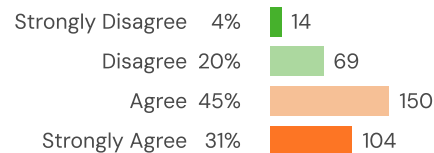
Q.1: Students in this school treat each other with respect.



▲ 0 from last survey

Favorable: **41%**

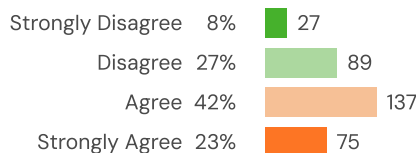
Q.2: Students at this school are often teased or picked on.



▲ 5 from last survey

Favorable: **25%**

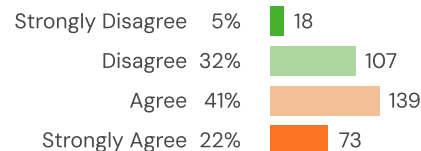
Q.3: Students at this school often spread hurtful rumors or lies about each other online (such as Snapchat, Instagram, Facebook, etc.)



▲ 7 from last survey

Favorable: **35%**

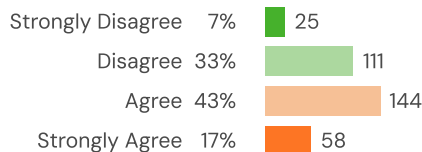
Q.4: Students at this school get into fights with other students



▲ 3 from last survey

Favorable: **37%**

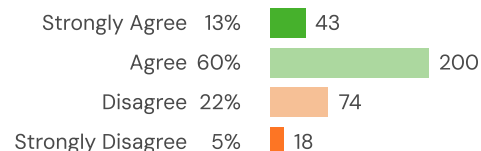
Q.5: Students at this school threaten or bully other students



▲ 6 from last survey

Favorable: **40%**

Q.6: I feel safe at school.



▲ 6 from last survey

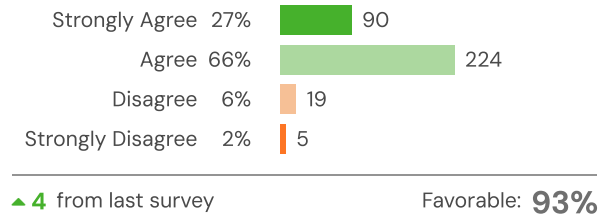
Favorable: **73%**



Kodiak Middle School

"2026 School Climate & Connectedness Survey 2026 Grade 6-12 Student Survey, Grade 6-12 Student Survey"

Q.7: I feel safe traveling to and from school.





Kodiak Middle School

"2026 School Climate & Connectedness Survey 2026 Grade 6-12 Student Survey, Grade 6-12 Student Survey"

Social and Emotional Learning (Grades 6-12)

Your average

71%

340 responses

Change

▲ 5

since last survey

School Type average: **73%** Middle

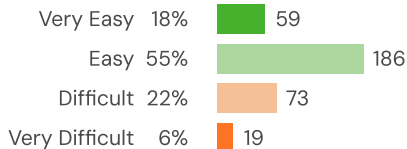
School Type average: **74%** Rural Schools

District average: **72%** Kodiak Island Borough School District

State average: **75%** Participating Alaska Districts

How did people respond?

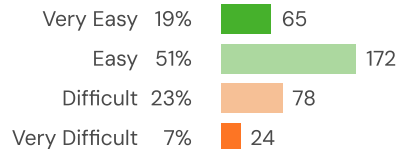
Q.1: Knowing the emotions I feel.



▲ 4 from last survey

Favorable: **73%**

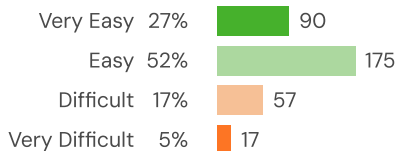
Q.2: Knowing ways I calm myself down.



▲ 6 from last survey

Favorable: **70%**

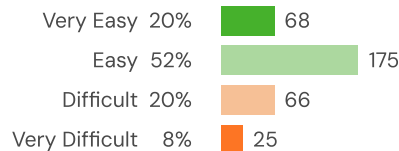
Q.3: Knowing what my strengths are.



▲ 7 from last survey

Favorable: **78%**

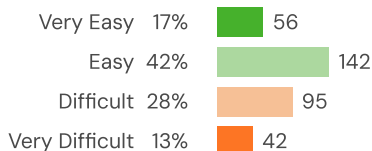
Q.4: Knowing when my feelings are making it hard for me to focus.



▲ 2 from last survey

Favorable: **73%**

Q.5: Thinking about what might happen before making a decision.



▲ 4 from last survey

Favorable: **59%**



Kodiak Middle School

"2026 School Climate & Connectedness Survey 2026 Grade 6-12 Student Survey, Grade 6-12 Student Survey"

Student Involvement

Your average

68%

340 responses

Change

0

since last survey

School Type average: **70%** Middle

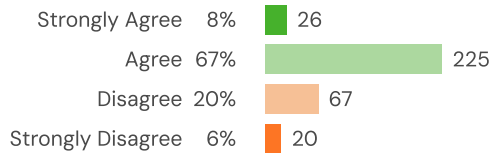
School Type average: **77%** Rural Schools

District average: **70%** Kodiak Island Borough School District

State average: **71%** Participating Alaska Districts

How did people respond?

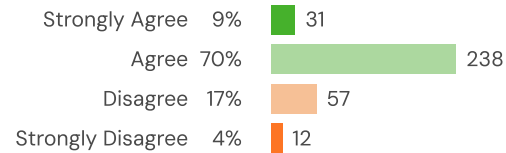
Q.1: In my school, students are given a chance to help make decisions.



▼ 3 from last survey

Favorable: **74%**

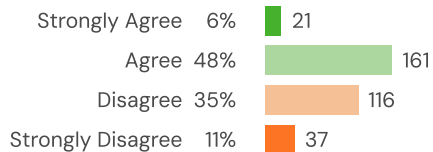
Q.2: In my school, students are provided with meaningful opportunities to develop leadership skills.



▼ 1 from last survey

Favorable: **80%**

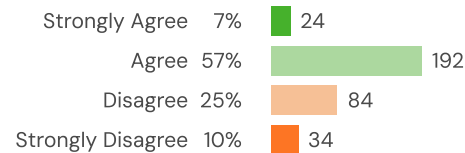
Q.3: My school seeks out the ideas of the students who are having the hardest time in school about how to improve our school.



▼ 6 from last survey

Favorable: **54%**

Q.4: My school has opportunities to hear from all students about how to improve our school.



▲ 2 from last survey

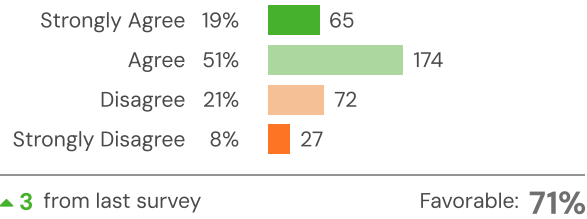
Favorable: **65%**



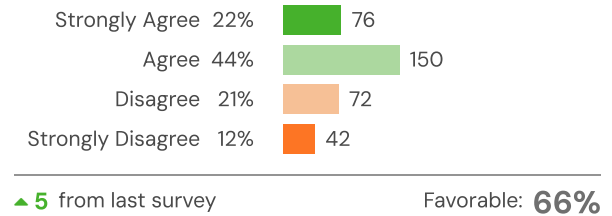
Kodiak Middle School

"2026 School Climate & Connectedness Survey 2026 Grade 6-12 Student Survey, Grade 6-12 Student Survey"

Q.5: I regularly attend school-sponsored events, such as school dances, sporting events, student performances, or other school activities.



Q.6: I regularly participate in extra-curricular activities, such as school clubs or organizations, musical groups, sports teams, student government, or any other extra-curricular activities.

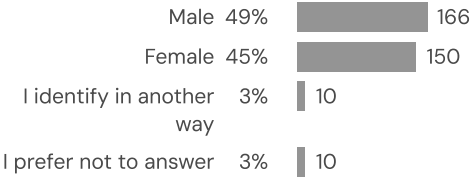




Other questions

How did people respond? _____

Q.1: How do you identify yourself?





**SCHOOL CLIMATE &
CONNECTEDNESS SURVEY**
ASSOCIATION OF ALASKA SCHOOL BOARDS

Main Elementary

Family Survey

2026 School Climate & Connectedness Survey



Summary

Topic Description	Results	Comparison
Cultural Connectedness Perceptions of cultural identity, cultural responsiveness/sensitivity, and instructional equity. Higher scores are better because they reflect more favorable perceptions of cultural connectedness.	95% ▼ 3 since last survey	94% Elementary 84% Rural Schools 91% Participating Alaska Districts 85% Kodiak Island Borough School District
School Safety Question	97% ▼ 2 since last survey	96% Elementary 93% Rural Schools 95% Participating Alaska Districts 94% Kodiak Island Borough School District
School/family partnership	75% ▼ 13 since last survey	87% Elementary 76% Rural Schools 81% Participating Alaska Districts 70% Kodiak Island Borough School District
Student Support at Home Reflects families' perceptions on how supportive they are of their child's education. Click into the specific items to see how families responded about each topic. Note that some topics and items are unscored due to the nature of the questions.	89% ▼ 7 since last survey	88% Elementary 87% Rural Schools 89% Participating Alaska Districts 86% Kodiak Island Borough School District

29 responses



Additional Questions

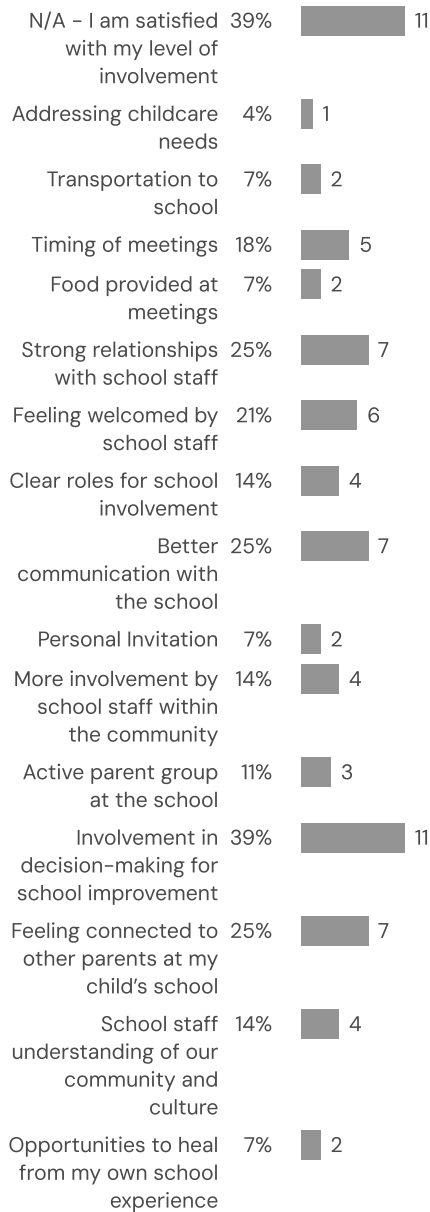
How did people respond? _____



Main Elementary

"2026 School Climate & Connectedness Survey 2026 Family Survey, Family Survey"

Q.1: What would help you to be more involved in your child's school? (mark all that apply)





Cultural Connectedness

Your average

95%

29 responses

Change

▼ **3**

since last survey

School Type average: **94%** Elementary

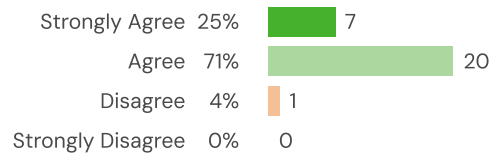
School Type average: **84%** Rural Schools

State average: **91%** Participating Alaska Districts

District average: **85%** Kodiak Island Borough School District

How did people respond?

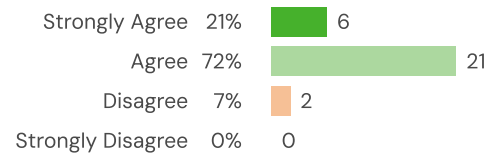
Q.1: This school values the language and culture of my family.



▼ **2** from last survey

Favorable: **96%**

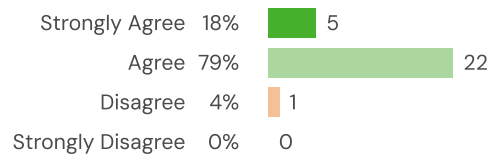
Q.2: This school teaches about the history and culture of people who live in my community.



▼ **6** from last survey

Favorable: **93%**

Q.3: I see different cultures represented in class lessons, materials, posters, and art around the school, etc.



▼ **1** from last survey

Favorable: **96%**



Main Elementary

"2026 School Climate & Connectedness Survey 2026 Family Survey, Family Survey"

School Safety Question

Your average

97%

29 responses

Change

▼ 2

since last survey

School Type average: **96%** Elementary

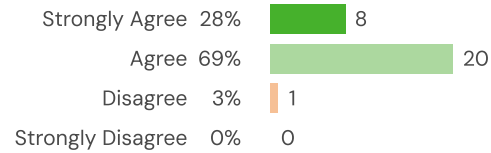
School Type average: **93%** Rural Schools

State average: **95%** Participating Alaska Districts

District average: **94%** Kodiak Island Borough School District

How did people respond?

Q.1: My child feels safe at school.



▼ 2 from last survey

Favorable: **97%**



Main Elementary

"2026 School Climate & Connectedness Survey 2026 Family Survey, Family Survey"

School/family partnership

Your average

75%

29 responses

Change

▼ **13**

since last survey

School Type average: **87%** Elementary

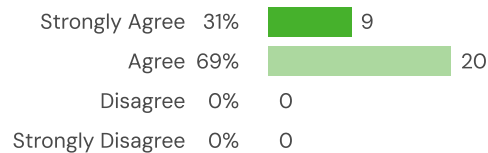
School Type average: **76%** Rural Schools

State average: **81%** Participating Alaska Districts

District average: **70%** Kodiak Island Borough School District

How did people respond?

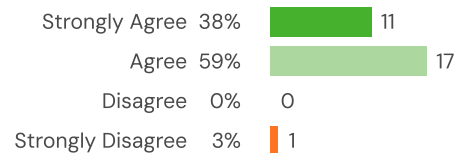
Q.1: This school is a welcoming place for families like mine.



▲ **1** from last survey

Favorable: **100%**

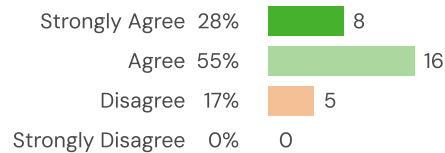
Q.2: There is someone at the school I can talk to if I have an issue.



▼ **1** from last survey

Favorable: **97%**

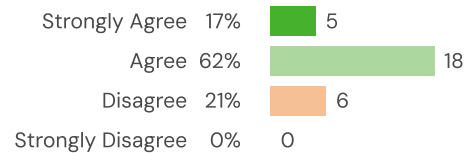
Q.3: This school involves parents/ families in most school events or activities.



▼ **14** from last survey

Favorable: **83%**

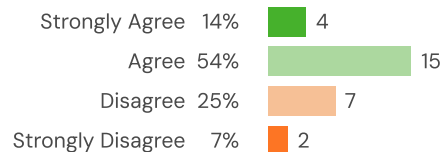
Q.4: This school works in partnership with families to support each child's learning needs.



▼ **16** from last survey

Favorable: **79%**

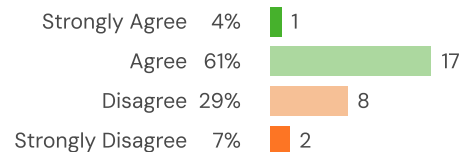
Q.5: This school involves families in making important decisions (school policies, school safety, school climate, etc).



▼ **24** from last survey

Favorable: **68%**

Q.6: The school regularly shares ideas with me on what I can do at home to support my child's learning.



▼ **28** from last survey

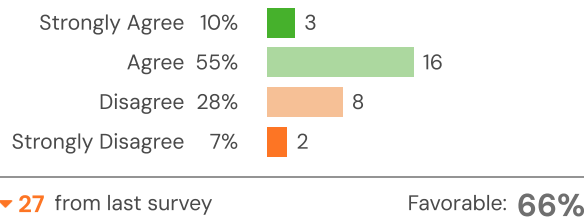
Favorable: **64%**



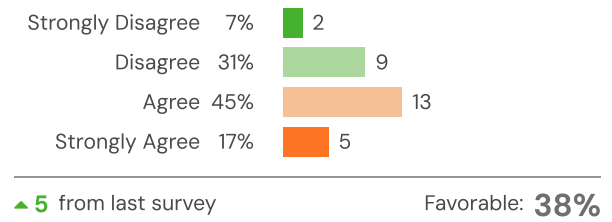
Main Elementary

"2026 School Climate & Connectedness Survey 2026 Family Survey, Family Survey"

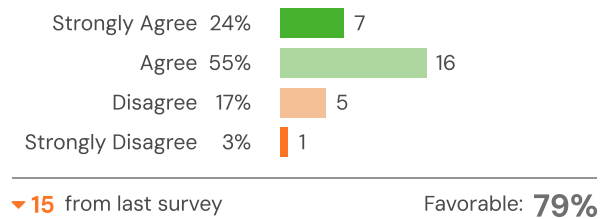
Q.7: The school asks me how to help my child do well in school.



Q.8: This school only contacts me about my child when there is a problem.



Q.9: The school does a good job communicating to families.





Student Support at Home

Your average

89%

29 responses

Change

▼ **7**

since last survey

School Type average: **88%** Elementary

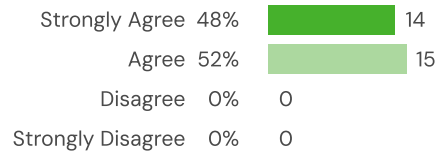
School Type average: **87%** Rural Schools

State average: **89%** Participating Alaska Districts

District average: **86%** Kodiak Island Borough School District

How did people respond?

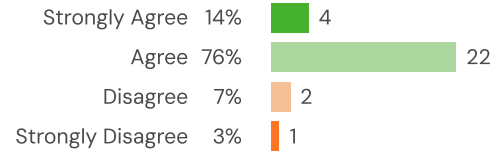
Q.1: I often talk with my child about what they are learning at school (about daily)



▲ **1** from last survey

Favorable: **100%**

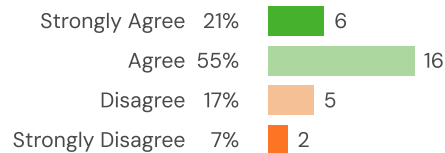
Q.2: I often connect activities that we do at home to what my child is learning in school (about monthly or more)



▼ **9** from last survey

Favorable: **90%**

Q.3: I regularly talk with my child about life after high school



▼ **13** from last survey

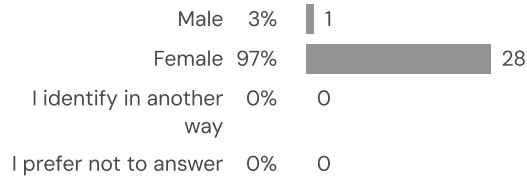
Favorable: **76%**



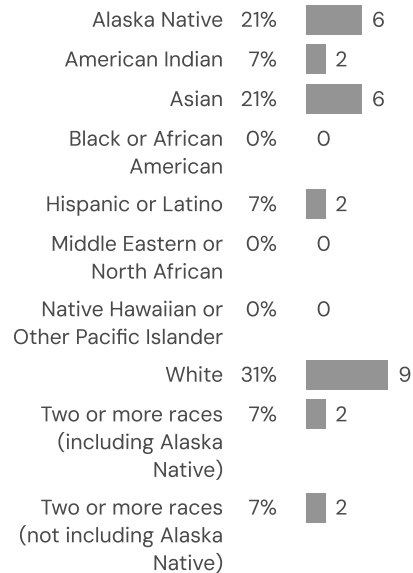
Background Information

How did people respond?

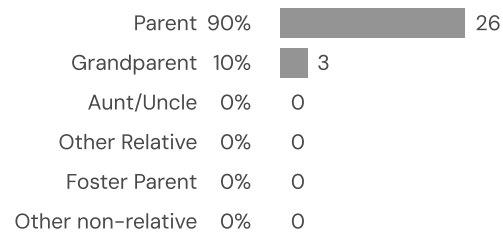
Q.1: How do you identify yourself?



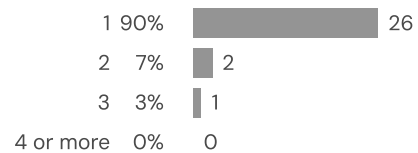
Q.2: What groups describe you best? (Choose all that apply)



Q.3: Please describe your relationship to the child attending this school.



Q.4: How many children in your household are currently attending this school?

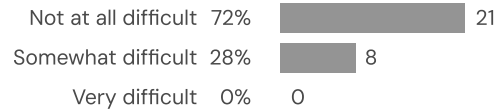




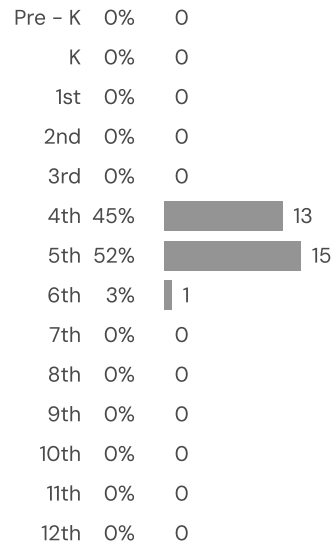
Main Elementary

"2026 School Climate & Connectedness Survey 2026 Family Survey, Family Survey"

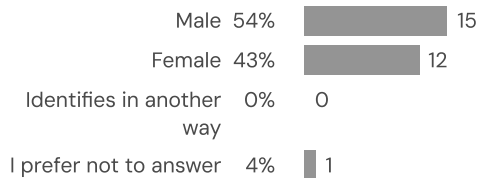
Q.5: These days, many families in Alaska have difficulty affording basic things they need, like food, clothing, transportation or housing. In the past year, how difficult has it been for your family to get the basic things you need?



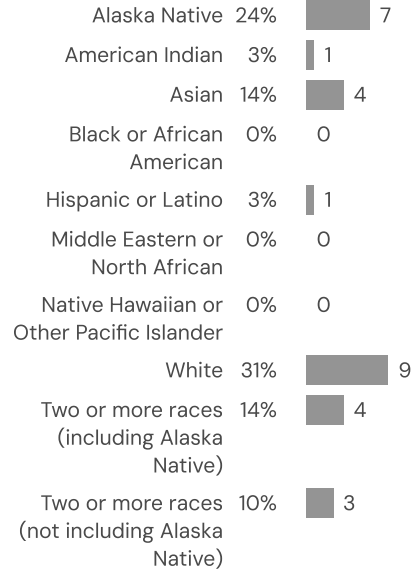
Q.6: Please indicate what grade your oldest child in this school is in.



Q.7: What is your child's gender?



Q.8: Which groups describe your child best? (Choose all that apply)



Q.9: Do you speak a language other than English with your child?





**SCHOOL CLIMATE &
CONNECTEDNESS SURVEY**
ASSOCIATION OF ALASKA SCHOOL BOARDS

Main Elementary

Staff Survey

2026 School Climate & Connectedness Survey



Summary

Topic Description	Results	Comparison
Cultural Connectedness Perceptions of cultural identity, cultural responsiveness/sensitivity, and instructional equity. Higher scores are better because they reflect more favorable perceptions of cultural connectedness.	84% ▼ 14 since last survey	87% Kodiak Island Borough School District 88% Elementary 88% Rural Schools 87% Participating Alaska Districts
District Leadership	84% ▼ 13 since last survey	78% Kodiak Island Borough School District 64% Elementary 77% Rural Schools 66% Participating Alaska Districts
School Leadership and Involvement Staff perceptions of the decision making of school leaders, as well as the fairness of school rules.	98% ▲ 3 since last survey	89% Kodiak Island Borough School District 86% Elementary 84% Rural Schools 85% Participating Alaska Districts
School capacity – family/school partnership	91% ▼ 5 since last survey	82% Kodiak Island Borough School District 87% Elementary 82% Rural Schools 83% Participating Alaska Districts



Main Elementary

"2026 School Climate & Connectedness Survey 2026 Staff Survey, Staff Survey"

Staff Wellness

39%

▼ 18

since last survey

57% Kodiak Island Borough School District

54% Elementary

55% Rural Schools

54% Participating Alaska Districts

Staff capacity – family/school partnership

88%

▲ 15

since last survey

68% Kodiak Island Borough School District

83% Elementary

79% Rural Schools

79% Participating Alaska Districts

Staff to Staff Relationships

100%

▲ 1

since last survey

93% Kodiak Island Borough School District

91% Elementary

89% Rural Schools

90% Participating Alaska Districts

Staff to Student Relationships

100%

0

since last survey

89% Kodiak Island Borough School District

94% Elementary

91% Rural Schools

92% Participating Alaska Districts

Student Involvement

Student and staff perceptions of student participation in school governance. Higher scores are better because they reflect more favorable perceptions of student involvement.

85%

▼ 12

since last survey

75% Kodiak Island Borough School District

79% Elementary

77% Rural Schools

78% Participating Alaska Districts



Main Elementary

"2026 School Climate & Connectedness Survey 2026 Staff Survey, Staff Survey"

Trauma Engaged Knowledge and Skills

85%

▲ 3

since last survey

83% Kodiak Island Borough School District

86% Elementary

79% Rural Schools

83% Participating Alaska Districts

Trauma Engaged School Supports

100%

▲ 4

since last survey

87% Kodiak Island Borough School District

88% Elementary

79% Rural Schools

85% Participating Alaska Districts

9 responses



Cultural Connectedness

Your average

84%

9 responses

Change

▼ **14**

since last survey

District average: **87%** Kodiak Island Borough School District

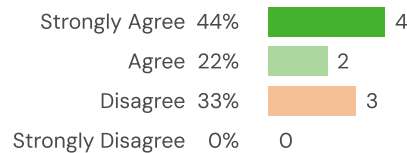
School Type average: **88%** Elementary

School Type average: **88%** Rural Schools

State average: **87%** Participating Alaska Districts

How did people respond?

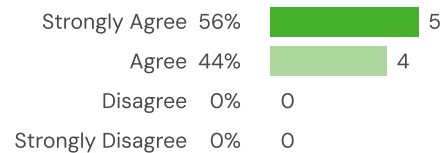
Q.1: This school invites elders and/or cultural leaders into the school.



▼ **30** from last survey

Favorable: **67%**

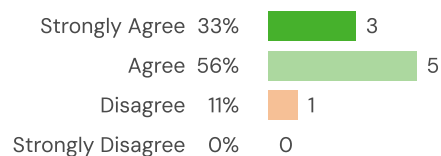
Q.2: This school values the language and cultures of students' families.



▲ **0** from last survey

Favorable: **100%**

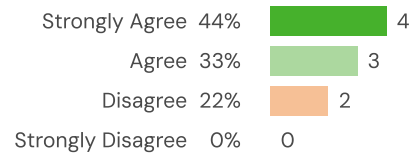
Q.3: I see different cultures represented in class lessons, materials, posters, and art around the school, etc.



▼ **8** from last survey

Favorable: **89%**

Q.4: This school uses instructional materials that reflect the culture or ethnicity of its students.



▼ **18** from last survey

Favorable: **78%**



Demographics

How did people respond?

Q.1: What is your role in this school?

Classroom Teacher	50%		4
Administrator	0%		0
Other Certified Staff	50%		4
Classified Staff	0%		0
Other	0%		0

Q.2: How many years have you worked, in any position, in this school?

Less than two years	56%		5
2 to 5 years	33%		3
6 to 10 years	0%		0
11 to 15 years	0%		0
More than 15 years	11%		1

Q.3: How many years have you worked, in any position, in this district?

Less than two years	38%		3
2 to 5 years	25%		2
6 to 10 years	0%		0
11 to 15 years	12%		1
More than 15 years	25%		2

Q.4: How do you identify yourself?

Male	11%		1
Female	78%		7
I identify in another way	0%		0
I prefer not to answer	11%		1



Main Elementary

"2026 School Climate & Connectedness Survey 2026 Staff Survey, Staff Survey"

Q.5: Which groups describe you best? (Choose all that apply)

Alaska Native	0%	0
American Indian	0%	0
Asian	29%	2
Black or African American	0%	0
Hispanic or Latino	0%	0
Middle Eastern or North African	0%	0
Native Hawaiian or Other Pacific Islander	0%	0
White	43%	3
Two or more races (including Alaska Native)	0%	0
Two or more races (not including Alaska Native)	29%	2



Main Elementary

"2026 School Climate & Connectedness Survey 2026 Staff Survey, Staff Survey"

District Leadership

Your average

84%

9 responses

Change

▼ **13**

since last survey

District average: **78%** Kodiak Island Borough School District

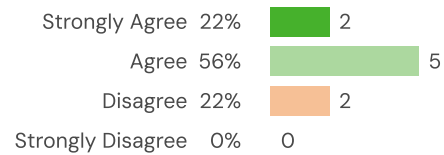
School Type average: **64%** Elementary

School Type average: **77%** Rural Schools

State average: **66%** Participating Alaska Districts

How did people respond?

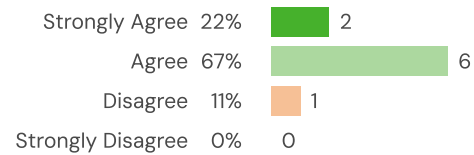
Q.1: District leadership supports efforts to improve school climate.



▼ **15** from last survey

Favorable: **78%**

Q.2: District leadership is open/available to feedback and input from staff at my school.



▼ **11** from last survey

Favorable: **89%**



School Leadership and Involvement

Your average

98%

9 responses

Change

▲ 3

since last survey

District average: **89%** Kodiak Island Borough School District

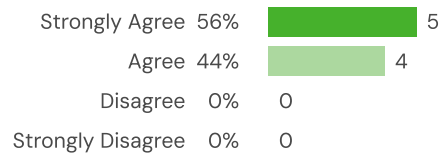
School Type average: **86%** Elementary

School Type average: **84%** Rural Schools

State average: **85%** Participating Alaska Districts

How did people respond?

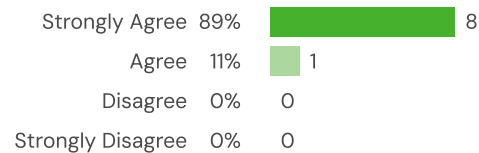
Q.1: At this school, decisions are made based on what is best for students.



▲ 0 from last survey

Favorable: **100%**

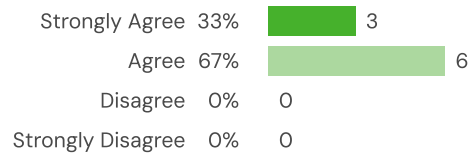
Q.2: The principal and other leaders in this school make good decisions.



▲ 0 from last survey

Favorable: **100%**

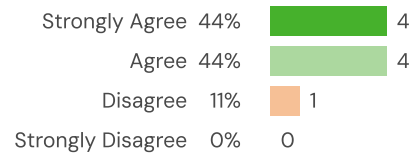
Q.3: Staff at this school have a lot of informal opportunities to influence what happens here.



▲ 21 from last survey

Favorable: **100%**

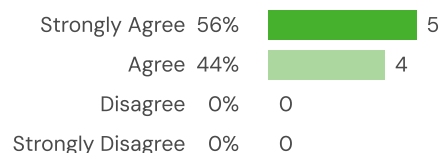
Q.4: When students break rules, they are treated fairly.



▼ 4 from last survey

Favorable: **89%**

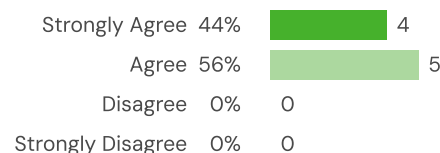
Q.5: I feel comfortable discussing feelings, worries, and frustrations with school leadership



▲ 0 from last survey

Favorable: **100%**

Q.6: I am satisfied with my involvement with decision-making at this school.



▲ 3 from last survey

Favorable: **100%**



School capacity – family/school partnership

Your average

91%

9 responses

Change

▼ **5**

since last survey

District average: **82%**

Kodiak Island Borough School District

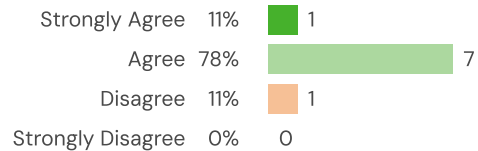
School Type average: **87%** Elementary

School Type average: **82%** Rural Schools

State average: **83%** Participating Alaska Districts

How did people respond?

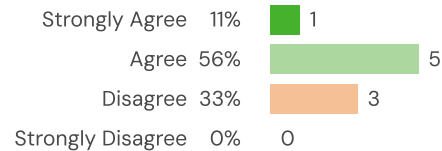
Q.1: This school involves families in making important decisions (school policies, school safety, school climate, etc.)



▼ **8** from last survey

Favorable: **89%**

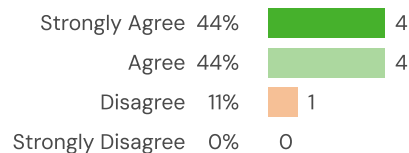
Q.2: This school provides training opportunities for staff on how to effectively partner with families.



▼ **23** from last survey

Favorable: **67%**

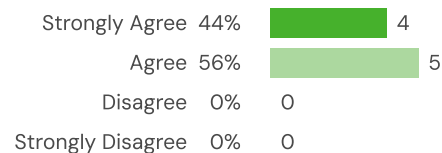
Q.3: School leadership communicates to staff that partnering with families is a priority.



▼ **11** from last survey

Favorable: **89%**

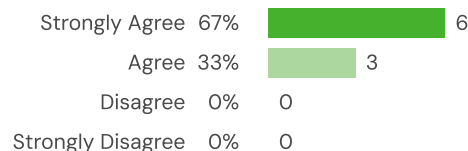
Q.4: School leadership provides the support and resources to facilitate family/school partnership.



▲ **10** from last survey

Favorable: **100%**

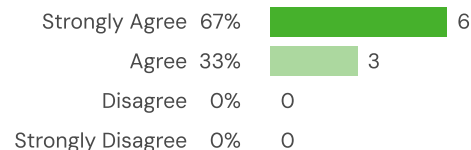
Q.5: The school is a welcoming place for families.



▲ **0** from last survey

Favorable: **100%**

Q.6: This school involves parents/families in most school events or activities.



▲ **0** from last survey

Favorable: **100%**



Main Elementary

"2026 School Climate & Connectedness Survey 2026 Staff Survey, Staff Survey"

Staff Wellness

Your average

39%

9 responses

Change

▼ **18**

since last survey

District average: **57%** Kodiak Island Borough School District

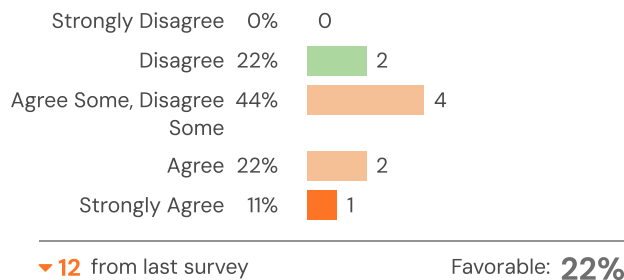
School Type average: **54%** Elementary

School Type average: **55%** Rural Schools

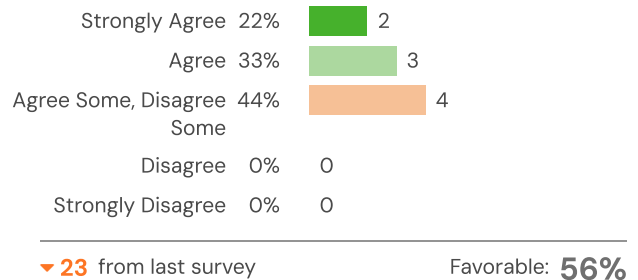
State average: **54%** Participating Alaska Districts

How did people respond?

Q.1: I feel worn out in my work in ways that negatively impact other parts of my life.



Q.2: I often use self care strategies to maintain my own wellbeing





Staff capacity – family/school partnership

Your average

88%

9 responses

Change

▲ 15

since last survey

District average: **68%** Kodiak Island Borough School District

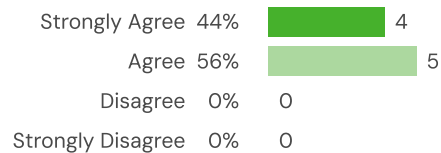
School Type average: **83%** Elementary

School Type average: **79%** Rural Schools

State average: **79%** Participating Alaska Districts

How did people respond?

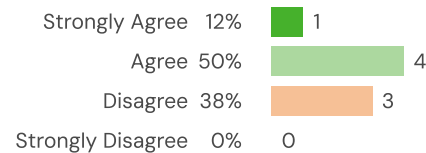
Q.1: I know specific skills and strategies I can use to partner with families at my school.



▲ 10 from last survey

Favorable: **100%**

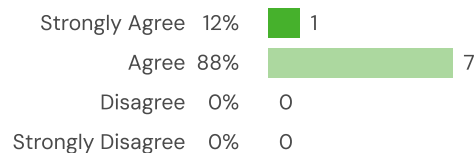
Q.2: I often provide opportunities for families to give input on decisions (about monthly or more)



▲ 1 from last survey

Favorable: **63%**

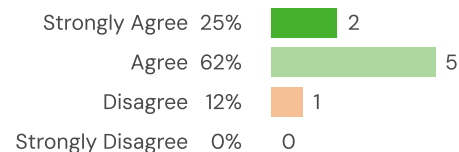
Q.3: I often share ideas with families on what they can do at home to support their child's learning (about monthly or more)



▲ 31 from last survey

Favorable: **100%**

Q.4: I often implement strategies that are specifically intended to help build positive relationships with my students' families (about monthly or more)



▲ 19 from last survey

Favorable: **88%**



Staff to Staff Relationships

Your average

100%

9 responses

Change

▲ 1

since last survey

District average: **93%** Kodiak Island Borough School District

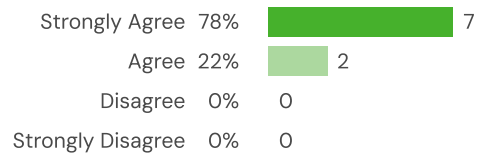
School Type average: **91%** Elementary

School Type average: **89%** Rural Schools

State average: **90%** Participating Alaska Districts

How did people respond?

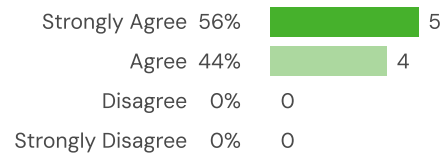
Q.1: At this school, staff collaborate effectively to make decisions and problem solve as a group.



▲ 3 from last survey

Favorable: **100%**

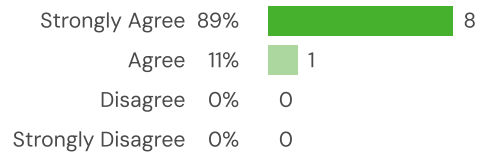
Q.2: Adults in this school work together in a way that models healthy relationships.



▲ 0 from last survey

Favorable: **100%**

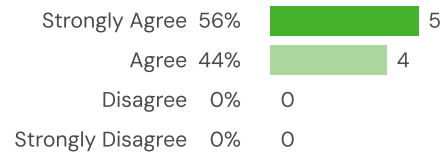
Q.3: I feel safe at my school.



▲ 0 from last survey

Favorable: **100%**

Q.4: I feel like I belong at this school.



▲ 0 from last survey

Favorable: **100%**



Staff to Student Relationships

Your average

100%

9 responses

Change

0

since last survey

District average: **89%** Kodiak Island Borough School District

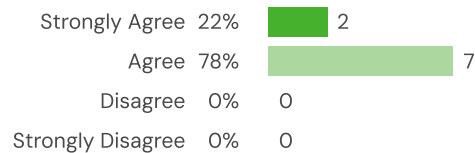
School Type average: **94%** Elementary

School Type average: **91%** Rural Schools

State average: **92%** Participating Alaska Districts

How did people respond?

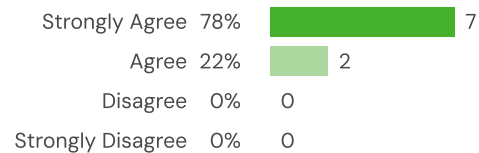
Q.1: At this school, students and teachers get along really well.



▲ 0 from last survey

Favorable: **100%**

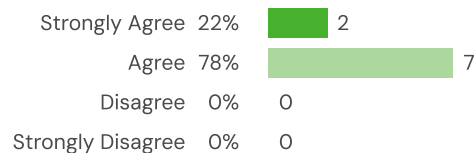
Q.2: Adults who work in this school treat students with respect.



▲ 0 from last survey

Favorable: **100%**

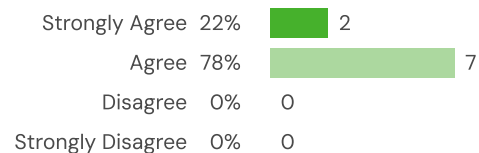
Q.3: Every student at our school feels that they have an adult who will miss them when they are absent.



▲ 0 from last survey

Favorable: **100%**

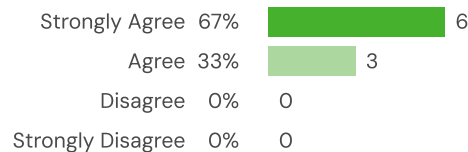
Q.4: Every student at our school has an adult whom they feel comfortable talking to about things that are bothering them.



▲ 0 from last survey

Favorable: **100%**

Q.5: Adults at my school care about every student.



▲ 0 from last survey

Favorable: **100%**



Student Involvement

Your average

85%

9 responses

Change

▼ **12**

since last survey

District average: **75%** Kodiak Island Borough School District

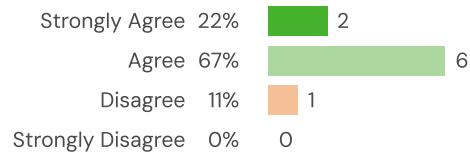
School Type average: **79%** Elementary

School Type average: **77%** Rural Schools

State average: **78%** Participating Alaska Districts

How did people respond?

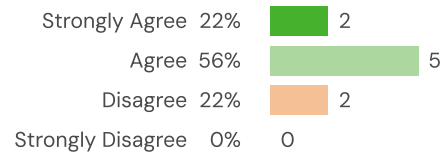
Q.1: In my school, students are given a chance to help make decisions.



▼ **11** from last survey

Favorable: **89%**

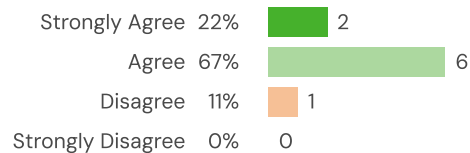
Q.2: My school has opportunities to hear from all students about how to improve our school.



▼ **19** from last survey

Favorable: **78%**

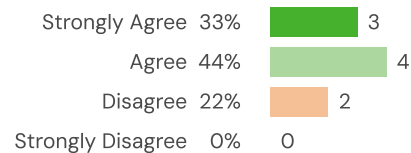
Q.3: In my school, students are provided with meaningful opportunities to develop leadership skills.



▼ **11** from last survey

Favorable: **89%**

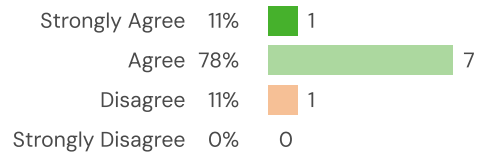
Q.4: My school seeks out the ideas of the students who are having the hardest time in school about how to improve our school.



▼ **8** from last survey

Favorable: **78%**

Q.5: Staff provide opportunities for students to decide things like classroom activities or rules.



▼ **11** from last survey

Favorable: **89%**



Trauma Engaged Knowledge and Skills

Your average

85%

9 responses

Change

▲ 3

since last survey

District average: **83%** Kodiak Island Borough School District

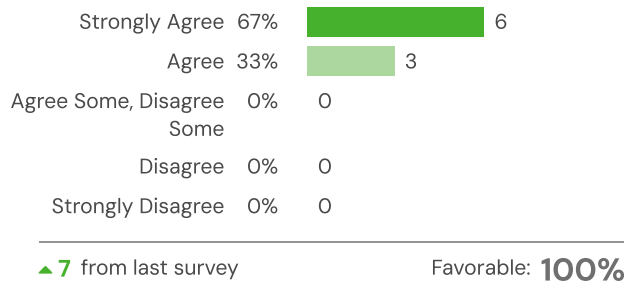
School Type average: **86%** Elementary

School Type average: **79%** Rural Schools

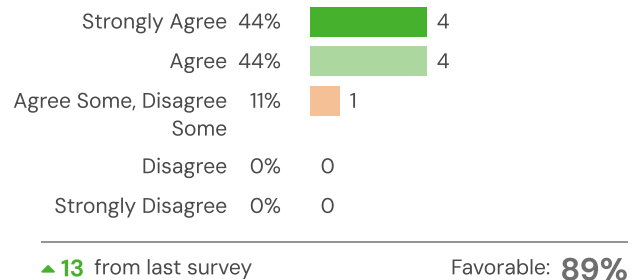
State average: **83%** Participating Alaska Districts

How did people respond?

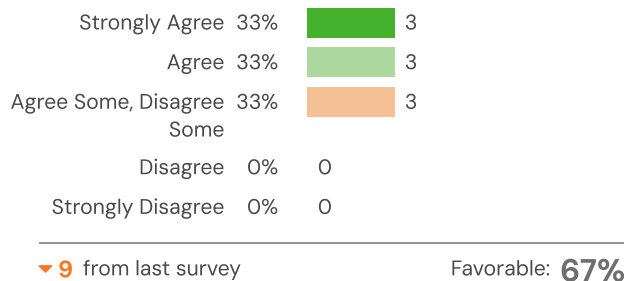
Q.1: I understand how experiences of trauma can affect a person's coping skills and behaviors.



Q.2: I know specific skills and strategies I can use to help students who have experienced trauma to do well in our school.



Q.3: I know my role in supporting students experiencing trauma.





Trauma Engaged School Supports

Your average

100%

9 responses

Change

▲ 4

since last survey

District average: **87%** Kodiak Island Borough School District

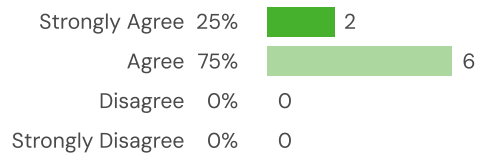
School Type average: **88%** Elementary

School Type average: **79%** Rural Schools

State average: **85%** Participating Alaska Districts

How did people respond?

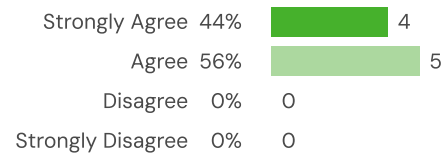
Q.1: My school follows a plan to teach social-emotional skills.



▲ 3 from last survey

Favorable: **100%**

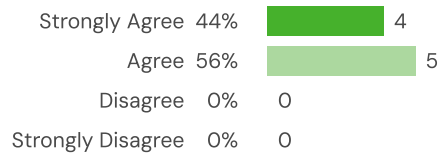
Q.2: At my school, there are support systems to respond to trauma experienced by students.



▲ 7 from last survey

Favorable: **100%**

Q.3: At my school, I feel supported to respond to trauma experienced by students.



▲ 3 from last survey

Favorable: **100%**



**SCHOOL CLIMATE &
CONNECTEDNESS SURVEY**
ASSOCIATION OF ALASKA SCHOOL BOARDS

Main Elementary

Grade 3-5 Student Survey

2026 School Climate & Connectedness Survey



Main Elementary

"2026 School Climate & Connectedness Survey 2026 Grade 3-5 Student Survey, Grade 3-5 Student Survey"

Summary

Topic Description	Results	Comparison
Caring for Others (Grades 3–5) Level of caring and support that students received from peers, staff, and community members at school.	85% 0 since last survey	82% Elementary 84% Rural Schools 86% Kodiak Island Borough School District 83% Participating Alaska Districts
School Safety (Grades 3–5)	83% ▲ 3 since last survey	77% Elementary 77% Rural Schools 83% Kodiak Island Borough School District 77% Participating Alaska Districts
Social and Emotional Learning (Grades 3–5) Students marked how often they use SEL skills in self-awareness, social awareness, self-management, relationship skills, and good decision –making.	55% ▲ 5 since last survey	55% Elementary 55% Rural Schools 57% Kodiak Island Borough School District 55% Participating Alaska Districts

58 responses



Main Elementary

"2026 School Climate & Connectedness Survey 2026 Grade 3-5 Student Survey, Grade 3-5 Student Survey"

Caring for Others (Grades 3–5)

Your average

85%

58 responses

Change

0

since last survey

School Type average: **82%** Elementary

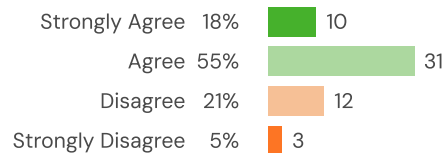
School Type average: **84%** Rural Schools

District average: **86%** Kodiak Island Borough School District

State average: **83%** Participating Alaska Districts

How did people respond?

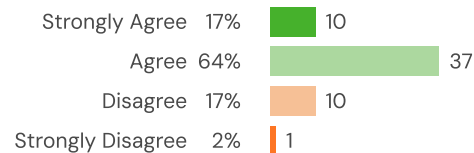
Q.1: Students at this school help each other, even if they are not friends.



▼ 10 from last survey

Favorable: **73%**

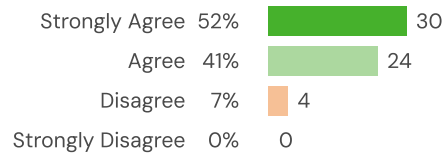
Q.2: Other students at this school treat me with respect.



▲ 5 from last survey

Favorable: **81%**

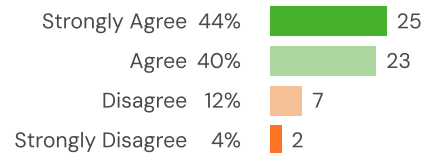
Q.3: There is an adult at this school who I can talk to about things that are bothering me.



▲ 8 from last survey

Favorable: **93%**

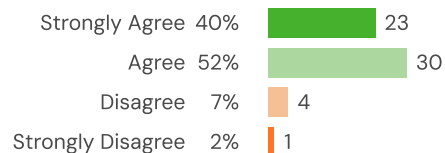
Q.4: There is a teacher or some other adult at this school who will miss me when I'm absent.



▲ 0 from last survey

Favorable: **84%**

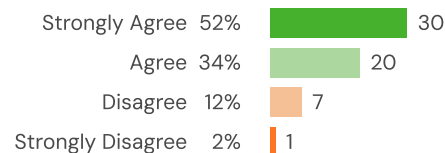
Q.5: Other adults at this school besides my teachers know my name.



▼ 3 from last survey

Favorable: **91%**

Q.6: I can name at least five adults who really care about me.



▲ 0 from last survey

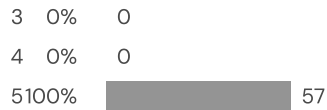
Favorable: **86%**



Demographics

How did people respond?

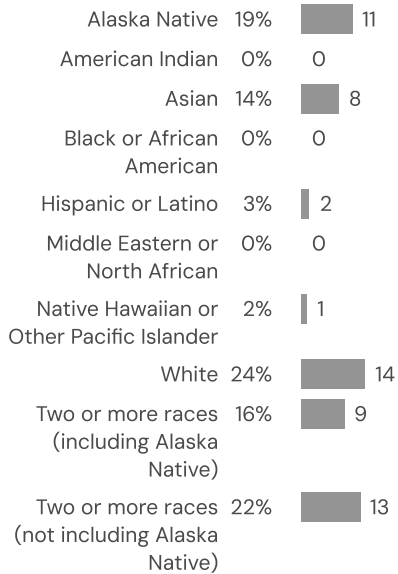
Q.1: What grade are you in?



Q.2: Are you a



Q.3: Which groups describe you best? (Choose all that apply)



Q.4: Is there a language other than English spoken in your home?





Main Elementary

"2026 School Climate & Connectedness Survey 2026 Grade 3-5 Student Survey, Grade 3-5 Student Survey"

School Safety (Grades 3–5)

Your average

83%

58 responses

Change

▲ 3

since last survey

School Type average: **77%** Elementary

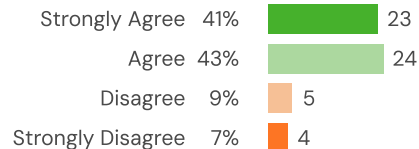
School Type average: **77%** Rural Schools

District average: **83%** Kodiak Island Borough School District

State average: **77%** Participating Alaska Districts

How did people respond?

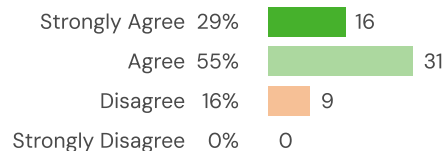
Q.1: I feel safe at school.



▼ 3 from last survey

Favorable: **84%**

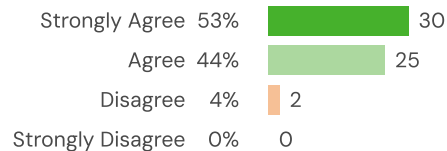
Q.2: I feel safe in the hallways and bathrooms of the school



▲ 7 from last survey

Favorable: **84%**

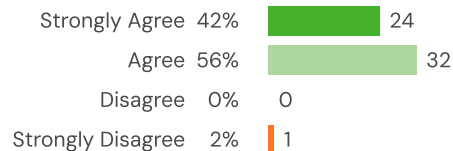
Q.3: I feel safe in my classroom



▲ 1 from last survey

Favorable: **96%**

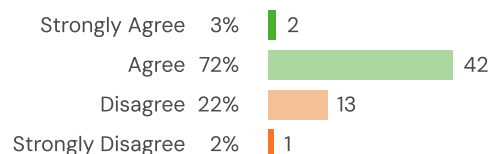
Q.4: I feel safe at recess



▲ 15 from last survey

Favorable: **98%**

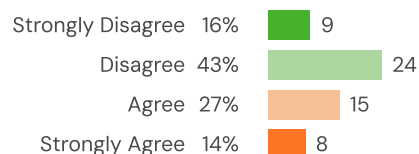
Q.5: Most students at this school get along with each other



▼ 2 from last survey

Favorable: **76%**

Q.6: Students at my school are often teased, picked on, made fun of, or called names



▲ 2 from last survey

Favorable: **59%**



Main Elementary

"2026 School Climate & Connectedness Survey 2026 Grade 3-5 Student Survey, Grade 3-5 Student Survey"

Social and Emotional Learning (Grades 3-5)

Your average

55%

58 responses

Change

▲ 5

since last survey

School Type average: **55%** Elementary

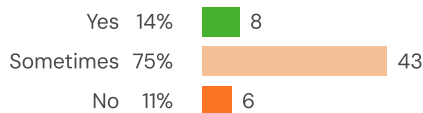
School Type average: **55%** Rural Schools

District average: **57%** Kodiak Island Borough School District

State average: **55%** Participating Alaska Districts

How did people respond?

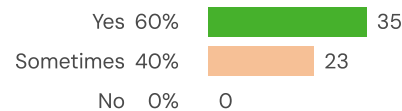
Q.1: If someone asks me, I can tell them how I am feeling.



▼ 8 from last survey

Favorable: **14%**

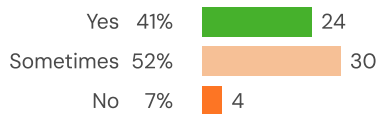
Q.2: I can control myself when I am frustrated, or disappointed.



▲ 17 from last survey

Favorable: **60%**

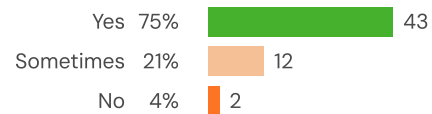
Q.3: If something is bothering me, I think of different ways I can react.



▲ 3 from last survey

Favorable: **41%**

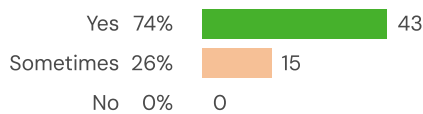
Q.4: I care about other people's feelings and what they think.



▲ 3 from last survey

Favorable: **75%**

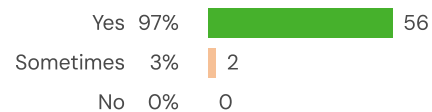
Q.5: It is important for me to help others in my school.



▼ 3 from last survey

Favorable: **74%**

Q.6: I respect people even if they are different.



▲ 13 from last survey

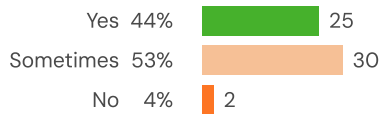
Favorable: **97%**



Main Elementary

"2026 School Climate & Connectedness Survey 2026 Grade 3-5 Student Survey, Grade 3-5 Student Survey"

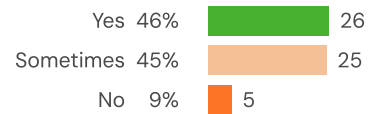
Q.7: I can tell when someone is getting angry or upset before they say anything.



▲ 5 from last survey

Favorable: **44%**

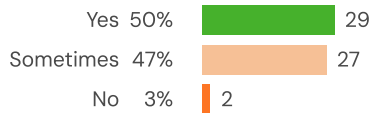
Q.8: I know how to disagree without starting a fight or an argument.



▲ 13 from last survey

Favorable: **46%**

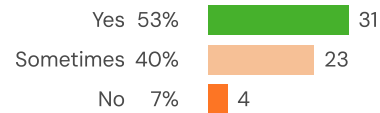
Q.9: I get along well with other students.



▲ 9 from last survey

Favorable: **50%**

Q.10: I know how to make friends with new people.



▲ 6 from last survey

Favorable: **53%**



**SCHOOL CLIMATE &
CONNECTEDNESS SURVEY**
ASSOCIATION OF ALASKA SCHOOL BOARDS

Old Harbor School

Grade 3-5 Student Survey

2026 School Climate & Connectedness Survey



Summary

Topic Description	Results	Comparison
Caring for Others (Grades 3–5) Level of caring and support that students received from peers, staff, and community members at school.	88% ▼ 8 since last survey	84% K/PK –12 84% Rural Schools 90% Kodiak Rural Schools 86% Kodiak Island Borough School District 83% Participating Alaska Districts
School Safety (Grades 3–5)	81% ▼ 10 since last survey	76% K/PK –12 77% Rural Schools 86% Kodiak Rural Schools 83% Kodiak Island Borough School District 77% Participating Alaska Districts
Social and Emotional Learning (Grades 3–5) Students marked how often they use SEL skills in self-awareness, social awareness, self-management, relationship skills, and good decision –making.	45% ▼ 11 since last survey	54% K/PK –12 55% Rural Schools 59% Kodiak Rural Schools 57% Kodiak Island Borough School District 55% Participating Alaska Districts

9 responses



Old Harbor School

"2026 School Climate & Connectedness Survey 2026 Grade 3-5 Student Survey, Grade 3-5 Student Survey"

Caring for Others (Grades 3–5)

Your average

88%

9 responses

Change

▼ **8**

since last survey

School Type average: **84%** K/PK –12

School Type average: **84%** Rural Schools

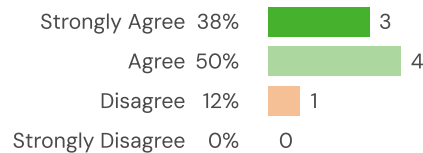
Kodiak Rural Schools average: **90%** Kodiak Rural Schools

District average: **86%** Kodiak Island Borough School District

State average: **83%** Participating Alaska Districts

How did people respond?

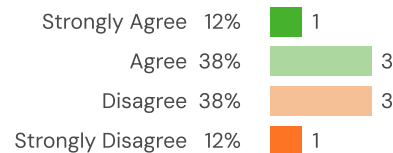
Q.1: Students at this school help each other, even if they are not friends.



▼ **1** from last survey

Favorable: **88%**

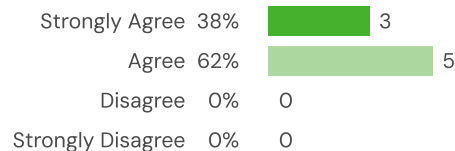
Q.2: Other students at this school treat me with respect.



▼ **50** from last survey

Favorable: **50%**

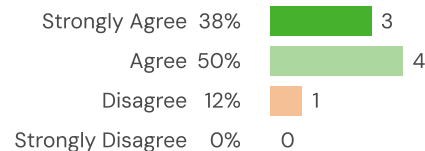
Q.3: There is an adult at this school who I can talk to about things that are bothering me.



▲ **0** from last survey

Favorable: **100%**

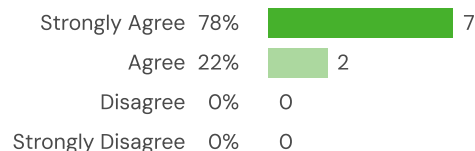
Q.4: There is a teacher or some other adult at this school who will miss me when I'm absent.



▼ **1** from last survey

Favorable: **88%**

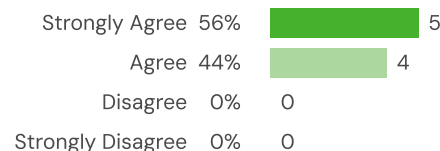
Q.5: Other adults at this school besides my teachers know my name.



▲ **0** from last survey

Favorable: **100%**

Q.6: I can name at least five adults who really care about me.



▲ **0** from last survey

Favorable: **100%**



Demographics

How did people respond?

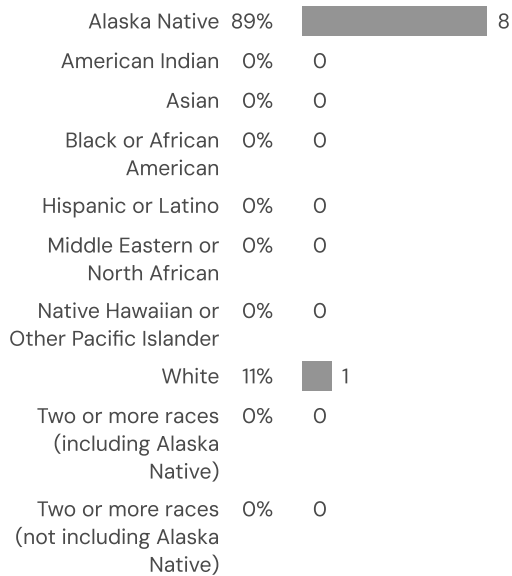
Q.1: What grade are you in?



Q.2: Are you a



Q.3: Which groups describe you best? (Choose all that apply)



Q.4: Is there a language other than English spoken in your home?





Old Harbor School

"2026 School Climate & Connectedness Survey 2026 Grade 3-5 Student Survey, Grade 3-5 Student Survey"

School Safety (Grades 3–5)

Your average

81%

9 responses

Change

▼ **10**

since last survey

School Type average: **76%** K/PK –12

School Type average: **77%** Rural Schools

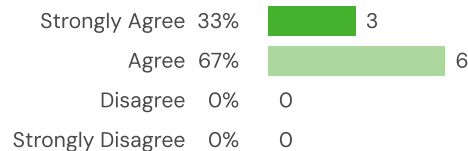
Kodiak Rural Schools average: **86%** Kodiak Rural Schools

District average: **83%** Kodiak Island Borough School District

State average: **77%** Participating Alaska Districts

How did people respond?

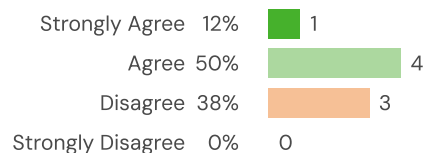
Q.1: I feel safe at school.



▲ **0** from last survey

Favorable: **100%**

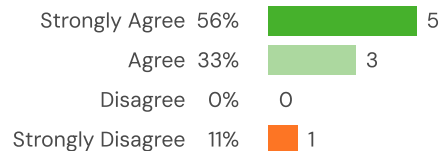
Q.2: I feel safe in the hallways and bathrooms of the school



▼ **26** from last survey

Favorable: **63%**

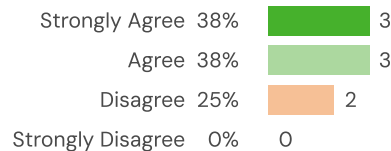
Q.3: I feel safe in my classroom



▼ **11** from last survey

Favorable: **89%**

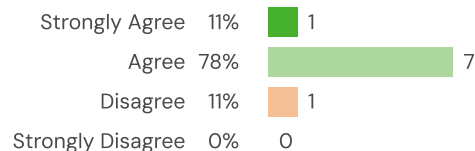
Q.4: I feel safe at recess



▼ **3** from last survey

Favorable: **75%**

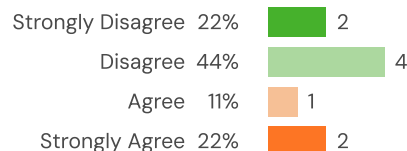
Q.5: Most students at this school get along with each other



▲ **0** from last survey

Favorable: **89%**

Q.6: Students at my school are often teased, picked on, made fun of, or called names



▼ **22** from last survey

Favorable: **67%**



Social and Emotional Learning (Grades 3-5)

Your average

45%

9 responses

Change

▼ 11

since last survey

School Type average: 54% K/PK -12

School Type average: 35% Rural Schools

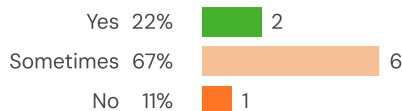
Kodiak Rural Schools average: 59% Kodiak Rural Schools

District average: 57% Kodiak Island Borough School District

State average: 55% Participating Alaska Districts

How did people respond?

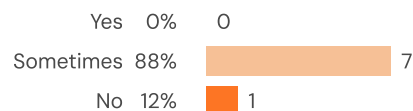
Q.1: If someone asks me, I can tell them how I am feeling.



▼ 22 from last survey

Favorable: 22%

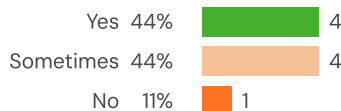
Q.2: I can control myself when I am frustrated, or disappointed.



▼ 56 from last survey

Favorable: 0%

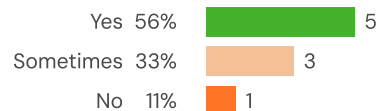
Q.3: If something is bothering me, I think of different ways I can react.



▲ 11 from last survey

Favorable: 44%

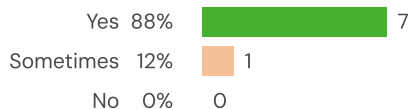
Q.4: I care about other people's feelings and what they think.



▲ 12 from last survey

Favorable: 56%

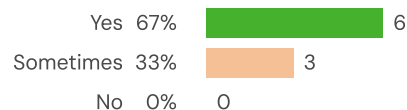
Q.5: It is important for me to help others in my school.



▼ 1 from last survey

Favorable: 88%

Q.6: I respect people even if they are different.



▲ 0 from last survey

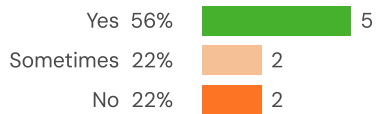
Favorable: 67%



Old Harbor School

"2026 School Climate & Connectedness Survey 2026 Grade 3-5 Student Survey, Grade 3-5 Student Survey"

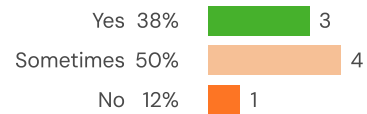
Q.7: I can tell when someone is getting angry or upset before they say anything.



▲ 0 from last survey

Favorable: **56%**

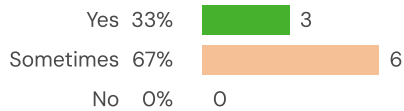
Q.8: I know how to disagree without starting a fight or an argument.



▲ 5 from last survey

Favorable: **38%**

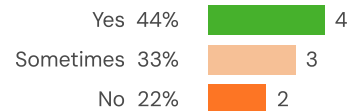
Q.9: I get along well with other students.



▼ 45 from last survey

Favorable: **33%**

Q.10: I know how to make friends with new people.



▼ 12 from last survey

Favorable: **44%**



**SCHOOL CLIMATE &
CONNECTEDNESS SURVEY**
ASSOCIATION OF ALASKA SCHOOL BOARDS

Old Harbor School

**Grade 6-12 Student Survey
2026 School Climate & Connectedness Survey**



Summary

Topic Description	Results	Comparison
Caring Adults Students' perceptions of their closeness to adults in the school. Higher scores are better because they reflect more favorable perceptions of caring adults	91%	81% K/PK -12 80% Rural Schools 93% Kodiak Rural Schools 79% Kodiak Island Borough School District 78% Participating Alaska Districts
Connectedness/Belonging	84%	73% K/PK -12 71% Rural Schools 87% Kodiak Rural Schools 67% Kodiak Island Borough School District 71% Participating Alaska Districts
Cultural Connectedness Perceptions of cultural identity, cultural responsiveness/sensitivity, and instructional equity. Higher scores are better because they reflect more favorable perceptions of cultural connectedness.	95%	84% K/PK -12 82% Rural Schools 95% Kodiak Rural Schools 84% Kodiak Island Borough School District 82% Participating Alaska Districts
Family and Community Involvement Reflects perceptions of families' and community members' degree of involvement in their school. Higher scores are better because they reflect more favorable perceptions of family and community involvement.	91%	87% K/PK -12 86% Rural Schools 94% Kodiak Rural Schools 85% Kodiak Island Borough School District 85% Participating Alaska Districts



Old Harbor School

"2026 School Climate & Connectedness Survey 2026 Grade 6-12 Student Survey, Grade 6-12 Student Survey"

High Expectations

Student perceptions of their own academic expectations as well as those of adults in their school and community. Higher scores are better because they reflect more favorable perceptions of student involvement.

95%

88%	K/PK -12
86%	Rural Schools
94%	Kodiak Rural Schools
80%	Kodiak Island Borough School District
85%	Participating Alaska Districts

Respectful Climate

Student perceptions of the fairness of rules and the respectful relationships between students and staff. Higher scores are better because they reflect more favorable perceptions of respectful climate. (The Staff "Respectful Climate" scale was renamed to "Peer Climate" starting in 2017).

86%

80%	K/PK -12
76%	Rural Schools
92%	Kodiak Rural Schools
68%	Kodiak Island Borough School District
76%	Participating Alaska Districts

School Safety and Peer Climate

93%

65%	K/PK -12
62%	Rural Schools
88%	Kodiak Rural Schools
54%	Kodiak Island Borough School District
62%	Participating Alaska Districts

Social and Emotional Learning (Grades 6-12)

Students rated how easy or difficult it is for them to use SEL skills in self-awareness, social awareness, self-management, relationship skills, and good decision making.

87%

75%	K/PK -12
74%	Rural Schools
76%	Kodiak Rural Schools
72%	Kodiak Island Borough School District
75%	Participating Alaska Districts



Student Involvement

Student and staff perceptions of student participation in school governance. Higher scores are better because they reflect more favorable perceptions of student involvement.

92%

- 80% K/PK –12
- 77% Rural Schools
- 90% Kodiak Rural Schools
- 70% Kodiak Island Borough School District
- 71% Participating Alaska Districts

14 responses



Old Harbor School

"2026 School Climate & Connectedness Survey 2026 Grade 6-12 Student Survey, Grade 6-12 Student Survey"

Caring Adults

Your average

91%

14 responses

School Type average:	81%	K/PK –12
School Type average:	80%	Rural Schools
Kodiak Rural Schools average:	93%	Kodiak Rural Schools
District average:	79%	Kodiak Island Borough School District
State average:	78%	Participating Alaska Districts

How did people respond?

Q.1: There is at least one adult at this school whom I feel comfortable talking to about things that are bothering me.

Strongly Agree	14%	2
Agree	79%	11
Disagree	0%	0
Strongly Disagree	7%	1

Favorable: **93%**

Q.2: There is a teacher or some other adult at this school who will miss me when I'm absent.

Strongly Agree	38%	5
Agree	31%	4
Disagree	23%	3
Strongly Disagree	8%	1

Favorable: **69%**

Q.3: There are lots of chances for students in my school to talk with teachers one-on-one.

Strongly Agree	29%	4
Agree	71%	10
Disagree	0%	0
Strongly Disagree	0%	0

Favorable: **100%**

Q.4: Other adults at school besides my teachers know my name.

Strongly Agree	50%	7
Agree	43%	6
Disagree	0%	0
Strongly Disagree	7%	1

Favorable: **93%**

Q.5: I can name at least five adults in my life who really care about me.

Strongly Agree	57%	8
Agree	43%	6
Disagree	0%	0
Strongly Disagree	0%	0

Favorable: **100%**



Old Harbor School

"2026 School Climate & Connectedness Survey 2026 Grade 6-12 Student Survey, Grade 6-12 Student Survey"

Connectedness/Belonging

Your average

84%

14 responses

School Type average: **73%** K/PK –12

School Type average: **71%** Rural Schools

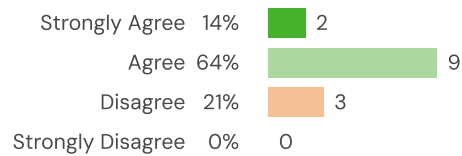
Kodiak Rural Schools average: **87%** Kodiak Rural Schools

District average: **67%** Kodiak Island Borough School District

State average: **71%** Participating Alaska Districts

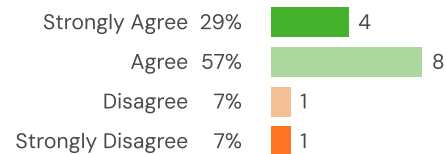
How did people respond?

Q.1: My teachers often connect what I am learning to life outside the classroom.



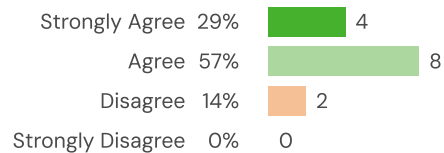
Favorable: **79%**

Q.2: I feel like I belong at this school.



Favorable: **86%**

Q.3: I feel like I am part of this school.



Favorable: **86%**



Old Harbor School

"2026 School Climate & Connectedness Survey 2026 Grade 6-12 Student Survey, Grade 6-12 Student Survey"

Cultural Connectedness

Your average

95%

14 responses

School Type average: **84%** K/PK –12

School Type average: **82%** Rural Schools

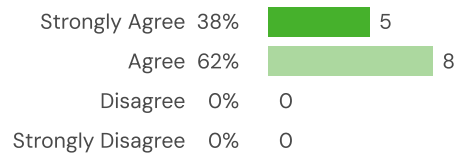
Kodiak Rural Schools average: **95%** Kodiak Rural Schools

District average: **84%** Kodiak Island Borough School District

State average: **82%** Participating Alaska Districts

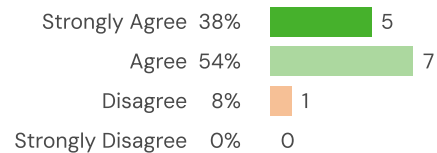
How did people respond?

Q.1: My school teaches about the history and culture of people who live in my community.



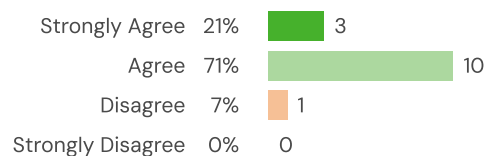
Favorable: **100%**

Q.2: My school values the language and culture of my family.



Favorable: **92%**

Q.3: I see different cultures represented in class lessons, materials, posters, and art around the school, etc.



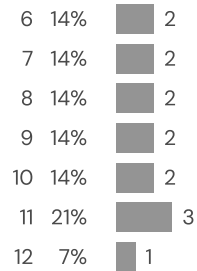
Favorable: **93%**



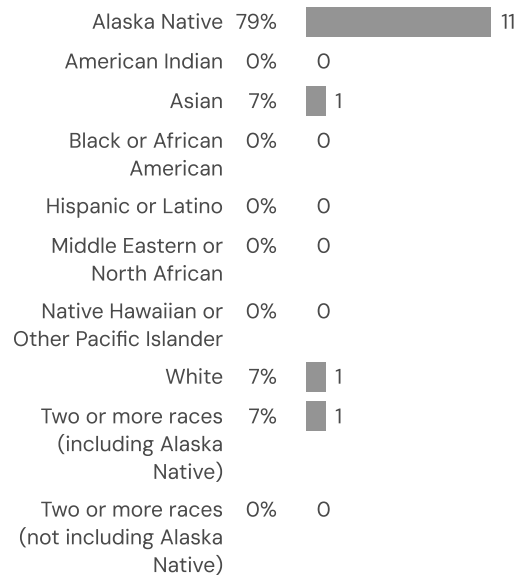
Demographics

How did people respond?

Q.1: What grade are you in?



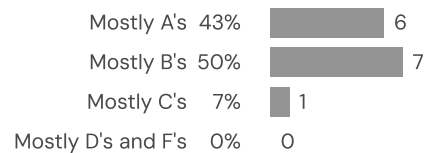
Q.2: Which group describes you best? (Choose all that apply)



Q.3: Is there a language other than English spoken in your home?



Q.4: What grades do you usually get?

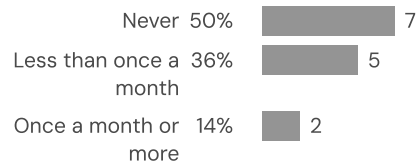




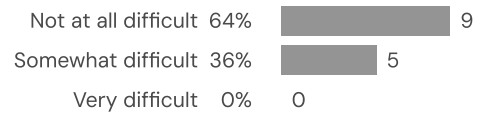
Old Harbor School

"2026 School Climate & Connectedness Survey 2026 Grade 6-12 Student Survey, Grade 6-12 Student Survey"

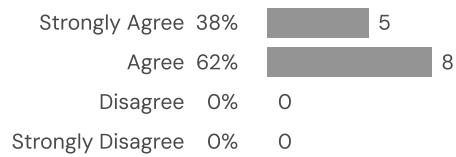
Q.5: During the past year, how many days did you miss (skip) school without permission?



Q.6: In the past year, how difficult has it been for your family to get the basic things you need?



Q.7: I have a strong sense of belonging to my culture.





Family and Community Involvement

Your average

91%

14 responses

School Type average: **87%** K/PK –12

School Type average: **86%** Rural Schools

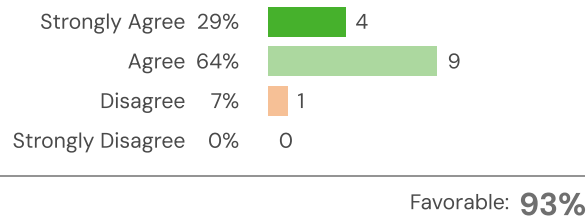
Kodiak Rural Schools average: **94%** Kodiak Rural Schools

District average: **85%** Kodiak Island Borough School District

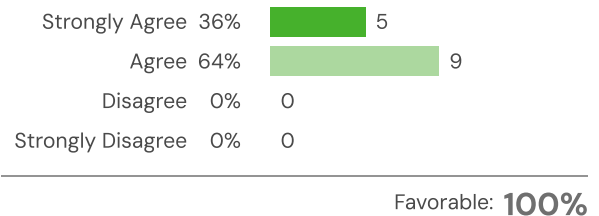
State average: **85%** Participating Alaska Districts

How did people respond?

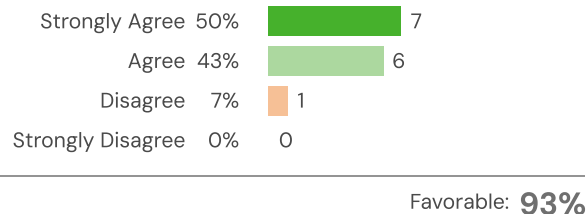
Q.1: This school is a welcoming place for families like mine.



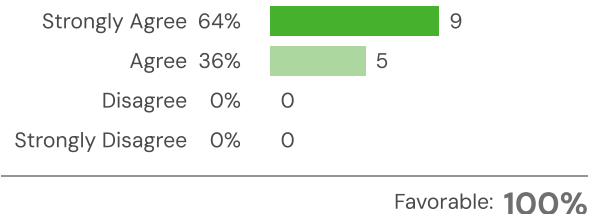
Q.2: This school invites elders and/or cultural leaders into the school.



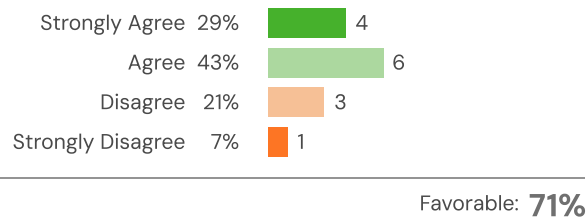
Q.3: There's an adult in my life who I talk to about what I'm learning in school



Q.4: Outside of school and home, I know at least one adult who encourages me to do my best.



Q.5: There's an adult in my life who I talk to about my plans for life after high school





High Expectations

Your average

95%

14 responses

School Type average:	88%	K/PK –12
School Type average:	86%	Rural Schools
Kodiak Rural Schools average:	94%	Kodiak Rural Schools
District average:	80%	Kodiak Island Borough School District
State average:	85%	Participating Alaska Districts

How did people respond?

Q.1: At this school, students are encouraged to work to the best of their abilities.

Strongly Agree	50%		7
Agree	50%		7
Disagree	0%		0
Strongly Disagree	0%		0

Favorable: **100%**

Q.2: Teachers and other adults at this school believe that all students can do good work.

Strongly Agree	36%		5
Agree	64%		9
Disagree	0%		0
Strongly Disagree	0%		0

Favorable: **100%**

Q.3: My teachers would help me if I had trouble learning something.

Strongly Agree	64%		9
Agree	36%		5
Disagree	0%		0
Strongly Disagree	0%		0

Favorable: **100%**

Q.4: My classes are challenging in a good way.

Strongly Agree	14%		2
Agree	79%		11
Disagree	0%		0
Strongly Disagree	7%		1

Favorable: **93%**

Q.5: I have a plan for life after high school

Strongly Agree	21%		3
Agree	71%		10
Disagree	7%		1
Strongly Disagree	0%		0

Favorable: **93%**

Q.6: I want very much to get more education or training after high school.

Strongly Agree	21%		3
Agree	64%		9
Disagree	7%		1
Strongly Disagree	7%		1

Favorable: **86%**



Respectful Climate

Your average

86%

14 responses

School Type average: **80%** K/PK –12

School Type average: **76%** Rural Schools

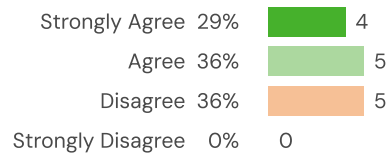
Kodiak Rural Schools average: **92%** Kodiak Rural Schools

District average: **68%** Kodiak Island Borough School District

State average: **76%** Participating Alaska Districts

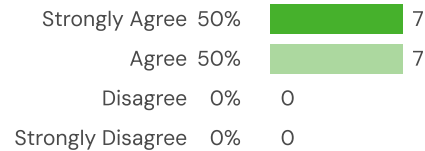
How did people respond?

Q.1: When students break rules, they are treated fairly.



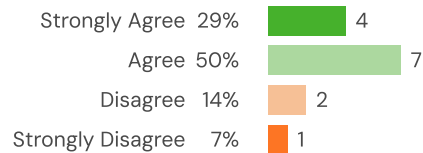
Favorable: **64%**

Q.2: My teachers are fair.



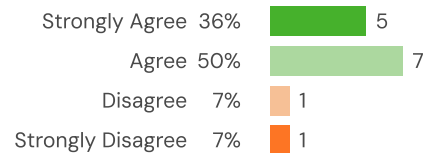
Favorable: **100%**

Q.3: Our school rules are fair.



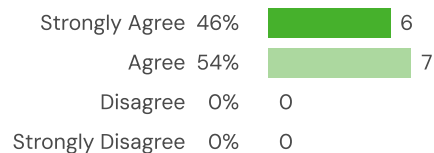
Favorable: **79%**

Q.4: This school emphasizes showing respect for all students



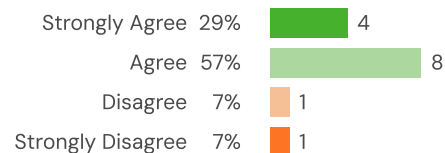
Favorable: **86%**

Q.5: Students at this school know where to get help if they're being mistreated



Favorable: **100%**

Q.6: The school rules help create a respectful environment



Favorable: **86%**



School Safety and Peer Climate

Your average

93%

14 responses

School Type average: **65%** K/PK –12

School Type average: **62%** Rural Schools

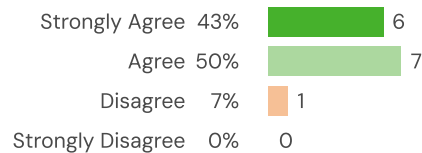
Kodiak Rural Schools average: **88%** Kodiak Rural Schools

District average: **54%** Kodiak Island Borough School District

State average: **62%** Participating Alaska Districts

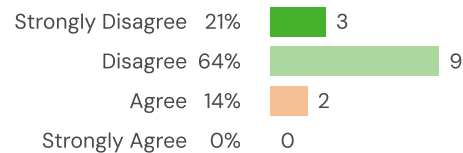
How did people respond?

Q.1: Students in this school treat each other with respect.



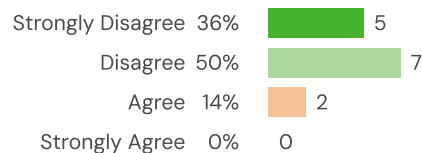
Favorable: **93%**

Q.2: Students at this school are often teased or picked on.



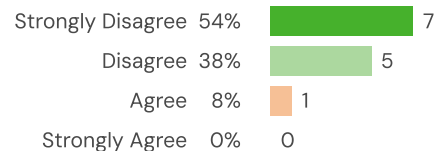
Favorable: **86%**

Q.3: Students at this school often spread hurtful rumors or lies about each other online (such as Snapchat, Instagram, Facebook, etc.)



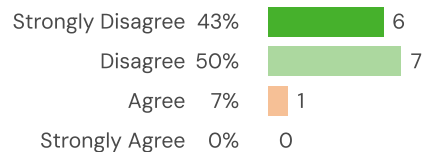
Favorable: **86%**

Q.4: Students at this school get into fights with other students



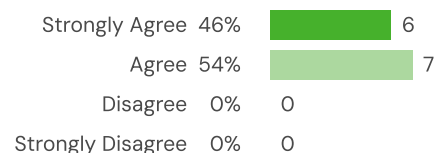
Favorable: **92%**

Q.5: Students at this school threaten or bully other students



Favorable: **93%**

Q.6: I feel safe at school.



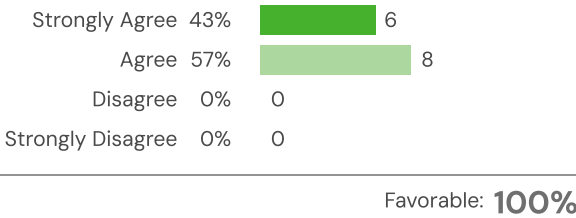
Favorable: **100%**



Old Harbor School

"2026 School Climate & Connectedness Survey 2026 Grade 6-12 Student Survey, Grade 6-12 Student Survey"

Q.7: I feel safe traveling to and from school.





Social and Emotional Learning (Grades 6-12)

Your average

87%

14 responses

School Type average: **75%** K/PK -12

School Type average: **74%** Rural Schools

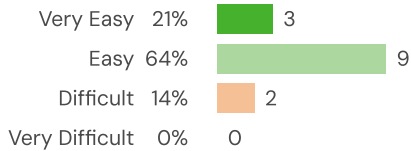
Kodiak Rural Schools average: **76%** Kodiak Rural Schools

District average: **72%** Kodiak Island Borough School District

State average: **75%** Participating Alaska Districts

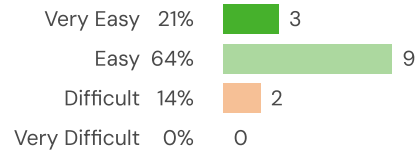
How did people respond?

Q.1: Knowing the emotions I feel.



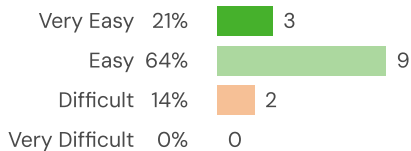
Favorable: **86%**

Q.2: Knowing ways I calm myself down.



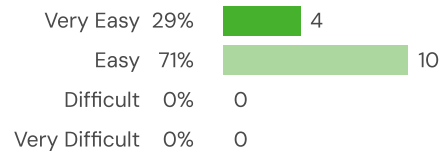
Favorable: **86%**

Q.3: Knowing what my strengths are.



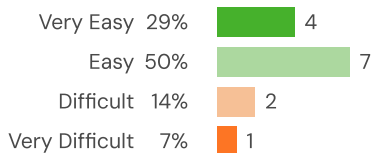
Favorable: **86%**

Q.4: Knowing when my feelings are making it hard for me to focus.



Favorable: **100%**

Q.5: Thinking about what might happen before making a decision.



Favorable: **79%**



Student Involvement

Your average

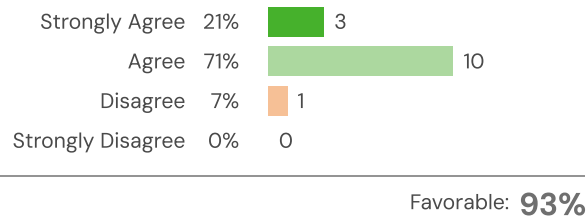
92%

14 responses

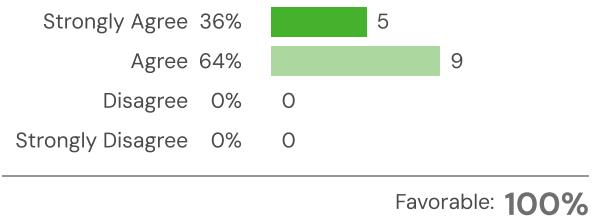
School Type average:	80%	K/PK –12
School Type average:	77%	Rural Schools
Kodiak Rural Schools average:	90%	Kodiak Rural Schools
District average:	70%	Kodiak Island Borough School District
State average:	71%	Participating Alaska Districts

How did people respond?

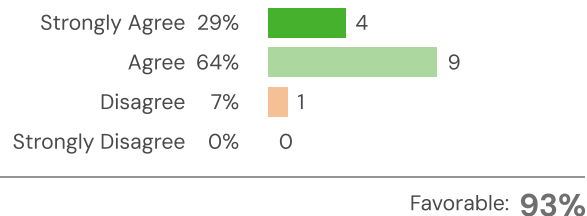
Q.1: In my school, students are given a chance to help make decisions.



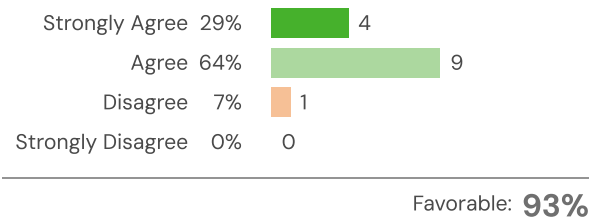
Q.2: In my school, students are provided with meaningful opportunities to develop leadership skills.



Q.3: My school seeks out the ideas of the students who are having the hardest time in school about how to improve our school.



Q.4: My school has opportunities to hear from all students about how to improve our school.

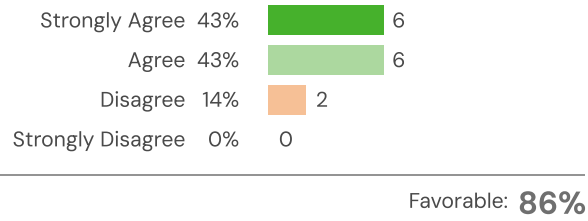




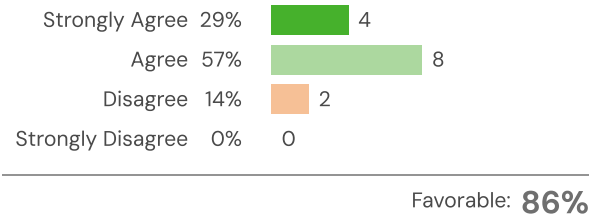
Old Harbor School

"2026 School Climate & Connectedness Survey 2026 Grade 6-12 Student Survey, Grade 6-12 Student Survey"

Q.5: I regularly attend school-sponsored events, such as school dances, sporting events, student performances, or other school activities.



Q.6: I regularly participate in extra-curricular activities, such as school clubs or organizations, musical groups, sports teams, student government, or any other extra-curricular activities.

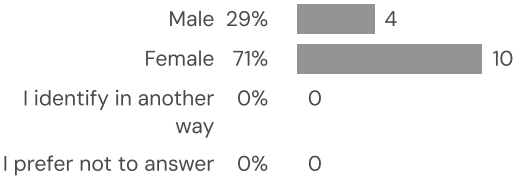




Other questions

How did people respond? _____

Q.1: How do you identify yourself?





**SCHOOL CLIMATE &
CONNECTEDNESS SURVEY**
ASSOCIATION OF ALASKA SCHOOL BOARDS

Ouzinkie School

**Grade 6-12 Student Survey
2026 School Climate & Connectedness Survey**



Summary

Topic Description	Results	Comparison
Caring Adults Students' perceptions of their closeness to adults in the school. Higher scores are better because they reflect more favorable perceptions of caring adults	92% ▲ 2 since last survey	81% K/PK -12 80% Rural Schools 93% Kodiak Rural Schools 79% Kodiak Island Borough School District 78% Participating Alaska Districts
Connectedness/Belonging	83% ▼ 11 since last survey	73% K/PK -12 71% Rural Schools 87% Kodiak Rural Schools 67% Kodiak Island Borough School District 71% Participating Alaska Districts
Cultural Connectedness Perceptions of cultural identity, cultural responsiveness/sensitivity, and instructional equity. Higher scores are better because they reflect more favorable perceptions of cultural connectedness.	93% ▼ 1 since last survey	84% K/PK -12 82% Rural Schools 95% Kodiak Rural Schools 84% Kodiak Island Borough School District 82% Participating Alaska Districts
Family and Community Involvement Reflects perceptions of families' and community members' degree of involvement in their school. Higher scores are better because they reflect more favorable perceptions of family and community involvement.	98% ▼ 2 since last survey	87% K/PK -12 86% Rural Schools 94% Kodiak Rural Schools 85% Kodiak Island Borough School District 85% Participating Alaska Districts



Ouzinkie School

"2026 School Climate & Connectedness Survey 2026 Grade 6-12 Student Survey, Grade 6-12 Student Survey"

High Expectations

Student perceptions of their own academic expectations as well as those of adults in their school and community. Higher scores are better because they reflect more favorable perceptions of student involvement.

88%

▲ 7

since last survey

88% K/PK -12

86% Rural Schools

94% Kodiak Rural Schools

80% Kodiak Island Borough School District

85% Participating Alaska Districts

Respectful Climate

Student perceptions of the fairness of rules and the respectful relationships between students and staff. Higher scores are better because they reflect more favorable perceptions of respectful climate. (The Staff "Respectful Climate" scale was renamed to "Peer Climate" starting in 2017).

93%

▼ 4

since last survey

80% K/PK -12

76% Rural Schools

92% Kodiak Rural Schools

68% Kodiak Island Borough School District

76% Participating Alaska Districts

School Safety and Peer Climate

87%

▼ 13

since last survey

65% K/PK -12

62% Rural Schools

88% Kodiak Rural Schools

54% Kodiak Island Borough School District

62% Participating Alaska Districts

Social and Emotional Learning (Grades 6-12)

Students rated how easy or difficult it is for them to use SEL skills in self-awareness, social awareness, self-management, relationship skills, and good decision making.

54%

▼ 36

since last survey

75% K/PK -12

74% Rural Schools

76% Kodiak Rural Schools

72% Kodiak Island Borough School District

75% Participating Alaska Districts



Ouzinkie School

"2026 School Climate & Connectedness Survey 2026 Grade 6-12 Student Survey, Grade 6-12 Student Survey"

Student Involvement

Student and staff perceptions of student participation in school governance. Higher scores are better because they reflect more favorable perceptions of student involvement.



- 80% K/PK –12
- 77% Rural Schools
- 90% Kodiak Rural Schools
- 70% Kodiak Island Borough School District
- 71% Participating Alaska Districts

10 responses



Ouzinkie School

"2026 School Climate & Connectedness Survey 2026 Grade 6-12 Student Survey, Grade 6-12 Student Survey"

Caring Adults

Your average

92%

10 responses

Change

▲ 2

since last survey

School Type average: **81%** K/PK –12

School Type average: **80%** Rural Schools

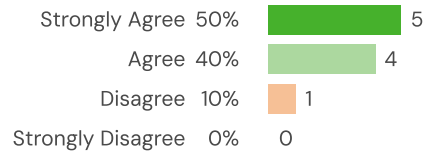
Kodiak Rural Schools average: **93%** Kodiak Rural Schools

District average: **79%** Kodiak Island Borough School District

State average: **78%** Participating Alaska Districts

How did people respond?

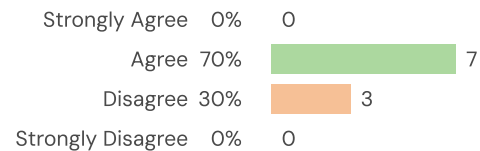
Q.1: There is at least one adult at this school whom I feel comfortable talking to about things that are bothering me.



▲ 7 from last survey

Favorable: **90%**

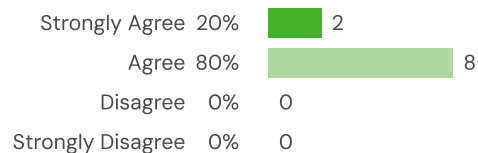
Q.2: There is a teacher or some other adult at this school who will miss me when I'm absent.



▲ 3 from last survey

Favorable: **70%**

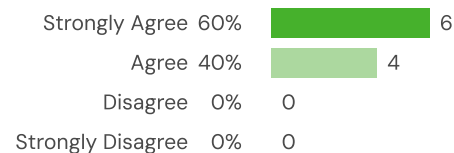
Q.3: There are lots of chances for students in my school to talk with teachers one-on-one.



▲ 0 from last survey

Favorable: **100%**

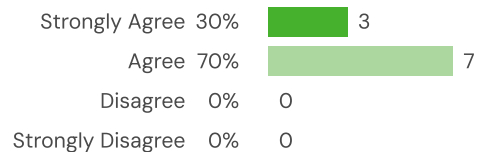
Q.4: Other adults at school besides my teachers know my name.



▲ 0 from last survey

Favorable: **100%**

Q.5: I can name at least five adults in my life who really care about me.



▲ 0 from last survey

Favorable: **100%**



Ouzinkie School

"2026 School Climate & Connectedness Survey 2026 Grade 6-12 Student Survey, Grade 6-12 Student Survey"

Connectedness/Belonging

Your average

83%

10 responses

Change

▼ **11**

since last survey

School Type average: **73%** K/PK –12

School Type average: **71%** Rural Schools

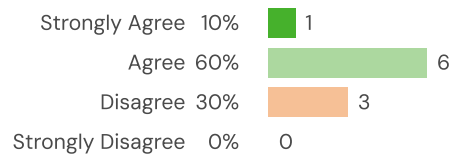
Kodiak Rural Schools average: **87%** Kodiak Rural Schools

District average: **67%** Kodiak Island Borough School District

State average: **71%** Participating Alaska Districts

How did people respond?

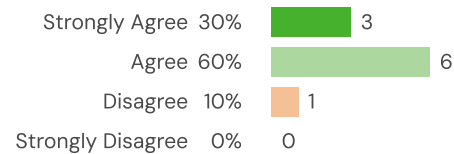
Q.1: My teachers often connect what I am learning to life outside the classroom.



▼ **13** from last survey

Favorable: **70%**

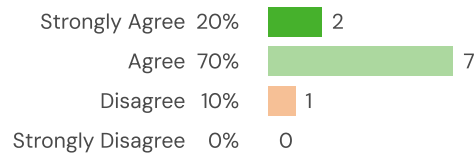
Q.2: I feel like I belong at this school.



▼ **10** from last survey

Favorable: **90%**

Q.3: I feel like I am part of this school.



▼ **10** from last survey

Favorable: **90%**



Ouzinkie School

"2026 School Climate & Connectedness Survey 2026 Grade 6-12 Student Survey, Grade 6-12 Student Survey"

Cultural Connectedness

Your average

93%

10 responses

Change

▼ **1**

since last survey

School Type average: **84%** K/PK –12

School Type average: **82%** Rural Schools

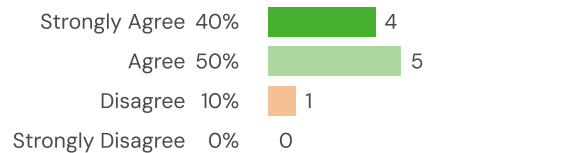
Kodiak Rural Schools average: **95%** Kodiak Rural Schools

District average: **84%** Kodiak Island Borough School District

State average: **82%** Participating Alaska Districts

How did people respond?

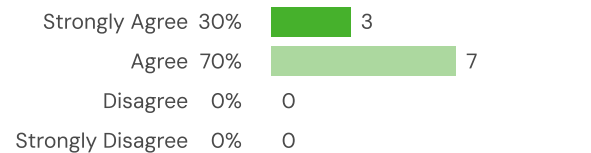
Q.1: My school teaches about the history and culture of people who live in my community.



▼ **10** from last survey

Favorable: **90%**

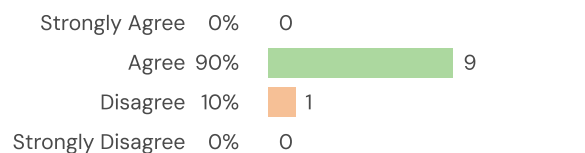
Q.2: My school values the language and culture of my family.



▲ **0** from last survey

Favorable: **100%**

Q.3: I see different cultures represented in class lessons, materials, posters, and art around the school, etc.



▲ **7** from last survey

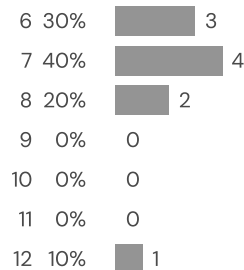
Favorable: **90%**



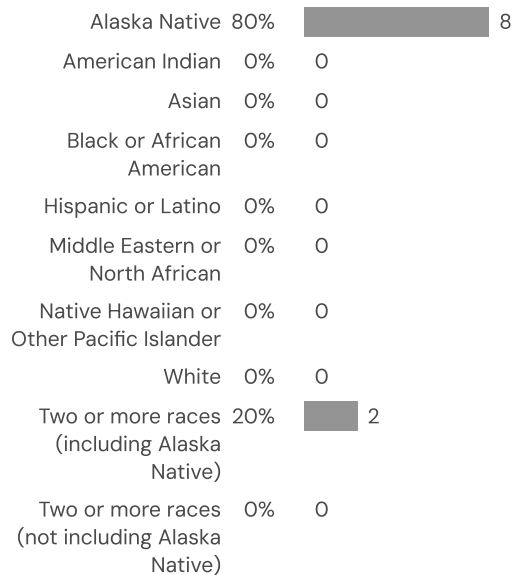
Demographics

How did people respond?

Q.1: What grade are you in?



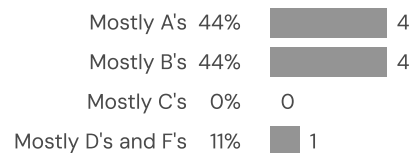
Q.2: Which group describes you best? (Choose all that apply)



Q.3: Is there a language other than English spoken in your home?



Q.4: What grades do you usually get?

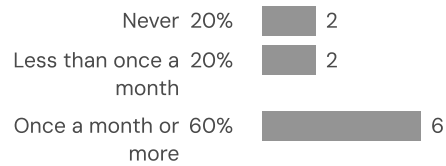




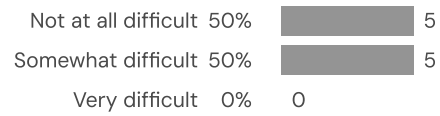
Ouzinkie School

"2026 School Climate & Connectedness Survey 2026 Grade 6-12 Student Survey, Grade 6-12 Student Survey"

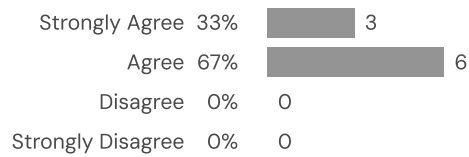
Q.5: During the past year, how many days did you miss (skip) school without permission?



Q.6: In the past year, how difficult has it been for your family to get the basic things you need?



Q.7: I have a strong sense of belonging to my culture.





Ouzinkie School

"2026 School Climate & Connectedness Survey 2026 Grade 6-12 Student Survey, Grade 6-12 Student Survey"

Family and Community Involvement

Your average

98%

10 responses

Change

▼ 2

since last survey

School Type average: **87%** K/PK –12

School Type average: **86%** Rural Schools

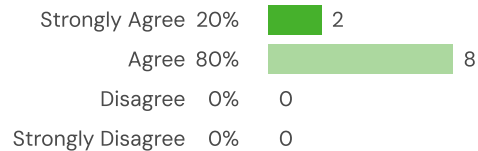
Kodiak Rural Schools average: **94%** Kodiak Rural Schools

District average: **85%** Kodiak Island Borough School District

State average: **85%** Participating Alaska Districts

How did people respond?

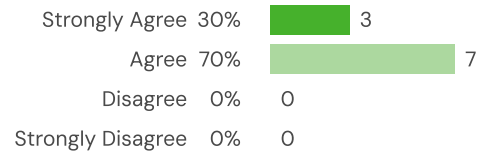
Q.1: This school is a welcoming place for families like mine.



▲ 0 from last survey

Favorable: **100%**

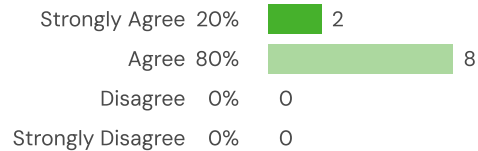
Q.2: This school invites elders and/or cultural leaders into the school.



▲ 0 from last survey

Favorable: **100%**

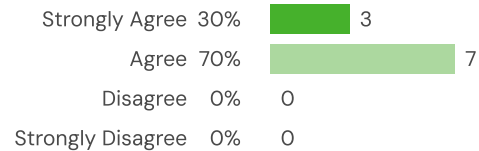
Q.3: There's an adult in my life who I talk to about what I'm learning in school



▲ 0 from last survey

Favorable: **100%**

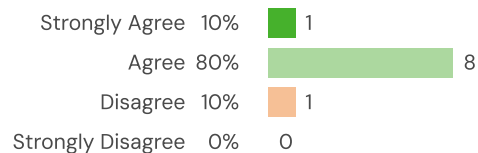
Q.4: Outside of school and home, I know at least one adult who encourages me to do my best.



▲ 0 from last survey

Favorable: **100%**

Q.5: There's an adult in my life who I talk to about my plans for life after high school



▼ 10 from last survey

Favorable: **90%**



High Expectations

Your average

88%

10 responses

Change

▲ 7

since last survey

School Type average: **88%** K/PK –12

School Type average: **86%** Rural Schools

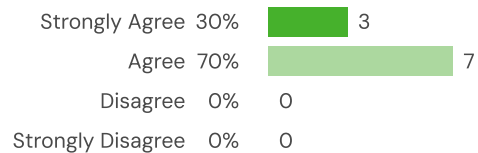
Kodiak Rural Schools average: **94%** Kodiak Rural Schools

District average: **80%** Kodiak Island Borough School District

State average: **85%** Participating Alaska Districts

How did people respond?

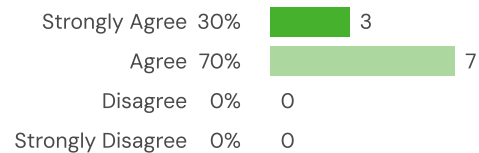
Q.1: At this school, students are encouraged to work to the best of their abilities.



▲ 0 from last survey

Favorable: **100%**

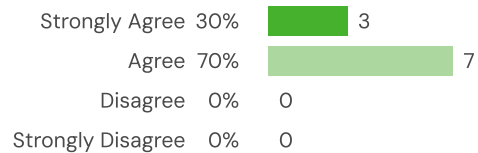
Q.2: Teachers and other adults at this school believe that all students can do good work.



▲ 0 from last survey

Favorable: **100%**

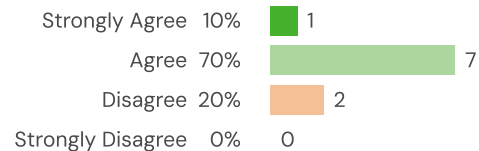
Q.3: My teachers would help me if I had trouble learning something.



▲ 0 from last survey

Favorable: **100%**

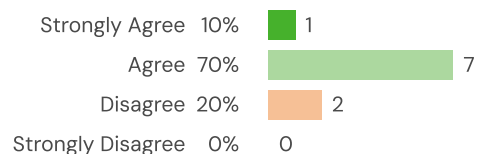
Q.4: My classes are challenging in a good way.



▼ 20 from last survey

Favorable: **80%**

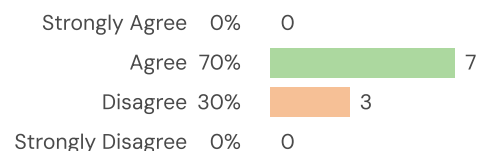
Q.5: I have a plan for life after high school



▲ 30 from last survey

Favorable: **80%**

Q.6: I want very much to get more education or training after high school.



▲ 37 from last survey

Favorable: **70%**



Ouzinkie School

"2026 School Climate & Connectedness Survey 2026 Grade 6-12 Student Survey, Grade 6-12 Student Survey"

Respectful Climate

Your average

93%

10 responses

Change

▼ **4**

since last survey

School Type average: **80%** K/PK –12

School Type average: **76%** Rural Schools

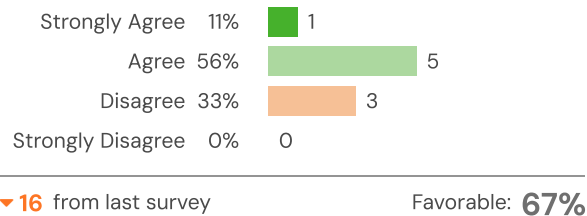
Kodiak Rural Schools average: **92%** Kodiak Rural Schools

District average: **68%** Kodiak Island Borough School District

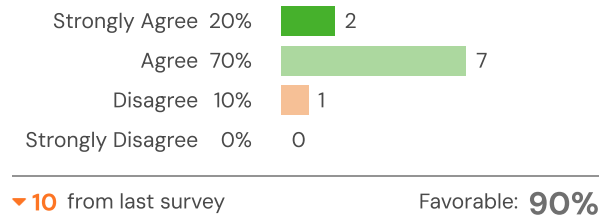
State average: **76%** Participating Alaska Districts

How did people respond?

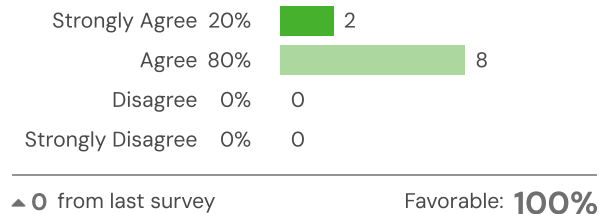
Q.1: When students break rules, they are treated fairly.



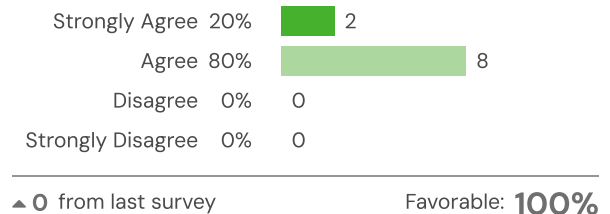
Q.2: My teachers are fair.



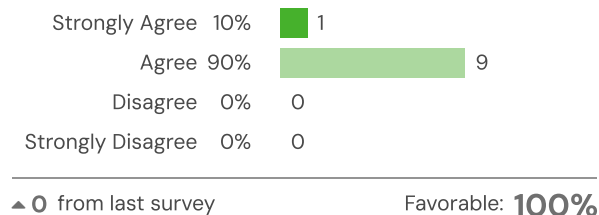
Q.3: Our school rules are fair.



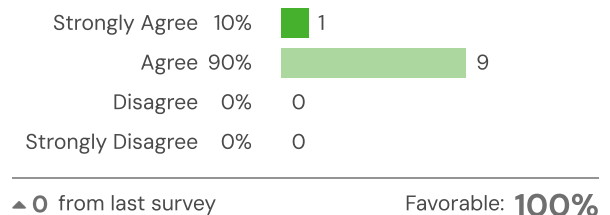
Q.4: This school emphasizes showing respect for all students



Q.5: Students at this school know where to get help if they're being mistreated



Q.6: The school rules help create a respectful environment





School Safety and Peer Climate

Your average

87%

10 responses

Change

▼ **13**

since last survey

School Type average: **65%** K/PK –12

School Type average: **62%** Rural Schools

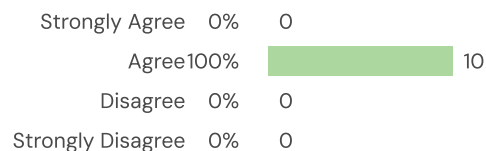
Kodiak Rural Schools average: **88%** Kodiak Rural Schools

District average: **54%** Kodiak Island Borough School District

State average: **62%** Participating Alaska Districts

How did people respond?

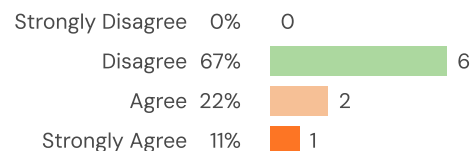
Q.1: Students in this school treat each other with respect.



▲ **0** from last survey

Favorable: **100%**

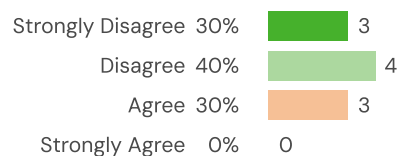
Q.2: Students at this school are often teased or picked on.



▼ **33** from last survey

Favorable: **67%**

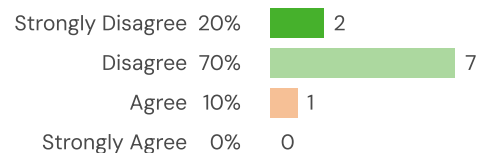
Q.3: Students at this school often spread hurtful rumors or lies about each other online (such as Snapchat, Instagram, Facebook, etc.)



▼ **30** from last survey

Favorable: **70%**

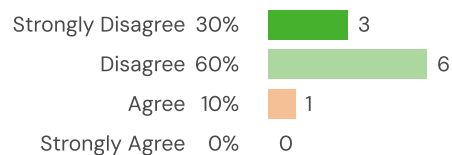
Q.4: Students at this school get into fights with other students



▼ **10** from last survey

Favorable: **90%**

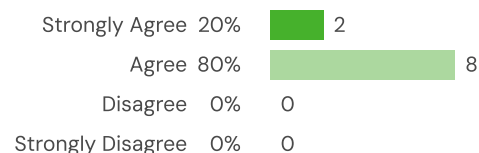
Q.5: Students at this school threaten or bully other students



▼ **10** from last survey

Favorable: **90%**

Q.6: I feel safe at school.



▲ **0** from last survey

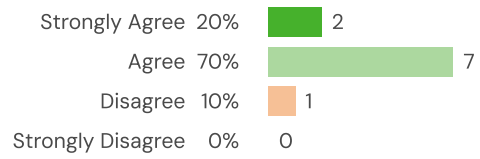
Favorable: **100%**



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Q.7: I feel safe traveling to and from school.



▼ 10 from last survey

Favorable: **90%**



Social and Emotional Learning (Grades 6-12)

Your average

54%

10 responses

Change

▼ 36

since last survey

School Type average: 75% K/PK -12

School Type average: 74% Rural Schools

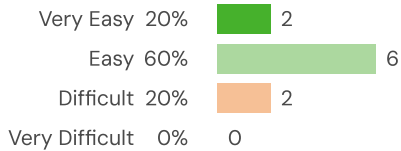
Kodiak Rural Schools average: 76% Kodiak Rural Schools

District average: 72% Kodiak Island Borough School District

State average: 75% Participating Alaska Districts

How did people respond?

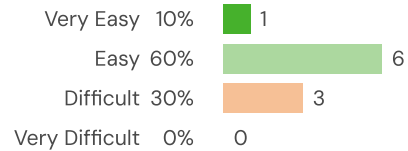
Q.1: Knowing the emotions I feel.



▼ 20 from last survey

Favorable: 80%

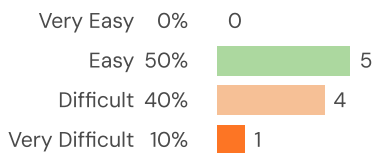
Q.2: Knowing ways I calm myself down.



▼ 30 from last survey

Favorable: 70%

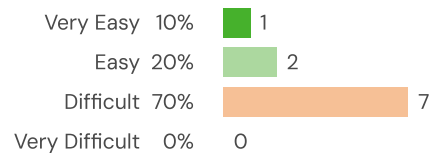
Q.3: Knowing what my strengths are.



▼ 33 from last survey

Favorable: 50%

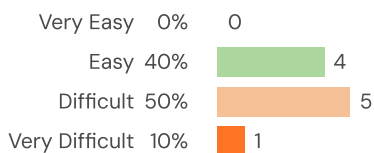
Q.4: Knowing when my feelings are making it hard for me to focus.



▼ 53 from last survey

Favorable: 30%

Q.5: Thinking about what might happen before making a decision.



▼ 43 from last survey

Favorable: 40%



Student Involvement

Your average

88%

10 responses

Change

▼ **7**

since last survey

School Type average: **80%** K/PK –12

School Type average: **77%** Rural Schools

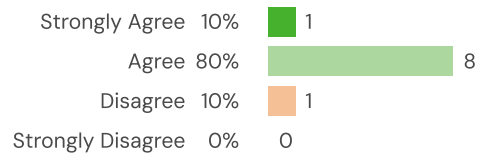
Kodiak Rural Schools average: **90%** Kodiak Rural Schools

District average: **70%** Kodiak Island Borough School District

State average: **71%** Participating Alaska Districts

How did people respond?

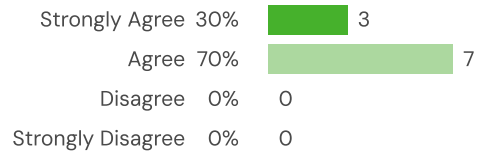
Q.1: In my school, students are given a chance to help make decisions.



▼ **10** from last survey

Favorable: **90%**

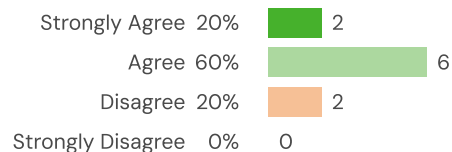
Q.2: In my school, students are provided with meaningful opportunities to develop leadership skills.



▲ **0** from last survey

Favorable: **100%**

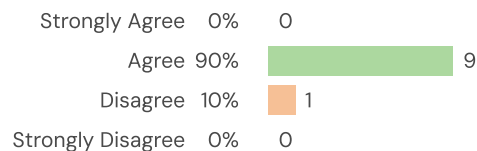
Q.3: My school seeks out the ideas of the students who are having the hardest time in school about how to improve our school.



▼ **20** from last survey

Favorable: **80%**

Q.4: My school has opportunities to hear from all students about how to improve our school.



▼ **10** from last survey

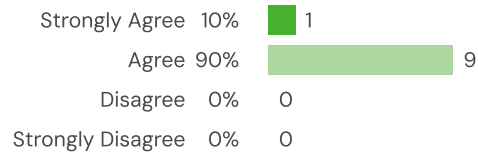
Favorable: **90%**



Ouzinkie School

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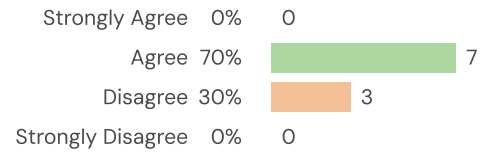
Q.5: I regularly attend school-sponsored events, such as school dances, sporting events, student performances, or other school activities.



▲ 0 from last survey

Favorable: **100%**

Q.6: I regularly participate in extra-curricular activities, such as school clubs or organizations, musical groups, sports teams, student government, or any other extra-curricular activities.



▲ 3 from last survey

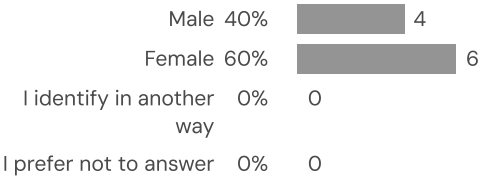
Favorable: **70%**



Other questions

How did people respond? _____

Q.1: How do you identify yourself?





**SCHOOL CLIMATE &
CONNECTEDNESS SURVEY**
ASSOCIATION OF ALASKA SCHOOL BOARDS

Peterson Elementary

Grade 3-5 Student Survey

2026 School Climate & Connectedness Survey



Summary

Topic Description	Results	Comparison
Caring for Others (Grades 3–5) Level of caring and support that students received from peers, staff, and community members at school.	81% ▼ 3 since last survey	82% Elementary 84% Rural Schools 86% Kodiak Island Borough School District 83% Participating Alaska Districts
School Safety (Grades 3–5)	80% ▼ 2 since last survey	77% Elementary 77% Rural Schools 83% Kodiak Island Borough School District 77% Participating Alaska Districts
Social and Emotional Learning (Grades 3–5) Students marked how often they use SEL skills in self-awareness, social awareness, self-management, relationship skills, and good decision –making.	58% 0 since last survey	55% Elementary 55% Rural Schools 57% Kodiak Island Borough School District 55% Participating Alaska Districts

83 responses



Peterson Elementary

"2026 School Climate & Connectedness Survey 2026 Grade 3-5 Student Survey, Grade 3-5 Student Survey"

Caring for Others (Grades 3–5)

Your average

81%

83 responses

Change

▼ **3**

since last survey

School Type average: **82%** Elementary

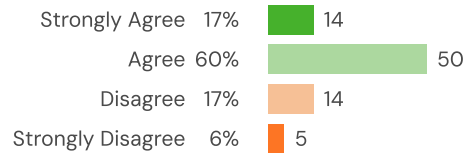
School Type average: **84%** Rural Schools

District average: **86%** Kodiak Island Borough School District

State average: **83%** Participating Alaska Districts

How did people respond?

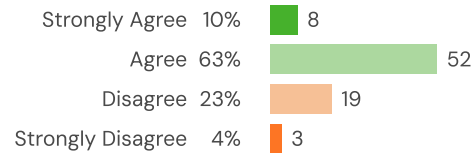
Q.1: Students at this school help each other, even if they are not friends.



▼ **2** from last survey

Favorable: **77%**

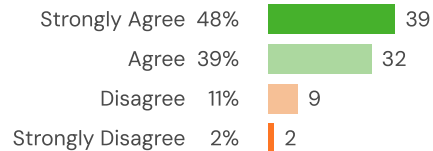
Q.2: Other students at this school treat me with respect.



▼ **2** from last survey

Favorable: **73%**

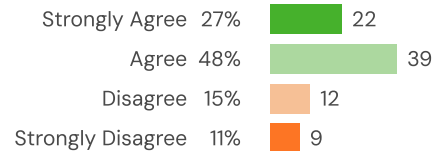
Q.3: There is an adult at this school who I can talk to about things that are bothering me.



▼ **4** from last survey

Favorable: **87%**

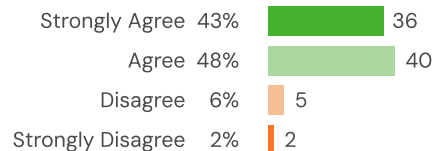
Q.4: There is a teacher or some other adult at this school who will miss me when I'm absent.



▼ **9** from last survey

Favorable: **74%**

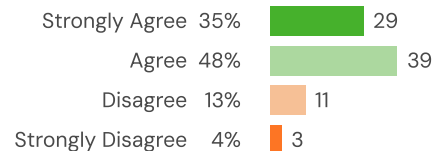
Q.5: Other adults at this school besides my teachers know my name.



▼ **2** from last survey

Favorable: **92%**

Q.6: I can name at least five adults who really care about me.



▲ **4** from last survey

Favorable: **83%**



Demographics

How did people respond?

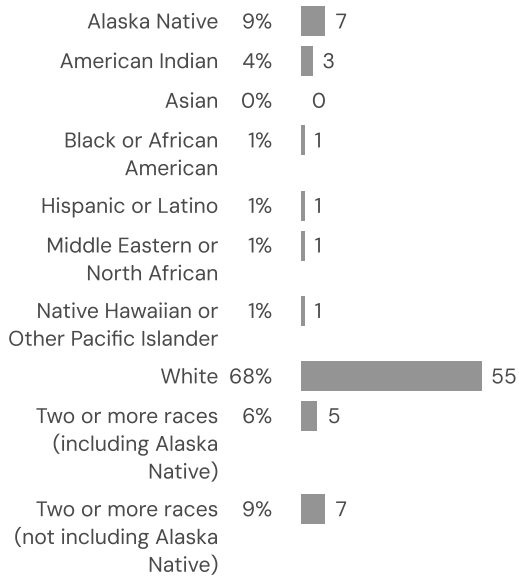
Q.1: What grade are you in?



Q.2: Are you a



Q.3: Which groups describe you best? (Choose all that apply)



Q.4: Is there a language other than English spoken in your home?





Peterson Elementary

"2026 School Climate & Connectedness Survey 2026 Grade 3-5 Student Survey, Grade 3-5 Student Survey"

School Safety (Grades 3–5)

Your average

80%

83 responses

Change

▼ **2**

since last survey

School Type average: **77%** Elementary

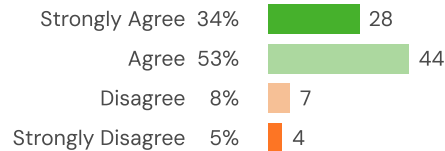
School Type average: **77%** Rural Schools

District average: **83%** Kodiak Island Borough School District

State average: **77%** Participating Alaska Districts

How did people respond?

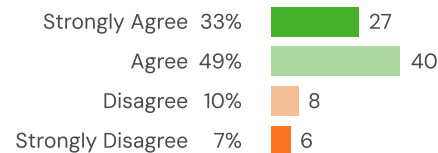
Q.1: I feel safe at school.



▼ **7** from last survey

Favorable: **87%**

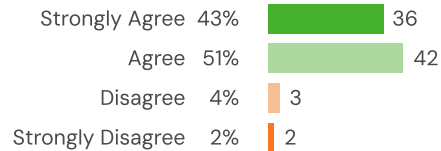
Q.2: I feel safe in the hallways and bathrooms of the school



▼ **5** from last survey

Favorable: **83%**

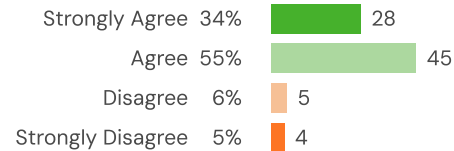
Q.3: I feel safe in my classroom



▲ **0** from last survey

Favorable: **94%**

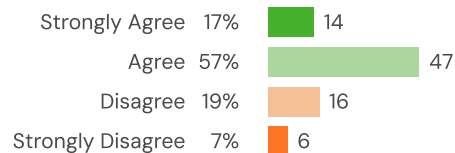
Q.4: I feel safe at recess



▲ **3** from last survey

Favorable: **89%**

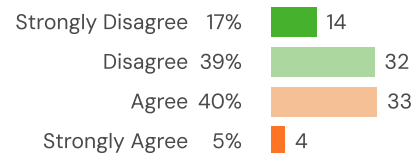
Q.5: Most students at this school get along with each other



▼ **9** from last survey

Favorable: **73%**

Q.6: Students at my school are often teased, picked on, made fun of, or called names



▲ **5** from last survey

Favorable: **55%**



Peterson Elementary

"2026 School Climate & Connectedness Survey 2026 Grade 3-5 Student Survey, Grade 3-5 Student Survey"

Social and Emotional Learning (Grades 3-5)

Your average

58%

83 responses

Change

0

since last survey

School Type average: **55%** Elementary

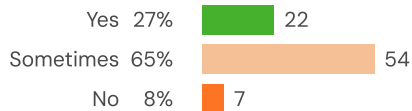
School Type average: **55%** Rural Schools

District average: **57%** Kodiak Island Borough School District

State average: **55%** Participating Alaska Districts

How did people respond?

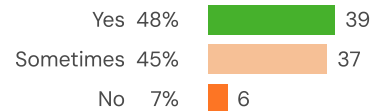
Q.1: If someone asks me, I can tell them how I am feeling.



▲ 0 from last survey

Favorable: **27%**

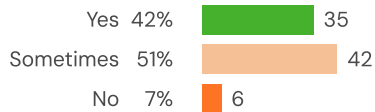
Q.2: I can control myself when I am frustrated, or disappointed.



▲ 7 from last survey

Favorable: **48%**

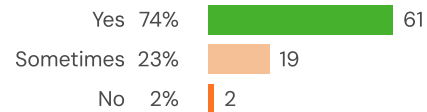
Q.3: If something is bothering me, I think of different ways I can react.



▼ 3 from last survey

Favorable: **42%**

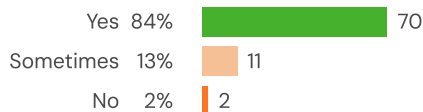
Q.4: I care about other people's feelings and what they think.



▼ 3 from last survey

Favorable: **74%**

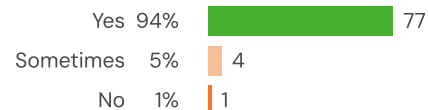
Q.5: It is important for me to help others in my school.



▼ 7 from last survey

Favorable: **84%**

Q.6: I respect people even if they are different.



▲ 7 from last survey

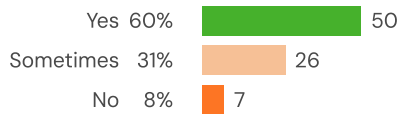
Favorable: **94%**



Peterson Elementary

"2026 School Climate & Connectedness Survey 2026 Grade 3-5 Student Survey, Grade 3-5 Student Survey"

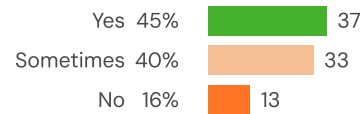
Q.7: I can tell when someone is getting angry or upset before they say anything.



▲ 9 from last survey

Favorable: **60%**

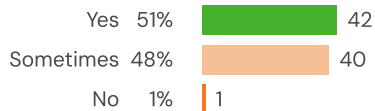
Q.8: I know how to disagree without starting a fight or an argument.



▲ 3 from last survey

Favorable: **45%**

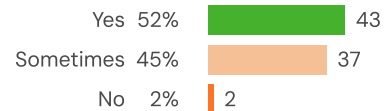
Q.9: I get along well with other students.



▼ 3 from last survey

Favorable: **51%**

Q.10: I know how to make friends with new people.



▼ 10 from last survey

Favorable: **52%**



**SCHOOL CLIMATE &
CONNECTEDNESS SURVEY**
ASSOCIATION OF ALASKA SCHOOL BOARDS

Peterson Elementary

Family Survey

2026 School Climate & Connectedness Survey



Summary

Topic Description	Results	Comparison
Cultural Connectedness Perceptions of cultural identity, cultural responsiveness/sensitivity, and instructional equity. Higher scores are better because they reflect more favorable perceptions of cultural connectedness.	93% ▼ 5 since last survey	94% Elementary 84% Rural Schools 91% Participating Alaska Districts 85% Kodiak Island Borough School District
School Safety Question	96% ▼ 4 since last survey	96% Elementary 93% Rural Schools 95% Participating Alaska Districts 94% Kodiak Island Borough School District
School/family partnership	73% ▼ 20 since last survey	87% Elementary 76% Rural Schools 81% Participating Alaska Districts 70% Kodiak Island Borough School District
Student Support at Home Reflects families' perceptions on how supportive they are of their child's education. Click into the specific items to see how families responded about each topic. Note that some topics and items are unscored due to the nature of the questions.	89% ▲ 2 since last survey	88% Elementary 87% Rural Schools 89% Participating Alaska Districts 86% Kodiak Island Borough School District

26 responses

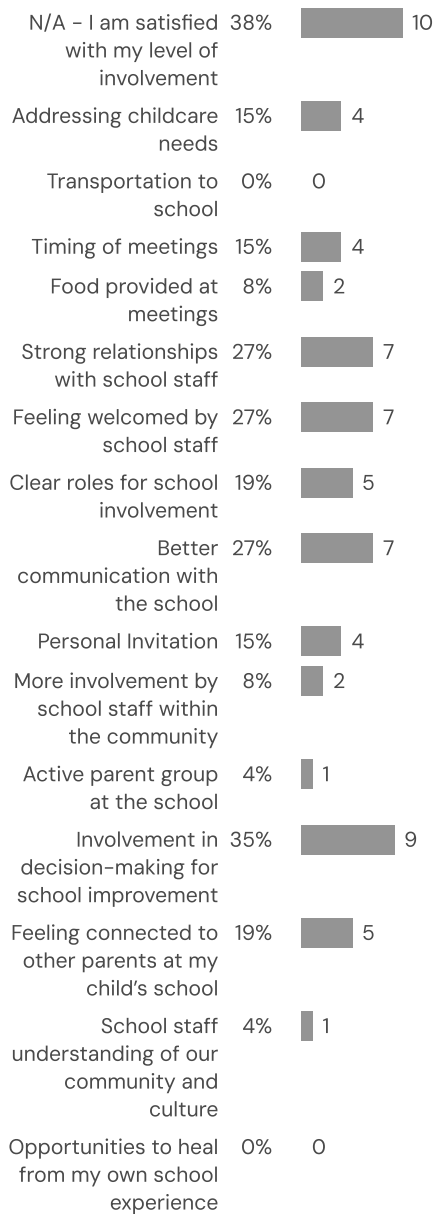


Additional Questions

How did people respond? _____



Q.1: What would help you to be more involved in your child's school? (mark all that apply)





Cultural Connectedness

Your average

93%

26 responses

Change

▼ **5**

since last survey

School Type average: **94%** Elementary

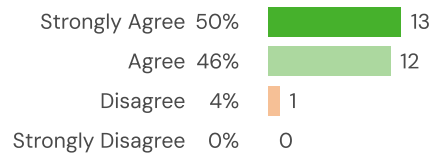
School Type average: **84%** Rural Schools

State average: **91%** Participating Alaska Districts

District average: **85%** Kodiak Island Borough School District

How did people respond?

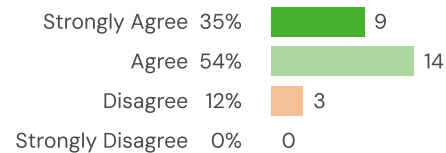
Q.1: This school values the language and culture of my family.



▼ **4** from last survey

Favorable: **96%**

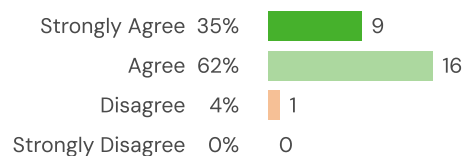
Q.2: This school teaches about the history and culture of people who live in my community.



▼ **7** from last survey

Favorable: **88%**

Q.3: I see different cultures represented in class lessons, materials, posters, and art around the school, etc.



▼ **4** from last survey

Favorable: **96%**



School Safety Question

Your average

96%

26 responses

Change

▼ **4**

since last survey

School Type average: **96%** Elementary

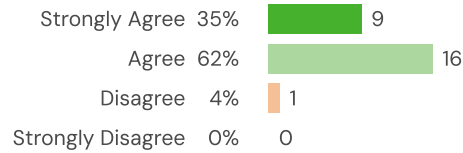
School Type average: **93%** Rural Schools

State average: **95%** Participating Alaska Districts

District average: **94%** Kodiak Island Borough School District

How did people respond?

Q.1: My child feels safe at school.



▼ **4** from last survey

Favorable: **96%**



School/family partnership

Your average

73%

26 responses

Change

▼ **20**

since last survey

School Type average: **87%** Elementary

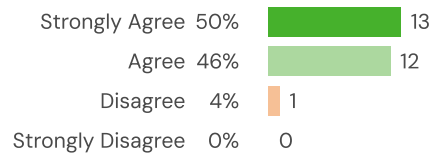
School Type average: **76%** Rural Schools

State average: **81%** Participating Alaska Districts

District average: **70%** Kodiak Island Borough School District

How did people respond?

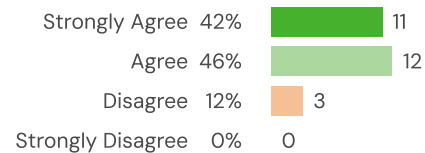
Q.1: This school is a welcoming place for families like mine.



▼ 4 from last survey

Favorable: **96%**

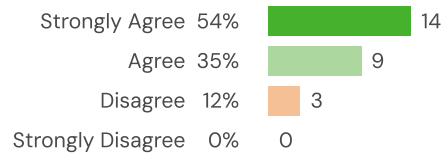
Q.2: There is someone at the school I can talk to if I have an issue.



▼ 7 from last survey

Favorable: **88%**

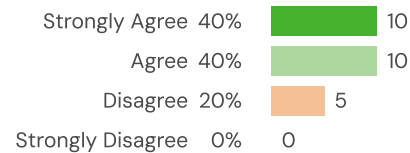
Q.3: This school involves parents/ families in most school events or activities.



▼ 12 from last survey

Favorable: **88%**

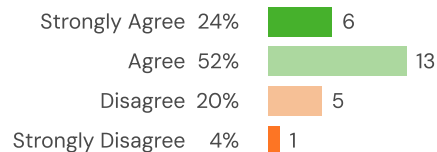
Q.4: This school works in partnership with families to support each child's learning needs.



▼ 20 from last survey

Favorable: **80%**

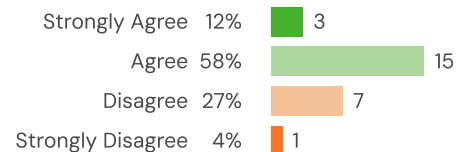
Q.5: This school involves families in making important decisions (school policies, school safety, school climate, etc).



▼ 15 from last survey

Favorable: **76%**

Q.6: The school regularly shares ideas with me on what I can do at home to support my child's learning.



▼ 26 from last survey

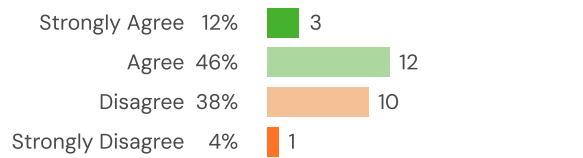
Favorable: **69%**



Peterson Elementary

"2026 School Climate & Connectedness Survey 2026 Family Survey, Family Survey"

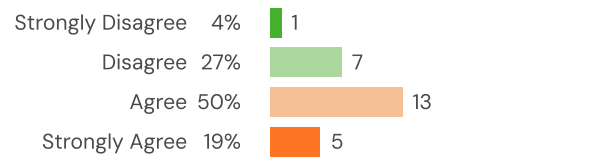
Q.7: The school asks me how to help my child do well in school.



▼ **37** from last survey

Favorable: **58%**

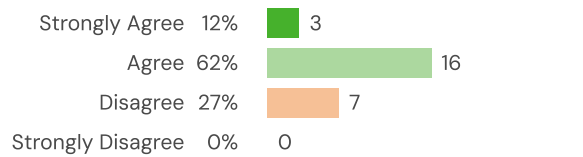
Q.8: This school only contacts me about my child when there is a problem.



▼ **33** from last survey

Favorable: **31%**

Q.9: The school does a good job communicating to families.



▼ **27** from last survey

Favorable: **73%**



Student Support at Home

Your average

89%

26 responses

Change

▲ 2

since last survey

School Type average: **88%** Elementary

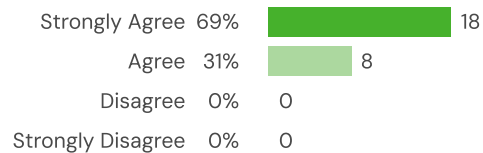
School Type average: **87%** Rural Schools

State average: **89%** Participating Alaska Districts

District average: **86%** Kodiak Island Borough School District

How did people respond?

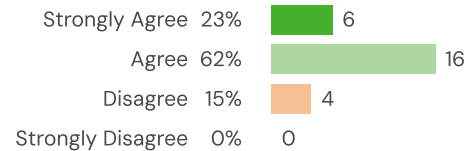
Q.1: I often talk with my child about what they are learning at school (about daily)



▲ 5 from last survey

Favorable: **100%**

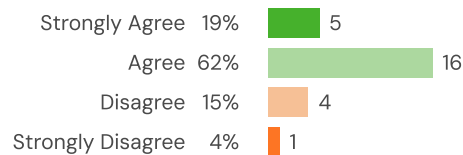
Q.2: I often connect activities that we do at home to what my child is learning in school (about monthly or more)



▼ 5 from last survey

Favorable: **85%**

Q.3: I regularly talk with my child about life after high school



▲ 4 from last survey

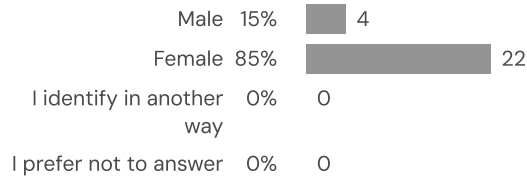
Favorable: **81%**



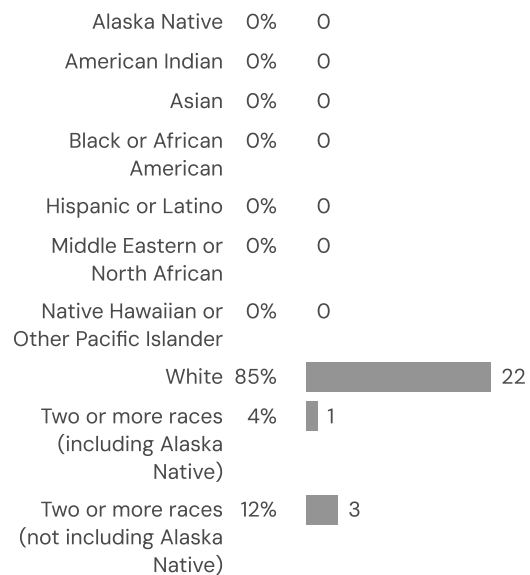
Background Information

How did people respond?

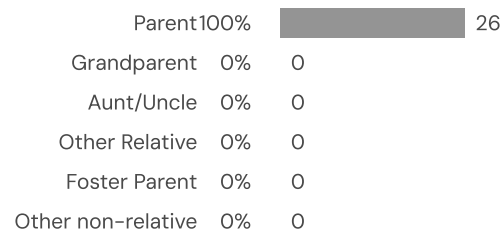
Q.1: How do you identify yourself?



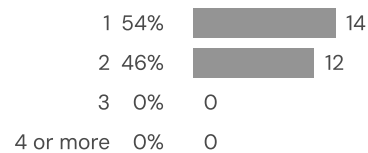
Q.2: What groups describe you best? (Choose all that apply)



Q.3: Please describe your relationship to the child attending this school.



Q.4: How many children in your household are currently attending this school?

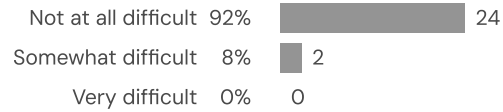




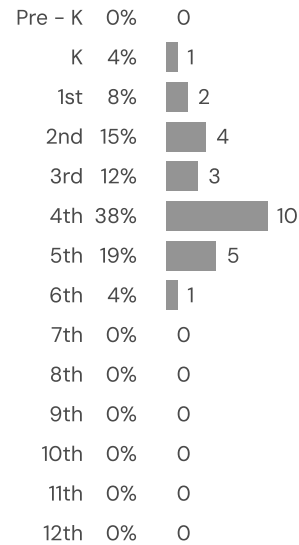
Peterson Elementary

"2026 School Climate & Connectedness Survey 2026 Family Survey, Family Survey"

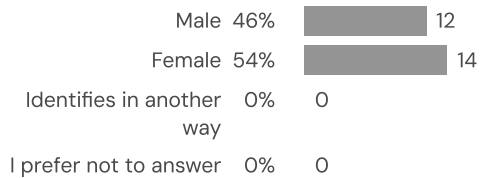
Q.5: These days, many families in Alaska have difficulty affording basic things they need, like food, clothing, transportation or housing. In the past year, how difficult has it been for your family to get the basic things you need?



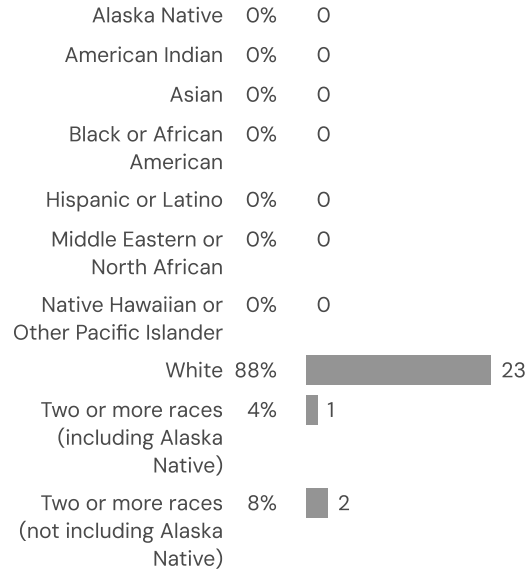
Q.6: Please indicate what grade your oldest child in this school is in.



Q.7: What is your child's gender?



Q.8: Which groups describe your child best? (Choose all that apply)



Q.9: Do you speak a language other than English with your child?





**SCHOOL CLIMATE &
CONNECTEDNESS SURVEY**
ASSOCIATION OF ALASKA SCHOOL BOARDS

Peterson Elementary

Staff Survey

2026 School Climate & Connectedness Survey



Summary

Topic Description	Results	Comparison
Cultural Connectedness Perceptions of cultural identity, cultural responsiveness/sensitivity, and instructional equity. Higher scores are better because they reflect more favorable perceptions of cultural connectedness.	90% 0 since last survey	87% Kodiak Island Borough School District 88% Elementary 88% Rural Schools 87% Participating Alaska Districts
District Leadership	59% ▲ 4 since last survey	78% Kodiak Island Borough School District 64% Elementary 77% Rural Schools 66% Participating Alaska Districts
School Leadership and Involvement Staff perceptions of the decision making of school leaders, as well as the fairness of school rules.	89% ▼ 3 since last survey	89% Kodiak Island Borough School District 86% Elementary 84% Rural Schools 85% Participating Alaska Districts
School capacity – family/school partnership	87% 0 since last survey	82% Kodiak Island Borough School District 87% Elementary 82% Rural Schools 83% Participating Alaska Districts



Staff Wellness

50%

▲ 2

since last survey

57% Kodiak Island Borough School District

54% Elementary

55% Rural Schools

54% Participating Alaska Districts

Staff capacity – family/school partnership

96%

▲ 6

since last survey

68% Kodiak Island Borough School District

83% Elementary

79% Rural Schools

79% Participating Alaska Districts

Staff to Staff Relationships

88%

▼ 5

since last survey

93% Kodiak Island Borough School District

91% Elementary

89% Rural Schools

90% Participating Alaska Districts

Staff to Student Relationships

83%

▼ 11

since last survey

89% Kodiak Island Borough School District

94% Elementary

91% Rural Schools

92% Participating Alaska Districts

Student Involvement

Student and staff perceptions of student participation in school governance. Higher scores are better because they reflect more favorable perceptions of student involvement.

77%

▲ 1

since last survey

75% Kodiak Island Borough School District

79% Elementary

77% Rural Schools

78% Participating Alaska Districts



Trauma Engaged Knowledge and Skills

92%

▲ 5

since last survey

83% Kodiak Island Borough
School District

86% Elementary

79% Rural Schools

83% Participating Alaska
Districts

Trauma Engaged School Supports

92%

▲ 8

since last survey

87% Kodiak Island Borough
School District

88% Elementary

79% Rural Schools

85% Participating Alaska
Districts

12 responses



Cultural Connectedness

Your average

90%

12 responses

Change

0

since last survey

District average: **87%** Kodiak Island Borough School District

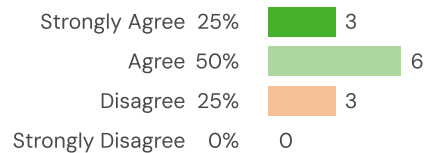
School Type average: **88%** Elementary

School Type average: **88%** Rural Schools

State average: **87%** Participating Alaska Districts

How did people respond?

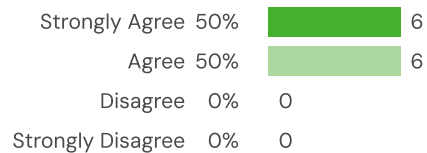
Q.1: This school invites elders and/or cultural leaders into the school.



▲ 1 from last survey

Favorable: **75%**

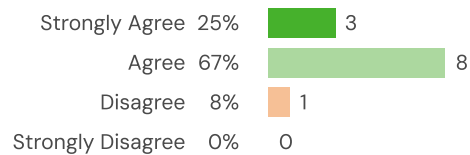
Q.2: This school values the language and cultures of students' families.



▲ 0 from last survey

Favorable: **100%**

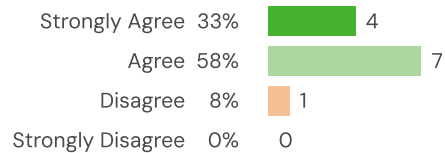
Q.3: I see different cultures represented in class lessons, materials, posters, and art around the school, etc.



▲ 4 from last survey

Favorable: **92%**

Q.4: This school uses instructional materials that reflect the culture or ethnicity of its students.



▼ 4 from last survey

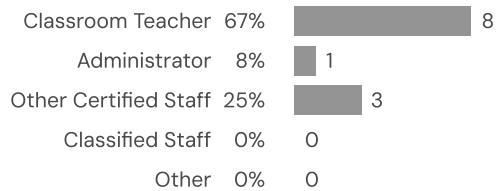
Favorable: **92%**



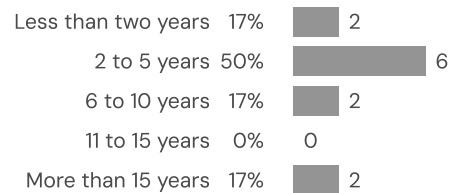
Demographics

How did people respond?

Q.1: What is your role in this school?



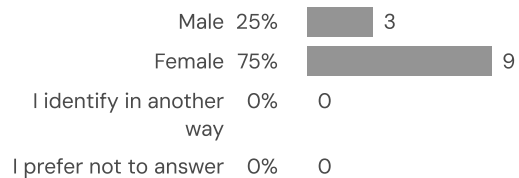
Q.2: How many years have you worked, in any position, in this school?



Q.3: How many years have you worked, in any position, in this district?

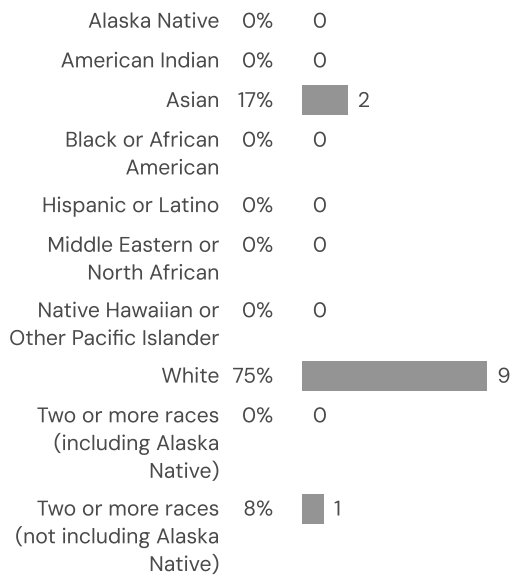


Q.4: How do you identify yourself?





Q.5: Which groups describe you best? (Choose all that apply)





District Leadership

Your average

59%

12 responses

Change

▲ 4

since last survey

District average: **78%** Kodiak Island Borough School District

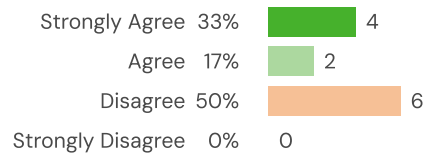
School Type average: **64%** Elementary

School Type average: **77%** Rural Schools

State average: **66%** Participating Alaska Districts

How did people respond?

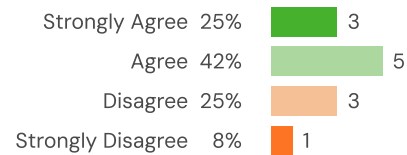
Q.1: District leadership supports efforts to improve school climate.



▼ **11** from last survey

Favorable: **50%**

Q.2: District leadership is open/available to feedback and input from staff at my school.



▲ **19** from last survey

Favorable: **67%**



School Leadership and Involvement

Your average

89%

12 responses

Change

▼ **3**

since last survey

District average: **89%** Kodiak Island Borough School District

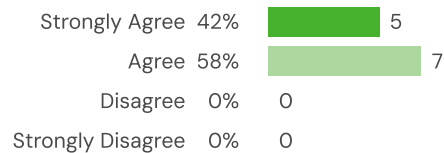
School Type average: **86%** Elementary

School Type average: **84%** Rural Schools

State average: **85%** Participating Alaska Districts

How did people respond?

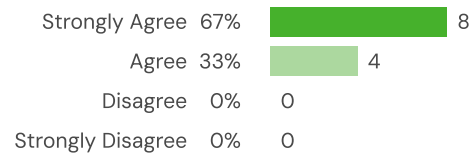
Q.1: At this school, decisions are made based on what is best for students.



▲ 0 from last survey

Favorable: **100%**

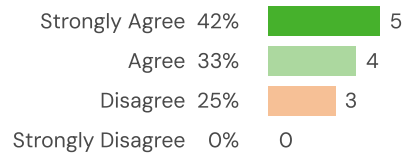
Q.2: The principal and other leaders in this school make good decisions.



▲ 4 from last survey

Favorable: **100%**

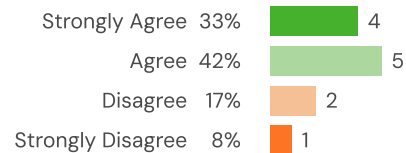
Q.3: Staff at this school have a lot of informal opportunities to influence what happens here.



▼ 17 from last survey

Favorable: **75%**

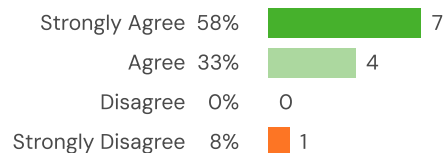
Q.4: When students break rules, they are treated fairly.



▼ 21 from last survey

Favorable: **75%**

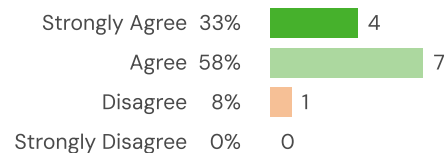
Q.5: I feel comfortable discussing feelings, worries, and frustrations with school leadership



▲ 4 from last survey

Favorable: **92%**

Q.6: I am satisfied with my involvement with decision-making at this school.



▲ 13 from last survey

Favorable: **92%**



School capacity – family/school partnership

Your average

87%

12 responses

Change

0

since last survey

District average: **82%**

Kodiak Island Borough School District

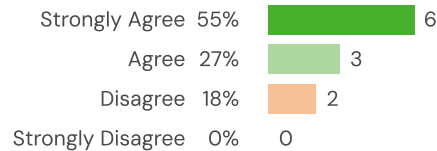
School Type average: **87%** Elementary

School Type average: **82%** Rural Schools

State average: **83%** Participating Alaska Districts

How did people respond?

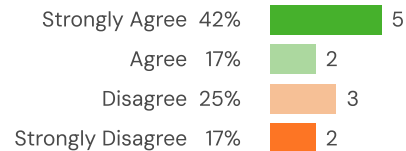
Q.1: This school involves families in making important decisions (school policies, school safety, school climate, etc.)



▼ **1** from last survey

Favorable: **82%**

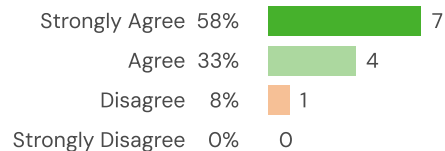
Q.2: This school provides training opportunities for staff on how to effectively partner with families.



▲ **1** from last survey

Favorable: **58%**

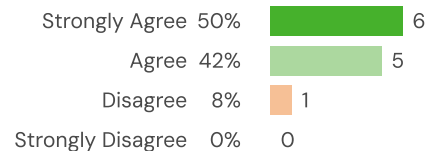
Q.3: School leadership communicates to staff that partnering with families is a priority.



▲ **0** from last survey

Favorable: **92%**

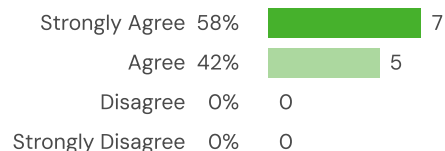
Q.4: School leadership provides the support and resources to facilitate family/school partnership.



▲ **4** from last survey

Favorable: **92%**

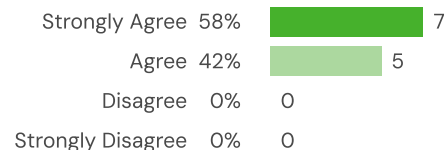
Q.5: The school is a welcoming place for families.



▲ **0** from last survey

Favorable: **100%**

Q.6: This school involves parents/families in most school events or activities.



▲ **0** from last survey

Favorable: **100%**



Staff Wellness

Your average

50%

12 responses

Change

▲ 2

since last survey

District average: **57%** Kodiak Island Borough School District

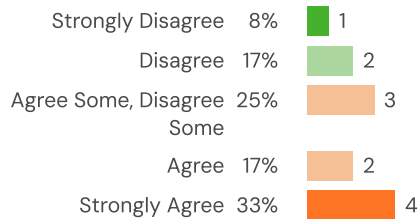
School Type average: **54%** Elementary

School Type average: **55%** Rural Schools

State average: **54%** Participating Alaska Districts

How did people respond?

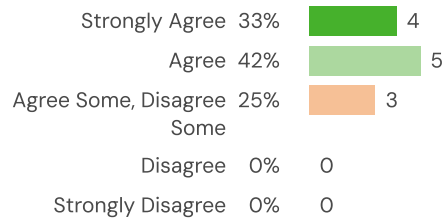
Q.1: I feel worn out in my work in ways that negatively impact other parts of my life.



▼ 8 from last survey

Favorable: **25%**

Q.2: I often use self care strategies to maintain my own wellbeing



▲ 12 from last survey

Favorable: **75%**



Staff capacity – family/school partnership

Your average

96%

12 responses

Change

▲ 6

since last survey

District average: **68%** Kodiak Island Borough School District

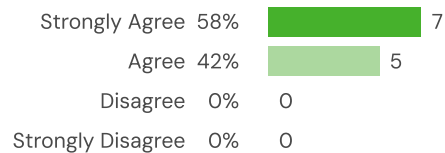
School Type average: **83%** Elementary

School Type average: **79%** Rural Schools

State average: **79%** Participating Alaska Districts

How did people respond?

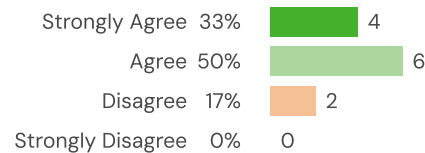
Q.1: I know specific skills and strategies I can use to partner with families at my school.



▲ 0 from last survey

Favorable: **100%**

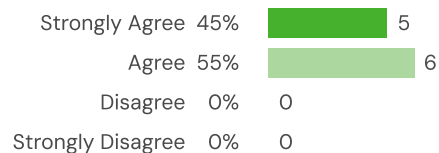
Q.2: I often provide opportunities for families to give input on decisions (about monthly or more)



▲ 10 from last survey

Favorable: **83%**

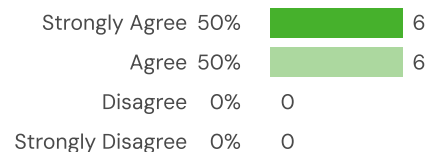
Q.3: I often share ideas with families on what they can do at home to support their child's learning (about monthly or more)



▲ 9 from last survey

Favorable: **100%**

Q.4: I often implement strategies that are specifically intended to help build positive relationships with my students' families (about monthly or more)



▲ 5 from last survey

Favorable: **100%**



Staff to Staff Relationships

Your average

88%

12 responses

Change

▼ **5**

since last survey

District average: **93%** Kodiak Island Borough School District

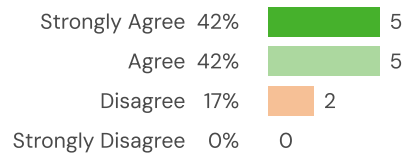
School Type average: **91%** Elementary

School Type average: **89%** Rural Schools

State average: **90%** Participating Alaska Districts

How did people respond?

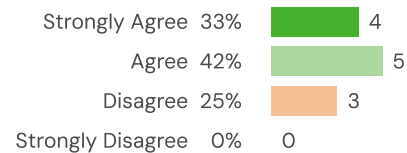
Q.1: At this school, staff collaborate effectively to make decisions and problem solve as a group.



▼ **9** from last survey

Favorable: **83%**

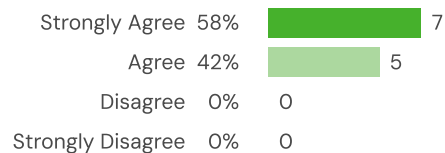
Q.2: Adults in this school work together in a way that models healthy relationships.



▼ **13** from last survey

Favorable: **75%**

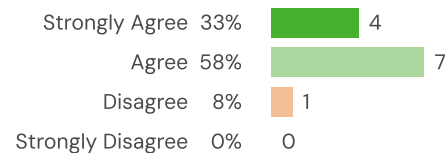
Q.3: I feel safe at my school.



▲ **4** from last survey

Favorable: **100%**

Q.4: I feel like I belong at this school.



▼ **4** from last survey

Favorable: **92%**



Staff to Student Relationships

Your average

83%

12 responses

Change

▼ **11**

since last survey

District average: **89%** Kodiak Island Borough School District

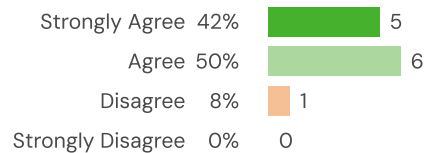
School Type average: **94%** Elementary

School Type average: **91%** Rural Schools

State average: **92%** Participating Alaska Districts

How did people respond?

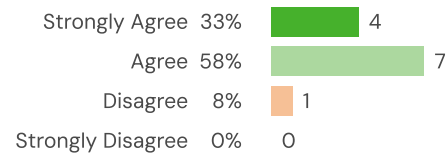
Q.1: At this school, students and teachers get along really well.



▲ 0 from last survey

Favorable: **92%**

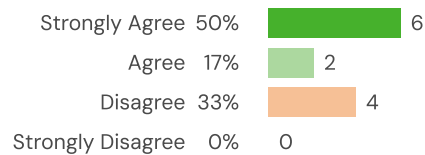
Q.2: Adults who work in this school treat students with respect.



▲ 0 from last survey

Favorable: **92%**

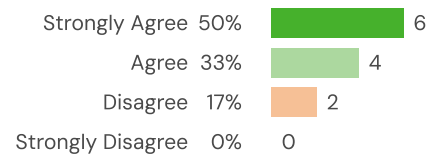
Q.3: Every student at our school feels that they have an adult who will miss them when they are absent.



▼ 29 from last survey

Favorable: **67%**

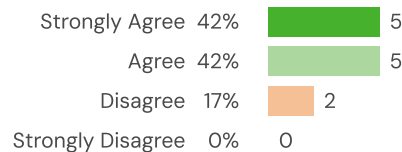
Q.4: Every student at our school has an adult whom they feel comfortable talking to about things that are bothering them.



▼ 9 from last survey

Favorable: **83%**

Q.5: Adults at my school care about every student.



▼ 13 from last survey

Favorable: **83%**



Student Involvement

Your average

77%

12 responses

Change

▲ 1

since last survey

District average: **75%** Kodiak Island Borough School District

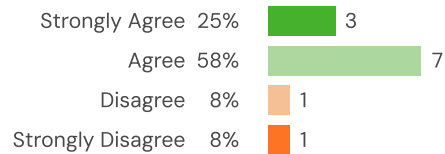
School Type average: **79%** Elementary

School Type average: **77%** Rural Schools

State average: **78%** Participating Alaska Districts

How did people respond?

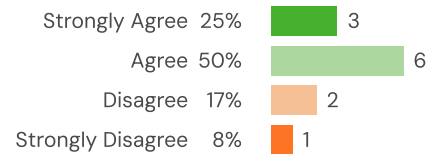
Q.1: In my school, students are given a chance to help make decisions.



▲ 0 from last survey

Favorable: **83%**

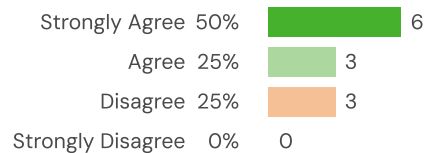
Q.2: My school has opportunities to hear from all students about how to improve our school.



▲ 11 from last survey

Favorable: **75%**

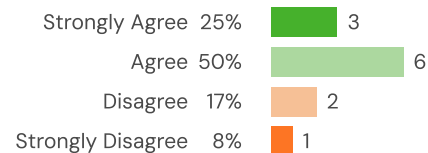
Q.3: In my school, students are provided with meaningful opportunities to develop leadership skills.



▼ 13 from last survey

Favorable: **75%**

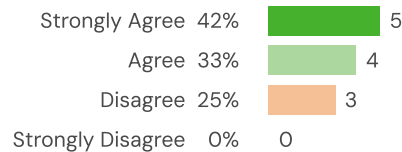
Q.4: My school seeks out the ideas of the students who are having the hardest time in school about how to improve our school.



▲ 23 from last survey

Favorable: **75%**

Q.5: Staff provide opportunities for students to decide things like classroom activities or rules.



▼ 16 from last survey

Favorable: **75%**



Trauma Engaged Knowledge and Skills

Your average

92%

12 responses

Change

▲ 5

since last survey

District average: **83%** Kodiak Island Borough School District

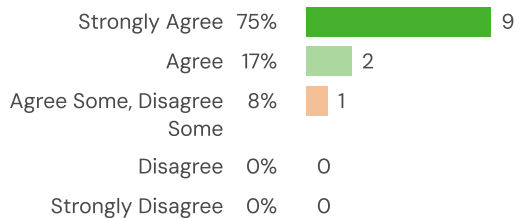
School Type average: **86%** Elementary

School Type average: **79%** Rural Schools

State average: **83%** Participating Alaska Districts

How did people respond?

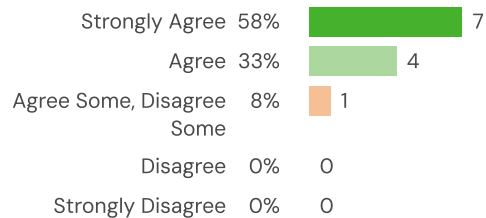
Q.1: I understand how experiences of trauma can affect a person's coping skills and behaviors.



▼ 4 from last survey

Favorable: **92%**

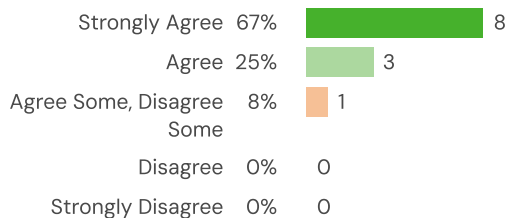
Q.2: I know specific skills and strategies I can use to help students who have experienced trauma to do well in our school.



▲ 14 from last survey

Favorable: **92%**

Q.3: I know my role in supporting students experiencing trauma.



▲ 5 from last survey

Favorable: **92%**



Trauma Engaged School Supports

Your average

92%

12 responses

Change

▲ 8

since last survey

District average: **87%** Kodiak Island Borough School District

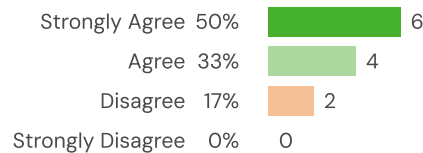
School Type average: **88%** Elementary

School Type average: **79%** Rural Schools

State average: **85%** Participating Alaska Districts

How did people respond?

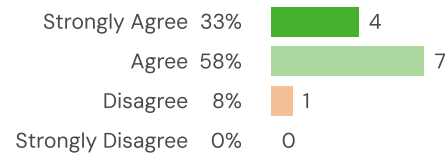
Q.1: My school follows a plan to teach social-emotional skills.



▼ 8 from last survey

Favorable: **83%**

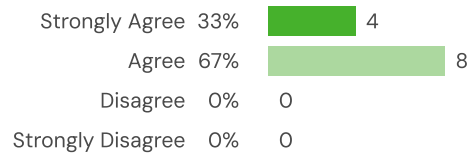
Q.2: At my school, there are support systems to respond to trauma experienced by students.



▲ 9 from last survey

Favorable: **92%**

Q.3: At my school, I feel supported to respond to trauma experienced by students.



▲ 22 from last survey

Favorable: **100%**



Board Agenda Item

Kodiak Island Borough School District

722 Mill Bay Rd

Kodiak, Alaska 99615

Board Mtg. Date

5/04/26 WS

5/18/26 RM

6/15/26 RM

Reports of the
Superintendent

☐

Action
Item

☒

Consent
Agenda

☐

Reports,
Routine
Monthly

☐

Other

☐

Subject:

BOARD POLICY ADOPTION & UPDATES

Presenter or

Contact Person:

Dr. Cyndy A. Mika, Superintendent

Summary:

Superintendent Mika is requesting the adoption of updates to the following policies:

- BP 5121 – *Grades/Evaluation of Student Achievement*
- BP 6141.3 – *Culturally Responsive Education*
- BP 6142.2 – *AIDS Instruction*
- BP 6142.4 – *Community Service*
- BP 6142.5 – *Environmental Education*
- BP 6143 – *Courses of Study*
- BP 6161.2 – *Damaged or Lost Instructional Materials and Equipment*
- BP 6164.4 – *Child Find*
- BP 6174 – *Bilingual Bicultural Education/English Language Learners*
- BP 6179 – *Child Care and Development Programs*
- BP 8000 – *Concepts and Roles*
- BP 9012 – *Communications to and From the Board*
- BP 9270 – *Conflict of Interest*
- BP 9320 – *Meetings*

The Policy Committee has reviewed the updates and their suggested changes are noted on each draft policy.

Financial

Implications:

There is no financial impact to the budget.

Attachments:

BP 5121 – *Grades/Evaluation of Student Achievement*
BP 6141.3 – *Culturally Responsive Education*
BP 6142.2 – *AIDS Instruction*
BP 6142.4 – *Community Service*
BP 6142.5 – *Environmental Education*
BP 6143 – *Courses of Study*
BP 6161.2 – *Damaged or Lost Instructional Materials and Equipment*
BP 6164.4 – *Child Find*
BP 6174 – *Bilingual Bicultural Education/English Language Learners*
BP 6179 – *Child Care and Development Programs*
BP 8000 – *Concepts and Roles*
BP 9012 – *Communications to and From the Board*
BP 9270 – *Conflict of Interest*
BP 9320 – *Meetings*

Recommendation:**Administration recommends the Board:**

1. May 4 - Review the policies and direct staff concerning potential revisions at the work session.
2. May 18 - Hold the first reading at the regular meeting.
3. June 15 - Hold a public hearing and adopt in second reading at the April regular meeting.

Motion:

Move to revise Board Policies BP 5121, BP 6141.3, BP 6142.2, BP 6142.4, BP 6142.5, BP 6143, BP 6161.2, BP 6164.4, BP 6174, BP 6179, BP 8000, BB 9012, BB 9270, and BB 9320 in first reading, as presented, and forward the policies to the June 15, 2026, Regular Meeting for a second reading and public hearing.

Key

Black text – current policy with no suggested changes

Red ~~strikeout~~ – deletions to policy suggested by AASB

Red [brackets] – additions to policy suggested by AASB

Blue ~~strikeout~~ – deletions to policy by Policy Committee and/or KIBSD

Blue [brackets] – additions to policy suggested by Policy Committee and/or KIBSD

[The School Board believes that students and parents/guardians have the right to receive course grades that represent an accurate evaluation of the student's achievement. Teachers shall evaluate a student's work in relation to [grade-level standards and course objectives, not in relation to the work of other students.]

Grades should be based on impartial, consistent [evaluation of a student's demonstrated mastery of course content and objectives. Evidence of mastery may include classroom participation, assignments, assessments, and other measures aligned to course standards.]

(cf. 5113 - Absences and Excuses)

(cf. 5123 - Promotion/Acceleration/Retention)

(cf. 5124 - Communication with Parents/Guardians)

(cf. 5125.3 - Challenging Student Records)

(cf. 6154 - Homework/Make-up Work)

In order to [promote developmentally appropriate evaluation,] success, students in kindergarten through third grade shall receive narrative [or standards-based] evaluations rather than letter grades.

The Superintendent or designee shall establish and regularly evaluate [parameters for grading systems across schools. Each school shall implement a grading system, including a grading scale. This system shall allow for teacher professional judgment in the design of specific assignments, assessments, and instructional practices. Principals shall ensure that grading practices are consistent within their school's system.

Attendance and Make-Up Work

For excused absences, students shall be provided the opportunity to complete missed work within a reasonable timeframe in accordance with school procedures. If a student does not complete the assigned work within that timeframe, the teacher may assign a grade that reflects the lack of evidence of mastery.

For unexcused absences, the provision of make-up work shall be at the discretion of the teacher. If a student does not complete required work due to an unexcused absence, the teacher may assign a grade that reflects nonperformance.

KODIAK ISLAND BOROUGH SCHOOL DISTRICT
Students
GRADES/EVALUATION OF STUDENT ACHIEVEMENT

BP 5121
Page 2 of 2

Teachers shall communicate grading expectations, including late work and make-up work policies, at the beginning of each course or semester.]

Adopted: *New Policy*

Revised:

Reviewed:

DRAFT

MULTICULTURAL [CULTURALLY RESPONSIVE] EDUCATION**Key**

Black text – current policy with no suggested changes

Red ~~strikeout~~ – deletions to policy suggested by AASB

Red [brackets] – additions to policy suggested by AASB

Blue ~~strikeout~~ – deletions to policy by Policy Committee and/or KIBSD

Blue [brackets] – additions to policy suggested by Policy Committee and/or KIBSD

Purple – Edits made at Work Session on May 4, 2026

~~The School Board recognizes that America has always been a multicultural society composed of diverse peoples who came here from all parts of the globe[and are indigenous to these lands]. Public schools are the most common shared experience for most Americans[and Alaskans], and it is [most appropriate that schools]the job of the schools to accurately reflect [and respond to the needs and] the contributions of all ethnic groups to the common culture[which comprise the student body and staff].~~

S[chool staff and s]tudents should learn to respect and work cooperatively with persons of all backgrounds. Instruction should help students realize the value of individual differences as well as the human dignity and worth common to all people.

[The Superintendent or designee shall develop guidance on how to best serve the needs of the student population. The cultural needs of student are an important consideration in policies on curriculum and materials, onboarding and orientation, school climate, language instruction, and access to cultural content.]

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

(cf. 5137 - Positive School Climate)

(cf. 6141.2 - Recognition of Religious Beliefs and Customs)

(cf. 6174 - English Language Acquisition/Limited English Proficiency)

Legal Reference:**ALASKA STATUTES**

14.20.020 Requirements for issuance of certificate, fingerprints

14.20.035 Evaluation of training and experience

Adopted: 2/22/10**Revised:****Reviewed:**

Key

Black text – current policy with no suggested changes

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[The School Board recognizes that acquired immune deficiency syndrome (AIDS) and human immune deficiency virus (HIV) pose a health risk. An effective weapon against the spread of this deadly disease is public education.

The district's health education program will include factual information about the transmission of AIDS and HIV. Students will be informed of voluntary behaviors that can result in infection and will be encouraged to prevent infection by making wise decisions in their daily lives. Instruction shall emphasize that abstinence is the only totally effective protection against AIDS through sexual transmission.

Instruction must be appropriate to the age and grade level of the students receiving it. The School Board particularly desires that students receive proper AIDS education before they reach the age when they may adopt behaviors which put them at risk of contracting AIDS.

Parents/guardians and community members should have input into the selection and/or development of instructional materials to be used in AIDS instruction. The curriculum shall be updated regularly.

(cf. 6142.1 - Family Life/Sex Education)

(cf. 6141 - Curriculum Development and Design)

(cf. 5141.41 – Sexual Abuse, Sexual Assault and Dating Violence Awareness and Prevention)

Sufficient classroom time should be provided to fully cover essential knowledge appropriate for each grade level and allow students time to ask questions and discuss issues raised by the information presented.

In cooperation with local health agencies, as appropriate, the Superintendent or designee shall provide a program of orientation and information about the AIDS Instructional program for parents/guardians and interested members of the community. This program shall include the opportunity to examine all instructional materials.

Before students receive AIDS instruction, parents/guardians shall be notified. Alternative study arrangements will be made for students whose parents/guardians ask that they not receive instruction.

(cf. 1312.2 - Complaints concerning Instructional Material)

(cf. 5141.23 - Infectious Disease Prevention)

(cf. 6142.1 - Family Life/Sex Education)

Legal Reference:

ALASKA STATUTES

14.30.360 Curriculum

UNITED STATES CODE

Elementary and Secondary Education Act, 20 U.S.C. § 7906 as amended by the Every Student Succeeds Act (P.L. 114-95 December 10, 2015)]

Adopted: *New Policy*

Revised:

Reviewed:

DRAFT

Key

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The School Board desires that all students develop a sense of social responsibility and encourages opportunities for students to perform volunteer duties in the community. The Board believes that [through volunteer service, students may gain a better understanding of local culture and will have the opportunity to reinforce cultural values that support community wellbeing. The School Board also believes that]volunteer service can help students gain self-esteem, reinforce skills, discover career options and learn the value of volunteer work. Community service [can]motivates students to learn by relating the curriculum to the needs of the community at large[and reinforcing community cultural values].

[The Superintendent or designee may develop with staff, parents/guardians and community organizations a community service course that reinforces the student's educational curriculum and provides opportunities for student volunteers to meet community needs and understand the community cultural impacts. The Superintendent or designee may authorize community service credit that may be applied towards high school graduation.

Parents/guardians of student volunteers shall receive information about the community service program and its benefits for both the community and the student.

(cf. 1240 - Volunteers)]

Adopted: 2/22/10

Revised:

Reviewed:

Key

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The School Board recognizes that the schools play a crucial role in educating students on environmental issues and preparing them to be the stewards of their natural resources. The quality of life in future generations will depend upon our students' willingness and ability to solve today's environmental problems and prevent new ones from developing.

[The School Board also acknowledges that local communities may have intrinsic local knowledge of their immediate environment that is often contained and passed on through local cultural traditions and practices. Students can benefit greatly by understanding the link between local human culture, the environment, and ecosystems that have sustained their people.

Therefore, the] Board desires to foster attitudes of personal responsibility toward the environment and provide students with the knowledge and skills needed to make decisions involving the environment and its resources. Students should understand basic ecological principles and appreciate the interrelated nature of living processes, the effect of human activities on ecological relationships, and the interdependence of humanity and nature.

School and classroom activities should encourage students to recycle, conserve natural resources, use biodegradable materials when possible, and dispose of wastes in an environmentally sound way. [Additionally, schools may consider ways to incorporate cultural knowledge and practices that promote sound, responsible uses of natural resources. Culturally sensitive environmental husbandry may help to ensure the opportunity for future generations to exist with and utilize their environment appropriately.]

(cf. 6163.4 - School Gardens, Greenhouses, and Farms)

Students may increase their understanding of science and the interdependence of living things through the study of endangered species in local habitats and through participation in projects related to this study.

(cf. 6141 - Curriculum Development and Evaluation)

Adopted: 7/25/11

Revised:

Reviewed:

COURSES OF STUDY

Key

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Purple – edits made at Work Session on May 4, 2026

[All Schools]

The School Board recognizes that a student's cultural and personal identity are integral in engaging a student in effective and productive learning. The School Board supports and encourages the development of courses of study that provide an opportunity to combine place-based and culturally relevant learning while meeting the necessary state and district standards. ~~All students must have relevant and engaging coursework that prepares them to be productive citizens and provides them with skills and opportunity for post-secondary college or career choices.~~ The courses of study beginning in primary school through high school are recognized as a continuum, each building upon the former.]

Elementary Schools

The School Board shall adopt a course of study for elementary grades aligned with state performance and content standards which sufficiently prepares District students for the required high school course of study.

Secondary Schools

The School Board shall adopt courses of study designed to meet student needs and to ~~conform with~~ [satisfy] District and state graduation requirements[. Courses will also be adopted that meet] ~~and~~ the requirements for admission to postsecondary [programs] ~~schools~~[, whether Career Technical Education or college]. Courses of study shall be integrated where appropriate and provide students the opportunity to attain skills appropriate for entry-level employment upon graduation from high school.

(cf. 6141 - Curriculum Development and Evaluation)

(cf. 6146.1 - High School Graduation Requirements)

Legal Reference:

ALASKA ADMINISTRATIVE CODE

4 AAC 05.080 School curriculum and personnel

4 AAC 06.075 High school graduation requirements

Adopted: 2/22/10

Revised:

Reviewed:

DAMAGED OR LOST INSTRUCTIONAL MATERIALS [AND EQUIPMENT]**Key**

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The School Board recognizes that instructional materials are an expensive District resource. The Superintendent or designee may establish procedures in accordance with law to protect instructional materials from damage or loss.

Instructional materials [and equipment] provided for use by students remain the property of the District. Students are responsible for returning borrowed materials in good condition, with no more wear and tear than usually results from normal use.

When materials [and equipment] are lost or so damaged that they are no longer usable, the student may be responsible for reparation equal to the current replacement cost of the materials. When materials are damaged but still usable, the Superintendent or designee shall determine a lesser charge.

If it can be demonstrated to the Superintendent or designee's satisfaction that the student has taken all reasonable precautions to safeguard instructional materials [and equipment] issued to him/her, the Superintendent or designee may excuse the student/parent/guardian from payment of reparation.

~~If reparation is not excused and not paid by the student or parent/ guardian, the District may initiate due process procedures to withhold from the student his/her grades, diploma and transcripts.~~

~~(cf. 5125.3 - Withholding Grades, Diploma or Transcripts)~~

~~(cf. 5131.5 - Vandalism, Theft and Graffiti)~~

~~[(cf. 3515.4 Recovery for Property Loss or Damage)]~~

Adopted: 2/22/10

Revised:

Reviewed:

Key

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The School Board recognizes the responsibility of the District to identify children residing in the District who need special education and related services. As required by law, the Superintendent or designee shall establish written procedures for locating children with exceptional needs in order to provide a free, appropriate public education to all eligible children. The Board encourages all members of the community to assist the District in its effort to identify the need for special education and related services within the community.

The Superintendent or designee shall establish and implement an ongoing system to identify and locate children age three (3) through twenty-one (21) years of age, suspected of having a disability who reside within the district, regardless of the severity of the disability. The components and procedures of this system will be detailed in a written Child Find Plan. The Plan shall identify a Child Find Coordinator, address coordination of Child Find activities, and provide for annual public notice, referrals, and screening.

Child Find Coordinator

The Superintendent shall appoint a Child Find coordinator who coordinates the development, revision, implementation, and documentation of the District's Child Find system.

Annual Public Notice

The Superintendent or designee shall annually inform the community about the right to, and availability of, educational services for children with disabilities. This notice shall inform parents/guardians in writing of the types of qualifying disabilities, the educational needs of children with disabilities, the rights of children to a free, appropriate public education, the services available to these children, confidentiality protections, and the District's procedures for initiating a referral for assessment to identify individuals who need special education services.

The notice must be calculated to reach all persons within the District, including all persons responsible for children who are enrolled in the District's statewide correspondence program.

Referral

The Superintendent or designee shall implement a procedure to receive referrals of children suspected to[f] having a disability [for which special education and related services are needed]. Referrals will be acted on without undue delay.

The District shall obtain the informed written consent of the child's parent/guardian before conducting an initial evaluation, and before placing the student in a special education program in the District. If consent is not given for an initial evaluation, and the District believes it should proceed with the assessment, it may initiate due process hearing procedures in accordance with law to determine whether the District can proceed with an evaluation.

(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)

(cf. 6172 - Special Education)

Legal Reference:

ALASKA STATUTES

14.30.191 Educational evaluation and placement

14.30.274 Identification of children with disabilities

ALASKA ADMINISTRATIVE CODE

4 AAC 52.100 Child find

4 AAC 52.120 Evaluation

4 AAC 52.125 Eligibility

4 AAC 52.130 Criteria for determination of eligibility

4 AAC 52.190 Written notice to parent

4 AAC 52.200 Parental consent

4 AAC 52.540 Parental right to independent evaluation

4 AAC 52.580 Placement of child during due process proceedings

UNITED STATES CODE

20 U.S.C. § 1232g Family educational and privacy rights

20 U.S.C. §§ 1400 et seq. Education of individuals with disabilities

CODE OF FEDERAL REGULATIONS

34 C.F.R. §§ 99.10 - 99.22 Inspection, review and procedures for amending education records

34 C.F.R. §§ part 300 et seq. Assistance to the states for the education of children with disabilities

Adopted: 12/13/10

Revised:

Reviewed:

**BILINGUAL BICULTURAL EDUCATION/ENGLISH LANGUAGE LEARNERS
LIMITED ENGLISH PROFICIENCY****Key**

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[English Language Learners Program and Plan of Service]

In accordance with the School Board's ~~philosophy~~ [mission] to provide a quality educational program to all students, ~~the District~~ [students who are English language learners (ELL) ELL will be identified, assessed and provided appropriate services, which may include bilingual/bicultural or English as a second language instruction. In addition, ~~the district~~] shall provide an appropriate planned instructional program for identified students whose dominant language is not English. The purpose of the program is to increase the English proficiency of eligible students so that they ~~can attain the academic standards adopted by the School Board and achieve academic success. Students who have limited English proficiency (LEP) will be identified, assessed and provided appropriate services, which may include English Language Acquisition or English as a Second Language instruction.~~ [meet the same challenging academic standards that all students are expected to meet.

[The district shall submit an annual plan of service if eight or more ELL students are enrolled in a single school. The plan of service shall provide:

1. A statement of the district's educational goals and instructional methodology;
2. The district's plan of identification of all students who are or who may be ELL students, including the use of a state-approved assessment for identification of English language proficiency;
3. The district's procedure for assessing the educational progress of ELL students;
4. The district's program of services and instructional model for ELL students;
5. An identification of instructional staff and educational resources;
6. The district's process for monitoring the academic progress of former ELL students for two years after they are no longer identified as ELL students;
7. The district's program evaluation that addresses the effectiveness of the program in meeting students' English-language development needs, in achieving student academic progress goals, and reflecting any identified need for program modification; and
8. Parent and community involvement.]

**BILINGUAL BICULTURAL EDUCATION/ENGLISH LANGUAGE LEARNERS
LIMITED ENGLISH PROFICIENCY**

The Superintendent or ~~his/her~~ designee shall implement and supervise a ~~an~~ ELL program ~~for LEP students~~ that ensures appropriate LEP[ELL] instruction and complies with federal and state laws and regulations. Students shall have access to and be encouraged to participate in all academic and extracurricular activities of the district.

[Students in limited-English proficiency programs shall receive instruction in the core curriculum through their primary language when possible and appropriate in order to sustain academic progress.] Academic instruction provided in English shall, whenever necessary, be specially designed and presented so as to facilitate complete understanding of the total academic content. Students shall also receive instruction which promotes positive self-concepts and cross cultural understanding.

(cf. 6141.3 - Multicultural Education)

[Students who are taught core academic subjects in non-English-speaking classes shall spend as much time as possible in classrooms with students who speak fluent English.]

The [ELL] program ~~serving students who are LEP~~ shall be designed to provide instruction that meets each student's individual needs, based on assessment of English proficiency in listening, speaking, reading and writing. Adequate content area support shall be provided while the student is learning English, to assure achievement of academic standards. Students participating in ~~a program for LEP students~~ [ELL programs] shall be required, with accommodations, to meet established academic standards and graduation requirements adopted by the School Board.

Identification and Placement

The Superintendent or designee shall maintain procedures which provide for the careful identification, assessment and placement of students of limited-English proficiency in accordance with state regulations and the district's service plan. On an annual basis, the district will administer ~~an~~ [state-approved] assessment [for identification] of English [language] proficiency to [all] students who ~~are or~~ may [have limited English proficiency, but who have not already been identified as ELL students]~~be eligible for services.~~

An individual student's participation in the ~~English Language Acquisition~~ [bilingual/bicultural] program is voluntary on the part of the parent/guardian.

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

[Standardized Assessment]

Students identified as limited English proficient shall participate, either with or without an accommodation, in statewide student assessments. The Superintendent or designee

**BILINGUAL BICULTURAL EDUCATION/ENGLISH LANGUAGE LEARNERS
LIMITED ENGLISH PROFICIENCY**

shall appoint a team that includes, if practicable, a teacher with experience in teaching students with limited English proficiency to determine the necessary accommodations for students with limited English proficiency. "Accommodations" include a change in the manner in which a test included in the statewide student assessment system is given to a student, and that does not alter what is measured by the assessment. The team will document the accommodation decision.

Reassignment

Students of limited English proficiency shall be reassigned as fluent-English proficient when they have acquired the English language skills of comprehension, speaking, reading, and writing necessary to receive instruction and achieve academic progress in English only, at a level substantially equivalent to that of students of the same age or grade whose primary language is English. A student will remain eligible for services until obtaining assessment scores as established by law.

The Superintendent or designee shall provide subsequent monitoring and support of reassigned students.]

Parent/Guardian and Community Involvement

The School Board recognizes the need to involve parents/guardians and community members in the development, evaluation and improvement of district programs. The Superintendent or designee shall inform and involve parents/guardians and community members as required by law.

The district shall notify parents of students qualifying for ~~LEP~~ [ELL] programs regarding the instructional program and parental options, as required by law. The notice should state the reasons for identifying the student as [an] ~~limited-English~~ [language learner] ~~proficient~~, including the student's level of proficiency and how the district determined that level. The student's overall academic achievement should also be included in the notice. The notice must describe the ~~LEP~~ [ELL] program's instructional methods and explain [specific exit requirements and] how the student will transition from the program. Finally, the notice shall advise parents of their right to remove the child from the program, to choose an alternative program if available, and to obtain assistance in choosing a program. Parents will be regularly apprised of their student's progress. Communications with parents shall be in the language understood by the parents, whenever possible.

(cf. 1230 - Citizens Advisory Committees)

Program Evaluation

**BILINGUAL BICULTURAL EDUCATION/ENGLISH LANGUAGE LEARNERS
LIMITED ENGLISH PROFICIENCY**

The Superintendent or designee shall establish procedures for the annual evaluation of ~~English Language Acquisition~~ [bilingual-bicultural education] programs in conformance with state and federal regulations.

When evaluating the adequacy of ~~English Language Acquisition programs~~ [bilingual-bicultural education], the School Board shall consider data which indicates the effectiveness of the programs in teaching English to students and in contributing to their academic achievement.

*Legal Reference:*ALASKA STATUTES

14.30.400 Bilingual-bicultural education

ALASKA ADMINISTRATIVE CODE

4 AAC 06.775 [Assessment of a student with limited English Proficiency] ~~Statewide assessment program for students with disabilities~~

4 AAC 34.010-4 AAC 34.090 Bilingual-bicultural education

UNITED STATES CODE

20 U.S.C. §§ 1702 Congressional findings

20 U.S.C. §§ 1703 Denial of Educational Opportunity Prohibited

[20 U.S.C. § 6811, et. seq., English Language Acquisition, Language Enhancement, and Academic Achievement Act, as amended by the Every Student Succeeds Act (P.L. 114-95 (December 10, 2015))]

20 U.S.C. §§ 7401 et seq. Indian, Native Hawaiian, and Alaska Native education

CASE LAW

Castañeda v. Pickard 648 F.2d 989 (5th Cir. 1981)

Teresa P. et al v. Berkeley Unified School District et al, 724 F.Supp. 698 (N.D. Cal. 1989)

Adopted: 2/22/10

Revised: 3/18/13

Reviewed:

Key

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The School Board wishes to provide a safe environment with competent, caring supervision for children whose parents/guardians are working, in training, seeking jobs, incapacitated, or in need of respite. Besides attempting to help children develop intellectually, socially, emotionally and physically, district child care and preschool programs should strengthen families by enhancing parenting skills and reducing the strain on parents.

The Superintendent or designee shall ensure that district child care and preschool programs comply with requirements of law.

A district must submit annual assurances to the department indicating that the district has adopted written policies that ensure compliance with the programmatic requirements of 4 AAC 60.170, the pre-elementary education regulation. The assurances must be signed by the superintendent for the district.

(cf. 5146 - Married/Pregnant/Parenting Students)

(cf. 5148 - Child Care)

Legal Reference:

ALASKA ADMINISTRATIVE CODE

4 AAC 60.010-4 AAC 60.180 Pre-elementary (early childhood) school

Adopted: *New Policy*

Revised:

Reviewed:

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The Advisory School Board functions under the direction of the School Board. School Board policy and actions shall prevail and be followed. The Advisory School Board's function is advisory except in those areas that have been specified by School Board.

(cf. 8200 - Powers and Duties)

(cf. 9310 - Policy Manual)

The Advisory School Board shall seek to learn the will of the people of the community and to represent their interests in actions taken by the Advisory School Board.

The Advisory School Board shall develop an effective working relationship with the school personnel, particularly the principal or designee. This relationship should ideally be modeled on the relationship between the School Board and Superintendent, i.e., the principal shall be the executive officer of the Advisory School Board and administrative head of all parts of the school. In administrative matters, he/she shall be generally responsible to the Superintendent, but in matters of policy, he/she shall be responsible to the Advisory School Board.

Role of the Board

The School Board shall:

1. Establish Advisory School Boards where required by law and as deemed to be in the best interests of the District.
2. Determine the membership and method of selection of Advisory School Boards.
3. Determine the powers and duties of Advisory School Boards.
4. ~~[Require that advisory school boards support the mission and goals of the District.]~~

Role of the Superintendent or Designee

The Superintendent or designee shall:

1. Supervise the conduct of elections of Advisory School Board members.
2. Oversee the operation of Advisory School Boards and report to the Board regarding the relationship between Advisory School Boards and the schools.

3. Solicit and receive recommendations from the Advisory School Board.

Legal Reference:

ALASKA STATUTES

[14.08.115 School Advisory School Boards in REAA]

14.12.035 *Advisory school boards in borough school districts*

ALASKA ADMINISTRATIVE CODE

4 AAC 05.010 - 4 AAC 05.090 *Local education*

Adopted: 2/22/10

Revised: 5/21/12

Reviewed:

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Purple – edits made at Work Session on May 4, 2026

Individual communications between individual Board members and the community are expected. For effective communication with the Board as a whole, it is expected that communication will be disseminated in the following manner. The Board encourages staff members, parents, and community members to [either] submit school district questions and communications to the School Board through the Superintendent [or to the Board as a whole]. This allows the Board and District as a whole to best process information and make the best decisions for the District. In this vein, if contacted individually, Board members should refer the person to the appropriate channel of authority, except in unusual situations. Board members cannot and will not take private action or engage in communication to staff about programs that might compromise the Board or administration. Board members' questions or communications to staff or about programs should be channeled through the Superintendent's office.

(cf. 9200 - Board Members)

BOARD MEMBER USE OF ELECTRONIC [COMMUNICATIONS]MAIL

[Electronic communications are an efficient and convenient way to communicate and can expedite the exchange of information. Board members shall exercise caution so as to ensure that these communications are not used to discuss, deliberate, or take action on Board business outside of a properly scheduled meeting. To ensure compliance with the Open Meetings Act, electronic communications by and between members] E-mail to, by, and between Board members, in their capacity as Board members, shall not be used to conduct Board business[but]. It shall be limited to:

1. Disseminating information; and
2. Messages not involving deliberation, debate, or decision-making.

[Board members may properly use electronic communications to provide]It may contain:

1. Agenda item suggestions;
2. information regarding meeting times, dates, and places;
3. Board meeting agenda or public record information concerning agenda items; or
4. responses to questions posed by the community, administrators, or school staff, subject to [the requirements of] this policy's first section.

[Board members shall make every effort to ensure that their electronic communications conform to Board Bylaw 9010, Public Statements. Unless authorized to speak on behalf of the full Board, a Board member should clarify that the member is speaking as an individual member, and not as an official Board or district spokesperson.]

~~A Board member sending an [electronic communication] e-mail concerning the District shall copy the Superintendent or designee, who shall store the message consistent with the District's practice of record retention.~~

[Board members shall abide by the district's acceptable use policy when using district-issued devices or technology resources, including district Internet access on a personal device.] There is no expectation of privacy for any [Board member] messages sent or received by e-mail [or other electronic communication, and these communications may be subject to public disclosure]. Board members should keep public and personal communication totally separate.

Board Member Use Of Social Media

Social media can be a positive tool for fostering community engagement with the district but this form of communication carries unique responsibilities. Board members desiring to utilize social media to communicate on matters of the district must adhere to the rules above. In addition, Board members must be cognizant to:

- ~~1. Keep public and personal social media accounts totally separate;~~
- ~~2. Post only content that the district has already released to the public;~~
3. Clarify that the posting is not an official record of Board meetings or Board business;
4. Conduct yourself online in a manner that reflects well on the district and on you as a publicly elected official;
5. Do not post anonymously about school business;
6. Immediately report harassing or defamatory communications to the Superintendent if they involve the district, its employees, or students;
- ~~7. Retain a copy of your posts and what others post on your account if required by the district's records retention procedures; and~~
8. Immediately report to the district any potential security breach.

Board members should not use social media as a vehicle for communicating with each other outside of properly noticed meetings.

(cf. 3523 - Electronic Mail (E-Mail))
(cf. 9010 - Public Statements)
(cf. 9271 - Code of Ethics)
(cf. 9320 - Meetings)
(cf. 9322 - Agenda/Meeting Materials)

KODIAK ISLAND BOROUGH SCHOOL DISTRICT
Bylaws of the Board
COMMUNICATIONS TO AND FROM THE BOARD

BB 9012
Page 3 of 3

Legal Reference:

ALASKA STATUTES

[40.25.110 - .220](#) – Alaska's Public Records Act

[44.62.310 - .312](#) – Alaska's Open Meetings Act

Adopted: 2/22/10
Revised: 11/17/14
Reviewed:

DRAFT

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*This language is pulled from AS 29.20.010 *Conflict of Interest*

In order to instill public confidence in public office and provide public accountability, School Board members shall avoid conflicts of interest involving any matter pending before the Board. A conflict of interest exists when a member is confronted with an issue in which the member has a personal or financial interest or an issue or circumstance that could render the member unable to devote complete loyalty and singleness of purpose to the public interest. Board members owe the public a duty to act in the best interests of the District. [The presiding officer shall rule on a request by a member of the Board to be excused from a vote. The decision of the presiding officer on a request by a member of the Board to be excused from a vote may be overridden by the majority vote of the Board.]*

Accordingly:

1. Decision making. A Board member may not participate in deliberating or voting on any decision when it is reasonably possible that the Board member or a family member may benefit personally or financially from the decision. In such a case, the Board member shall abstain from voting and notify the Superintendent and Board President of the conflict of interest.

2. Appearance of impropriety. When a situation may create the appearance of impropriety, even where state and federal laws do not require any action, the Board members shall disclose the interest, abstain from voting and avoid the appearance of impropriety. In addition, the Board member shall not attempt to influence the decisions of staff or other Board members on the issue.

3. Other duties. Board members are expected to avoid conflicts of interest in their other duties. This covers:

a. Confidential information. Board members shall not disclose or use confidential information acquired during the performance of official duties as a means to further their own personal or financial interests or the interests of a family member.

b. Gifts. Board members shall not accept a gift or economic benefit that would tend to improperly influence a reasonable person or that Board

members know or should know is primarily for the purpose of rewarding them for official action.

c. Business dealings with staff. Board members shall not engage in a financial transaction for private business purposes that Board members directly or indirectly supervise.

d. Compensation for services. Board members shall not receive any compensation for services rendered to the District from any source, except compensation for serving on the Board and reimbursement of expenses incurred as a Board member, as allowed by policy.

4. Other legal obligations. Board members shall comply with state and federal laws pertaining to conflicts of interest. Nothing in this policy restricts or affects Board members' duty to comply with those laws.

A Board member will disclose any conflict of interest during a regular or special meeting before a vote is taken. The Board may allow the Board member to participate in a vote if the disclosure of conflict of interest does not corrupt the process as determined by the Board.

(cf. 2300 - Conflict of Interest)
(cf. 4112.8 - Employment of Relatives)

Legal Reference:

ALASKA STATUTES

11.56.100 - 11.56.130 Bribery and related offenses
14.08.131 Disqualification from voting for conflict of interest
14.14.140 Restriction on employment; compensation of board members
29.20.010 Conflict of interest

ADMINISTRATIVE CODE

4 AAC 18.031 Employment of members of immediate families of school board members
4 AAC 18.900 Definitions

Adopted: 2/22/10
Revised: 12/13/10
Reviewed:

Key

Black text – current policy with no suggested changes

Red ~~strikeout~~ – deletions to policy suggested by AASB

Red [brackets] – additions to policy suggested by AASB

Blue ~~strikeout~~ – deletions to policy by Policy Committee and/or KIBSD

Blue [brackets] – additions to policy suggested by Policy Committee and/or KIBSD

Meetings of the Board are conducted for the purpose of accomplishing District business. A meeting of the Board shall consist of any gathering of the members of the Board when more than three members of the Board, or a majority of the members, whichever is less, are present and collectively consider a matter upon which the Board is empowered to act. As a matter of District policy and state law, meetings ordinarily shall be open to the public. The Board may meet in closed sessions only to discuss certain matters as permitted or required by Alaska's Open Meetings Act. **[All business of the Board must be conducted at a duly convened meeting of the Board. Poll voting between meetings is not allowed.]**

(cf. 9321 Executive Sessions)

Reasonable public notice shall be given for all meetings of the Board in accordance with law and District practice, and shall be posted at all regular District and school sites before the meeting. Such notice shall include the date, time and place of the meeting and, if the meeting is by teleconference, the location of any teleconferencing facilities that will be used. Public meetings may not be held in a private home or private business.

(cf. 9012 - Communications to and from the Board)

(cf. 9322 - Agenda/Meeting Materials)

(cf. 9323 - Meeting Conduct)

Regular Meetings

The Board shall adopt a yearly calendar specifying the date, time and place of each regular meeting. The local media shall be provided with the annual calendar of regular Board meetings and shall be notified of any changes to the calendar.

~~The Board shall hold one (1) regular meeting each month.~~ Notice of regular meetings shall be posted at least five (5) days prior to the meeting.

Special Meetings

Special meetings of the Board may be called by the presiding officer or a majority of the Board members.

Except in the case of an emergency, notice of special meetings shall be provided at least twenty-four (24) hours before the meeting. This notice shall specify the date, time, place and, if the

meeting is by teleconference, the location of any teleconferencing facilities that will be used. Such notice shall be given to all Board members, the Superintendent and to the local news media. This notice also shall be posted at all regular District and school sites at least twenty-four (24) hours before the meeting.

Notice of a special meeting shall include a statement of the purpose of the meeting. No business may be transacted at this special meeting, other than that which is specifically stated in the notice of the meeting.

Emergency Special Meetings

The Board president or designee shall give notice of an emergency special meeting to the local media by telephone before the meeting. If telephone services are not functioning, the notice requirement is waived. In that event, as soon after the meeting as is practicable, the Board shall notify the local media that the meeting was held and shall describe the purpose of the meeting and any action taken by the Board.

Teleconferences/ Video Conferencing

Recognizing the inherent responsibility and statutory duties of Board members, the Board strongly encourages Board members to attend and participate at meetings of the Board. Though great importance is given to the physical presence of Board members at meetings, the attendance and participation of members by teleconference ~~or video conferencing~~ is authorized whenever physical presence is not practicable. All votes at a meeting of members attending by teleconference shall be taken by roll call.

~~The Board also authorizes the use of teleconferences or video conferences for Board meetings when receiving public comment or testimony, and during Board deliberations.~~

~~Whenever possible, meeting agendas and supporting materials shall be available at all teleconference facilities used for the Board meeting.~~

Unexcused Absences

Board members shall request in advance that an absence be excused by notifying the Board President and the Board Secretary of the reason for the anticipated absence. At the beginning of each regular meeting, the Board President will announce whether the absence of any member is excused or unexcused. A majority of the Board may overrule the President's decision as to whether an absence is excused.

Legal Reference:

ALASKA STATUTES

14.14.070 Organization of school board

14.14.080 Declaring a school board vacancy

KODIAK ISLAND BOROUGH SCHOOL DISTRICT
Bylaws of the Board
MEETINGS

BB 9320
Page 3 of 3

[29.20.020](#) *Meetings public*
[44.62.310](#) *Government meetings public*
[44.62.312](#) *State policy regarding meetings*

Adopted: 2/22/10
Revised: 7/25/11
Reviewed: 6/19/17

DRAFT



Board Agenda Item

Kodiak Island Borough School District

722 Mill Bay Rd

Kodiak, Alaska 99615

Board Mtg. Date 5.18.26 RM	Reports of the Superintendent ☐	Action Item ☒	Consent Agenda ☐	Reports, Routine Monthly ☐	Other ☐
Subject:	2026-2027 CERTIFICATED CONTRACT				
Presenter or Contact Person:	Kimberlee Saunders, Assistant Superintendent				
Summary:	The District will present one certificated contract for approval.				
Financial Implications:	There is no financial impact to the budget. This full-time position is a grant funded position.				
Attachments:	J. Risley Hire Memo.pdf				
Recommendation:	The Administration recommends that the Board approve the 2026-2027 Certificated Contract as presented.				
Motion:	Move to approve the 2026-2027 certificated contract to Jessica Risley in the amount of \$87,259.08.				

CERTIFICATED CONTRACTS

NEW TEACHER CONTRACTS

NEW HIRES	POSITION	STEP	SALARY	CONTRACT TERM	DEGREES AND EDUCATION	EXPERIENCE	CERTIFICATION	RECOMMENDATION	OTHER INFORMATION
JESSICA RISLEY	1.0 FTE SECONDARY LITERACY SPECIALIST TEACHER	STEP 19 / MA0	\$87,259.08	189 DAYS	Currently holds a masters degree in education.	She brings 21 years of experience to KIBSD with her most recent at KMS & KHS as the 25-26 Secondary Literacy Specialist teacher. She has taught in Louisiana, Texas, New York, & Georgia as well as international teaching experience in Peru, Tanzania and Zimbabwe. Her experiences ranges from 1 st grade through High School.	Currently holds an out of state teaching certificate in New York and is in the process of applying for her Alaska Teaching Certificate.	KATRINA STEWART, DIRECTOR OF SECONDARY LEARNING	Hire Memo attached. This is a one year only, grant funded position through CLSD grant.

Total: \$87,259.08



Kodiak Island Borough School District

*Engaged in Learning.
Prepared for life.*

To: Dr. Cyndy Mika, Superintendent

Through: Kim Saunders, Assistant Superintendent
Human Resources

From: Katrina Stewart, Director of Secondary Learning *VS*

Date: May 12, 2026

Subject: Recommendation to hire Jessica Risley

I am pleased to once again recommend Jessica Risley for hire as Secondary Literacy Specialist for secondary schools in the 2026-2027 school year.

Experience: Ms. Risley served in this position as Secondary Literacy Specialist for the 2025-2026 school year, and she has been an incredible asset to Kodiak Middle School and Kodiak High School students. In this role, she has provided literacy interventions for students, administered diagnostic and progress monitoring assessments, provided literacy support to teachers, facilitated professional development for staff, and worked closely with administrators and school psychologists to identify student needs and track data. She has shown incredible initiative and built relationships with staff and students within a short time. Those who have worked with Ms. Risley speak very highly of her expertise, her invaluable instructional support, and her willingness to collaborate.

Currently, Ms. Risley is collaborating with middle school teachers to develop comprehensive unit plans for next school year to strengthen literacy skills and practices from a systems perspective, simultaneously furthering our ELA curriculum review. She is also partnering with the Kodiak Public Library Association to coordinate a student field trip and book giveaway at the book barn, aimed to get more books in the hands of more students.

We have been unbelievably fortunate to have had Ms. Risley as part of the team via the CLSD grant, and we feel even more fortunate that she is excited to continue to serve students, staff, and the community in this role for the 2026-2027 school year.

Teaching Degrees and Certifications: Ms. Risley holds a B.A. in French and Political Science, and a M.S. in Education. She holds teaching certificates in education and literacy in the state of New York, and she has applied for her Alaska Teaching Certificate.



Board Agenda Item

Kodiak Island Borough School District
722 Mill Bay Rd
Kodiak, Alaska 99615

Board Mtg. Date
05.18.2026

**Reports of the
Superintendent**

☐

**Action
Item**

☐

**Consent
Agenda**

☐

**Reports,
Routine
Monthly**
X

Other

☐

Subject:

FY26 APRIL FINANCIAL REPORTS

**Presenter or
Contact Person:**

Krista Cowley, Chief Financial Officer

Summary:

March Financial Reports.

**Financial
Implications:**

BP 3460 The Superintendent or designee shall keep the School Board informed about the District's financial condition. The Board shall review the District's financial condition monthly, through the monthly Report of Revenues and Expenditures, to determine whether the district will be able to meet its financial obligations for the remainder of the fiscal year.

Attachments:

Board General Fund – Revenue Report
Board General Fund – Expenditure by Object
Board General Fund – Expenditures by Function
Board General Fund – Expenditures by Site
Grants Report – Revenue
Grants Report – Expenditures
Student Activities Report

APR-26	YTD Expense	YTD % by Function
Function 100-400	\$ 30,448,696.11	76%
Function 500-800	\$ 9,771,974.93	24%
Total	\$ 40,220,671.04	

Recommendation: The Administration recommends the Board approve the FY26 April Financial Reports as presented.

Motion: Superintendent Cyndy Mika is requesting Board action to acknowledge the receipt of the April Report of Revenues and Expenditures, with Year-to-Date General Fund Revenues in the amount of \$43,623,982.24 and Year-to-Date General Fund Expenditures in the amount of \$40,220,671.04.

KODIAK ISLAND BOROUGH SCHOOL DISTRICT

BOARD GENERAL FUND - REVENUE REPORT

From Date: 4/1/2026

To Date: 4/30/2026

Fiscal Year: 2025-2026

☐ Subtotal by Collapse Mask☒ Include pre encumbrance☐ Print accounts with zero balance☒ Filter Encumbrance Detail by Date Range☐ Exclude Inactive Accounts with zero balance☐ Include All Encumbrances

Account Number	Description	GL Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance	% Bud
100.000.000.0000.011.0000	BOROUGH APPROPRIATION	(\$12,329,556.50)	(\$1,027,463.04)	(\$10,274,630.42)	(\$2,054,926.08)	\$0.00	(\$2,054,926.08)	16.67%
100.000.000.0000.012.0000	IN-KIND P&C INSURANCE	(\$505,000.00)	\$0.00	(\$418,352.97)	(\$86,647.03)	\$0.00	(\$86,647.03)	17.16%
100.000.000.0000.014.0000	IN-KIND AUDIT	(\$50,000.00)	\$0.00	\$0.00	(\$50,000.00)	\$0.00	(\$50,000.00)	100.00%
100.000.000.0000.015.0000	IN-KIND GRND MAINTENANCE	(\$95,000.00)	\$0.00	(\$17,886.25)	(\$77,113.75)	\$0.00	(\$77,113.75)	81.17%
100.000.000.0000.043.0000	ATHLETIC FEES	(\$70,000.00)	(\$4,220.00)	(\$21,300.00)	(\$48,700.00)	\$0.00	(\$48,700.00)	69.57%
100.000.000.0000.045.0000	FACILITIES USE AGREEMENT	(\$6,000.00)	(\$50.00)	(\$5,401.75)	(\$598.25)	\$150.00	(\$748.25)	12.47%
100.000.000.0000.046.0000	VILLAGE RENTALS	(\$20,000.00)	(\$4,000.00)	\$8,651.32	(\$28,651.32)	\$0.00	(\$28,651.32)	143.26%
100.000.000.0000.047.0000	E-RATE REIMBURSEMENT	(\$2,337,535.20)	(\$194,794.60)	(\$1,753,151.40)	(\$584,383.80)	(\$584,383.80)	\$0.00	0.00%
100.000.000.0000.051.0000	FOUNDATION	(\$27,220,560.76)	\$0.00	(\$24,163,600.00)	(\$3,056,960.76)	\$0.00	(\$3,056,960.76)	11.23%
100.000.000.0000.052.0000	STATE MILITARY CONTRACT	(\$879,582.00)	\$0.00	(\$879,582.00)	\$0.00	\$0.00	\$0.00	0.00%
100.000.000.0000.053.0000	DISPARITY PRIOR YEAR	\$0.00	\$0.00	(\$14,897.00)	\$14,897.00	\$0.00	\$14,897.00	0.00%
100.000.000.0000.054.0000	QUALITY SCHOOLS	(\$84,055.00)	\$0.00	\$0.00	(\$84,055.00)	\$0.00	(\$84,055.00)	100.00%
100.000.000.0000.055.0000	HB39	(\$8,000.00)	\$0.00	\$0.00	(\$8,000.00)	\$0.00	(\$8,000.00)	100.00%
100.000.000.0000.056.0000	TRS ON BEHALF RELIEF	(\$3,116,751.00)	\$0.00	(\$3,116,751.00)	\$0.00	\$0.00	\$0.00	0.00%
100.000.000.0000.057.0000	PERS ON BEHALF RELIEF	(\$514,136.00)	\$0.00	(\$514,136.00)	\$0.00	\$0.00	\$0.00	0.00%
100.000.000.0000.110.0000	IMPACT AID - DIRECT	(\$4,143.00)	\$0.00	(\$4,559.00)	\$416.00	\$0.00	\$416.00	-10.04%
100.000.000.0000.112.0000	IMPACT AID - DIRCT SPED ADD-ON	(\$31,231.00)	\$0.00	(\$3,416.00)	(\$27,815.00)	\$0.00	(\$27,815.00)	89.06%
100.000.000.0000.181.0000	IMPACT AID - MILITARY	(\$2,405,992.00)	\$0.00	(\$2,106,718.00)	(\$299,274.00)	\$0.00	(\$299,274.00)	12.44%
100.000.000.0000.183.0000	IMPACT AID - SPED	\$0.00	\$0.00	(\$42,943.00)	\$42,943.00	\$0.00	\$42,943.00	0.00%
100.000.000.0000.184.0000	DEPARTMENT OF DEFENSE	(\$163,839.00)	\$0.00	(\$163,839.82)	\$0.82	\$0.00	\$0.82	0.00%
100.000.000.0000.236.0000	USE OF FUND BALANCE	(\$3,195,485.06)	\$0.00	\$0.00	(\$3,195,485.06)	\$0.00	(\$3,195,485.06)	100.00%
100.000.000.0000.238.0000	IDCF	(\$180,000.00)	\$0.00	(\$131,468.95)	(\$48,531.05)	\$0.00	(\$48,531.05)	26.96%
	FUNCTION: UNDESIGNATED - 000	(\$53,216,866.52)	(\$1,230,527.64)	(\$43,623,982.24)	(\$9,592,884.28)	(\$584,233.80)	(\$9,008,650.48)	16.93%
	FUND: GENERAL FUND - 100	(\$53,216,866.52)	(\$1,230,527.64)	(\$43,623,982.24)	(\$9,592,884.28)	(\$584,233.80)	(\$9,008,650.48)	16.93%
Grand Total:		(\$53,216,866.52)	(\$1,230,527.64)	(\$43,623,982.24)	(\$9,592,884.28)	(\$584,233.80)	(\$9,008,650.48)	16.93%

End of Report

KODIAK ISLAND BOROUGH SCHOOL DISTRICT

BOARD GENERAL FUND - EXPENDITURE BY OBJECT

From Date: 4/1/2026

To Date: 4/30/2026

Fiscal Year: 2025-2026

☐ Subtotal by Collapse Mask☒ Include pre encumbrance☐ Print accounts with zero balance☒ Filter Encumbrance Detail by Date Range☐ Exclude Inactive Accounts with zero balance☐ Include All Encumbrances

Account Number	Description	GL Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance	% Bud
100.000.000.0000.310.0000	CERTIFIED. SALARIES	\$16,159,108.66	\$1,366,389.14	\$11,173,240.77	\$4,985,867.89	\$5,231,881.36	(\$246,013.47)	-1.52%
100.000.000.0000.320.0000	CLASSIFIED WAGES	\$9,068,053.94	\$844,247.85	\$7,087,968.71	\$1,980,085.23	\$1,552,974.59	\$427,110.64	4.71%
100.000.000.0000.330.0000	NON-CERTIFICATED TEA & EXTRA D	\$171,375.00	\$5,308.16	\$153,523.42	\$17,851.58	\$25,591.28	(\$7,739.70)	-4.52%
100.000.000.0000.340.0000	CLASSIFIED, OVERTIME	\$80,000.00	\$3,560.15	\$79,921.23	\$78.77	\$0.00	\$78.77	0.10%
100.000.000.0000.360.0000	EMPLOYEE BENEFITS	\$16,918,613.55	\$1,174,186.28	\$13,445,594.43	\$3,473,019.12	\$2,839,963.52	\$633,055.60	3.74%
100.000.000.0000.380.0000	HOUSING ALLOWANCE	\$92,428.00	\$0.00	\$79,391.86	\$13,036.14	\$14,688.00	(\$1,651.86)	-1.79%
100.000.000.0000.390.0000	TRANSPORTATION ALLOWANCE	\$63,573.46	\$6,412.32	\$73,408.42	(\$9,834.96)	\$128.63	(\$9,963.59)	-15.67%
100.000.000.0000.410.0000	PROF'L/TECHNICAL SERVICES	\$748,607.00	\$101,008.53	\$504,108.25	\$244,498.75	\$421,234.21	(\$176,735.46)	-23.61%
100.000.000.0000.420.0000	STAFF TRAVEL	\$629,169.41	\$33,244.34	\$499,546.30	\$129,623.11	\$47,929.68	\$81,693.43	12.98%
100.000.000.0000.430.0000	UTILITIES/ENERGY	\$4,928,909.20	\$421,973.65	\$3,693,633.76	\$1,235,275.44	\$1,354,762.36	(\$119,486.92)	-2.42%
100.000.000.0000.440.0000	OTHER PURCHASED SERVICES	\$1,217,034.90	\$7,132.37	\$1,294,505.90	(\$77,471.00)	\$123,070.31	(\$200,541.31)	-16.48%
100.000.000.0000.450.0000	SUPPLIES/MEDIA/MATERIALS	\$1,379,902.19	\$116,657.37	\$594,526.12	\$785,376.07	\$235,843.73	\$549,532.34	39.82%
100.000.000.0000.470.0000	SUPPLIES/MEDIA/MATERIALS	\$619,583.24	\$52,912.46	\$665,397.68	(\$45,814.44)	\$89,450.62	(\$135,265.06)	-21.83%
100.000.000.0000.490.0000	OTHER EXPENSES	\$48,607.00	\$2,176.79	\$53,375.17	(\$4,768.17)	\$12,290.31	(\$17,058.48)	-35.09%
100.000.000.0000.510.0000	EQUIPMENT	\$96,679.35	\$15,168.99	\$143,929.02	(\$47,249.67)	\$189,769.19	(\$237,018.86)	-245.16%
100.000.000.0000.550.0000	TRANSFERS TO OTHER FUNDS	\$995,221.62	\$0.00	\$678,600.00	\$316,621.62	\$0.00	\$316,621.62	31.81%
	FUND: GENERAL FUND - 100	\$53,216,866.52	\$4,150,378.40	\$40,220,671.04	\$12,996,195.48	\$12,139,577.79	\$856,617.69	1.61%
Grand Total:		\$53,216,866.52	\$4,150,378.40	\$40,220,671.04	\$12,996,195.48	\$12,139,577.79	\$856,617.69	1.61%

End of Report

KODIAK ISLAND BOROUGH SCHOOL DISTRICT

BOARD GENERAL FUND - EXPENDITURES BY FUNCTIO

From Date: 4/1/2026

To Date: 4/30/2026

Fiscal Year: 2025-2026

☐ Subtotal by Collapse Mask☒ Include pre encumbrance☐ Print accounts with zero balance☒ Filter Encumbrance Detail by Date Range☐ Exclude Inactive Accounts with zero balance☐ Include All Encumbrances

Account Number	Description	GL Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance	% Bud
100.000.000.0000.320.0000	CLASSIFIED WAGES	\$15,272.23	\$0.00	\$933.93	\$14,338.30	\$0.00	\$14,338.30	93.88%
100.000.000.0000.360.0000	EMPLOYEE BENEFITS	\$453,645.24	\$0.00	(\$124,180.49)	\$577,825.73	\$0.00	\$577,825.73	127.37%
100.000.000.0000.550.0000	TRANSFERS TO OTHER FUNDS	\$316,621.62	\$0.00	\$0.00	\$316,621.62	\$0.00	\$316,621.62	100.00%
TRS/PERS FORFEITURE	FUNCTION: UNDESIGNATED - 000	\$785,539.09	\$0.00	(\$123,246.56)	\$908,785.65	\$0.00	\$908,785.65	115.69%
100.000.100.0000.310.0000	CERTIFIED. SALARIES	\$9,431,709.97	\$839,192.72	\$6,551,443.72	\$2,880,266.25	\$3,122,362.91	(\$242,096.66)	-2.57%
100.000.100.0000.320.0000	CLASSIFIED WAGES	\$1,097,556.00	\$77,204.13	\$742,765.69	\$354,790.31	\$111,558.76	\$243,231.55	22.16%
100.000.100.0000.340.0000	CLASSIFIED, OVERTIME	\$48,009.00	\$0.00	\$1,145.31	\$46,863.69	\$0.00	\$46,863.69	97.61%
100.000.100.0000.360.0000	EMPLOYEE BENEFITS	\$8,311,345.18	\$375,675.00	\$5,092,662.38	\$3,218,682.80	\$1,254,235.35	\$1,964,447.45	23.64%
100.000.100.0000.380.0000	HOUSING ALLOWANCE	\$92,428.00	\$0.00	\$79,391.86	\$13,036.14	\$14,688.00	(\$1,651.86)	-1.79%
100.000.100.0000.390.0000	TRANSPORTATION ALLOWANCE	\$62,675.50	\$12.05	\$65,317.51	(\$2,642.01)	\$25.19	(\$2,667.20)	-4.26%
100.000.100.0000.410.0000	PROF'L/TECHNICAL SERVICES	\$10,000.00	\$1,700.00	\$8,328.00	\$1,672.00	\$1,817.95	(\$145.95)	-1.46%
100.000.100.0000.420.0000	STAFF TRAVEL	\$33,585.00	\$7,201.69	\$9,274.51	\$24,310.49	\$12,047.06	\$12,263.43	36.51%
100.000.100.0000.430.0000	UTILITIES/ENERGY	\$500.00	\$0.00	\$28.00	\$472.00	\$0.00	\$472.00	94.40%
100.000.100.0000.440.0000	OTHER PURCHASED SERVICES	\$52,100.00	\$4,668.32	\$43,443.00	\$8,657.00	\$23,923.18	(\$15,266.18)	-29.30%
100.000.100.0000.450.0000	SUPPLIES/MEDIA/MATERIALS	\$504,787.95	\$68,051.34	\$207,772.96	\$297,014.99	\$36,174.06	\$260,840.93	51.67%
100.000.100.0000.470.0000	SUPPLIES/MEDIA/MATERIALS	\$206,433.24	\$18,705.72	\$90,535.61	\$115,897.63	\$32,934.56	\$82,963.07	40.19%
100.000.100.0000.490.0000	OTHER EXPENSES	\$2,290.00	\$465.00	(\$308.50)	\$2,598.50	\$4,104.50	(\$1,506.00)	-65.76%
100.000.100.0000.510.0000	EQUIPMENT	\$80,981.25	\$15,168.99	\$101,509.99	(\$20,528.74)	\$6,033.40	(\$26,562.14)	-32.80%
100.000.100.0000.550.0000	TRANSFERS TO OTHER FUNDS	\$678,600.00	\$0.00	\$678,600.00	\$0.00	\$0.00	\$0.00	0.00%
	FUNCTION: INSTRUC - INSTRUCTION - 100	\$20,613,001.09	\$1,408,044.96	\$13,671,910.04	\$6,941,091.05	\$4,619,904.92	\$2,321,186.13	11.26%
100.000.200.0000.310.0000	CERTIFIED. SALARIES	\$3,697,191.85	\$282,961.76	\$2,566,447.70	\$1,130,744.15	\$1,112,697.87	\$18,046.28	0.49%
100.000.200.0000.320.0000	CLASSIFIED WAGES	\$2,988,651.57	\$317,617.62	\$2,390,230.33	\$598,421.24	\$493,865.25	\$104,555.99	3.50%
100.000.200.0000.340.0000	CLASSIFIED, OVERTIME	\$1,382.00	\$12.60	\$2,177.50	(\$795.50)	\$0.00	(\$795.50)	-57.56%
100.000.200.0000.360.0000	EMPLOYEE BENEFITS	\$3,618,898.14	\$384,864.19	\$3,855,091.29	(\$236,193.15)	\$661,609.44	(\$897,802.59)	-24.81%
100.000.200.0000.390.0000	TRANSPORTATION ALLOWANCE	\$285.18	\$91.40	\$710.79	(\$425.61)	\$103.44	(\$529.05)	-185.51%
100.000.200.0000.410.0000	PROF'L/TECHNICAL SERVICES	\$300,000.00	\$30,020.00	\$209,135.00	\$90,865.00	\$103,000.00	(\$12,135.00)	-4.05%
100.000.200.0000.420.0000	STAFF TRAVEL	\$49,200.00	\$0.00	\$14,382.16	\$34,817.84	\$2,163.35	\$32,654.49	66.37%
100.000.200.0000.430.0000	UTILITIES/ENERGY	\$0.00	\$0.00	\$334.67	(\$334.67)	\$0.00	(\$334.67)	0.00%
100.000.200.0000.440.0000	OTHER PURCHASED SERVICES	\$44,767.30	\$148.00	\$3,643.29	\$41,124.01	\$50,682.71	(\$9,558.70)	-21.35%
100.000.200.0000.450.0000	SUPPLIES/MEDIA/MATERIALS	\$152,750.00	\$3,402.15	\$20,233.96	\$132,516.04	\$1,322.69	\$131,193.35	85.89%
100.000.200.0000.470.0000	SUPPLIES/MEDIA/MATERIALS	\$0.00	\$7,557.03	\$26,035.49	(\$26,035.49)	\$2,347.50	(\$28,382.99)	0.00%
100.000.200.0000.490.0000	OTHER EXPENSES	\$0.00	\$0.00	\$219.00	(\$219.00)	\$500.00	(\$719.00)	0.00%
100.000.200.0000.510.0000	EQUIPMENT	\$5,232.70	\$0.00	\$5,232.70	\$0.00	\$0.00	\$0.00	0.00%
	FUNCTION: SPED -SPECIAL EDUCATION INSTR. - 200	\$10,858,358.74	\$1,026,674.75	\$9,093,873.88	\$1,764,484.86	\$2,428,292.25	(\$663,807.39)	-6.11%
100.000.300.0000.310.0000	CERTIFIED. SALARIES	\$995,859.19	\$83,098.46	\$700,719.86	\$295,139.33	\$334,578.37	(\$39,439.04)	-3.96%
100.000.300.0000.320.0000	CLASSIFIED WAGES	\$1,357,140.88	\$129,054.02	\$1,117,717.05	\$239,423.83	\$243,341.23	(\$3,917.40)	-0.29%
100.000.300.0000.340.0000	CLASSIFIED, OVERTIME	\$10,035.00	\$419.51	\$6,030.42	\$4,004.58	\$0.00	\$4,004.58	39.91%
100.000.300.0000.360.0000	EMPLOYEE BENEFITS	\$1,355,368.18	\$124,366.78	\$1,404,725.86	(\$49,357.68)	\$244,315.91	(\$293,673.59)	-21.67%
100.000.300.0000.390.0000	TRANSPORTATION ALLOWANCE	\$309.40	\$0.00	\$762.20	(\$452.80)	\$0.00	(\$452.80)	-146.35%
100.000.300.0000.410.0000	PROF'L/TECHNICAL SERVICES	\$110,000.00	\$7,419.63	\$42,345.09	\$67,654.91	\$17,143.36	\$50,511.55	45.92%
100.000.300.0000.420.0000	STAFF TRAVEL	\$28,500.00	\$8,008.27	\$62,526.87	(\$34,026.87)	\$4,030.84	(\$38,057.71)	-133.54%
100.000.300.0000.430.0000	UTILITIES/ENERGY	\$2,572,535.20	\$240,854.85	\$2,217,046.57	\$355,488.63	\$754,415.31	(\$398,926.68)	-15.51%
100.000.300.0000.440.0000	OTHER PURCHASED SERVICES	\$55,000.00	\$28.00	\$9,907.35	\$45,092.65	\$0.00	\$45,092.65	81.99%
100.000.300.0000.450.0000	SUPPLIES/MEDIA/MATERIALS	\$11,900.00	\$1,144.81	\$7,936.87	\$3,963.13	\$1,085.10	\$2,878.03	24.19%
100.000.300.0000.470.0000	SUPPLIES/MEDIA/MATERIALS	\$208,050.00	\$16,581.71	\$267,681.50	(\$59,631.50)	\$49,621.51	(\$109,253.01)	-52.51%
100.000.300.0000.490.0000	OTHER EXPENSES	\$4,000.00	\$0.00	(\$6,318.63)	\$10,318.63	\$0.00	\$10,318.63	257.97%
	FUNCTION: STDNTSS -SUPPORT SERVICES-STUDENTS - 300	\$6,708,697.85	\$610,976.04	\$5,831,081.01	\$877,616.84	\$1,648,531.63	(\$770,914.79)	-11.49%

KODIAK ISLAND BOROUGH SCHOOL DISTRICT

BOARD GENERAL FUND - EXPENDITURES BY FUNCTIO

From Date: 4/1/2026

To Date: 4/30/2026

Fiscal Year: 2025-2026

☐ Subtotal by Collapse Mask

☒ Include pre encumbrance

☐ Print accounts with zero balance

☒ Filter Encumbrance Detail by Date Range

☐ Exclude Inactive Accounts with zero balance

☐ Include All Encumbrances

Account Number	Description	GL Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance	% Bud
100.000.400.0000.310.0000	CERTIFIED. SALARIES	\$1,040,728.67	\$76,953.72	\$643,454.94	\$397,273.73	\$302,243.44	\$95,030.29	9.13%
100.000.400.0000.320.0000	CLASSIFIED WAGES	\$543,958.25	\$52,857.89	\$417,067.63	\$126,890.62	\$99,813.88	\$27,076.74	4.98%
100.000.400.0000.340.0000	CLASSIFIED, OVERTIME	\$0.00	\$550.67	\$6,328.66	(\$6,328.66)	\$0.00	(\$6,328.66)	0.00%
100.000.400.0000.360.0000	EMPLOYEE BENEFITS	\$870,009.40	\$74,366.00	\$864,785.36	\$5,224.04	\$138,393.74	(\$133,169.70)	-15.31%
100.000.400.0000.420.0000	STAFF TRAVEL	\$0.00	\$138.25	\$11,332.49	(\$11,332.49)	\$390.00	(\$11,722.49)	0.00%
100.000.400.0000.430.0000	UTILITIES/ENERGY	\$0.00	\$0.00	\$533.13	(\$533.13)	\$0.00	(\$533.13)	0.00%
100.000.400.0000.440.0000	OTHER PURCHASED SERVICES	\$0.00	\$0.00	\$317.37	(\$317.37)	\$0.00	(\$317.37)	0.00%
100.000.400.0000.450.0000	SUPPLIES/MEDIA/MATERIALS	\$2,500.00	\$193.53	\$3,893.15	(\$1,393.15)	\$0.00	(\$1,393.15)	-55.73%
100.000.400.0000.470.0000	SUPPLIES/MEDIA/MATERIALS	\$6,500.00	\$3,773.30	\$25,414.01	(\$18,914.01)	\$1,662.15	(\$20,576.16)	-316.56%
100.000.400.0000.490.0000	OTHER EXPENSES	\$500.00	\$0.00	\$1,951.00	(\$1,451.00)	\$1,400.00	(\$2,851.00)	-570.20%
FUNCTION: SCHADMN - SCHOOL ADMINISTRATION - 400		\$2,464,196.32	\$208,833.36	\$1,975,077.74	\$489,118.58	\$543,903.21	(\$54,784.63)	-2.22%
100.000.500.0000.310.0000	CERTIFIED. SALARIES	\$897,059.66	\$84,182.48	\$642,982.91	\$254,076.75	\$312,888.85	(\$58,812.10)	-6.56%
100.000.500.0000.320.0000	CLASSIFIED WAGES	\$1,012,331.16	\$89,147.96	\$814,979.71	\$197,351.45	\$210,538.11	(\$13,186.66)	-1.30%
100.000.500.0000.330.0000	NON-CERTIFICATED TEA & EXTRA D	\$0.00	\$0.00	\$2,023.50	(\$2,023.50)	\$0.00	(\$2,023.50)	0.00%
100.000.500.0000.340.0000	CLASSIFIED, OVERTIME	\$10,553.00	\$656.61	\$11,445.90	(\$892.90)	\$0.00	(\$892.90)	-8.46%
100.000.500.0000.360.0000	EMPLOYEE BENEFITS	\$953,174.22	\$78,281.57	\$977,241.11	(\$24,066.89)	\$186,056.21	(\$210,123.10)	-22.04%
100.000.500.0000.390.0000	TRANSPORTATION ALLOWANCE	\$303.38	\$6,308.87	\$6,617.92	(\$6,314.54)	\$0.00	(\$6,314.54)	-2081.40%
100.000.500.0000.410.0000	PROF'L/TECHNICAL SERVICES	\$219,197.00	\$31,304.12	\$95,404.66	\$123,792.34	\$173,435.30	(\$49,642.96)	-22.65%
100.000.500.0000.420.0000	STAFF TRAVEL	\$80,749.00	\$3,416.45	\$72,059.90	\$8,689.10	\$10,711.00	(\$2,021.90)	-2.50%
100.000.500.0000.430.0000	UTILITIES/ENERGY	\$27,537.00	\$1,319.67	\$5,680.82	\$21,856.18	\$0.00	\$21,856.18	79.37%
100.000.500.0000.440.0000	OTHER PURCHASED SERVICES	\$821,534.31	\$779.25	\$655,747.98	\$165,786.33	\$3,200.14	\$162,586.19	19.79%
100.000.500.0000.450.0000	SUPPLIES/MEDIA/MATERIALS	\$0.00	\$521.30	\$3,307.13	(\$3,307.13)	\$2,985.70	(\$6,292.83)	0.00%
100.000.500.0000.470.0000	SUPPLIES/MEDIA/MATERIALS	\$193,600.00	\$5,890.09	\$215,102.46	(\$21,502.46)	\$2,884.90	(\$24,387.36)	-12.60%
100.000.500.0000.490.0000	OTHER EXPENSES	\$26,817.00	\$1,611.79	\$41,823.59	(\$15,006.59)	\$5,385.81	(\$20,392.40)	-76.04%
FUNCTION: Central Office Services - 500		\$4,242,855.73	\$303,420.16	\$3,544,417.59	\$698,438.14	\$908,086.02	(\$209,647.88)	-4.94%
100.000.600.0000.320.0000	CLASSIFIED WAGES	\$1,932,552.35	\$168,316.93	\$1,508,806.09	\$423,746.26	\$368,734.14	\$55,012.12	2.85%
100.000.600.0000.340.0000	CLASSIFIED, OVERTIME	\$10,021.00	\$1,920.76	\$52,793.44	(\$42,772.44)	\$0.00	(\$42,772.44)	-426.83%
100.000.600.0000.360.0000	EMPLOYEE BENEFITS	\$1,243,373.61	\$130,576.08	\$1,219,197.18	\$24,176.43	\$332,326.95	(\$308,150.52)	-24.78%
100.000.600.0000.410.0000	PROF'L/TECHNICAL SERVICES	\$107,910.00	\$30,564.78	\$138,175.61	(\$30,265.61)	\$123,637.60	(\$153,903.21)	-142.62%
100.000.600.0000.420.0000	STAFF TRAVEL	\$32,000.00	\$1,990.00	\$66,595.58	(\$34,595.58)	\$15,000.00	(\$49,595.58)	-154.99%
100.000.600.0000.430.0000	UTILITIES/ENERGY	\$2,328,337.00	\$179,799.13	\$1,470,010.57	\$858,326.43	\$600,347.05	\$257,979.38	11.08%
100.000.600.0000.440.0000	OTHER PURCHASED SERVICES	\$243,633.29	\$1,508.80	\$579,446.91	(\$335,813.62)	\$45,264.28	(\$381,077.90)	-156.41%
100.000.600.0000.450.0000	SUPPLIES/MEDIA/MATERIALS	\$707,964.24	\$43,344.24	\$351,245.05	\$356,719.19	\$194,276.18	\$162,443.01	22.95%
100.000.600.0000.470.0000	SUPPLIES/MEDIA/MATERIALS	\$0.00	\$0.00	\$37,856.71	(\$37,856.71)	\$0.00	(\$37,856.71)	0.00%
100.000.600.0000.490.0000	OTHER EXPENSES	\$0.00	\$0.00	\$2,365.00	(\$2,365.00)	\$900.00	(\$3,265.00)	0.00%
100.000.600.0000.510.0000	EQUIPMENT	\$10,465.40	\$0.00	\$37,186.33	(\$26,720.93)	\$183,735.79	(\$210,456.72)	-2010.98%
FUNCTION: O/M - OPERATIONS & MAINTENANCE - 600		\$6,616,256.89	\$558,020.72	\$5,463,678.47	\$1,152,578.42	\$1,864,221.99	(\$711,643.57)	-10.76%
100.000.700.0000.310.0000	CERTIFIED. SALARIES	\$96,559.32	\$0.00	\$68,191.64	\$28,367.68	\$47,109.92	(\$18,742.24)	-19.41%
100.000.700.0000.320.0000	CLASSIFIED WAGES	\$120,591.50	\$10,049.30	\$95,468.28	\$25,123.22	\$25,123.22	\$0.00	0.00%
100.000.700.0000.330.0000	NON-CERTIFICATED TEA & EXTRA D	\$171,375.00	\$5,308.16	\$151,499.92	\$19,875.08	\$25,591.28	(\$5,716.20)	-3.34%
100.000.700.0000.360.0000	EMPLOYEE BENEFITS	\$112,799.58	\$6,056.66	\$156,071.74	(\$43,272.16)	\$23,025.92	(\$66,298.08)	-58.78%
100.000.700.0000.410.0000	PROF'L/TECHNICAL SERVICES	\$1,500.00	\$0.00	\$10,719.89	(\$9,219.89)	\$2,200.00	(\$11,419.89)	-761.33%
100.000.700.0000.420.0000	STAFF TRAVEL	\$405,135.41	\$12,489.68	\$263,374.79	\$141,760.62	\$3,587.43	\$138,173.19	34.11%
100.000.700.0000.440.0000	OTHER PURCHASED SERVICES	\$0.00	\$0.00	\$2,000.00	(\$2,000.00)	\$0.00	(\$2,000.00)	0.00%
100.000.700.0000.450.0000	SUPPLIES/MEDIA/MATERIALS	\$0.00	\$0.00	\$137.00	(\$137.00)	\$0.00	(\$137.00)	0.00%
100.000.700.0000.470.0000	SUPPLIES/MEDIA/MATERIALS	\$5,000.00	\$404.61	\$2,771.90	\$2,228.10	\$0.00	\$2,228.10	44.56%
100.000.700.0000.490.0000	OTHER EXPENSES	\$15,000.00	\$100.00	\$13,643.71	\$1,356.29	\$0.00	\$1,356.29	9.04%
FUNCTION: STDNTACT - STUDENT ACTIVITIES - 700		\$927,960.81	\$34,408.41	\$763,878.87	\$164,081.94	\$126,637.77	\$37,444.17	4.04%

KODIAK ISLAND BOROUGH SCHOOL DISTRICT

BOARD GENERAL FUND - EXPENDITURES BY FUNCTIO

From Date: 4/1/2026

To Date: 4/30/2026

Fiscal Year: 2025-2026

☐ Subtotal by Collapse Mask

☒ Include pre encumbrance

☐ Print accounts with zero balance

☒ Filter Encumbrance Detail by Date Range

☐ Exclude Inactive Accounts with zero balance

☐ Include All Encumbrances

Account Number	Description	GL Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance	% Bud
	FUND: GENERAL FUND - 100	\$53,216,866.52	\$4,150,378.40	\$40,220,671.04	\$12,996,195.48	\$12,139,577.79	\$856,617.69	1.61%
	Grand Total:	\$53,216,866.52	\$4,150,378.40	\$40,220,671.04	\$12,996,195.48	\$12,139,577.79	\$856,617.69	1.61%

End of Report

KODIAK ISLAND BOROUGH SCHOOL DISTRICT

BOARD GENERAL FUND - EXPENDITURES BY SITE

From Date: 4/1/2026

To Date: 4/30/2026

Fiscal Year: 2025-2026

☐ Subtotal by Collapse Mask☒ Include pre encumbrance☐ Print accounts with zero balance☒ Filter Encumbrance Detail by Date Range☐ Exclude Inactive Accounts with zero balance☐ Include All Encumbrances

Account Number	Description	GL Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance	% Bud
100.000.000.0000.000.0000	ASSET	\$785,539.09	\$0.00	(\$123,246.56)	\$908,785.65	\$0.00	\$908,785.65	115.69%
	SITE: UNDESIGNATED - 000	\$785,539.09	\$0.00	(\$123,246.56)	\$908,785.65	\$0.00	\$908,785.65	115.69%
100.110.000.0000.000.0000	ASSET	\$8,471,957.15	\$790,044.60	\$6,131,376.41	\$2,340,580.74	\$2,000,367.56	\$340,213.18	4.02%
	SITE: KHS KODIAK HIGH SCHOOL - 110	\$8,471,957.15	\$790,044.60	\$6,131,376.41	\$2,340,580.74	\$2,000,367.56	\$340,213.18	4.02%
100.111.000.0000.000.0000	ASSET	\$111,585.93	\$26,292.96	\$125,378.21	(\$13,792.28)	\$63,999.74	(\$77,792.02)	-69.71%
	SITE: COMMUNITY SWIMMING POOL - 111	\$111,585.93	\$26,292.96	\$125,378.21	(\$13,792.28)	\$63,999.74	(\$77,792.02)	-69.71%
100.117.000.0000.000.0000	ASSET	\$1,084,382.26	\$40,360.27	\$968,202.30	\$116,179.96	\$92,175.91	\$24,004.05	2.21%
	SITE: AK TEACH - 117	\$1,084,382.26	\$40,360.27	\$968,202.30	\$116,179.96	\$92,175.91	\$24,004.05	2.21%
100.120.000.0000.000.0000	ASSET	\$6,132,094.35	\$572,745.01	\$4,602,238.08	\$1,529,856.27	\$1,617,548.50	(\$87,692.23)	-1.43%
	SITE: KMS KODIAK MIDDLE SCHOOL - 120	\$6,132,094.35	\$572,745.01	\$4,602,238.08	\$1,529,856.27	\$1,617,548.50	(\$87,692.23)	-1.43%
100.240.000.0000.000.0000	ASSET	\$5,689,449.30	\$534,625.83	\$4,200,282.97	\$1,489,166.33	\$1,368,222.11	\$120,944.22	2.13%
	SITE: EE EAST ELEMENTARY - 240	\$5,689,449.30	\$534,625.83	\$4,200,282.97	\$1,489,166.33	\$1,368,222.11	\$120,944.22	2.13%
100.250.000.0000.000.0000	ASSET	\$4,325,881.05	\$436,724.33	\$3,279,268.59	\$1,046,612.46	\$1,046,926.17	(\$313.71)	-0.01%
	SITE: ME MAIN ELEMENTARY - 250	\$4,325,881.05	\$436,724.33	\$3,279,268.59	\$1,046,612.46	\$1,046,926.17	(\$313.71)	-0.01%
100.260.000.0000.000.0000	ASSET	\$0.00	\$0.00	\$9,413.88	(\$9,413.88)	\$0.00	(\$9,413.88)	0.00%
	SITE: NSE NORTH STAR ELEMENTARY - 260	\$0.00	\$0.00	\$9,413.88	(\$9,413.88)	\$0.00	(\$9,413.88)	0.00%
100.270.000.0000.000.0000	ASSET	\$3,377,405.23	\$284,368.75	\$2,395,919.38	\$981,485.85	\$912,271.19	\$69,214.66	2.05%
	SITE: PTE PETERSON ELEMENTARY - 270	\$3,377,405.23	\$284,368.75	\$2,395,919.38	\$981,485.85	\$912,271.19	\$69,214.66	2.05%
100.360.000.0000.000.0000	ASSET	\$827,297.35	\$69,959.43	\$615,706.26	\$211,591.09	\$194,937.62	\$16,653.47	2.01%
	SITE: AKH AKHIOK SCHOOL - 360	\$827,297.35	\$69,959.43	\$615,706.26	\$211,591.09	\$194,937.62	\$16,653.47	2.01%
100.362.000.0000.000.0000	ASSET	\$986,041.06	\$94,973.30	\$800,540.81	\$185,500.25	\$277,009.40	(\$91,509.15)	-9.28%
	SITE: CHINIAK SCHOOL - 362	\$986,041.06	\$94,973.30	\$800,540.81	\$185,500.25	\$277,009.40	(\$91,509.15)	-9.28%
100.371.000.0000.000.0000	ASSET	\$1,125,106.79	\$107,082.63	\$908,387.81	\$216,718.98	\$333,836.56	(\$117,117.58)	-10.41%
	SITE: OH OLD HARBOR SCHOOL - 371	\$1,125,106.79	\$107,082.63	\$908,387.81	\$216,718.98	\$333,836.56	(\$117,117.58)	-10.41%
100.373.000.0000.000.0000	ASSET	\$1,035,207.05	\$86,757.21	\$831,790.49	\$203,416.56	\$304,360.63	(\$100,944.07)	-9.75%
	SITE: OUZINKIE SCHOOL - 373	\$1,035,207.05	\$86,757.21	\$831,790.49	\$203,416.56	\$304,360.63	(\$100,944.07)	-9.75%
100.375.000.0000.000.0000	ASSET	\$1,014,442.03	\$97,302.50	\$821,695.51	\$192,746.52	\$302,914.95	(\$110,168.43)	-10.86%
	SITE: PL PORT LIONS SCHOOL - 375	\$1,014,442.03	\$97,302.50	\$821,695.51	\$192,746.52	\$302,914.95	(\$110,168.43)	-10.86%
100.380.000.0000.000.0000	ASSET	\$598,307.27	\$40,839.91	\$332,967.86	\$265,339.41	\$144,625.52	\$120,713.89	20.18%
	SITE: VILLAGE WIDE SERVICES - 380	\$598,307.27	\$40,839.91	\$332,967.86	\$265,339.41	\$144,625.52	\$120,713.89	20.18%
100.410.000.0000.000.0000	ASSET	\$1,018,899.28	\$15,177.46	\$833,503.96	\$185,395.32	\$151,133.63	\$34,261.69	3.36%
	SITE: NEGOTIATED BENEFITS - 410	\$1,018,899.28	\$15,177.46	\$833,503.96	\$185,395.32	\$151,133.63	\$34,261.69	3.36%
100.450.000.0000.000.0000	ASSET	\$3,837,499.96	\$27,915.42	\$3,931,670.27	(\$94,170.31)	\$104,317.26	(\$198,487.57)	-5.17%
	SITE: DISTRICT WIDE SERVICES - 450	\$3,837,499.96	\$27,915.42	\$3,931,670.27	(\$94,170.31)	\$104,317.26	(\$198,487.57)	-5.17%
100.451.000.0000.000.0000	ASSET	\$213,805.19	\$15,206.49	\$157,546.22	\$56,258.97	\$42,667.51	\$13,591.46	6.36%

KODIAK ISLAND BOROUGH SCHOOL DISTRICT

BOARD GENERAL FUND - EXPENDITURES BY SITE

Fiscal Year: 2025-2026

☐ Subtotal by Collapse Mask

☒ Include pre encumbrance

From Date: 4/1/2026

To Date: 4/30/2026

☐ Print accounts with zero balance ☒ Filter Encumbrance Detail by Date Range

☐ Exclude Inactive Accounts with zero balance

☐ Include All Encumbrances

Account Number	Description	GL Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance	% Bud
	SITE: AUDITORIUM - 451	\$213,805.19	\$15,206.49	\$157,546.22	\$56,258.97	\$42,667.51	\$13,591.46	6.36%
100.452.000.0000.000.0000	ASSET	\$5,000.00	\$2,689.90	\$2,791.79	\$2,208.21	\$2,207.38	\$0.83	0.02%
	SITE: ELEM MUSIC - 452	\$5,000.00	\$2,689.90	\$2,791.79	\$2,208.21	\$2,207.38	\$0.83	0.02%
100.454.000.0000.000.0000	ASSET	(\$100.00)	\$6,200.56	\$21,510.64	(\$21,610.64)	\$9,060.41	(\$30,671.05)	30671.05%
	SITE: FEDERAL PROGRAMS - 454	(\$100.00)	\$6,200.56	\$21,510.64	(\$21,610.64)	\$9,060.41	(\$30,671.05)	30671.05%
100.459.000.0000.000.0000	ASSET	\$927,284.95	\$74,063.02	\$763,106.02	\$164,178.93	\$142,362.99	\$21,815.94	2.35%
	SITE: TECHNOLOGY SERVICES - 459	\$927,284.95	\$74,063.02	\$763,106.02	\$164,178.93	\$142,362.99	\$21,815.94	2.35%
100.461.000.0000.000.0000	ASSET	\$303,486.11	\$25,516.10	\$203,571.47	\$99,914.64	\$101,545.14	(\$1,630.50)	-0.54%
	SITE: ALTERNATIVE LEARNING/LEARNING CAFE - 461	\$303,486.11	\$25,516.10	\$203,571.47	\$99,914.64	\$101,545.14	(\$1,630.50)	-0.54%
100.492.000.0000.000.0000	ASSET	\$2,404,578.38	\$165,721.51	\$1,491,234.68	\$913,343.70	\$740,275.26	\$173,068.44	7.20%
	SITE: SPED SPECIAL SERVICES - 492	\$2,404,578.38	\$165,721.51	\$1,491,234.68	\$913,343.70	\$740,275.26	\$173,068.44	7.20%
100.495.000.0000.000.0000	ASSET	\$1,263,470.33	\$106,118.94	\$878,508.59	\$384,961.74	\$346,448.65	\$38,513.09	3.05%
	SITE: EARLY CHILDHOOK - 495	\$1,263,470.33	\$106,118.94	\$878,508.59	\$384,961.74	\$346,448.65	\$38,513.09	3.05%
100.510.000.0000.000.0000	ASSET	\$210,200.27	\$17,882.93	\$188,716.44	\$21,483.83	\$21,377.06	\$106.77	0.05%
	SITE: BOARD OF EDUCATION - 510	\$210,200.27	\$17,882.93	\$188,716.44	\$21,483.83	\$21,377.06	\$106.77	0.05%
100.560.000.0000.000.0000	ASSET	\$486,340.33	\$48,517.67	\$384,743.67	\$101,596.66	\$117,412.81	(\$15,816.15)	-3.25%
	SITE: SUPERINTENDENT - 560	\$486,340.33	\$48,517.67	\$384,743.67	\$101,596.66	\$117,412.81	(\$15,816.15)	-3.25%
100.561.000.0000.000.0000	ASSET	\$1,243,638.49	\$113,277.28	\$919,892.58	\$323,745.91	\$451,144.83	(\$127,398.92)	-10.24%
	SITE: ASST. SUPERINTENDENT/HR - 561	\$1,243,638.49	\$113,277.28	\$919,892.58	\$323,745.91	\$451,144.83	(\$127,398.92)	-10.24%
100.562.000.0000.000.0000	ASSET	\$600,853.98	\$35,206.31	\$295,303.93	\$305,550.05	\$135,802.31	\$169,747.74	28.25%
	SITE: CURRICULUM - 562	\$600,853.98	\$35,206.31	\$295,303.93	\$305,550.05	\$135,802.31	\$169,747.74	28.25%
100.563.000.0000.000.0000	ASSET	\$508,089.56	\$44,468.03	\$421,778.75	\$86,310.81	\$90,030.93	(\$3,720.12)	-0.73%
	SITE: SCHOOL SUPPORT SRVCS - 563	\$508,089.56	\$44,468.03	\$421,778.75	\$86,310.81	\$90,030.93	(\$3,720.12)	-0.73%
100.610.000.0000.000.0000	ASSET	\$1,820,653.95	\$76,874.77	\$1,432,351.05	\$388,302.90	\$168,061.99	\$220,240.91	12.10%
	SITE: FISCAL SERVICES - 610	\$1,820,653.95	\$76,874.77	\$1,432,351.05	\$388,302.90	\$168,061.99	\$220,240.91	12.10%
100.710.000.0000.000.0000	ASSET	\$2,808,469.83	\$193,465.28	\$2,394,518.98	\$413,950.85	\$856,533.77	(\$442,582.92)	-15.76%
	SITE: MAINTENANCE & OPERATIONS - 710	\$2,808,469.83	\$193,465.28	\$2,394,518.98	\$413,950.85	\$856,533.77	(\$442,582.92)	-15.76%
	FUND: GENERAL FUND - 100	\$53,216,866.52	\$4,150,378.40	\$40,220,671.04	\$12,996,195.48	\$12,139,577.79	\$856,617.69	1.61%
	Grand Total:	\$53,216,866.52	\$4,150,378.40	\$40,220,671.04	\$12,996,195.48	\$12,139,577.79	\$856,617.69	1.61%

End of Report

KODIAK ISLAND BOROUGH SCHOOL DISTRICT

BOARD REPORTS - GRANT REVENUE

Fiscal Year: 2025-2026

☐ Subtotal by Collapse Mask

☒ Include pre encumbrance

From Date: 4/1/2026

To Date: 4/30/2026

☐ Print accounts with zero balance ☒ Filter Encumbrance Detail by Date Range

☐ Exclude Inactive Accounts with zero balance

☐ Include All Encumbrances

Account Number	Description	GL Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance	% Bud
205.000.000.0000.065.0000	STUDENT TRANSPORT'N-STATE	(\$1,686,627.00)	(\$549,222.00)	(\$1,660,653.00)	(\$25,974.00)	\$0.00	(\$25,974.00)	1.54%
205.000.000.0000.236.0000	PUPIL TRANS USE OF FUND BALANC	(\$402,709.43)	\$0.00	\$0.00	(\$402,709.43)	\$0.00	(\$402,709.43)	100.00%
205.000.000.0000.250.0000	TRANFRS FROM OTHER FUNDS	(\$54,085.77)	\$0.00	\$0.00	(\$54,085.77)	\$0.00	(\$54,085.77)	100.00%
	FUND: STUDENT TRANSPORTATION - 205	(\$2,143,422.20)	(\$549,222.00)	(\$1,660,653.00)	(\$482,769.20)	\$0.00	(\$482,769.20)	22.52%
230.000.000.0000.050.0000	BAG GRANT	(\$647,028.00)	\$0.00	(\$647,028.00)	\$0.00	\$0.00	\$0.00	0.00%
	FUND: BROADBAND ASSISTANCE GRANT (BAG) - 230	(\$647,028.00)	\$0.00	(\$647,028.00)	\$0.00	\$0.00	\$0.00	0.00%
240.000.000.0000.050.0000	MUNARTET GRANT	\$0.00	\$0.00	(\$172,868.88)	\$172,868.88	\$0.00	\$172,868.88	0.00%
	FUND: MUNARTET PROJECT GRANT - 240	\$0.00	\$0.00	(\$172,868.88)	\$172,868.88	\$0.00	\$172,868.88	0.00%
245.000.000.0000.090.0000	OTHER STATE REVENUES	(\$4,000.00)	\$0.00	(\$4,161.97)	\$161.97	\$0.00	\$161.97	-4.05%
	FUND: NEW VISIONS 105 - 245	(\$4,000.00)	\$0.00	(\$4,161.97)	\$161.97	\$0.00	\$161.97	-4.05%
248.000.000.0000.090.0000	OTHER STATE REVENUES	(\$5,846.55)	\$0.00	(\$5,846.55)	\$0.00	\$0.00	\$0.00	0.00%
	FUND: YOUTH RISK BEHAVIOR SURVEY - 248	(\$5,846.55)	\$0.00	(\$5,846.55)	\$0.00	\$0.00	\$0.00	0.00%
249.000.000.0000.050.0000	REVENUE-STATE SOURCES	(\$577,018.10)	\$0.00	(\$186,165.46)	(\$390,852.64)	\$0.00	(\$390,852.64)	67.74%
	FUND: EARLY CHILDHOOD GRANT - 249	(\$577,018.10)	\$0.00	(\$186,165.46)	(\$390,852.64)	\$0.00	(\$390,852.64)	67.74%
255.000.000.0000.021.0000	DWS FOOD SERVICE REVENUE	(\$269,448.00)	(\$10,897.87)	(\$152,769.90)	(\$116,678.10)	\$0.00	(\$116,678.10)	43.30%
255.000.000.0000.040.0000	OTHER LOCAL REVENUE	(\$500.00)	\$0.00	(\$500.00)	\$0.00	\$0.00	\$0.00	0.00%
255.000.000.0000.160.0000	NSLP-LUNCH REIMBURSEMENT	(\$637,258.00)	(\$51,901.38)	(\$322,140.91)	(\$315,117.09)	\$0.00	(\$315,117.09)	49.45%
255.000.000.0000.161.0000	NSLP-BREAKFAST REIMBRMNT	(\$160,793.00)	(\$13,137.98)	(\$73,015.03)	(\$87,777.97)	\$0.00	(\$87,777.97)	54.59%
255.000.000.0000.162.0000	USDA COMMODITIES	(\$88,600.00)	\$0.00	(\$6,114.90)	(\$82,485.10)	\$0.00	(\$82,485.10)	93.10%
255.000.000.0000.165.0000	NSLP-SUMMER LUNCH PROGRAM	(\$20,000.00)	\$0.00	(\$29,468.40)	\$9,468.40	\$0.00	\$9,468.40	-47.34%
255.000.000.0000.250.0000	TRANFRS FROM OTHER FUNDS	(\$262,535.85)	\$0.00	\$0.00	(\$262,535.85)	\$0.00	(\$262,535.85)	100.00%
	FUND: CAFETERIA FUND - 255	(\$1,439,134.85)	(\$75,937.23)	(\$584,009.14)	(\$855,125.71)	\$0.00	(\$855,125.71)	59.42%
256.000.000.0000.150.0000	FFVP REVENUE-FED'L THRU STATE	(\$63,984.38)	(\$4,018.50)	(\$21,359.03)	(\$42,625.35)	\$0.00	(\$42,625.35)	66.62%
256.000.000.9004.150.0000	REVENUE-FED'L THRU STATE	(\$9,140.63)	\$0.00	(\$9,140.63)	\$0.00	\$0.00	\$0.00	0.00%
	FUND: FRESH FRUIT & VEGETABLES - 256	(\$73,125.01)	(\$4,018.50)	(\$30,499.66)	(\$42,625.35)	\$0.00	(\$42,625.35)	58.29%
260.000.000.0000.150.0000	REVENUE-FED'L THRU STATE	(\$17,905.00)	\$0.00	(\$572.76)	(\$17,332.24)	\$0.00	(\$17,332.24)	96.80%
	FUND: PRE-SCHOOL DISABLED - 260	(\$17,905.00)	\$0.00	(\$572.76)	(\$17,332.24)	\$0.00	(\$17,332.24)	96.80%
261.000.000.0000.150.0000	REVENUE-FED'L THRU STATE	(\$652,124.00)	\$0.00	(\$292,435.51)	(\$359,688.49)	\$0.00	(\$359,688.49)	55.16%
	FUND: TITLE VI-B GRANT - 261	(\$652,124.00)	\$0.00	(\$292,435.51)	(\$359,688.49)	\$0.00	(\$359,688.49)	55.16%
262.000.000.0000.150.0000	REVENUE-FED'L THRU STATE	(\$24,257.44)	\$0.00	(\$24,257.44)	\$0.00	\$0.00	\$0.00	0.00%
	FUND: AKLITERACY (READ) - 262	(\$24,257.44)	\$0.00	(\$24,257.44)	\$0.00	\$0.00	\$0.00	0.00%
264.000.000.0000.150.0000	CTE REVENUE-FED'L THRU STATE	(\$66,807.00)	\$0.00	(\$6,483.96)	(\$60,323.04)	\$0.00	(\$60,323.04)	90.29%
	FUND: CARL PERKINS - 264	(\$66,807.00)	\$0.00	(\$6,483.96)	(\$60,323.04)	\$0.00	(\$60,323.04)	90.29%
267.000.000.0000.150.0000	MIGRANT BOOK REVENUE-FED'L THR	(\$13,600.00)	\$12,369.83	(\$186,526.52)	\$172,926.52	\$0.00	\$172,926.52	-1271.52%
267.000.000.9099.150.0000	MIGRANT BOOK REVENUE-FED'L THR	(\$4,500.00)	\$0.00	(\$1,821.77)	(\$2,678.23)	\$0.00	(\$2,678.23)	59.52%
	FUND: MIGRANT ED. BOOK PROGRAM - 267	(\$18,100.00)	\$12,369.83	(\$188,348.29)	\$170,248.29	\$0.00	\$170,248.29	-940.60%
268.000.000.0000.150.0000	REVENUE-FED'L THRU STATE	(\$407,016.64)	\$0.00	(\$47,839.82)	(\$359,176.82)	\$0.00	(\$359,176.82)	88.25%
	FUND: STRONGER CONNECTIONS - 268	(\$407,016.64)	\$0.00	(\$47,839.82)	(\$359,176.82)	\$0.00	(\$359,176.82)	88.25%

KODIAK ISLAND BOROUGH SCHOOL DISTRICT

BOARD REPORTS - GRANT REVENUE

Fiscal Year: 2025-2026 From Date: 4/1/2026 To Date: 4/30/2026

☐ Subtotal by Collapse Mask
 ☒ Include pre encumbrance
 ☐ Print accounts with zero balance
 ☒ Filter Encumbrance Detail by Date Range
☐ Exclude Inactive Accounts with zero balance
 ☐ Include All Encumbrances

Account Number	Description	GL Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance	% Bud
269.000.000.0000.150.0000	REVENUE-FED'L THRU STATE	(\$30,000.00)	\$0.00	(\$3,058.41)	(\$26,941.59)	\$0.00	(\$26,941.59)	89.81%
	FUND: TITLE I, SCHOOL IMPRVMT - 269	(\$30,000.00)	\$0.00	(\$3,058.41)	(\$26,941.59)	\$0.00	(\$26,941.59)	89.81%
270.000.000.0000.150.0000	REVENUE-FED'L THRU STATE	(\$4,500.00)	\$0.00	\$0.00	(\$4,500.00)	\$0.00	(\$4,500.00)	100.00%
	FUND: AKPBIS - 270	(\$4,500.00)	\$0.00	\$0.00	(\$4,500.00)	\$0.00	(\$4,500.00)	100.00%
272.000.000.0000.150.0000	REVENUE-FED'L THRU STATE	(\$350,000.00)	\$0.00	(\$28,328.64)	(\$321,671.36)	\$0.00	(\$321,671.36)	91.91%
	FUND: CLSD 2024 COHORT - 272	(\$350,000.00)	\$0.00	(\$28,328.64)	(\$321,671.36)	\$0.00	(\$321,671.36)	91.91%
279.000.000.0000.150.0000	REVENUE-FED'L THRU STATE	(\$337,785.06)	\$0.00	(\$120,151.36)	(\$217,633.70)	\$0.00	(\$217,633.70)	64.43%
	FUND: ESSA ADMIN POOL - 279	(\$337,785.06)	\$0.00	(\$120,151.36)	(\$217,633.70)	\$0.00	(\$217,633.70)	64.43%
280.000.000.0000.150.0000	REVENUE-FED'L THRU STATE	(\$351,707.55)	\$0.00	(\$76,693.51)	(\$275,014.04)	\$0.00	(\$275,014.04)	78.19%
280.000.000.9091.150.0000	REVENUE-FED'L THRU STATE	(\$8,511.31)	\$0.00	(\$4,935.49)	(\$3,575.82)	\$0.00	(\$3,575.82)	42.01%
280.000.000.9095.150.0000	REVENUE-FED'L THRU STATE	(\$1,180.19)	\$0.00	(\$189.12)	(\$991.07)	\$0.00	(\$991.07)	83.98%
	FUND: TITLE I-A, BASIC - 280	(\$361,399.05)	\$0.00	(\$81,818.12)	(\$279,580.93)	\$0.00	(\$279,580.93)	77.36%
283.000.000.0000.150.0000	REVENUE-FED'L THRU STATE	(\$790,522.46)	\$193,053.79	\$110,453.94	(\$900,976.40)	\$0.00	(\$900,976.40)	113.97%
	FUND: TITLE I-C, MIGRANT ED - 283	(\$790,522.46)	\$193,053.79	\$110,453.94	(\$900,976.40)	\$0.00	(\$900,976.40)	113.97%
284.000.000.0000.150.0000	REVENUE-FED'L THRU STATE	(\$125,598.37)	\$0.00	(\$24,925.54)	(\$100,672.83)	\$0.00	(\$100,672.83)	80.15%
284.000.000.9091.150.0000	REVENUE-FED'L THRU STATE	(\$3,663.95)	\$0.00	\$0.00	(\$3,663.95)	\$0.00	(\$3,663.95)	100.00%
	FUND: TITLE II-A, TCHR TRAINING - 284	(\$129,262.32)	\$0.00	(\$24,925.54)	(\$104,336.78)	\$0.00	(\$104,336.78)	80.72%
286.000.000.0000.150.0000	REVENUE-FED'L THRU STATE	(\$40,617.67)	\$0.00	(\$6,302.62)	(\$34,315.05)	\$0.00	(\$34,315.05)	84.48%
	FUND: TITLE III-A, E.L.A. - 286	(\$40,617.67)	\$0.00	(\$6,302.62)	(\$34,315.05)	\$0.00	(\$34,315.05)	84.48%
287.000.000.0000.150.0000	REVENUE-FED'L THRU STATE	(\$74,798.35)	\$0.00	(\$14,597.13)	(\$60,201.22)	\$0.00	(\$60,201.22)	80.48%
287.000.000.9091.150.0000	REVENUE-FED'L THRU STATE	(\$1,542.65)	\$0.00	\$0.00	(\$1,542.65)	\$0.00	(\$1,542.65)	100.00%
	FUND: TITLE IV-A, SAFE/DRUGFREE - 287	(\$76,341.00)	\$0.00	(\$14,597.13)	(\$61,743.87)	\$0.00	(\$61,743.87)	80.88%
294.000.000.0000.150.0000	REVENUE-FED'L THRU STATE	(\$25,000.00)	\$0.00	(\$25,000.00)	\$0.00	\$0.00	\$0.00	0.00%
	FUND: PRESCHOOL DEVELOPMENT GRANT - 294	(\$25,000.00)	\$0.00	(\$25,000.00)	\$0.00	\$0.00	\$0.00	0.00%
295.000.000.0000.150.0000	REVENUE-FED'L THRU STATE	(\$30,640.64)	\$0.00	(\$30,640.64)	\$0.00	\$0.00	\$0.00	0.00%
	FUND: HUNTER EDUCATION - 295	(\$30,640.64)	\$0.00	(\$30,640.64)	\$0.00	\$0.00	\$0.00	0.00%
298.000.000.0000.150.0000	REVENUE-FED'L THRU STATE	(\$15,000.00)	\$0.00	(\$410.90)	(\$14,589.10)	\$0.00	(\$14,589.10)	97.26%
	FUND: MENTOR ASSISTANCE - 298	(\$15,000.00)	\$0.00	(\$410.90)	(\$14,589.10)	\$0.00	(\$14,589.10)	97.26%
350.000.000.0000.120.0000	INDIAN EDUCATION-USDOE	(\$170,770.00)	\$0.00	(\$24,470.13)	(\$146,299.87)	\$0.00	(\$146,299.87)	85.67%
	FUND: INDIAN EDUCATION (IEA) - 350	(\$170,770.00)	\$0.00	(\$24,470.13)	(\$146,299.87)	\$0.00	(\$146,299.87)	85.67%
355.000.000.0000.120.0000	NEA FOUNDATION GRANT	(\$2,400.00)	\$0.00	(\$2,400.00)	\$0.00	\$0.00	\$0.00	0.00%
	FUND: NEA FOUNDATION GRANT - 355	(\$2,400.00)	\$0.00	(\$2,400.00)	\$0.00	\$0.00	\$0.00	0.00%
372.000.000.0000.048.0000	LOCAL GRANT SOURCES	(\$36,246.49)	\$0.00	\$0.00	(\$36,246.49)	\$0.00	(\$36,246.49)	100.00%
	FUND: RTB AK - 372	(\$36,246.49)	\$0.00	\$0.00	(\$36,246.49)	\$0.00	(\$36,246.49)	100.00%
373.000.000.0000.048.0000	LOCAL GRANT SOURCES	(\$5,500.00)	\$206.00	(\$5,500.00)	\$0.00	\$0.00	\$0.00	0.00%
	FUND: BEST BEGINNINGS - 373	(\$5,500.00)	\$206.00	(\$5,500.00)	\$0.00	\$0.00	\$0.00	0.00%

KODIAK ISLAND BOROUGH SCHOOL DISTRICT

BOARD REPORTS - GRANT REVENUE

From Date: 4/1/2026

To Date: 4/30/2026

Fiscal Year: 2025-2026

☐ Subtotal by Collapse Mask

☒ Include pre encumbrance

☐ Print accounts with zero balance

☒ Filter Encumbrance Detail by Date Range

☐ Exclude Inactive Accounts with zero balance

☐ Include All Encumbrances

Account Number	Description	GL Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance	% Bud
375.000.000.0000.048.0000	LOCAL GRANT SOURCES	(\$3,159.90)	\$0.00	(\$3,159.90)	\$0.00	\$0.00	\$0.00	0.00%
	FUND: GARDEN CLUB GRANT-MAIN - 375	(\$3,159.90)	\$0.00	(\$3,159.90)	\$0.00	\$0.00	\$0.00	0.00%
Grand Total:		(\$8,484,929.38)	(\$423,548.11)	(\$4,111,479.89)	(\$4,373,449.49)	\$0.00	(\$4,373,449.49)	51.54%

End of Report

KODIAK ISLAND BOROUGH SCHOOL DISTRICT

BOARD REPORTS - GRANT EXPENDITURES

Fiscal Year: 2025-2026

☐ Subtotal by Collapse Mask

☒ Include pre encumbrance

☐ Print accounts with zero balance

☒ Filter Encumbrance Detail by Date Range

☐ Exclude Inactive Accounts with zero balance

☐ Include All Encumbrances

From Date: 4/1/2026

To Date: 4/30/2026

Account Number	Description	GL Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance	% Bud
205.000.000.0000.400.0000	NON-PERSONNEL	\$2,143,422.20	\$547.51	\$1,341,972.83	\$801,449.37	\$805,721.16	(\$4,271.79)	-0.20%
	FUND: STUDENT TRANSPORTATION - 205	\$2,143,422.20	\$547.51	\$1,341,972.83	\$801,449.37	\$805,721.16	(\$4,271.79)	-0.20%
230.000.000.0000.400.0000	NON-PERSONNEL	\$647,028.00	\$53,919.00	\$485,271.00	\$161,757.00	\$161,757.00	\$0.00	0.00%
	FUND: BROADBAND ASSISTANCE GRANT (BAG) - 230	\$647,028.00	\$53,919.00	\$485,271.00	\$161,757.00	\$161,757.00	\$0.00	0.00%
240.000.000.0000.300.0000	PERSONNEL	\$157,789.50	\$12,416.05	\$99,696.41	\$58,093.09	\$49,710.70	\$8,382.39	5.31%
240.000.000.0000.400.0000	NON-PERSONNEL	\$14,505.50	\$144.88	\$6,499.75	\$8,005.75	\$0.00	\$8,005.75	55.19%
	FUND: MUNARTET PROJECT GRANT - 240	\$172,295.00	\$12,560.93	\$106,196.16	\$66,098.84	\$49,710.70	\$16,388.14	9.51%
245.000.000.0000.400.0000	NON-PERSONNEL	\$4,000.00	\$0.00	\$0.00	\$4,000.00	\$0.00	\$4,000.00	100.00%
	FUND: NEW VISIONS 105 - 245	\$4,000.00	\$0.00	\$0.00	\$4,000.00	\$0.00	\$4,000.00	100.00%
248.000.000.0000.400.0000	NON-PERSONNEL	\$5,846.55	\$0.00	\$0.00	\$5,846.55	\$0.00	\$5,846.55	100.00%
	FUND: YOUTH RISK BEHAVIOR SURVEY - 248	\$5,846.55	\$0.00	\$0.00	\$5,846.55	\$0.00	\$5,846.55	100.00%
249.000.000.0000.300.0000	PERSONNEL	\$471,851.22	\$31,341.96	\$300,622.25	\$171,228.97	\$104,562.27	\$66,666.70	14.13%
249.000.000.0000.400.0000	NON-PERSONNEL	\$105,166.88	\$1,595.66	\$59,693.49	\$45,473.39	\$7,529.70	\$37,943.69	36.08%
	FUND: EARLY CHILDHOOD GRANT - 249	\$577,018.10	\$32,937.62	\$360,315.74	\$216,702.36	\$112,091.97	\$104,610.39	18.13%
255.000.000.0000.300.0000	PERSONNEL	\$790,834.85	\$63,474.76	\$657,459.50	\$133,375.35	\$83,098.03	\$50,277.32	6.36%
255.000.000.0000.400.0000	NON-PERSONNEL	\$648,300.00	\$44,337.92	\$412,211.97	\$236,088.03	\$19,753.71	\$216,334.32	33.37%
	FUND: CAFETERIA FUND - 255	\$1,439,134.85	\$107,812.68	\$1,069,671.47	\$369,463.38	\$102,851.74	\$266,611.64	18.53%
256.000.000.0000.300.0000	PERSONNEL	\$0.00	\$2,257.07	\$4,601.86	(\$4,601.86)	\$2,165.12	(\$6,766.98)	0.00%
256.000.000.0000.400.0000	NON-PERSONNEL	\$73,125.01	\$4,542.83	\$41,412.50	\$31,712.51	\$5,705.75	\$26,006.76	35.56%
	FUND: FRESH FRUIT & VEGETABLES - 256	\$73,125.01	\$6,799.90	\$46,014.36	\$27,110.65	\$7,870.87	\$19,239.78	26.31%
260.000.000.0000.300.0000	PERSONNEL	\$12,789.02	\$549.98	\$3,063.42	\$9,725.60	\$820.41	\$8,905.19	69.63%
260.000.000.0000.400.0000	NON-PERSONNEL	\$5,115.98	\$2,499.00	\$2,682.24	\$2,433.74	\$316.39	\$2,117.35	41.39%
	FUND: PRE-SCHOOL DISABLED - 260	\$17,905.00	\$3,048.98	\$5,745.66	\$12,159.34	\$1,136.80	\$11,022.54	61.56%
261.000.000.0000.300.0000	PERSONNEL	\$514,143.44	\$69,248.81	\$517,914.31	(\$3,770.87)	\$79,596.37	(\$83,367.24)	-16.21%
261.000.000.0000.400.0000	NON-PERSONNEL	\$137,980.56	\$8,033.38	\$76,938.83	\$61,041.73	\$48,610.71	\$12,431.02	9.01%
	FUND: TITLE VI-B GRANT - 261	\$652,124.00	\$77,282.19	\$594,853.14	\$57,270.86	\$128,207.08	(\$70,936.22)	-10.88%
262.000.000.0000.300.0000	PERSONNEL	\$16,573.26	\$0.00	\$16,573.26	\$0.00	\$0.00	\$0.00	0.00%
262.000.000.0000.400.0000	NON-PERSONNEL	\$7,684.18	\$0.00	\$7,684.18	\$0.00	\$0.00	\$0.00	0.00%
	FUND: AKLITERACY (READ) - 262	\$24,257.44	\$0.00	\$24,257.44	\$0.00	\$0.00	\$0.00	0.00%
264.000.000.0000.300.0000	PERSONNEL	\$12,272.02	\$0.00	\$0.00	\$12,272.02	\$0.00	\$12,272.02	100.00%
264.000.000.0000.400.0000	NON-PERSONNEL	\$54,478.60	\$5,549.41	\$20,613.75	\$33,864.85	\$380.00	\$33,484.85	61.46%
	FUND: CARL PERKINS - 264	\$66,750.62	\$5,549.41	\$20,613.75	\$46,136.87	\$380.00	\$45,756.87	68.55%
267.000.000.0000.400.0000	NON-PERSONNEL	\$18,100.00	\$0.00	\$3,197.57	\$14,902.43	\$6,200.00	\$8,702.43	48.08%
	FUND: MIGRANT ED. BOOK PROGRAM - 267	\$18,100.00	\$0.00	\$3,197.57	\$14,902.43	\$6,200.00	\$8,702.43	48.08%
268.000.000.0000.300.0000	PERSONNEL	\$148,000.00	\$7,357.42	\$80,156.74	\$67,843.26	\$40,404.66	\$27,438.60	18.54%
268.000.000.0000.400.0000	NON-PERSONNEL	\$259,016.41	\$27,216.99	\$153,566.62	\$105,449.79	\$7,156.86	\$98,292.93	37.95%
268.000.000.0000.500.0000	EQUIPMENT & BUILDING IMPROVEME	\$0.23	\$0.00	\$0.00	\$0.23	\$0.00	\$0.23	100.00%
	FUND: STRONGER CONNECTIONS - 268	\$407,016.64	\$34,574.41	\$233,723.36	\$173,293.28	\$47,561.52	\$125,731.76	30.89%

KODIAK ISLAND BOROUGH SCHOOL DISTRICT

BOARD REPORTS - GRANT EXPENDITURES

From Date: 4/1/2026

To Date: 4/30/2026

Fiscal Year: 2025-2026

☐ Subtotal by Collapse Mask☒ Include pre encumbrance☐ Print accounts with zero balance☒ Filter Encumbrance Detail by Date Range☐ Exclude Inactive Accounts with zero balance☐ Include All Encumbrances

Account Number	Description	GL Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance	% Bud
269.000.000.0000.300.0000	PERSONNEL	\$2,925.00	\$0.00	\$0.00	\$2,925.00	\$0.00	\$2,925.00	100.00%
269.000.000.0000.400.0000	NON-PERSONNEL	\$27,075.00	\$308.96	\$3,882.35	\$23,192.65	\$9,170.00	\$14,022.65	51.79%
	FUND: TITLE I, SCHOOL IMPRVMT - 269	\$30,000.00	\$308.96	\$3,882.35	\$26,117.65	\$9,170.00	\$16,947.65	56.49%
270.000.000.0000.400.0000	NON-PERSONNEL	\$4,500.00	\$913.08	\$1,645.52	\$2,854.48	\$1,066.79	\$1,787.69	39.73%
	FUND: AKPBIS - 270	\$4,500.00	\$913.08	\$1,645.52	\$2,854.48	\$1,066.79	\$1,787.69	39.73%
272.000.000.0000.300.0000	PERSONNEL	\$246,176.00	\$17,106.88	\$98,225.42	\$147,950.58	\$69,747.15	\$78,203.43	31.77%
272.000.000.0000.400.0000	NON-PERSONNEL	\$103,824.00	\$47,293.94	\$68,751.83	\$35,072.17	\$39,329.05	(\$4,256.88)	-4.10%
	FUND: CLSD 2024 COHORT - 272	\$350,000.00	\$64,400.82	\$166,977.25	\$183,022.75	\$109,076.20	\$73,946.55	21.13%
279.000.000.0000.300.0000	PERSONNEL	\$305,348.69	\$21,463.53	\$199,875.60	\$105,473.09	\$81,699.37	\$23,773.72	7.79%
279.000.000.0000.400.0000	NON-PERSONNEL	\$32,436.37	\$776.01	\$19,116.60	\$13,319.77	\$957.00	\$12,362.77	38.11%
	FUND: ESSA ADMIN POOL - 279	\$337,785.06	\$22,239.54	\$218,992.20	\$118,792.86	\$82,656.37	\$36,136.49	10.70%
280.000.000.0000.300.0000	PERSONNEL	\$239,438.00	\$18,931.57	\$143,165.13	\$96,272.87	\$75,725.76	\$20,547.11	8.58%
280.000.000.0000.400.0000	NON-PERSONNEL	\$121,883.57	\$122.96	\$20,296.90	\$101,586.67	\$8,313.99	\$93,272.68	76.53%
	FUND: TITLE I-A, BASIC - 280	\$361,321.57	\$19,054.53	\$163,462.03	\$197,859.54	\$84,039.75	\$113,819.79	31.50%
283.000.000.0000.300.0000	PERSONNEL	\$431,452.10	\$21,768.04	\$117,728.79	\$313,723.31	\$56,322.28	\$257,401.03	59.66%
283.000.000.0000.400.0000	NON-PERSONNEL	\$359,070.05	\$31,436.39	\$107,630.44	\$251,439.61	\$18,344.07	\$233,095.54	64.92%
	FUND: TITLE I-C, MIGRANT ED - 283	\$790,522.15	\$53,204.43	\$225,359.23	\$565,162.92	\$74,666.35	\$490,496.57	62.05%
284.000.000.0000.300.0000	PERSONNEL	\$55,744.00	\$409.04	\$7,971.09	\$47,772.91	\$2,230.36	\$45,542.55	81.70%
284.000.000.0000.400.0000	NON-PERSONNEL	\$73,517.91	\$24,478.24	\$49,104.77	\$24,413.14	\$1,032.93	\$23,380.21	31.80%
	FUND: TITLE II-A, TCHR TRAINING - 284	\$129,261.91	\$24,887.28	\$57,075.86	\$72,186.05	\$3,263.29	\$68,922.76	53.32%
286.000.000.0000.300.0000	PERSONNEL	\$18,350.00	\$0.00	\$4,180.33	\$14,169.67	\$500.85	\$13,668.82	74.49%
286.000.000.0000.400.0000	NON-PERSONNEL	\$22,189.52	\$0.00	\$8,380.09	\$13,809.43	\$2,642.00	\$11,167.43	50.33%
	FUND: TITLE III-A, E.L.A. - 286	\$40,539.52	\$0.00	\$12,560.42	\$27,979.10	\$3,142.85	\$24,836.25	61.26%
287.000.000.0000.300.0000	PERSONNEL	\$13,548.46	\$0.00	\$0.00	\$13,548.46	\$0.00	\$13,548.46	100.00%
287.000.000.0000.400.0000	NON-PERSONNEL	\$62,706.07	\$1,330.00	\$18,948.90	\$43,757.17	\$4,045.01	\$39,712.16	63.33%
	FUND: TITLE IV-A, SAFE/DRUGFREE - 287	\$76,254.53	\$1,330.00	\$18,948.90	\$57,305.63	\$4,045.01	\$53,260.62	69.85%
295.000.000.0000.300.0000	PERSONNEL	\$4,700.00	\$0.00	\$0.00	\$4,700.00	\$0.00	\$4,700.00	100.00%
295.000.000.0000.400.0000	NON-PERSONNEL	\$7,627.29	\$1,393.06	\$4,095.80	\$3,531.49	\$1,288.10	\$2,243.39	29.41%
295.000.000.0000.500.0000	EQUIPMENT & BUILDING IMPROVEME	\$5,000.00	\$0.00	\$0.00	\$5,000.00	\$0.00	\$5,000.00	100.00%
	FUND: HUNTER EDUCATION - 295	\$17,327.29	\$1,393.06	\$4,095.80	\$13,231.49	\$1,288.10	\$11,943.39	68.93%
298.000.000.0000.400.0000	NON-PERSONNEL	\$15,000.00	\$0.00	\$3,580.80	\$11,419.20	\$110.00	\$11,309.20	75.39%
	FUND: MENTOR ASSISTANCE - 298	\$15,000.00	\$0.00	\$3,580.80	\$11,419.20	\$110.00	\$11,309.20	75.39%
350.000.000.0000.300.0000	PERSONNEL	\$126,706.87	\$12,715.13	\$62,793.31	\$63,913.56	\$23,005.08	\$40,908.48	32.29%
350.000.000.0000.400.0000	NON-PERSONNEL	\$44,063.13	\$83.06	\$27,469.83	\$16,593.30	\$0.00	\$16,593.30	37.66%
	FUND: INDIAN EDUCATION (IEA) - 350	\$170,770.00	\$12,798.19	\$90,263.14	\$80,506.86	\$23,005.08	\$57,501.78	33.67%
355.000.000.0000.400.0000	NON-PERSONNEL	\$2,400.00	\$0.00	\$116.56	\$2,283.44	\$0.00	\$2,283.44	95.14%
	FUND: NEA FOUNDATION GRANT - 355	\$2,400.00	\$0.00	\$116.56	\$2,283.44	\$0.00	\$2,283.44	95.14%
373.000.000.0000.400.0000	NON-PERSONNEL	\$5,500.00	\$397.95	\$5,496.66	\$3.34	\$0.00	\$3.34	0.06%
	FUND: BEST BEGINNINGS - 373	\$5,500.00	\$397.95	\$5,496.66	\$3.34	\$0.00	\$3.34	0.06%

KODIAK ISLAND BOROUGH SCHOOL DISTRICT

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☐ Subtotal by Collapse Mask

☒ Include pre encumbrance

☐ Print accounts with zero balance

☒ Filter Encumbrance Detail by Date Range

☐ Exclude Inactive Accounts with zero balance

☐ Include All Encumbrances

Account Number	Description	GL Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance	% Bud
375.000.000.0000.400.0000	NON-PERSONNEL	\$3,159.90	\$0.00	\$0.00	\$3,159.90	\$0.00	\$3,159.90	100.00%
	FUND: GARDEN CLUB GRANT-MAIN - 375	\$3,159.90	\$0.00	\$0.00	\$3,159.90	\$0.00	\$3,159.90	100.00%
500.000.000.0000.400.0000	NON-PERSONNEL	\$298,885.74	\$0.00	\$0.00	\$298,885.74	\$0.00	\$298,885.74	100.00%
	FUND: CAPITAL PROJECTS - 500	\$298,885.74	\$0.00	\$0.00	\$298,885.74	\$0.00	\$298,885.74	100.00%
Grand Total:		\$8,881,251.08	\$535,960.47	\$5,264,289.20	\$3,616,961.88	\$1,819,018.63	\$1,797,943.25	20.24%

End of Report

FY26 STUDENT ACTIVITY FUNDS REPORT
MONTH ENDING: APRIL 2026

		Balance 07/01/2025	YTD Income	Encumbered	YTD Expenses	Balance 4/30/2026
HIGH SCHOOL						
1100	Athletics	388,639	223,253	10,992	273,967	326,933
1200	Classes/Clubs	127,961	55,413	3,119	57,392	122,864
1300	Other Clubs	62,108	25,415	1,748	23,576	62,199
1600	Misc/Other	0	0	0	0	0
2000	Class of 20xx	13,513	8,207	0	2,595	19,125
0000	Other (250)	(222)	0	0	0	(222)
	Sub Total	591,999	312,288	15,859	357,530	530,898
MIDDLE SCHOOL						
1100	Athletics	52,887	27,463	127	22,811	57,412
1200	Classes/Clubs	21,440	12,894	2,443	11,643	20,247
1300	Other Clubs	31,967	3,169	0	1,740	33,396
1600	Misc/Other	5,732	0	0	0	5,732
2000	Class of 20xx	4,764	2,665	1,122	3,018	3,288
0000	Other (250)	315	130	0	0	445
	Sub Total	117,105	46,321	3,692	39,213	120,521
ELEMENTARY SCHOOLS						
240	East Elementary	6,287	2,488	1,889	5,770	1,115
250	Main Elementary	29,101	32,218	4,282	13,034	44,004
260	North Star Elementary	31,170	0	0	0	31,170
270	Peterson Elementary	24,264	13,111	699	4,755	31,921
492	Preschool EA/PE	6,300	7,356	2,491	8,061	3,103
	Sub Total	97,121	55,173	9,361	31,620	111,314
RURAL SCHOOLS						
360	Akhiok	3,911	4,242	0	4,242	3,911
362	Chiniak	8,596	4,565	1,075	3,650	8,436
364	Danger Bay	3,142	0	0	0	3,142
366	Karluk	986	0	0	0	986
369	Larsen Bay	2,020	0	0	0	2,020
371	Old Harbor	(555)	12,702	0	0	12,147
373	Ouzinkie	12,846	0	1,750	216	10,880
375	Port Lions	6,685	12,856	2,248	7,129	10,163
380	Village-Wide	9,608	0	0	0	9,608
	Sub Total	47,239	34,364	5,073	15,237	61,293
AK TEACH						
117	AK Teach	0	0	0	0	0
	TOTAL- ALL SCHOOLS	853,464	448,146	33,986	443,599	824,026
MISCELLANEOUS						
400	District Wide	54,086	0	0	0	54,086
500	Scholarships	225	0	0	0	225
600	Misc/Other School Reimb	(48,394)	0	35,972	(5,507)	(78,858)
700	Staff Morale	1,764	0	0	0	1,764
	Sub Total	7,682	0	35,972	(5,507)	(22,783)
	GRAND TOTAL	861,146	448,146	69,957	438,092	801,243



Board Agenda Item

Kodiak Island Borough School District

722 Mill Bay Rd

Kodiak, Alaska 99615

Board Mtg. Date
RM 5.18.26

Reports of the Superintendent	Action Item	Consent Agenda	Reports, Routine Monthly	Other
☐	☒	☐	☐	☐

Subject:

REVISION OF THE 2026-2027 SCHOOL CALENDAR

Presenter or
Contact Person:

Katrina Stewart, Director of Secondary Learning

Summary:

Administration is recommending the removal of the January 4, 2027 in-service day, as well as a staggered start date for secondary schools. This change accounts for the added in-service day at the end of the year, increasing the number of instructional days by one to meet state requirements, and to provide an opportunity for strengthening transition supports in the 6th and 9th grades through structured orientation and peer mentoring.

A cohort of KMS and KHS administrators and teachers were trained at the end of April in this orientation program and are ready for initial implementation in the 2026-2027 school year. In other districts, this orientation program has been successful in increasing student attendance, graduation rates, and a sense of safety and connectedness, as well as reducing D/F rates, behavior referrals, and tardiness. KHS and KMS are eager to begin implementation to target these same efforts and support student success during these critical years.

Financial
Implications:

There is no financial implication to the budget.

Attachments:

DRAFT 2026-2027 School Calendar EDITED

Recommendation:

Administration recommends the Board approve the revisions to the 2026-2027 School Calendar which include:

- Removal of the January 4, 2027 In-service date
- Adjustment of start dates for secondary students

Motion:

Move to approve the changes to the 2026-2027 School Calendar as presented.



Kodiak Island Borough School District

2026 – 2027 School Calendar

Adopted by BOE on May 19, 2025

Edits Adopted April 20, 2026

DRAFT EDITS May 13, 2026

July

			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

August

						1
2	3	4	5	6	7	8
9	NT	NT	NT	13	14	15
16	SE	SE	SE	SE	SE	22
23	B	DW	DW	DW	W	29
30	31					

September

			1	2	3	4
6	H	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

October

				1	2	3
4	5	6	7	8	9	10
11	12	13	14	I	I	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

November

1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	H	V	28
29	30					

December

			1	2	3	4
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	V	V	V	V	H	26
27	V	V	V	V		

August 10-12 New Teacher Inservice
August 17-21 Special Education Inservice
August 24 Building/Rural Inservice
August 25-27 District-wide Inservice
August 28..... Certificated Work Day
Aug. 31 Grades 1-5 Family Conferences
August 31..... Grades 6 & 9 First Day

September 1 .. Grades 1-5, 7-8, 10-12 First Day
September 7 Labor Day Holiday
September 8 Kindergarten First Day

Oct. 15 & 16 District-wide Inservice

November 22 Trimester 1 End
Nov. 26 & 27 Thanksgiving Holiday

December 21-Jan. 3 Winter Break

January 4..... Classes Resume
January 9..... Certificated Work Day
January 15..... Semester 1 End

February 11-12..... District-wide Inservice
February 28..... Trimester 2 End

March 8-12..... Spring Break

May 26..... Last Day of School / Trimester 3 & Semester 2 End

May 27..... District-wide Inservice
May 28..... Certificated Work Day
May 31..... Memorial Day Holiday

Bold signifies students not in the building

Town Elementary/Rural K-12 & AKTEACH Parent/Teacher Conferences

Nov. 23 & 24 – School in session-evening conferences

Nov. 25 – No school - no conferences

Mar. 3 & 4 – School in session-evening conferences

June 1 - No school - no conferences

Kodiak Middle School Parent/Teacher Conferences

Nov. 3 & 4 – School in session-evening conferences

Nov. 25 No School – no conferences

March 30-31 – School in session-evening conferences

June 1 – No School – no conferences

Kodiak High School Parent/Teacher Conferences

Nov. 4 & 5 – School in session-evening conferences

Nov. 25 – No school - no conferences

Mar. 31 & Apr. 1 – School in session-evening conferences

June 1 – No school - no conferences

April 3 and 10 – Potential weather make-up days

January

						H	2
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10	11	12	13	14	15		16
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Link Crew

A HIGH SCHOOL ORIENTATION AND TRANSITION PROGRAM



FRESHMAN SUCCESS STARTS HERE



Link Crew Works for *Everyone*

ADMINISTRATORS

STUDENTS



Nathan Meisner @MeisnerNathan · Apr 1

So impressed with @BoomerangPrjct's Link Crew program. The workshop is among the best I have ever attended, thanks to the Crew Leaders and the others I am attending this workshop with.



2 4 20



Debra S. Minyard, NBCT

@NMTOY2015

Follow

Replying to @MeisnerNathan @BoomerangPrjct

They're the best out there. I've been running #LinkCrew on our campus for almost 15 years. The program, its creators, and their people are rock solid and amazing. Doing LC is one of the best things I've ever done professionally. Have a blast! #boomboom

9:45 AM - 2 Apr 2019

2 Retweets 3 Likes



Leslie

@lesliecabanas

Follow

I love link crew. Thats all. Send Tweet.

10:29 PM - 12 Nov 2018

2 4 20



BMHS LINK CREW @BMHSLINK_CREW · May 17

Are you ready LINK Leaders? We are! Let's go!!! BMHS Titans ⭐⭐
#MayDevelopmentDay @BoomerangPrjct



2 5 41



Madelynne Schneider

@madelynnesss

Follow

Replying to @BMHSLINK_CREW @BoomerangPrjct

New up-and-coming link leaders, appreciate this experience. Embrace it. Put yourself out there. Be proud. It seriously was so amazing to make some great friends with the underclassmen. take them under your wing



9:05 AM - 17 May 2019



Link Crew is a program from The Boomerang Project

800.688.7578

www.boomerangproject.com

EDUCATORS



Mark Larson
@MrLarsonLHS

Follow

My favorite moment of a great day:
I see a new 9th Grader sitting by herself at lunch. Next, I see two Link Crew kids pull up a chair next to her and introduce themselves. By the end of lunch they were laughing together. I don't know what you see. This generation is amazing.

5:42 PM - 12 Aug 2019

27 Retweets 605 Likes



5 27 605



Coach Schoen @Coach__Schoen · Aug 12

Replying to @MrLarsonLHS

It's a testament to the culture you guys are building over there! Thanks for sharing.

1 5



Chris Barker @cbarker16 · Aug 13

Replying to @MrLarsonLHS

It's the culture of the program. It's supposed to work that way. The student leaders reflect their Coordinators. Awesome! They must have Had a lot of mo jo at the training. :)

5



mikewomack
@mikewomack

Follow

Best PD I've ever attended. Excited to share this amazing program from @BoomerangPrjct w. my colleagues, community, & most importantly, my students. Thanks to @AHSPincipalk for allowing us to go and the AHS Foundation for support! Big things are on the horizon! #albtwo #yesand

7:26 PM - 6 Mar 2019

3 Retweets 11 Likes



3 11

THIS PROGRAM WORKS!

It helps freshmen transition, but just as important it gives great kids with all different types of backgrounds an opportunity to be real leaders at school.

Marcos Bolanos
Teacher

El Segundo High School
El Segundo, California

Link Crew has made a positive impact on our entire school community. Our contact room, office referrals, and suspension rates have dramatically declined as Link Crew permeates our school culture. Our program has been running long enough to see the effects at each grade level because of the support received during a student's grade nine year from their Link Leaders.

Lisa McKenna
Teacher

Chinguacousy Secondary School
Brampton, Ontario (Canada)

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The Boomerang Project. . (back cover)	



The Program

What would happen at your school if students were given permission to care about each other and the structure in which to do it?

LINK CREW IS NOT A ONE-TIME EVENT IT'S A YEAR LONG TRANSITION PROGRAM

The Link Crew program provides a structure that guides freshmen toward both academic and social success. Link Crew helps create a safe and supportive school environment where freshmen learn that people at school care about them and their future. Link Crew removes the culture of negativity, hazing and bullying toward freshmen and replaces it with structural support and purposeful connections that make a measurable difference in their success and at your school.

The transition to high school can be a major event in the life of a young person, and yet very few effective strategies for support exist in most high schools. Numerous studies show that the move to high school is marked by a period of emotional



We started Link Crew for the first time this year and it has been a huge success! Thank you for running this program and for inspiring educators like myself to step up and champion building healthy school culture!

Malynda Kouperman
Assistant Principal
Henry Wise Wood High School
Calgary, Alberta (Canada)

stress and discomfort for adolescents, often times resulting in a decrease in academic achievement and an increasingly difficult social adjustment. It is this combination of factors that can be the impetus to high risk and self-destructive behavior for freshmen. Link Crew eases this challenging transition by offering freshmen a solid foundation to begin their high school experience.

With Link Crew, students help students succeed by using members of the junior and senior class as Link Crew Leaders. These Leaders are extensively trained to be positive role models, motivators and teachers who guide the freshmen to discover what it takes to be successful in high school.

The Link Crew program is a year long orientation and transition program that helps gear up your freshmen for high school success and creates positive whole school culture and climate change.

In school you keep on running and running and when you get tired you can give up just like that. But if you have a person there telling you to keep going, you are going to keep running until you've achieved what you thought you couldn't. This is what Link Crew is about. We are linked together to become something greater than we thought we could be.

Vincent
Link Crew Leader
John Marshall High School
Oklahoma City, Oklahoma

I think I'd be lost without this program.

Rebecca
Freshman
Lewis-Palmer High School
Monument, Colorado





The Orientation

FRESHMEN FEEL COMFORTABLE FROM DAY ONE

A year with Link Crew begins with a spirited and interactive freshman orientation at the start of the school year. After the general assembly, the Link Leaders lead their crew of ten freshmen through a series of fun, positive activities designed to help them all get to know each other, as

well as learn important school information. These activities also spark discussion and thoughts regarding the upcoming responsibilities, choices and challenges in high school.

The goal of the orientation day is to welcome the freshmen to their new school and encourage them to think about the path they will take during the next four years.

Additionally, the orientation day establishes the relationship between the Link Leaders

IT FELT LIKE 95% FUN AND
5% BUSINESS. SO MUCH FUN.

—Freshman, Bellarmine High School, San Jose, California

and the freshmen so that the freshmen know who the Link Crew Leaders are, what their purpose is and what they can expect in the way of support throughout the year.

As a teacher I know transitioning students is vital. But this year, I experienced the Lancer Link program as a parent. This program, the people who run it, and the students involved had such a profound impact on my son, I would be remiss not to pass on my compliments and thanks. He walked a little straighter and held his head a little higher when the Lancer Link Leaders acknowledged him, spoke to him or simply asked how he was faring. He is proud to be a Lancer, but more importantly, he feels like one, he feels a part of something larger! Thank you, from a grateful mom.

Nancy Foster,
Teacher and Parent
Ursuline College Chatham
Chatham, Ontario



I just wanted to send a big
THANK YOU to all of the
administrators and staff
involved in Link Crew for
everything you've done
and everything you're doing
with Link Crew. You are
truly creating leaders who
will change the world.

Letter from former Link Leader
Souderton High School
Souderton, Pennsylvania

The Student Leaders



LINK CREW LEADERS ARE THE HEARTBEAT OF YOUR TRANSITION PROGRAM

Link Crew Leaders are a cross-section of the student body representing all types of students, thus giving as many freshmen as possible a Link Leader to identify with. Through identification to and connection with a Link Leader, freshmen ultimately start to see themselves as leaders too. Link Crew Leaders receive extensive training that develops their skills and provides them with a vision of what it is to be a high school leader. In preparation for the orientation, the Leaders receive two days of training in how to lead a group of freshmen in activities that will welcome them to their

new school. Throughout the rest of the year, Leaders continue to get trained in communication, organization and leadership skills so they can maintain their positive impact on freshmen as well as other students around school. Link Crew provides an opportunity for students from numerous social groups to have a common goal and purpose, thus diminishing antagonism that might exist between these groups. Because Link Leaders are positive, natural leaders from a broad social cross-section, student leadership is shared by a variety of groups and the school climate reflects that.

At North Farmington we found that 71% of failing freshmen ended up with a passing grade after Link Alerts were sent out and the Leaders intervened. We couldn't have done this without all we learned at the Follow Up Conference.

Rob Alef, Teacher
North Farmington High School
Farmington, Michigan

Link Crew

More than an orientation program



The Follow Ups

LINK CREW TRAINING AND ACTIVITIES CONTINUE THROUGH THE YEAR

SOCIAL

Social Follow Ups provide a social setting for Link Leaders and their freshmen to reconnect and build relationships outside the classroom. Several times during the year Link Leaders and freshmen attend organized social events that may include going to sporting events, eating lunch together or attending a movie night.

ACADEMIC

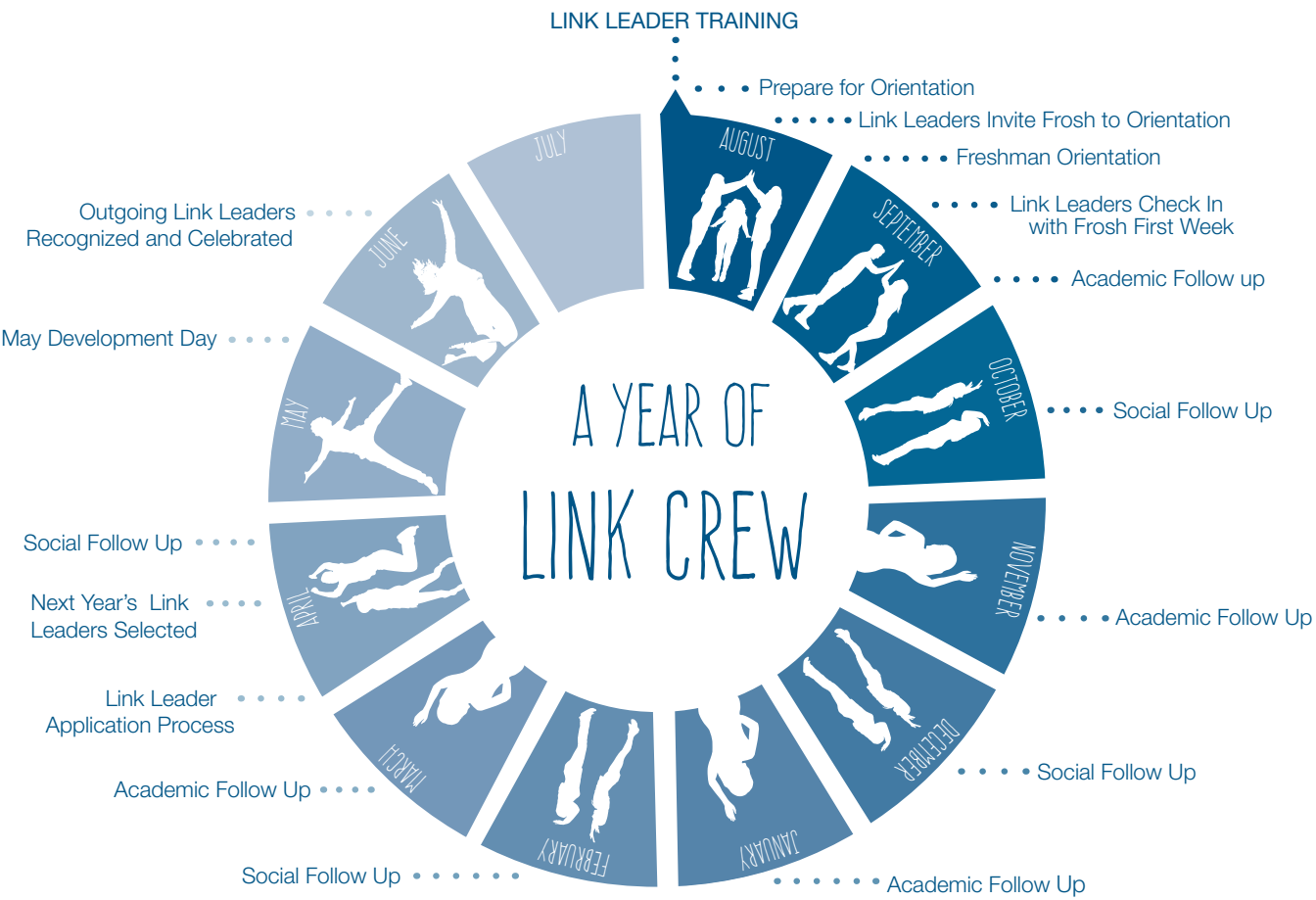
With Academic Follow Ups, Link Leaders visit freshman classes several times throughout the year teaching structured lessons on topics such as *Using Your Available Resources*, *Managing Your Time*, and *Achieving Excellence*. The power of the Academic Follow Ups is that younger students learn

from older students who have had a variety of experiences, successes and challenges. These lessons, based on social-emotional learning and character education, are designed to give freshmen the skills needed to be successful during their high school years and beyond.

LEADER INITIATED

Beyond the structured activities provided for Link Leaders and their freshmen to connect, Link Leaders are also encouraged to make individual contact and avidly support their freshmen through Leader Initiated Follow Ups. This helps to develop the personal relationship that will allow Leaders to be a support throughout the year.

Link Crew is a year-long transition program that has the power to change the very culture of your school



• • • • ➔ 37%

Decrease in referrals
Applied Survey Research*, 2011

It's been great! The atmosphere when the freshmen and Link Leaders had their first Follow Up lunch together seemed like they've all adjusted already!

Mae Punzalan
Teacher
Shanghai American School, Pudong Campus
Shanghai, China

*an independent, third-party research firm



The Coordinators

Link Crew has had an awesome impact on our school for the first year. Our orientation was crazy successful. We just got some data back for this year versus last year. Last September we had 50 discipline referrals involving freshmen. This September we have had 10. Wow.

Jack Carpenter
Teacher
North High School
Phoenix, AZ

Love this program and the leadership opportunities it gives the leaders as well as the culture it builds in a school.

Kelly Reynolds
Assistant Principal
Roosevelt High School
Wyandotte, MI

Watching the BHS Link Crew interact with the incoming freshmen was incredible . . . genuine conversations, connections, and smiles made 400 plus kids feel at home.

Jerad Beckler
Assistant Principal
Batavia High School
Batavia, IL

LINK CREW COORDINATOR TRAINING

The staff members chosen to lead the Link Crew program will attend an intense three day training session in the spring. This training prepares the coordinators to implement all the phases of the Link Crew orientation day. The coordinators learn the general assembly for the freshman class, the small group curriculum that the Link Leaders will lead, how to train the Link Leaders, as well as the organization and logistics of orientation day. Additionally, the coordinators receive a handbook detailing the year long calendar that makes Link Crew so successful.

SUCCESS NEEDS TEAMWORK

The most effective Link Crew programs are run by a team of coordinators working together rather than a single coordinator working in isolation. Choosing the right team to run the Link Crew program is the most important decision to be made when first bringing Link Crew to your school; it is the key factor in determining the program's success at your school. The people chosen to run the program should be dynamic, excited about kids and education, detail oriented, able to effectively multi-task and also should be motivators of both students and other staff members.

CONTINUED TRAINING & SUPPORT

After the initial three day conference, there are twice yearly trainings that provide opportunities for coordinators to network and receive additional skill development. These trainings keep coordinators up to date with the latest program changes and improvements. This ensures the quality of the program improves over time, and keeps the coordinators motivated and connected with other Link Crew schools.

94%

of all attendees rate the Link Crew Basic Training as the best professional development they've ever experienced

WHEN TO GET TRAINED

There are many details that need to be addressed before the end of the school year thus, the later in the year you attend the training, the more difficult it is to complete those tasks effectively and with the level of detail required to implement a great program. It is highly advisable to get trained as early in the year as you can, so that your team is set up for the most success possible.

SELF SUSTAINING

Our goal is to help your school create a freshman support program that is completely self sufficient and self sustaining. As long as there are Link Crew Certified personnel who have been trained at the 3 Day Basic Training coordinating the program at your school, your school can continue to run Link Crew with no additional service costs, fees or royalties.



The Statistics

**for additional data on Link Crew success, please visit www.boomerangproject.com/link/success*

- 90% graduation rate after Link Crew up from 48%



THIS JUST IN

“The data shows that schools looking to improve graduation rates through the implementation of a freshman transition program could see benefits with using Link Crew.”



The Boomerang Project

The Boomerang Project is like a new suit of armor. I had NO IDEA what you have been doing to change education; I am so happy I need not go another day ignorant of your mission. I thank you for your vision, your ability to make this vision happen, and your tireless effort to inspire teachers to be 'the best for the world, not in the world.'

Rachel Stanek
Teacher
Overfelt High School
San Jose, California

YOU GET BACK WHAT YOU GIVE

The Boomerang Project is home to the Link Crew and WEB programs. These two internationally known programs were created and are being continually developed by a collective of smart, passionate educators who understand the importance of connecting kids to each other and to their schools. The Boomerang Project, led by Mary Beth Campbell and Carolyn Hill, is a company dedicated to students and educators.

Mary Beth and Carolyn combine more than 24 years of experience as outstanding, award-winning classroom teachers. They were among the first to implement Link Crew and ran groundbreaking programs at two high schools in California. For the last 26 years Mary Beth and Carolyn have been national directors and lead trainers for the Link Crew and WEB programs. As inspiring trainers, dynamic presenters and innovative curriculum developers, they have grown Link Crew and WEB into well respected and internationally recognized programs. Under their leadership, Link Crew and WEB have touched the lives of more than 30 million students.

The Boomerang Project
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Santa Cruz, California 95061

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info@boomerangproject.com

www.boomerangproject.com



WE'RE ON FACEBOOK & TWITTER ... FOLLOW US!



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@BoomerangPrjct



WEB

Where
Everybody Belongs

A MIDDLE SCHOOL ORIENTATION AND TRANSITION PROGRAM



MIDDLE SCHOOL SUCCESS STARTS HERE



WEB Works *for Everyone*

ADMINISTRATORS



Dr. Kyle Bruich
@DrBruich

Follow

One of the best parts of the day today was watching the WEB Leaders help incoming students find their classes. While I definitely appreciate the kindness they exuded, it was watching them grow as leaders and in their self-confidence from the beginning of the day until the end.

7:13 PM - 21 Aug 2019

1 Retweet 9 Likes



1 1 9



Dr. Kyle Bruich @DrBruich · Aug 21

That's the part of #WEB that so many don't realize is such a benefit of the program. We are growing tomorrow's future leaders and we are doing it using kindness as the primary vehicle. #ChangeLivesImpactFutures #RsvItSTEAM #ExcellingTogether @BoomerangPrjct

1 1 5



Principal Moore
@MoorePrincipal

Follow

Starting the day with a sense of belonging...Art project day with our WEB leaders and their 6th grade groups. #whereeverybodybelongs #thisisbeingabear #theyworethemalldaylong @LBMSbears @BoomerangPrjct



3:38 PM - 13 Mar 2019

2 Retweets 6 Likes



2 6



WEB is a program from The Boomerang Project

800.688.7578

www.boomerangproject.com

EDUCATORS



Pine Hollow Middle School
@phmustangs

Follow

WEB Leader Training! What a great program for our upper-class WEB Leaders and 6th Grade Students! @BoomerangPrjct



3:21 PM - 6 Aug 2019

1 Retweet 8 Likes



2 1 8



Kristi Buchholz @kristi_buchholz · Aug 6
Replying to @phmustangs @BoomerangPrjct
Fantastic program!!

1



artur @artur14509175 · Aug 6
Replying to @phmustangs @BoomerangPrjct
I loved this program

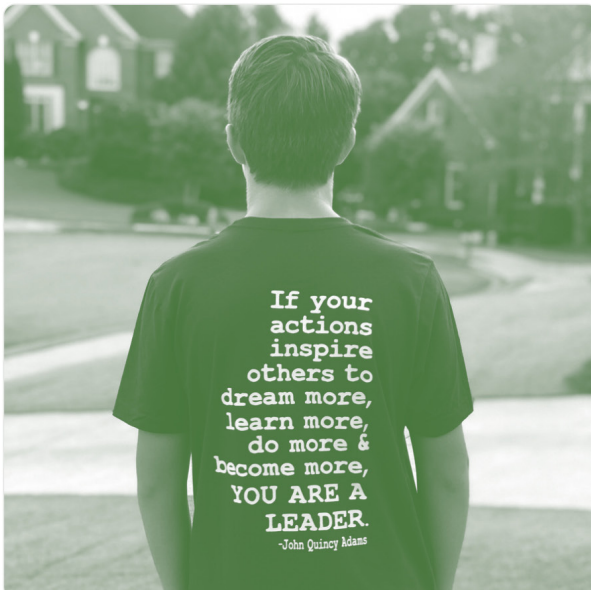
1



Jeff Rose
@DrJeffRose

Follow

WEB= Where Everybody Belongs! Proud to see my son serve as a WEB Leader this year. Well done @WBMSprincipal and staff- I appreciate you! Students serving students is a beautiful thing. #thewebbway #student #leadership @mgarnerwbms @hurstwbmsap @BoomerangPrjct



7:59 AM - 3 Aug 2019

12 Retweets 149 Likes



1 12 149

We are in our 7th year of WEB at our school and we have HUGE love for this program and what it has done for our school.

Amanda Baum
Teacher
Clinton Rosette Middle School
DeKalb, IL

What an amazing program! I am so excited to see the depth of planning and purpose for this program! Now we are ready to take it to another level! 'Changing the world, one student at a time!'

SueEllen Thomas
Orinda Intermediate School
Orinda, California

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The Program

What would happen at your school if students were given permission to care about each other and the structure in which to do it?

WEB IS NOT JUST A ONE-TIME EVENT, IT'S A YEAR-LONG TRANSITION PROGRAM

The structure of the WEB program guides 6th graders to academic and social success by reducing the initial challenges of entering middle school. WEB helps create an environment where 6th graders feel cared for and supported by creating an atmosphere free of bullying, intimidation and fear and replacing it with support, connection and a sense of comfort and belonging.

The transition to middle school can be a major event in the life of a young person, and yet very few effective strategies for support exist in most middle schools. Because the move to middle school can be stressful and frightening, 6th graders often experience lowered academic achievement and difficult social adjustments. WEB eases this challenging time period by offering the 6th graders a solid and safe foundation to begin their middle school experience.

With WEB, students help students succeed by using older students as peer mentors for the 6th graders. WEB Leaders are members of the 8th grade class who go through extensive training to become positive role models, motivators and teachers. The WEB Leaders also serve as a catalyst for change at your

“OUR TEACHERS ARE IN LOVE WITH WEB!”

-Melissa Krahn, Teacher, Nature Hill Intermediate School, Oconomowoc, Wisconsin



school by modeling positive behavior for their peers, thus reducing incidences of teasing and bullying and helping to make middle school a place Where Everybody Belongs.

WEB is a year-long orientation and transition program that can help bully-proof your school by providing it with a cadre of student leaders who will look for bullying behavior and help stop it. A bully's territory consists of places like bathrooms, the back of the bus, the corner of the cafeteria—places adults are often absent. As much as they would like to, teachers and administrators alone cannot prevent bullying. It takes an entire school and the students in it to watch those places and make them safe. WEB gives older students permission to look for, stop and report any negative behavior they see.

Concerned educators know that the only real way to stop bullying at their school is to create a school where everybody watches, everybody shows respect and Where Everybody Belongs. It is because of this that WEB has consistently made positive culture and climate changes throughout schools across the United States and Canada.

WEB makes the new students so much more at ease on that first day of school. They know where to go and what to do, but more importantly, they have made a connection to their school community. That is the power of WEB.

Melissa Samson
Assistant Principal
Columbus Tustin Middle School
Tustin, California

Business First is a publication that ranks all of the public and private schools and school districts here in Western New York. In 2009 (the first year we had WEB) our Middle School was ranked 70th out of 190 local Middle Schools. By 2013 we were down to 41, and in 2018 we proudly ranked as the No. 9 middle school in the area!

Outperforming 91% of all the middle schools in Western New York ... we like to think the WEB Revolution has played a major role in that!

Christian Johnson
Teacher
Starpoint Middle School
Lockport, New York



The Orientation

SIXTH-GRADERS FEEL COMFORTABLE FROM DAY ONE

A year with WEB begins with a spirited and interactive 6th grade orientation at the start of the school year. After the general assembly, the WEB Leaders lead their group of eight to ten 6th graders through a series of fun, positive activities designed to help them all get to know each other as well as learn important school information. These activities also spark discussion and thoughts regarding the upcoming responsibilities, choices and challenges in middle school.

The goal of the orientation day is to welcome the 6th graders to their new school, have

them meet new people in a safe environment and make them feel comfortable and less nervous about middle school; 6th graders leave the orientation day feeling like they are wanted at their new school and that it is a good place to be.

Additionally, the orientation day establishes the relationship between the WEB Leaders and the 6th graders so that the 6th graders know who the WEB Leaders are, what their purpose is and what they can expect in the way of support throughout the year.

Our 6th Grade Transition was awesome!! We recruited and trained 53 WEB Leaders and had 150 6th graders attend our first ever WEB Program. We also had a great opening day and have a WEB back-to-school bash next Friday! We are loving it!!

Jeremy Cole
Teacher
Southern Middle School
Somerset, Kentucky



One of my 8th graders came to me and asked for another student's locker number so she could put a balloon on it. I asked if it was her birthday. She said, 'No, her mom's having surgery today and I wanted to let her know I was thinking of her.' WEB Leaders never cease to amaze me.

Julie McEwan-Swan
Counselor
Furnace Brook Middle School
Marshfield, Massachusetts

The Student Leaders



WEB LEADERS ARE THE HEARTBEAT OF YOUR TRANSITION PROGRAM

WEB Leaders are a cross-section of the student body representing all types of students at the school, thus giving as many 6th graders as possible a WEB Leader to identify with. Through identification and connection with a WEB Leader, 6th graders see themselves as people who also belong at their new school because there is an older student there who is just like them.

WEB Leaders receive extensive training that develops their skills as well as provides them with a vision of what it is to be a leader in middle school. In preparation for the orientation, the Leaders receive two days of training in how to facilitate activities with groups of 6th graders. Throughout the rest of the year, WEB Leaders continue to get trained in communication, organization and leadership skills so they can maintain their positive impact on the

6th graders as well as the other students at your school.

WEB provides an opportunity for students from diverse social groups to have a common goal and purpose, thus diminishing antagonism that might exist between these groups. Because WEB Leaders are positive, natural leaders from a broad social cross-section, student leadership is shared by a variety of groups and your school climate reflects that. Additionally, when these students return to their social groups, they have a better attitude and a greater understanding of how to model positive behavior. This is the power of WEB: the ability for older students to model for their contemporaries the right way to treat new students. This results in fewer incidences of bullying and intimidation in general. This is how WEB changes your school.

You were able to take the ‘soft’ skills of mentoring and show the ‘hard’ results ... that is very impressive! I’m certain that the positive effect of this program, your commitment, and the involvement of the WEB Leaders will pay dividends in improving the culture, behaviors and results at Richards Middle School!

Board Member
Richards Middle School
Fraser Public Schools
Fraser, Michigan



WEB

A year-long transition program

The Follow-Ups

WEB TRAINING AND ACTIVITIES CONTINUE THROUGHOUT THE YEAR

SOCIAL

Social Follow Ups provide a social setting for WEB Leaders and their 6th graders to reconnect and build relationships outside the classroom. Several times during the year, WEB Leaders and 6th graders attend organized events that may include playing games together, eating lunch together or attending a fun after school event.

ACADEMIC

With Academic Follow Ups, WEB Leaders visit 6th grade classes several times throughout the year and teach structured lessons on topics such as *Study Skills*, *Asking Good Questions*, and *Lifting People Up*. The power of the Academic Follow Ups is that younger students learn from older students who have had a variety of experiences, successes and challenges. These lessons,

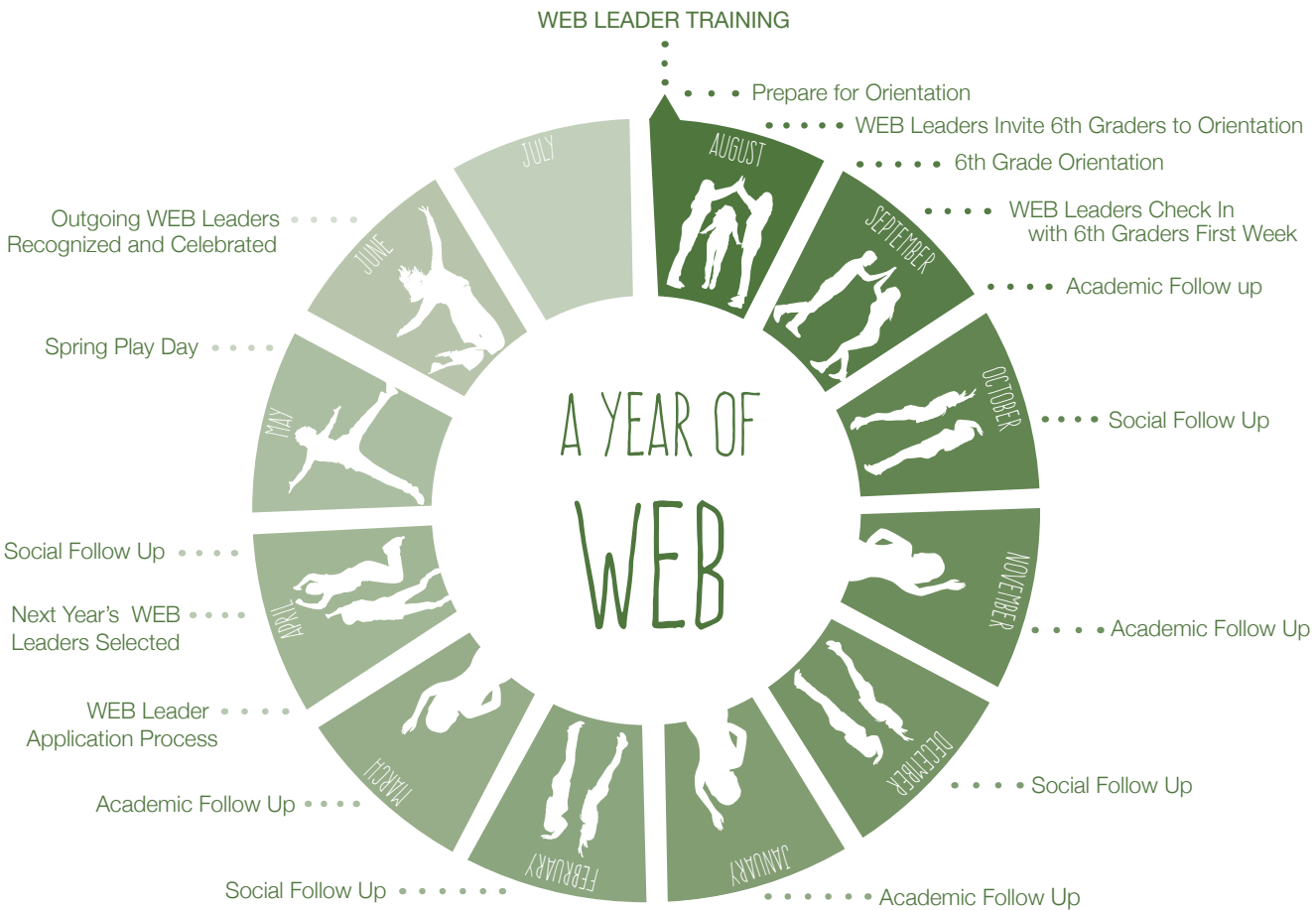
based on social-emotional learning and character education, are designed to give 6th graders the skills needed to be successful during their middle school years and beyond.

LEADER INITIATED

Beyond the structured activities provided for WEB Leaders and their 6th graders to connect, WEB Leaders are also encouraged to make individual contact with their 6th graders through Leader Initiated Follow Ups. This helps to develop the personal relationship that will allow the WEB Leaders to be a support throughout the year. Leader Initiated Follow Ups can be anything from a WEB Leader who gives a friendly “Hi” in the hallway on the way to class, to one who calls a 6th grader at home to check in with them and ask if they can do anything in the way of support.

WEB is more than an orientation program

It's a year-long transition program that has the power to change the culture of your school



- • • ➤ “WEB CREATES A CULTURE OF CARING”

- Phil Zarelli, Teacher, Sequim Middle School, Sequim, Washington

It was so awesome to see our leaders take ownership of this school and care for their peers.

Thank you so much for this awesome program! Thank you for the THOROUGH training!!

Kameron Hill
Assistant Principal
Mustang North Middle School
Mustang, Oklahoma



The Coordinators

Our WEB program gets stronger each year with each new group finding a way to improve on the efforts of the previous group. We coordinators love observing the WEB leaders doing their magic with the 6th graders throughout the school year as mentors and tutors. My WEB training has been without question the most impactful of my 27 years in education.

Craig Bell
Counselor
Stewartville Middle School
Stewartville, Minnesota

This program is exactly what my staff needs to take risks and have fun for our students. Amazing training with wonderful trainers. it will be a memorable part of my professional growth.

Lupe Del Castillo
Teacher
West Fresno Middle School
Fresno, CA

WEB COORDINATOR TRAINING

The staff members chosen to lead the WEB program will attend an intense three day training session in the spring. This training prepares coordinators to implement all phases of the WEB orientation day. The coordinators learn the general assembly for the 6th grade class, the small group curriculum that the WEB Leaders will lead, how to train the WEB Leaders, as well as the organization and the logistics of orientation day. Additionally, the coordinators receive a handbook detailing the year long calendar that makes WEB so successful.

SUCCESS NEEDS TEAMWORK

Choosing the right team to run the WEB program is the most important decision to be made when first bringing WEB to your school; it is the key factor in determining the program's success. The most effective WEB programs are run by a team of coordinators working together rather than a single coordinator working in isolation. The people chosen to run the program should be dynamic, excited about kids and education, detail oriented, able to effectively multi-task and also should be motivators of both students and other staff members.

CONTINUED TRAINING & SUPPORT

After the initial three day conference, there are twice yearly trainings that provide opportunities for coordinators to network and receive additional skill development. These trainings also keep coordinators up to date with the latest program changes and improvements. This ensures that the quality of the program improves over time, and keeps the coordinators motivated and connected to coordinators from other schools.

94% of all attendees rate the WEB Basic Training as the best professional development they've ever experienced

WHEN TO GET TRAINED

There are many details that need to be addressed before the end of the school year thus, the later in the year you attend the training, the more difficult it is to complete those tasks effectively and with the level of detail required to implement a great program. It is highly advisable to get trained as early in the year as you can, so that your team is set up for the most success possible.

SELF SUSTAINING

Our goal is to help your school create a support program for your incoming students that is completely self sufficient and self sustaining. As long as there are WEB Certified personnel who have been trained at the 3-Day Basic Training coordinating the program at your school, your school can continue to run WEB with no additional service costs, fees or royalties.





Examples of the positive changes WEB has brought to schools in the US and Canada

- 51% reduction of 6th graders with Ds and/or Fs

- 2/3 of students reported they felt more prepared for school because of WEB
- 20% increase in overall parent satisfaction with the school

49% drop in 6th grade discipline referrals

- 33% reduction in bullying of 6th graders
- 50% reduction in 6th grade referrals

- 7% increase in 6th grade attendance

- 56% reduction in 6th graders with Ds and/or Fs
- 67% reduction in 6th grade suspensions

- 68% decrease in out-of-school suspensions

- 93% reduction in 6th grade suspensions
- 61% reduction in 6th graders with Ds and/or Fs
- 63% reduction in 6th grade tardies
- 75% reduction in 6th grade referrals

“WE HAVE SEEN A 49% DROP IN OFFICE DISCIPLINE INCIDENTS.”

-Tom Dreiling, Principal, North Olmsted Middle School, North Olmstead, Ohio

Our 6th and 8th grade behavior issues were almost cut in half in our first year of WEB. Our 6th grade was the only grade to show growth in both Math and ELA on our CAASPP testing this past Spring.

Thanks for helping us make a difference in our kids' lives!

Josh Way
Principal

Woodland Park Middle School
San Marcos, CA



The Boomerang Project

The Boomerang Project is like a new suit of armor. I had NO IDEA what you have been doing to change education; I am so happy I need not go another day ignorant of your mission. I thank you for your vision, your ability to make this vision happen, and your tireless effort to inspire teachers to be 'the best *for* the world, not in the world.'

Rachel Stanek
Teacher
San Jose, California

YOU GET BACK WHAT YOU GIVE

The Boomerang Project is home to the Link Crew and WEB programs. These two internationally known programs were created and are being continually developed by a collective of smart, passionate educators who understand the importance of connecting kids to each other and to their schools. The Boomerang Project, led by Mary Beth Campbell and Carolyn Hill, is a company dedicated to students and educators.

Mary Beth and Carolyn combine more than 24 years of experience as outstanding, award-winning classroom teachers. They were among the first to implement Link Crew and ran groundbreaking programs at two high schools in California. For the last 26 years Mary Beth and Carolyn have been national directors and lead trainers for the Link Crew and WEB programs. As inspiring trainers, dynamic presenters and innovative curriculum developers, they have grown Link Crew and WEB into well respected and internationally recognized programs. Under their leadership, Link Crew and WEB have touched the lives of more than 20 million students.

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Kodiak Island Borough School District

*Engaged in Learning.
Prepared for life.*

Superintendent Report 5/18/2026 Board Regular Meeting

Incoming Superintendent Dr. Brigman in Kodiak

Dr. Brigman arrived in Kodiak on Wednesday and was met at the ferry by Board members and district administration. Dr. Brigman is working alongside Asst. Superintendent Saunders, Incoming Asst. Supt. Hargaves, and myself in central office. We are excited to have Dr. Brigman on island and working full time with the team as we transition leadership.

Superintendent Travel

I have no travel planned outside of the district. I will be traveling to rural sites for graduations over the next 2 weeks.

Negotiations

Administration is currently in Meet and Confer with KAP for their agreement.

Arctic Care Update

Arctic Care has been utilizing our spaces for their mission. The District was recognized as a valued community partner last Tuesday at the Distinguished Visitors Day. We were given a plaque thanking the district which I was able to present to Principal Bieber for the role KHS has played in this mission. The main team departs May 20 and the REARVON team departs May 22. KIBSD spaces utilized by Arctic Care: KHS Gym and locker rooms, JROTC classroom, Tom Simpler Gym, Auditorium, KMS dance room, KHS mat room, KHS cafeteria (before and after KHS meal service), Pool parking lot (for chow tent), Freezer, Fridge, and dry storage, auditorium foyer, and Board room.

FY27 Budget Update

Administration attended the KIB Assembly work session last Thursday, May 14, and spoke to the assembly about our FY27 KIBSD budget request and answered questions from the KIB Assembly. The Assembly is expected to vote on the KIBSD allocation at their regular meeting this Thursday, May 21.

26-27 School Start and Dismissal Times

Academic Year 2026-2027	
SCHOOL START TIMES	
East Elementary (grades K-3)	
7:30 a.m. breakfast begins	
7:45 a.m. school starts	
Grades K-1 dismissal at 1:35 p.m.	
Grades 2-3 dismissal at 2:30 p.m.	
Early release (Wednesday) dismissal at 1:35 p.m.	
Main Elementary (grades 4-5)	
7:45 a.m. breakfast begins	
8:00 a.m. school starts	
Dismissal at 2:45 p.m.	
Early release (Wednesday) dismissal at 1:50 p.m.	
Peterson Elementary (grades K-5)	
7:40 a.m. breakfast begins	
7:45 a.m. instruction begins	
Grades K-1 dismissal at 1:35 p.m.	
Grades 2-5 dismissal at 2:30 p.m.	
Early release (Wednesday) dismissal at 1:35 p.m.	
Kodiak Middle School & Kodiak High School	
8:20 a.m. breakfast begins	
8:40 a.m. first bell rings	
8:45 a.m. instruction begins	
Dismissal at 3:30 p.m.	
Early release (Wednesday) dismissal at 2:25 p.m.	



Administrator Grant Funded Professional Learning Travel

When the District receives grants for professional learning travel that addresses social emotional learning or classroom practices, we typically send an administrator with a team of educators as they are the instructional leader of the campus and are responsible for implementing instructional practices at the campus level. When we send an administrator with a group of educators, we intentionally name a staff member to “backfill the administration” with an admin intern or provide back-up from central office with one of our directors. For example, last week when one of our HS administrators traveled with a team to San Diego as part of the Stronger Connections grant, Katrina Stewart provided back up to KHS. When an administrator is traveling for professional learning it is grant funded.

RTBAK Grant Update

Vince Bustamante will be in Kodiak conducting a summer institute as part of our RTBAK grant June 1 – 5. Additionally, we are participating in an application to the federal government to take part in another 3 years of a TSL grant which will continue our partnership with ACSA, Corwin and NIET around visible learning and human capital management systems. We have been actively engaged in the writing of the grant with ACSA and partner districts and will bring forward the grant for acceptance if Alaska receives the next iteration. This would continue to

bring in professional learning funds for the district with consultants aligned to our Common Vision for Learning and Strategic Plan.

Budget Committee

The District Budget Advisory Committee will have their first meetings on Tuesday, May 19 and Wednesday, May 20. These meetings are open to the public and will be held in our Board room. As these are not Board meetings but an administrative committee, there will not be community comments during these committee meetings. Tuesday's agenda item will be a Budget 101 session teaching the committee members about how school districts are funded. On Wednesday, we will be walking facilities with the committee. Future meeting dates will be set by Dr. Brigman for the fall.

Parent Square Implementation

This year's winter weather made it clear that we have gaps in how we communicate important information. There were times when key staff members and families did not receive timely updates about school delays and cancellations. We know we need a more reliable, streamlined approach—and we are taking that step.

Beginning next school year, KIBSD will implement ParentSquare as our all-in-one communication platform for families and staff. ParentSquare integrates directly with our existing systems, including iVisions and PowerSchool. ParentSquare will enable us to send messages through multiple channels—email, text, website, Facebook, and the ParentSquare app—ensuring information reaches people in the way that works best for them. In addition, ParentSquare provides tools for:

- Classroom, school, and district messaging
- Emergency notifications
- A built-in newsletter feature for teachers, schools, and district updates

We are beginning the implementation phase now, with full rollout planned over the summer.

Our goal is simple: one consistent, reliable platform that improves both day-to-day communication and our ability to respond during emergencies. We are looking forward to strengthening how we connect with one another and with our families. More information and support will be provided as we move through implementation.

Abre Dashboard

We are closer to full implementation of the Abre Data Dashboards that we have been building over the past year. The data dashboards will

allow us to pull data in a more efficient way across platforms and will provide the district better visualizations of how our students are doing over time. Currently staff, pulls data from different sources manually and creates spreadsheets to analyze data and prepare data presentations. The Abre Dashboards will make this process more efficient. Campus leaders will receive training on the dashboards during their back to school time in August.

Graduations

We have the following graduations this year:

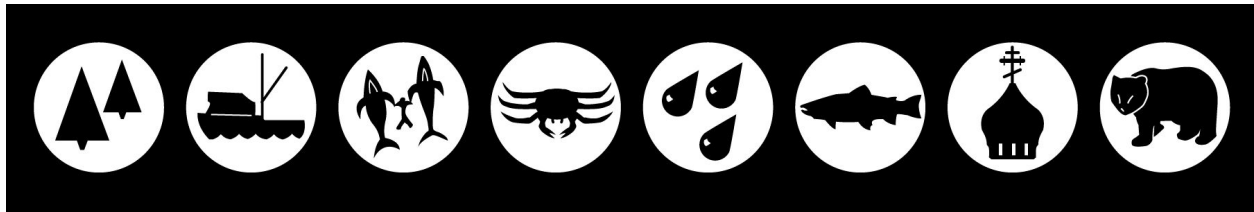
- Chiniak: May 22, depart at 11:30 AM (Kerry, Jim)
- Kodiak High School: May 24 @ 6 PM
- Akhiok: May 26, flight at noon (Jim)
- Port Lions: May 27, flight at 3:30 PM (Jesse, Jim)
- Old Harbor: May 28, flight at 4:30 PM (Kerry, Mike)

5th Graders to Woody Island

Our district 5th graders are going to Woody Island (rural and town students) May 19 – 20. Thank you to all the educators, administrators, parents, and community members who are making this possible.

End of Year Events

- Senior Picnic – May 21
- Mock Graduation – May 22 @ 10:30 AM
- 8th Grade Class Graduation Night – May 29
- Last day of school – May 29



**Kodiak Island Borough School District
Board of Education**

Committee and Board Member Appointments (Updated 10/20/2025)

Facilities Review Committee:

Not Active at Present

Graduation Expectations Committee:

Not Active at Present

CTE Committee:

Duncan Fields, Jesse Mickelson

Todd Burton, Matt Bieber

Curriculum Advisory Committee:

Mike Litzow and Jim Pryor

Angie Hietala, Katrina Stewart

Native Education Parent Committee:

Jim Pryor, Kerry Irons

Todd Burton

Policy Review Committee:

Mike Litzow, Kerry Irons

Cyndy Mika

Staff Development Committee:

Kerry Irons, Jesse Mickelson

Angie Hietala, Katrina Stewart

Strategic Education Plan Committee:

Not Active at Present

Cyndy Mika

Budget Development Committee:

All Board Members

Krista Cowley, Cyndy Mika

Food and Nutrition Committee:

Kerry Irons, Jim Pryor, Graham Edwards (USCG Representative)

Krista Cowley, Jerilyn Urban

Negotiations Committee:

Jim Pryor

Activities Committee:

Jim Pryor, Jesse Mickelson