

# Board of Education Work Session

Monday, October 6, 2025 6:30 PM

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

1.	<b>KIBSD Board of Education</b>	
2.	<b>General Meeting Information</b>	
2.a.	Legal Statements	<b>Speaker (s) :</b> Board President
2.b.	Alutiiq Land Acknowledgment	<b>Speaker (s) :</b> Board President
2.c.	Public Notification of Recording	<b>Speaker (s) :</b> Board President
3.	<b>Community Comments</b>	
3.a.	Community Comments	<b>Speaker (s) :</b> Board President
4.	<b>Recognitions</b>	
4.a.	Superintendent Recognition	<b>Speaker (s) :</b> Kim Saunders, Assistant Superintendent
5.	<b>Student Representative Report</b>	
5.a.	Student Representative Report	
6.	<b>Program Presentations</b>	
6.a.	Alaska Family Engagement Center Grant Presentation	<b>Speaker (s) :</b> Emily Ferry, AASB Representative
6.b.	Fall Beginning of Year (BOY) Assessment Results	
7.	<b>Discussion Items</b>	
7.a.	Grants Summary Report	
7.b.	Board Policy Update	
7.c.	Board of Education Calendar	
8.	<b>Reports</b>	
8.a.	Superintendent's Report	<b>Speaker (s) :</b> Superintendent
8.b.	Board Committee Reports	
9.	<b>Board Comments</b>	
9.a.	Board Comments	<b>Speaker (s) :</b> Board President
10.	<b>Informational Items</b>	<b>Speaker (s) :</b> Board President



# Board Agenda Item

Kodiak Island Borough School District  
722 Mill Bay Rd  
Kodiak, Alaska 99615

Board Mtg. Date 10-6-2025	Reports of the Superintendent <input checked="" type="checkbox"/>	Action Item <input type="checkbox"/>	Consent Agenda <input type="checkbox"/>	Reports, Routine Monthly <input type="checkbox"/>	Other <input type="checkbox"/>
<b>Subject:</b>	<b>AASB FAMILY ENGAGEMENT CENTER GRANT UPDATE</b>				
<b>Presenter or Contact Person:</b>	Dr. Cyndy A. Mika, Superintendent				
<b>Summary:</b>	<p>AASB will provide the school board with a short presentation on the grant currently supporting KIBSD – the Alaska Family Engagement Center grant.</p> <p>The grant is designed to address a specific piece of the student success puzzle: <b>Alaska Family Engagement Center</b> focuses on partnering with parents and caregivers as essential allies in student learning.</p> <p>AASB’s goal is to share:</p> <ul style="list-style-type: none"><li>• How the grant is implemented in the district.</li><li>• The impact we are seeing for students, families, and staff.</li><li>• How the board can help sustain and amplify the work.</li></ul>				
<b>Financial Implications:</b>	There is no financial implication.				
<b>Attachments:</b>	Family Engagement Grant One Pager				
<b>Recommendation:</b>	Item is informational. No recommendation is necessary.				
<b>Motion:</b>	<b>Item is informational. No motion is necessary.</b>				



## ALASKA FAMILY ENGAGEMENT CENTER

U.S. Department of Education:  
Statewide Family Engagement Center

2022 - 2027

The Alaska Family Engagement Center aims to improve school-family partnerships across the state by working with fifteen school districts to develop training, resources, and activities for schools and families which are built on the [Stronger Together Framework](#). All school districts, community partners, and families will have access to the materials.

### PARTNERS

- Aleutians East School District
- Anchorage School District
- Bering Strait School District
- Craig City Schools
- Dillingham City Schools
- Fairbanks School District
- Juneau School District
- Kodiak Island Borough School District
- Lower Kuskokwim School District
- Lower Yukon School District
- Kushunamit School District
- Nome Public Schools
- North Slope Borough School District
- Northwest Arctic School District

### SHORT-TERM OUTCOMES

School staff have skills and strategies to work effectively with families; Families have skills and confidence to work effectively with schools; Families are engaged in state and local decision-making; Families have skills, knowledge, confidence to support their child's academic and developmental learning.

### MID-TERM OUTCOMES

Improved attendance; Improved school climate

### LONG-TERM OUTCOMES

Sustained and integrated state supports; Family-School-Community engagement statewide policies; Improved academic outcomes of underserved students; Improved social-emotional outcomes of underserved students.



# CORE ACTIVITIES

## FAMILY ACTIVITIES

School districts can choose different paths or themes which unlock funding and access to a suite of family engagement activities.



## STATEWIDE ACTIVITIES

- AK FAM statewide coalition
- Family Advisory Board (FAB)
- DEED training and partnership

## DISTRICT-LEVEL ACTIVITIES

- Planning & Coordination
- Coaching & Training
- Family Activities



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# Board Agenda Item

Kodiak Island Borough School District  
722 Mill Bay Rd  
Kodiak, Alaska 99615

Board Mtg. Date 10-6-2025	Reports of the Superintendent	Action Item	Consent Agenda	Reports, Routine Monthly	Other
<b>Subject:</b>	<b>Assessment Result Report</b>				
<b>Presenter or Contact Person:</b>	Katrina Stewart, Director of Secondary Learning Angie Hietala, Director of Elementary Learning				
<b>Summary:</b>	Summary of the fall assessment results (mClass DIBELS K-3, MAP Growth 3-11) to establish baseline data for FY26 and to track longitudinal instructional growth and achievement.				
<b>Financial Implications:</b>	There is no financial implication to the budget.				
<b>Attachments:</b>	FY26 BOY Assessment Data.ppt Sample Grade Report.pdf Sample Student Profile Report.pdf Sample Quadrant Report.pdf				
<b>Recommendation:</b>	<b>Item is for informational purposes only. No recommendation is necessary.</b>				
<b>Motion:</b>	<b>Item is for informational purposes only. No motion is necessary.</b>				



# 2025-2026 Beginning-of-Year (BOY) Assessment Data

October 6, 2025

# 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

## Screener

- 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-3<sup>rd</sup> Grade

mClass  
Math

Math

3 times a year

K-2<sup>nd</sup> Grade

MAP  
Growth

Math, Reading,  
Language  
Usage

3 times a year

3<sup>rd</sup>-11<sup>th</sup> Grade

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



# mCLASS

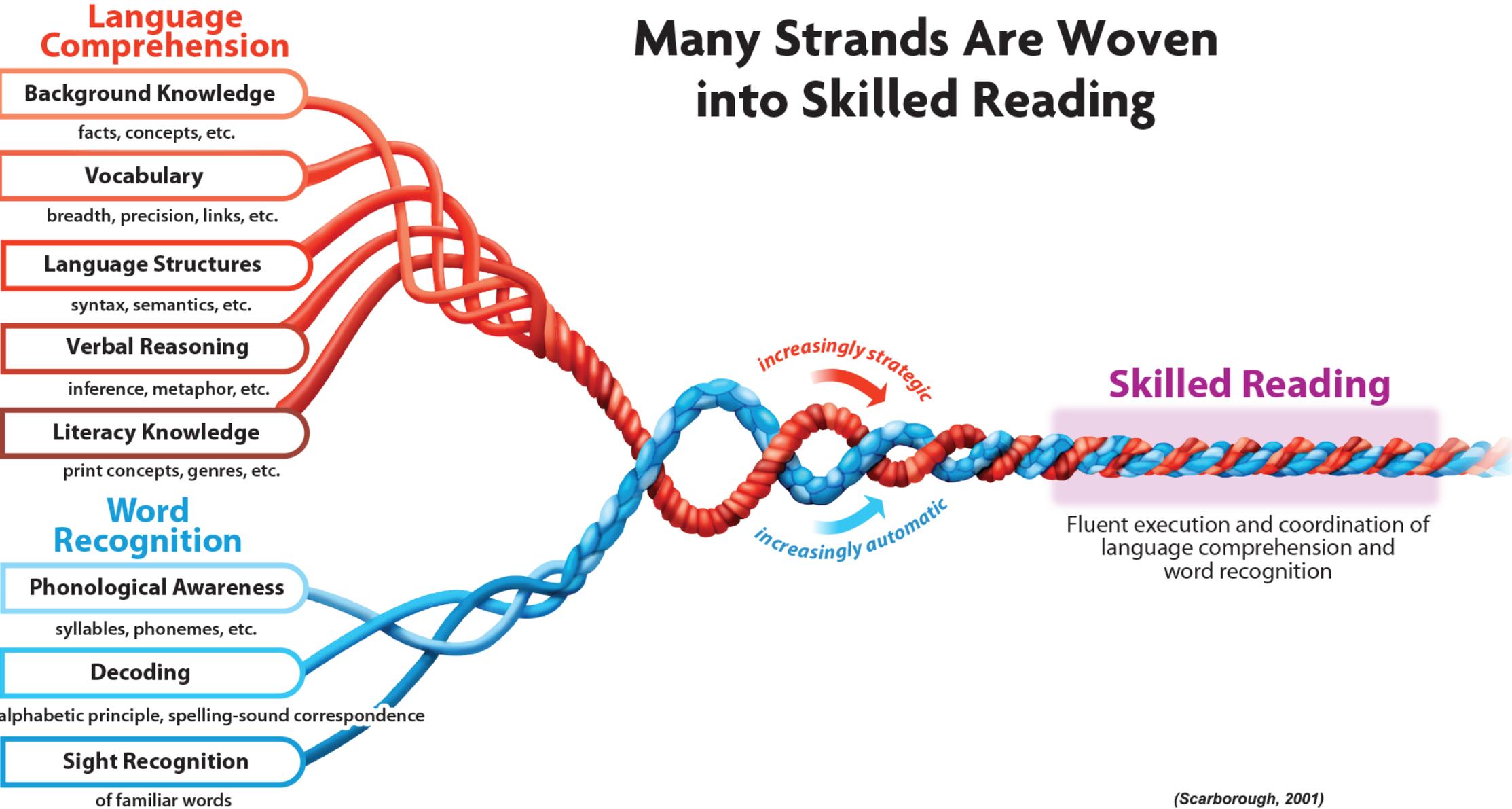
**DIBELS® 8<sup>TH</sup>**  
EDITION

**O** | UNIVERSITY OF  
OREGON | College of Education

**Dynamic Indicators of Basic Early Literacy Skills**



# Many Strands Are Woven into Skilled Reading



(Scarborough, 2001)



There are several mental skills associated with word reading. **Phoneme awareness appears to be one of the most important of these skills.** Phoneme awareness refers to the ability to notice that *spoken* words can be broken down into smaller parts called *phonemes*.

~David Kilpatrick, *Equipped for Reading Success*

phoneme = individual sound



## New to Counting Phonemes

1. Phoneme Isolation
2. Phoneme Blending
3. Phoneme Segmenting
4. Phoneme Manipulation



## Why Does This Matter?

Reading comprehension is our goal, and the most direct route to good reading comprehension is to make the word recognition process automatic so a student can focus all of his or her mental energy on the meaning.

*David Kilpatrick, Equipped for Reading Success*



# It is called ORTHOGRAPHIC mapping.

The process by which we map

Phonemes  
(sounds)

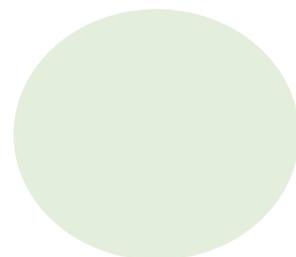
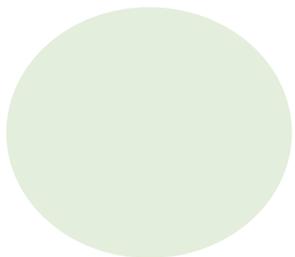
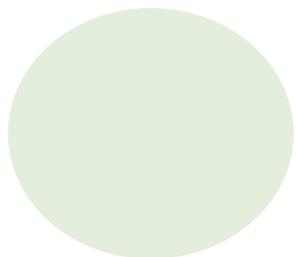
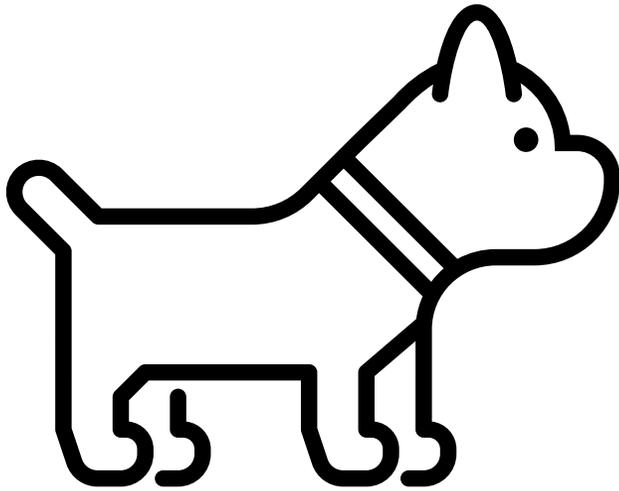
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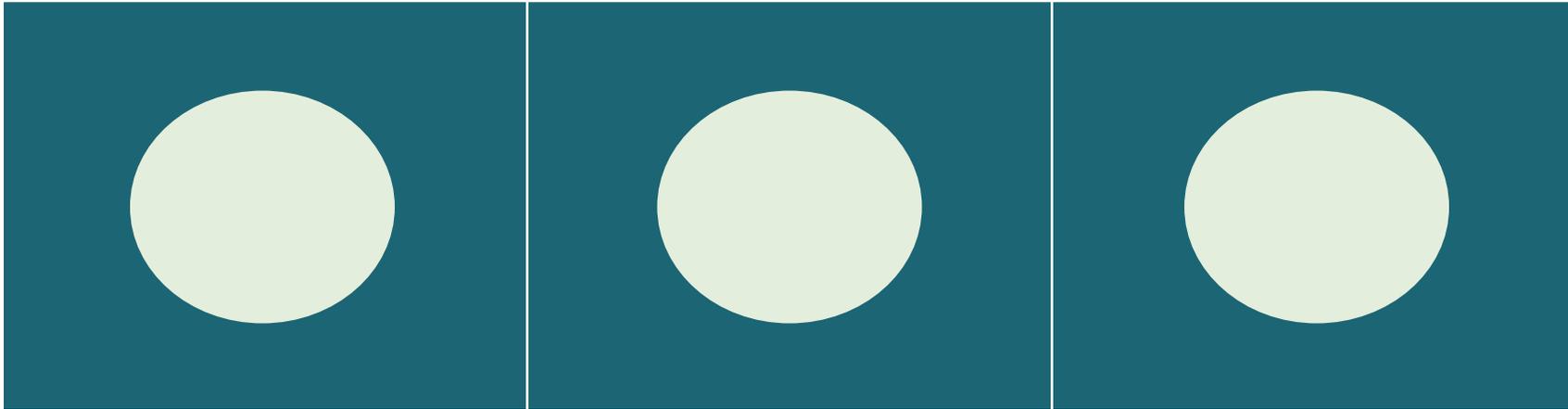
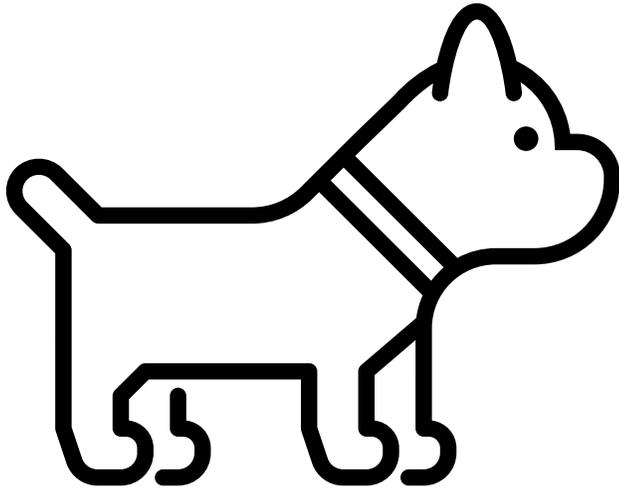
Graphemes  
(printed letters which  
represents the sounds)

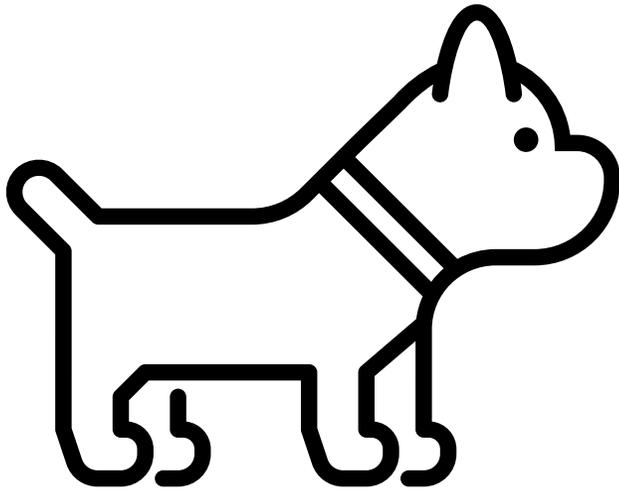
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dog

Which  
Brings Us  
to the  
Alphabetic  
Principle

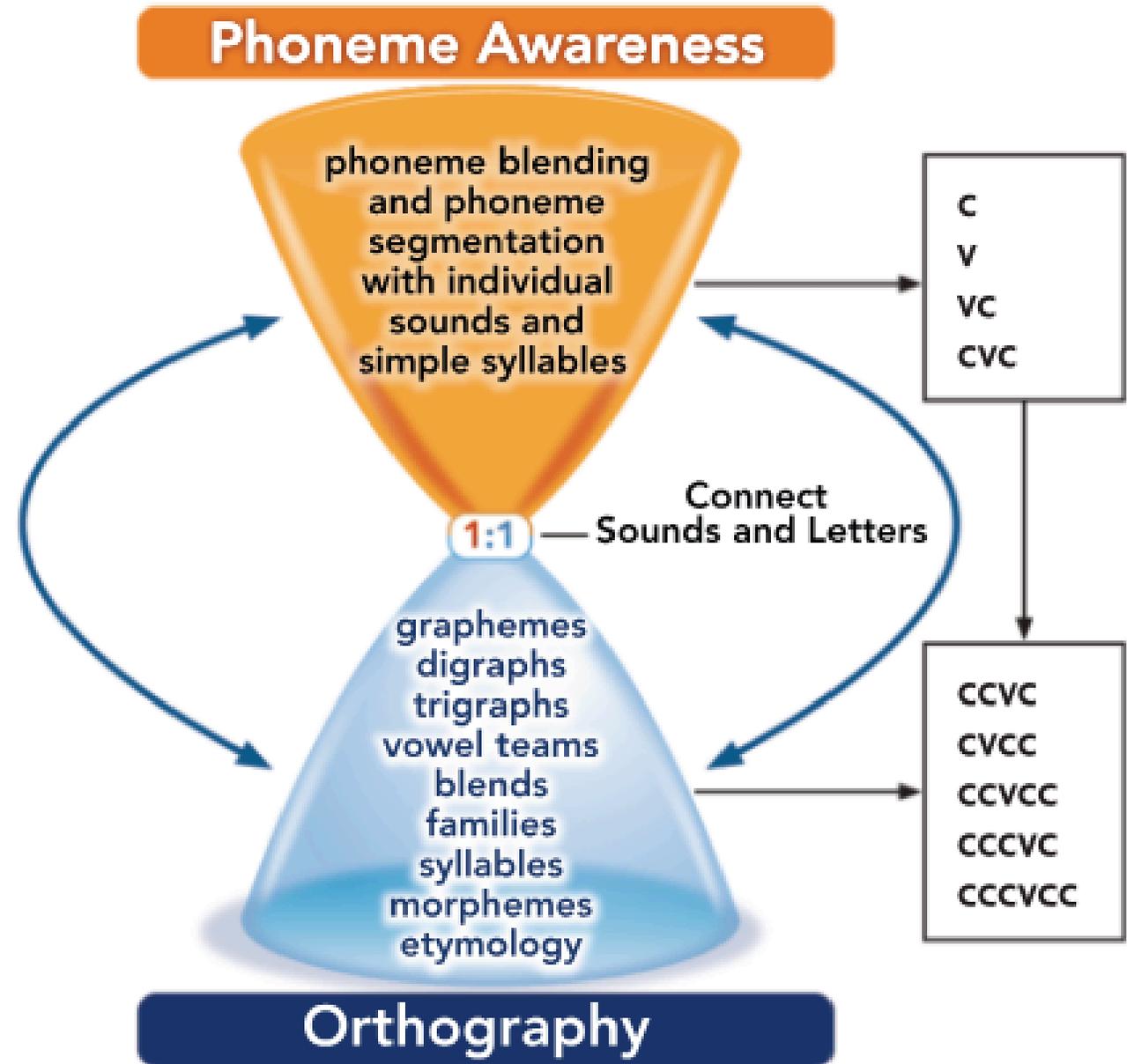


Figure 2.5 The Hourglass Figure, Completed  
(Courtesy of Carol A. Tolman)



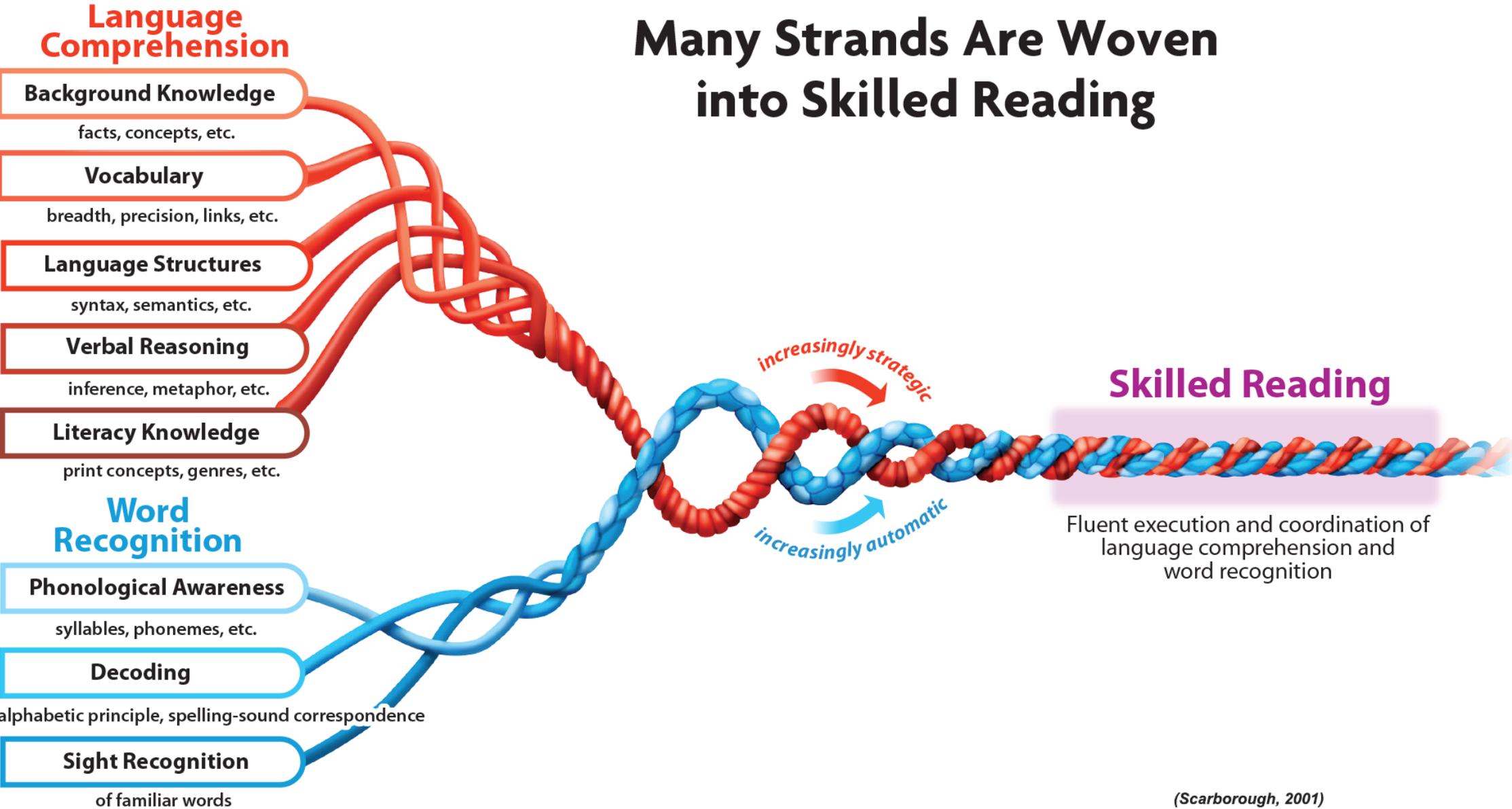
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*David Kilpatrick, Equipped for Reading Success*



# Many Strands Are Woven into Skilled Reading



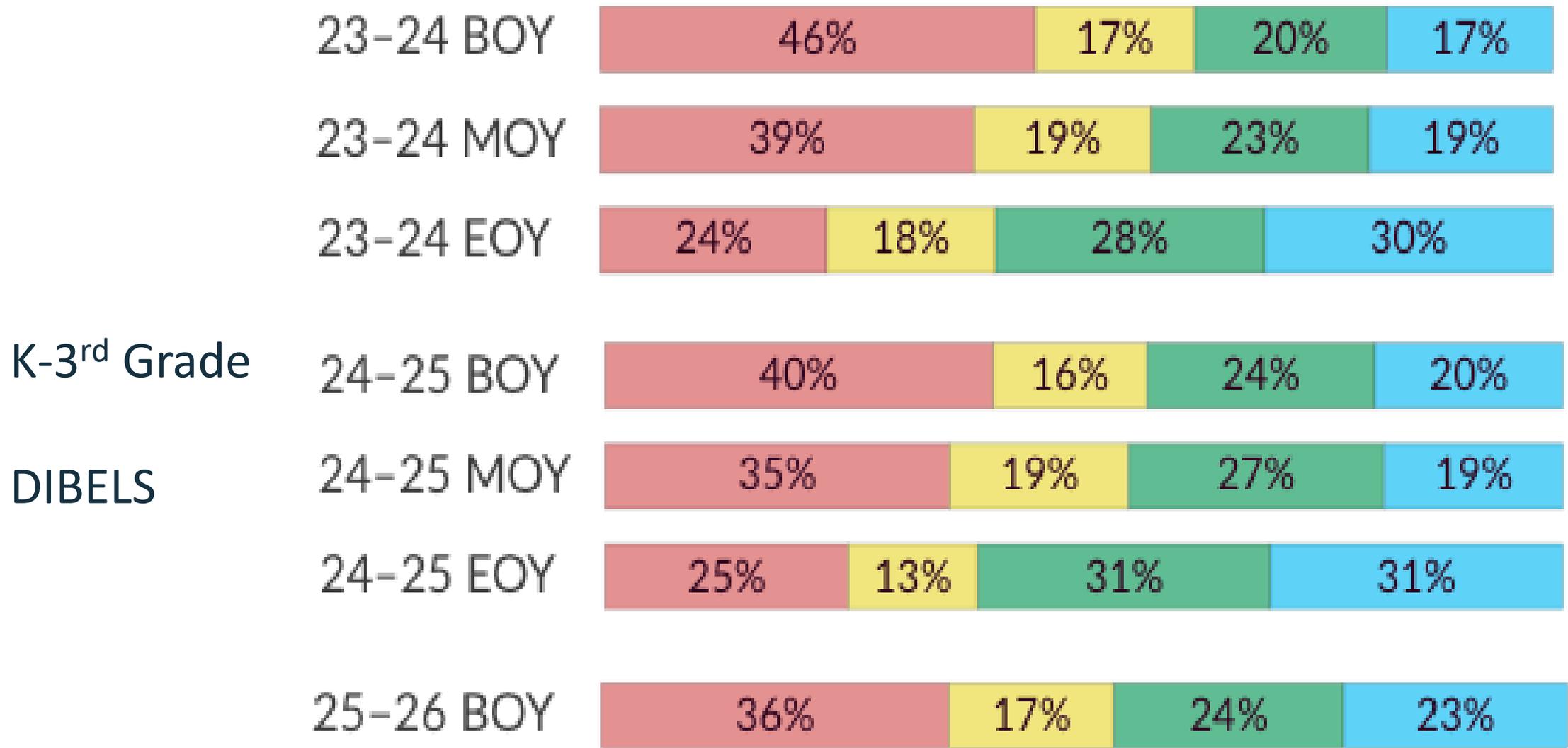
(Scarborough, 2001)



“Teaching students to read is not brain surgery; it is more difficult than brain surgery.”

-David A. Kilpatrick, *Essentials of Assessing, Preventing, and Overcoming Reading Difficulties* (2015)



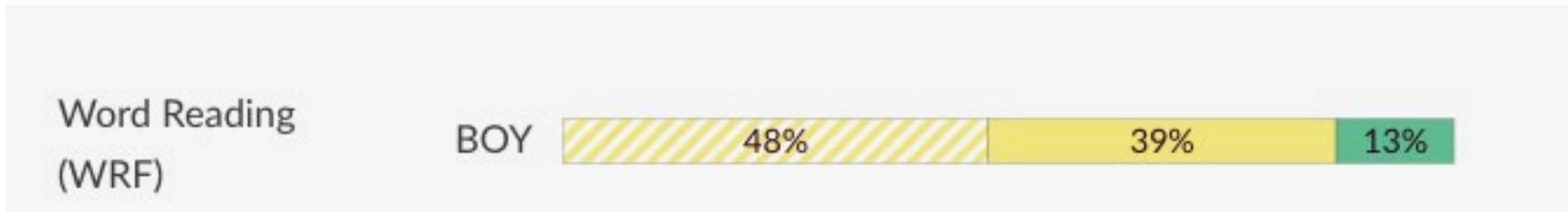
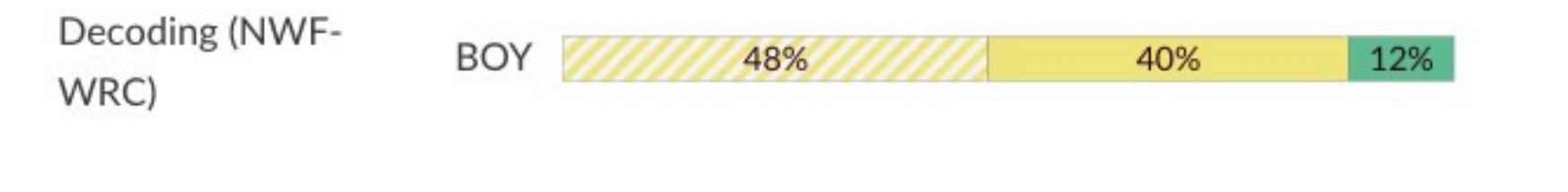
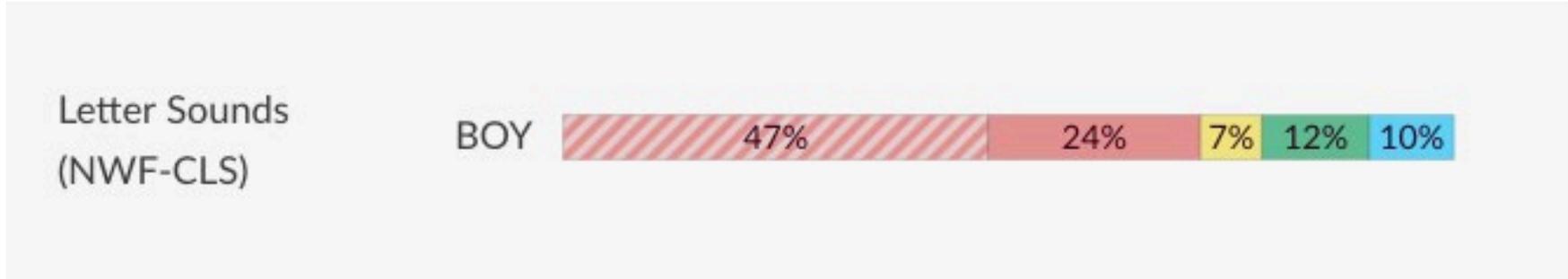
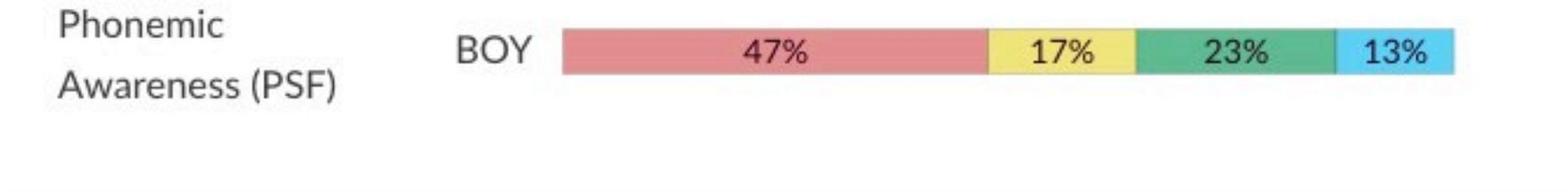
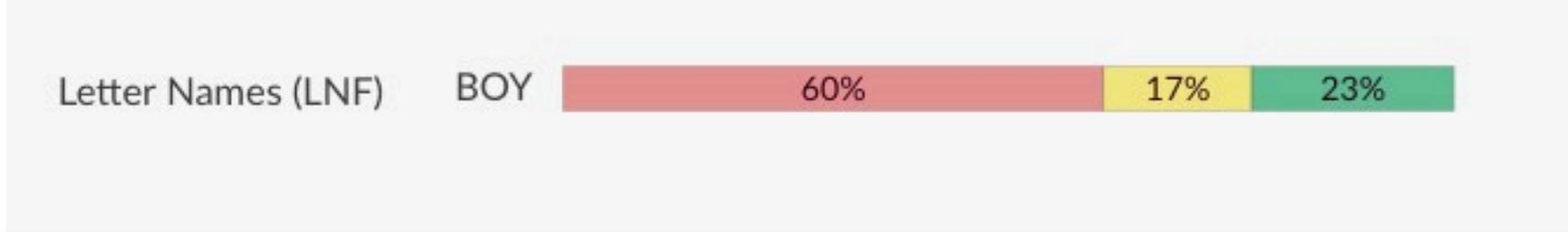


# Current Kindergarteners

## DIBELS



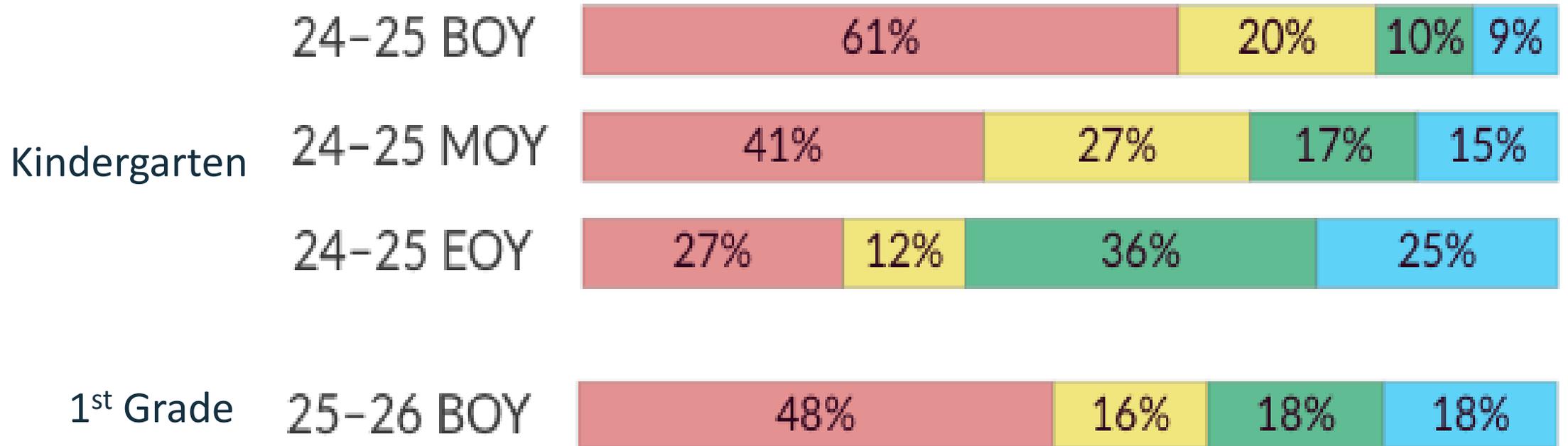
Current  
Kindergarteners  
  
DIBELS



# Current 1<sup>st</sup> Graders

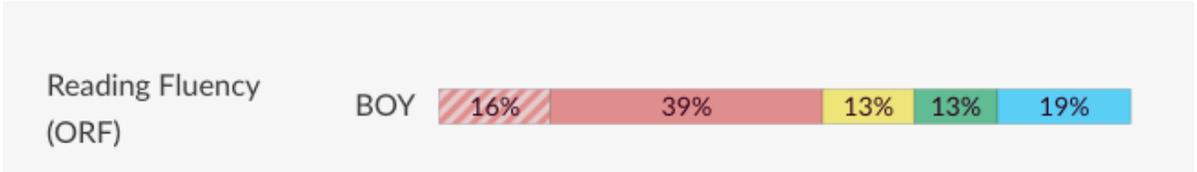
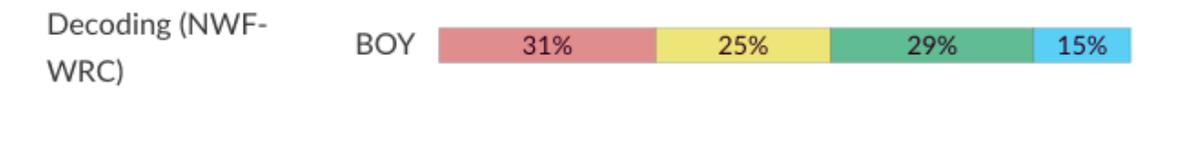
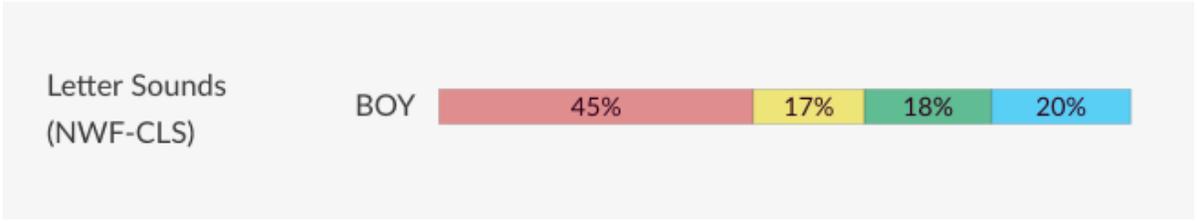
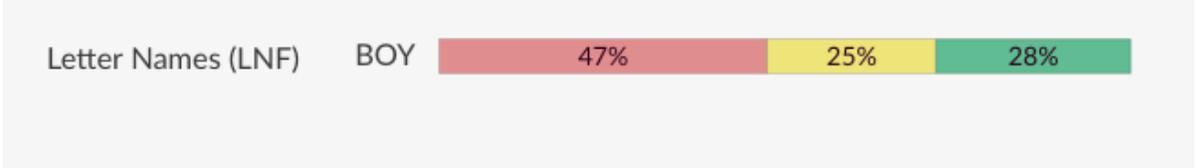
## DIBELS

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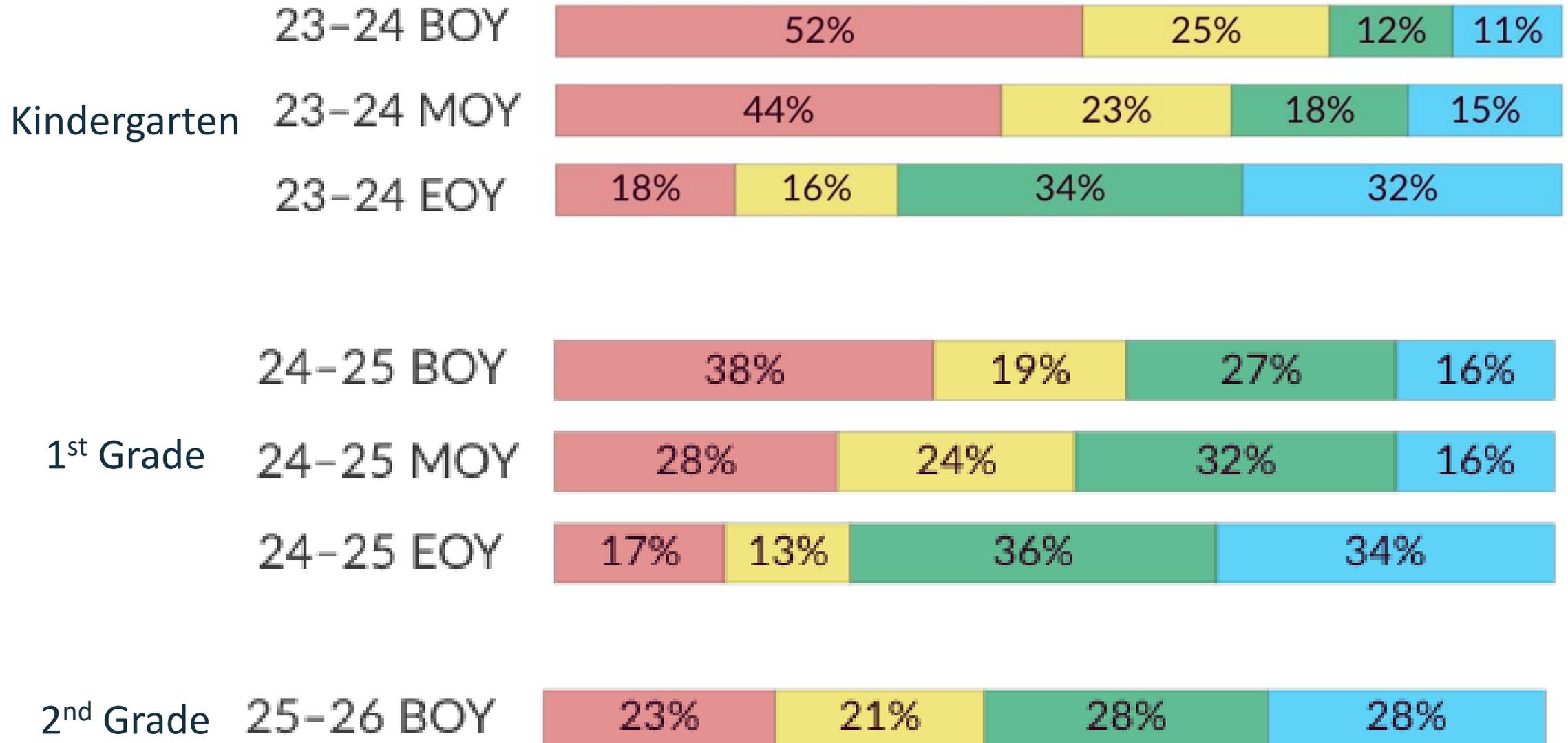


# Current 1<sup>st</sup> Graders

# DIBELS

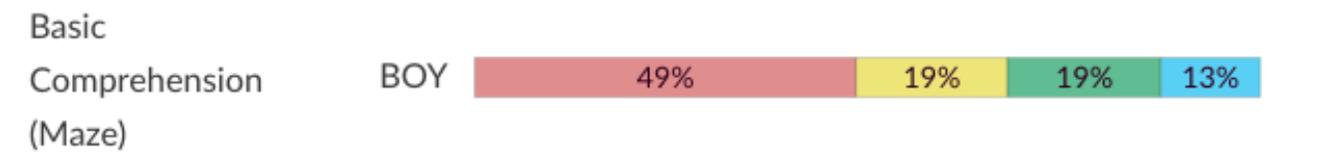
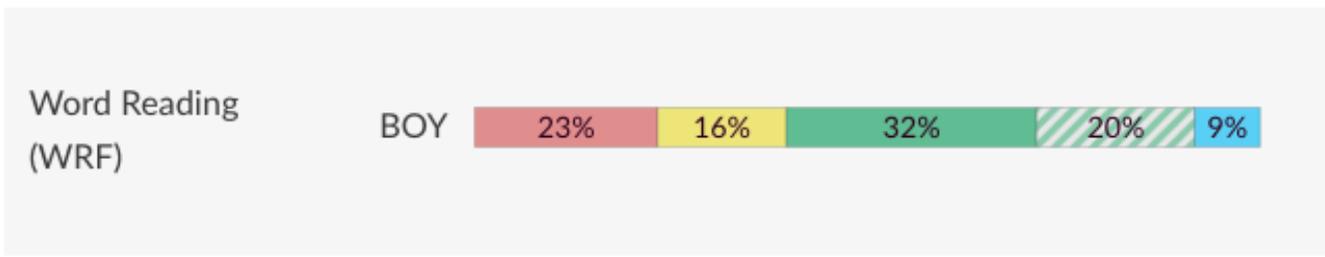
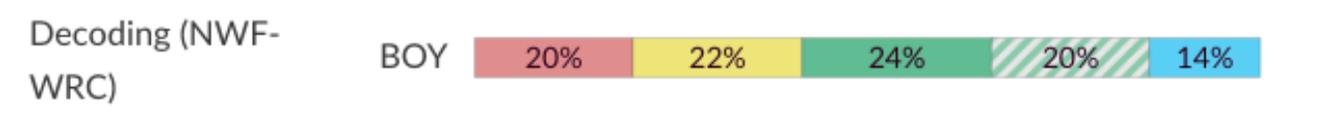
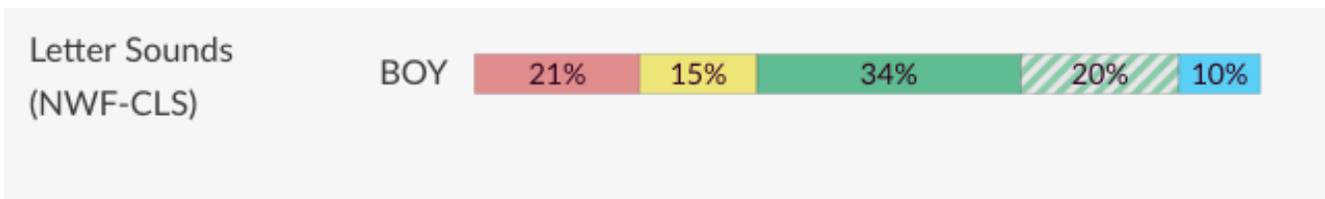


# Current 2<sup>nd</sup> Graders DIBELS

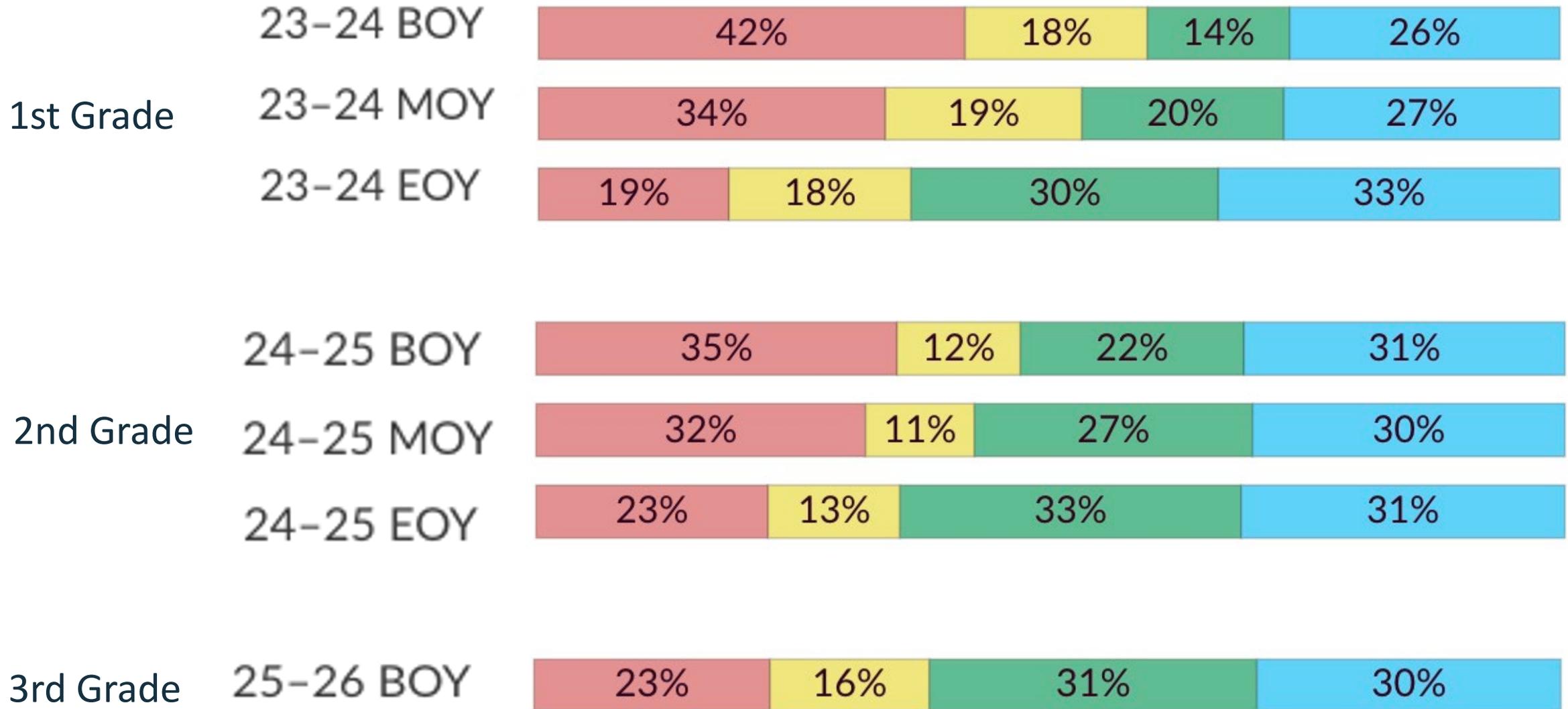


# Current 2<sup>nd</sup> Graders

# DIBELS

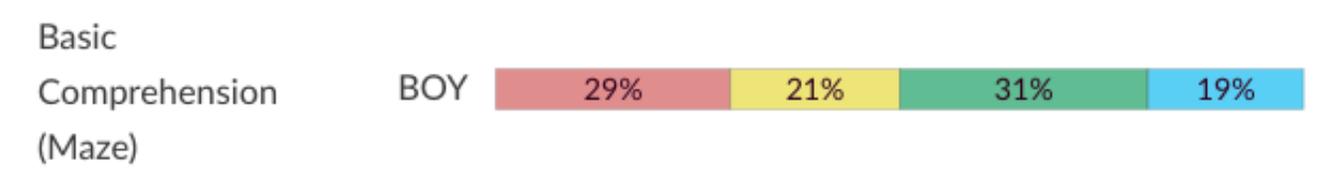
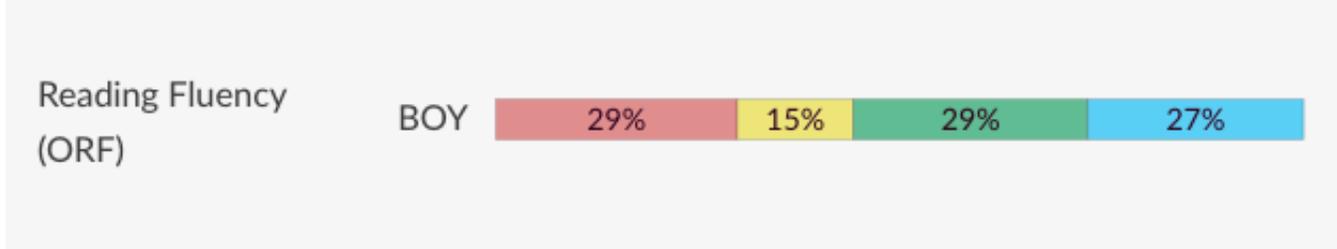
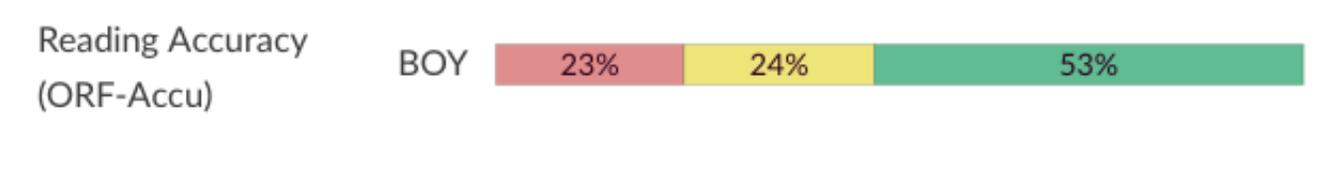
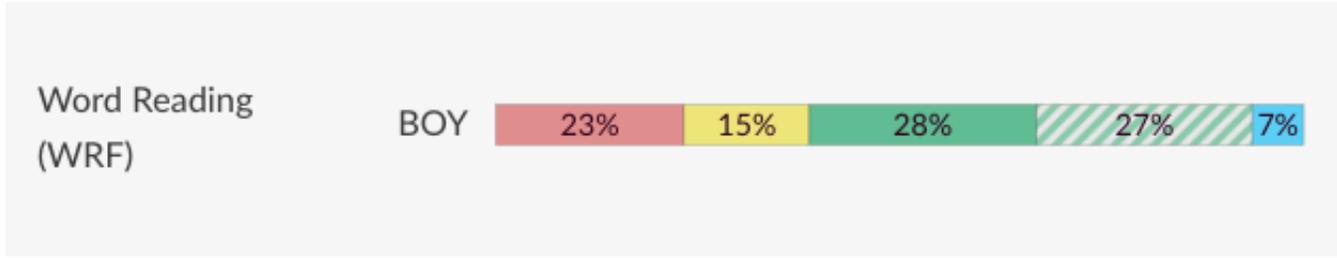
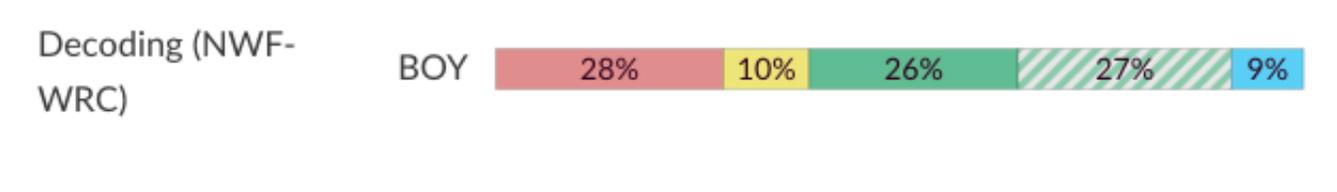
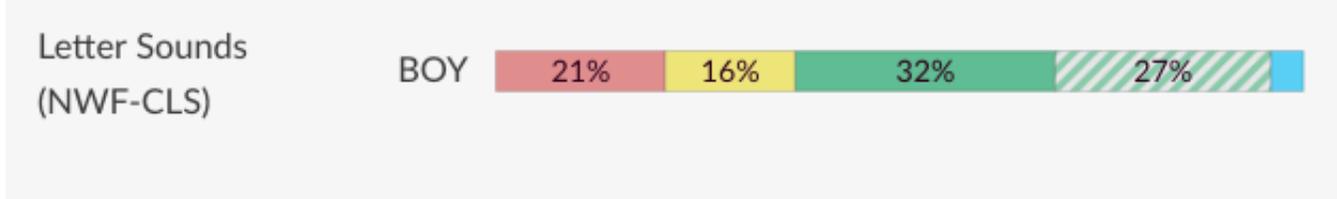


# Current 3rd Graders DIBELS



# Current 3<sup>rd</sup> Graders

# DIBELS



Composite Score,  
24-25 BOY

Composite Score, 25-26 BOY

## Benchmark Trends

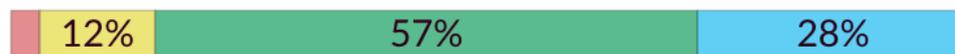
Well below, 41%



Below, 18%



At, 22%



Above, 19%



# map

GROWTH



# MAP Use

- MAP Growth tests generate two sets of data:
  - *growth/progress data* (how much our students are growing), and
  - *achievement data* (how well our students are doing, compared to grade-level peers in national norms)
- The results are generated immediately, so students and teachers can see scores and reports that can inform instruction, such as interventions, extensions, gaps, acceleration.
- The results can also inform class placements, instructional grouping within a class, and teacher instructional moves such as pacing and differentiation, based on student readiness (RIT score & standards learning continuum).
- The growth score helps set targets at all levels and monitor progress, even for students above or below grade level.
- MAP Growth is the primary standardized measure in grades we have available to inform instruction throughout the year.



Test  Grade   **Group By Standard**  Group By Topic

161-170 171-180 181-190 191-200 201-210 211-220 221-230 **231-240** 241-250 251-260 261-270

**RIT 231-240** i

[Literary Text](#)  
[Informational Text](#)  
[Vocabulary](#)

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**Literary Text**

**Analyze Point of View, Features, and Structure**

**CCSS.ELA-Literacy.RL.9-10.5: Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.**

- Analyzes how specific paragraphs contribute to meaning in literary text
- Analyzes how specific parts of a poem contribute to its meaning
- Analyzes how the organization or form of a poem affects its meaning
- Analyzes the purpose or impact of a specific organizational structure
- Analyzes use of flashback in literary text
- Analyzes use of foreshadowing in literary text
- Identifies flashback in literary text

**RIT 241-250** i

[Literary Text](#)  
[Informational Text](#)  
[Vocabulary](#)

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**Literary Text**

**Analyze Point of View, Features, and Structure**

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- Analyzes how specific paragraphs contribute to meaning in literary text
- Analyzes how specific parts of a poem contribute to its meaning
- Analyzes how specific sentences contribute to meaning in literary text

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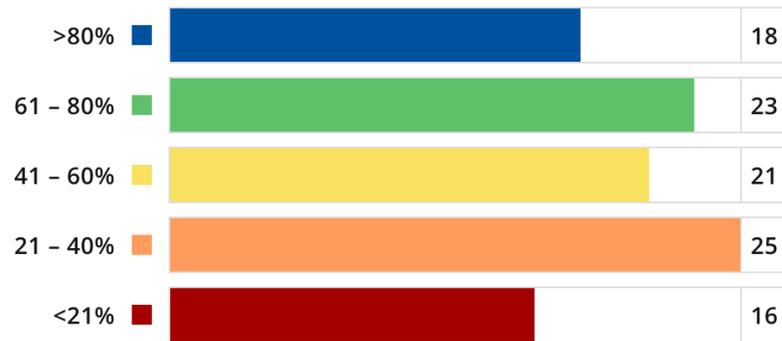
Class Profile

## Achievement Percentiles

Grade 8 (Rankin,Bruns) - 9 | Grade 8 | Kodiak Middle School | Math K-12

**Most students scored at or above the 50th percentile**

Number of students by percentile range



[More information about this chart](#) ▾

Rostered Fall 2025-2026 (Most Recent)  
Tested Fall 2025-2026 (Most Recent)

Class Profile

## National Comparisons

Grade 8 (Rankin,Bruns) - 9 | Grade 8 | Kodiak Middle School | Math K-12

**Grade 8**  
(103 students)

**Class average RIT score: 222**  
At or above the grade 8 fall national average of 222

**Class median percentile: 52nd**

[More information about this chart](#) ▾

Rostered Fall 2025-2026 (Most Recent)  
Tested Fall 2025-2026 (Most Recent)

Class Profile

## Students Grouped by RIT Band

Grade 8 (Rankin,Bruns) - 9 | Grade 8 | Kodiak Middle School | Math K-12

221-230 (27 students)



# MAP Participation

- The state statute for “opt-outs” (parent/guardian refusal) does not apply to MAP Growth, because it is not yet a state-required test.
- Currently, MAP Growth assessments are viewed similarly to a classroom assessment, used to inform instruction throughout the year.
- The more students participate, the more accurate and informed our picture is of growth, readiness, and achievement - individually, class-wide, schoolwide, and districtwide. Also, the more equipped we are to partner with families in supporting student learning and growth.
- This is particularly impactful the smaller the group – for example, students in a particular grade “above the 80<sup>th</sup> percentile” or an individual class period. Lack of participation can make trends harder to analyze, efficacy harder to evaluate, interventions harder to plan.

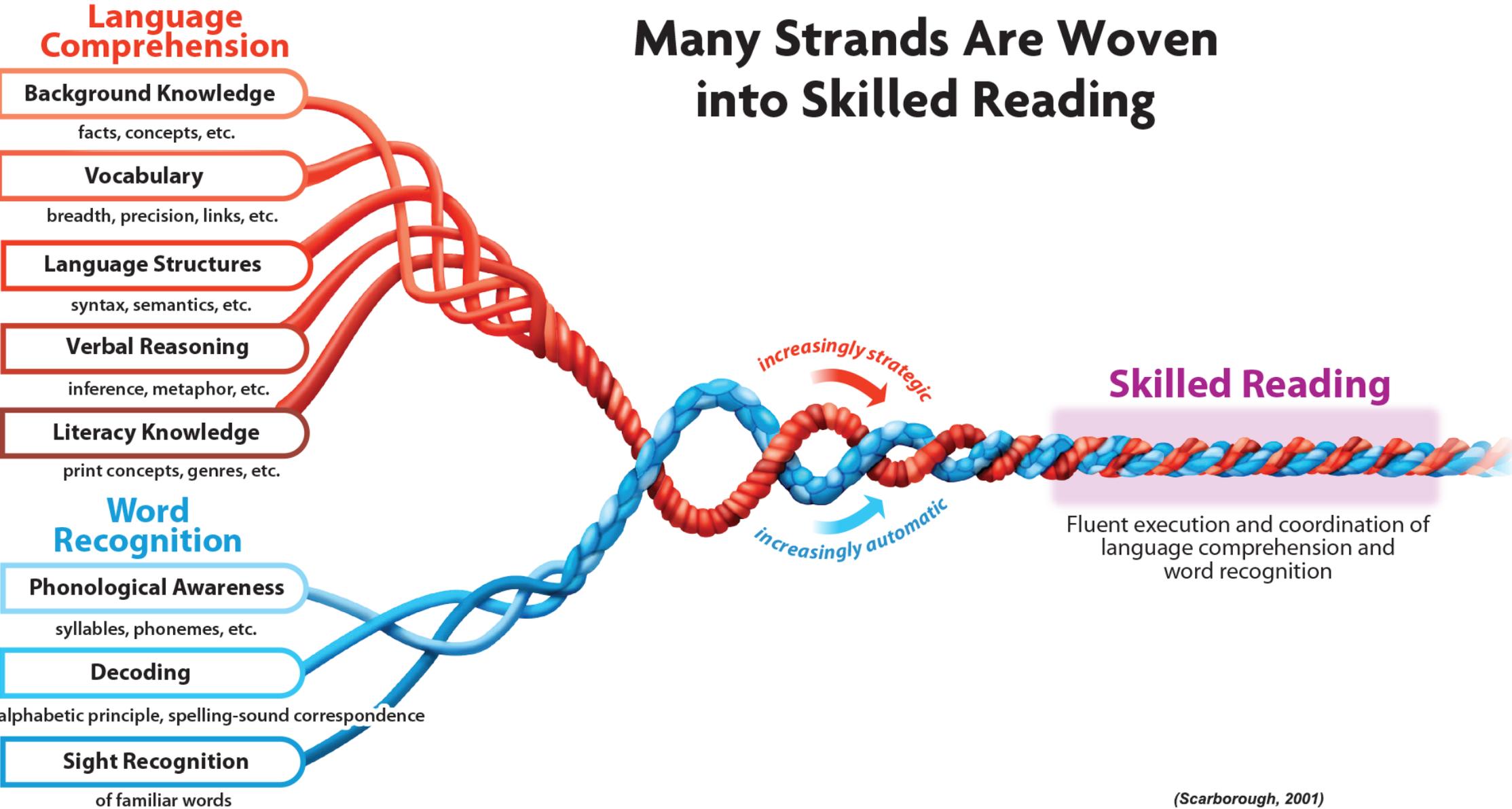


# Fall Participation Numbers – MAP Growth

Grade	Reading	Language	Math
3	123	122	123
4	152	152	152
5	138	136	139
6	135	130	135
7	147	147	149
8	118	117	117
9	93	103	110
10	134	130	127
11	97	100	87



# Many Strands Are Woven into Skilled Reading

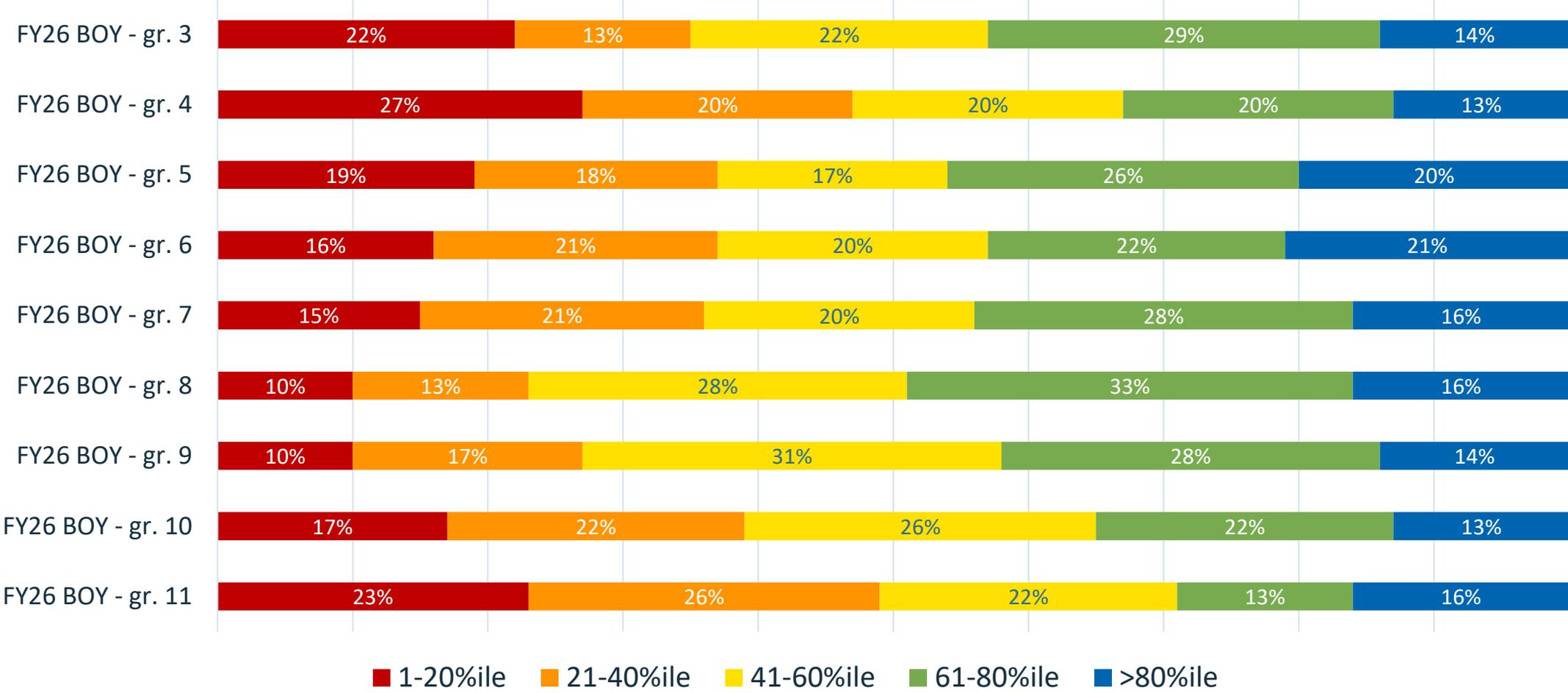


(Scarborough, 2001)

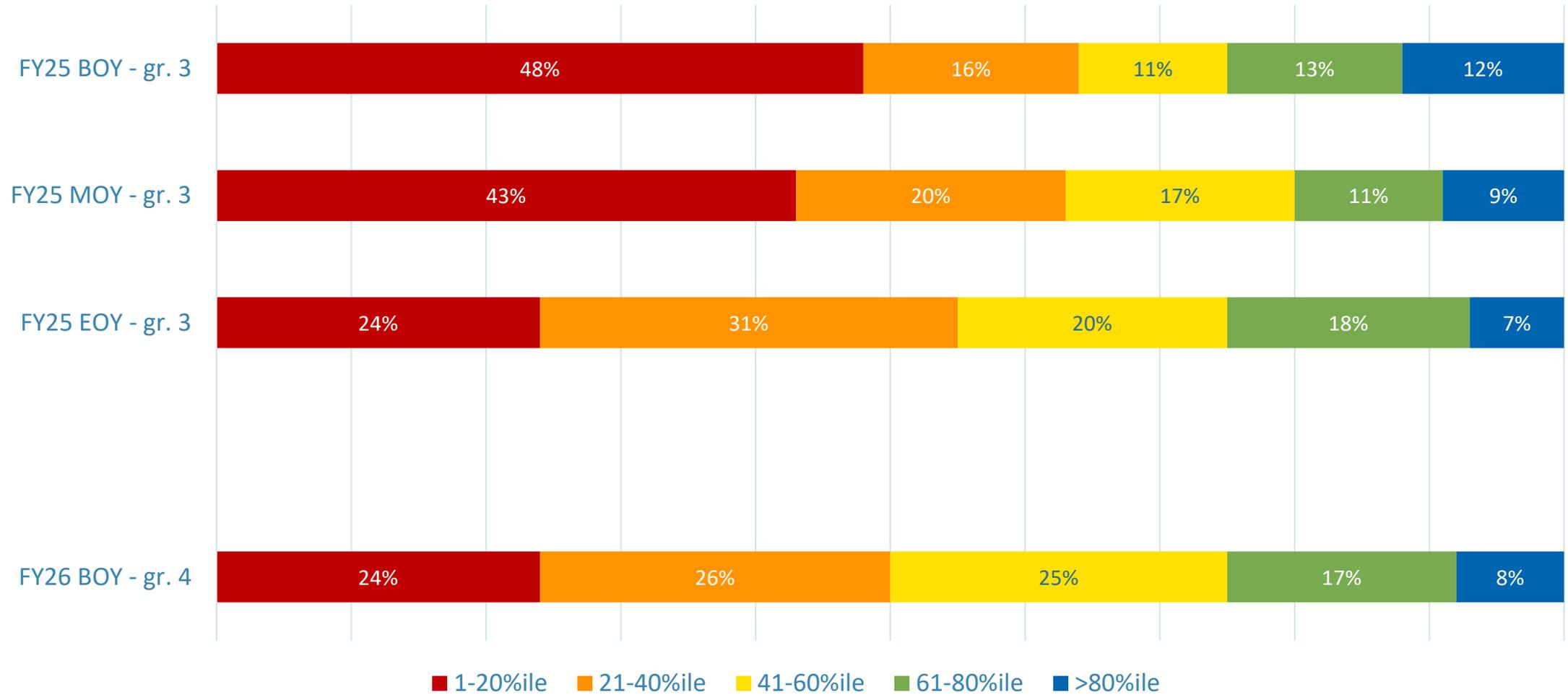


# District Data

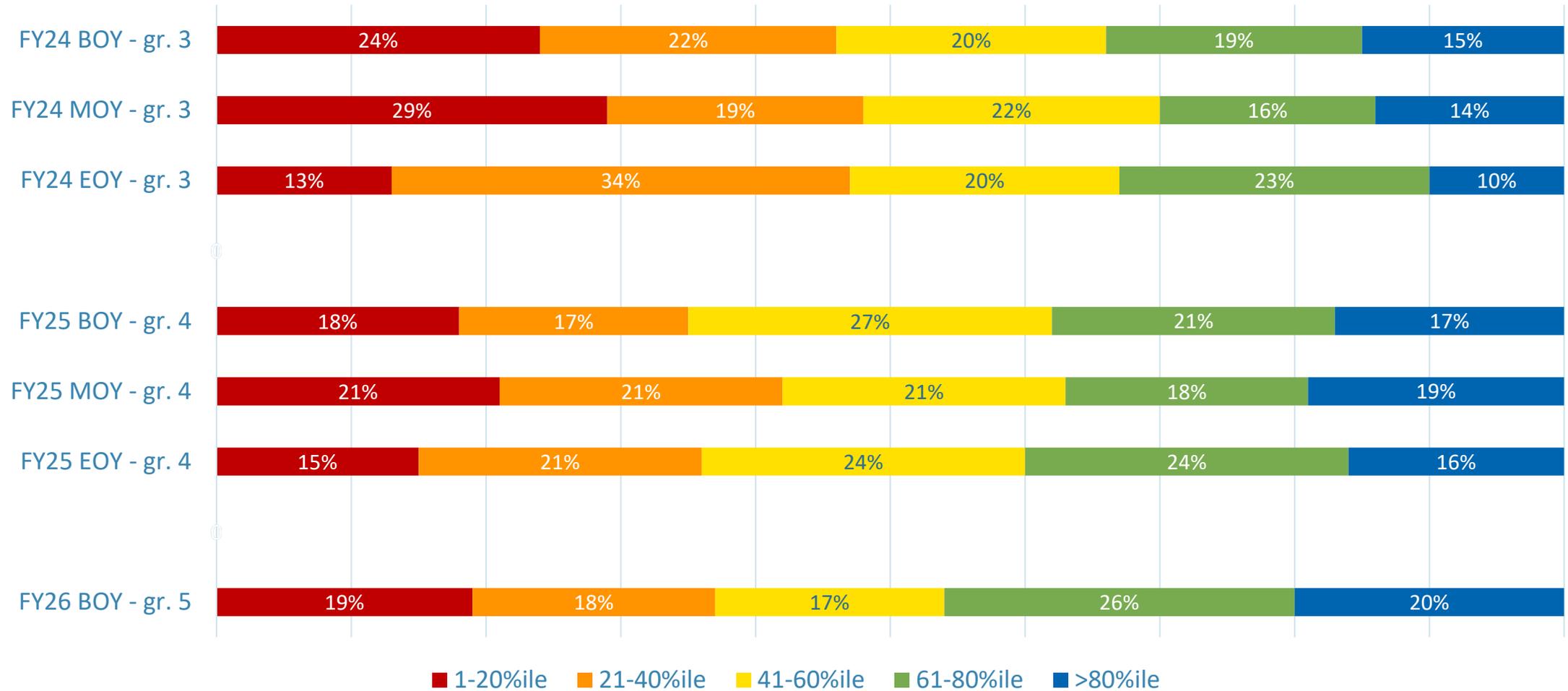
## MAP Growth- Reading



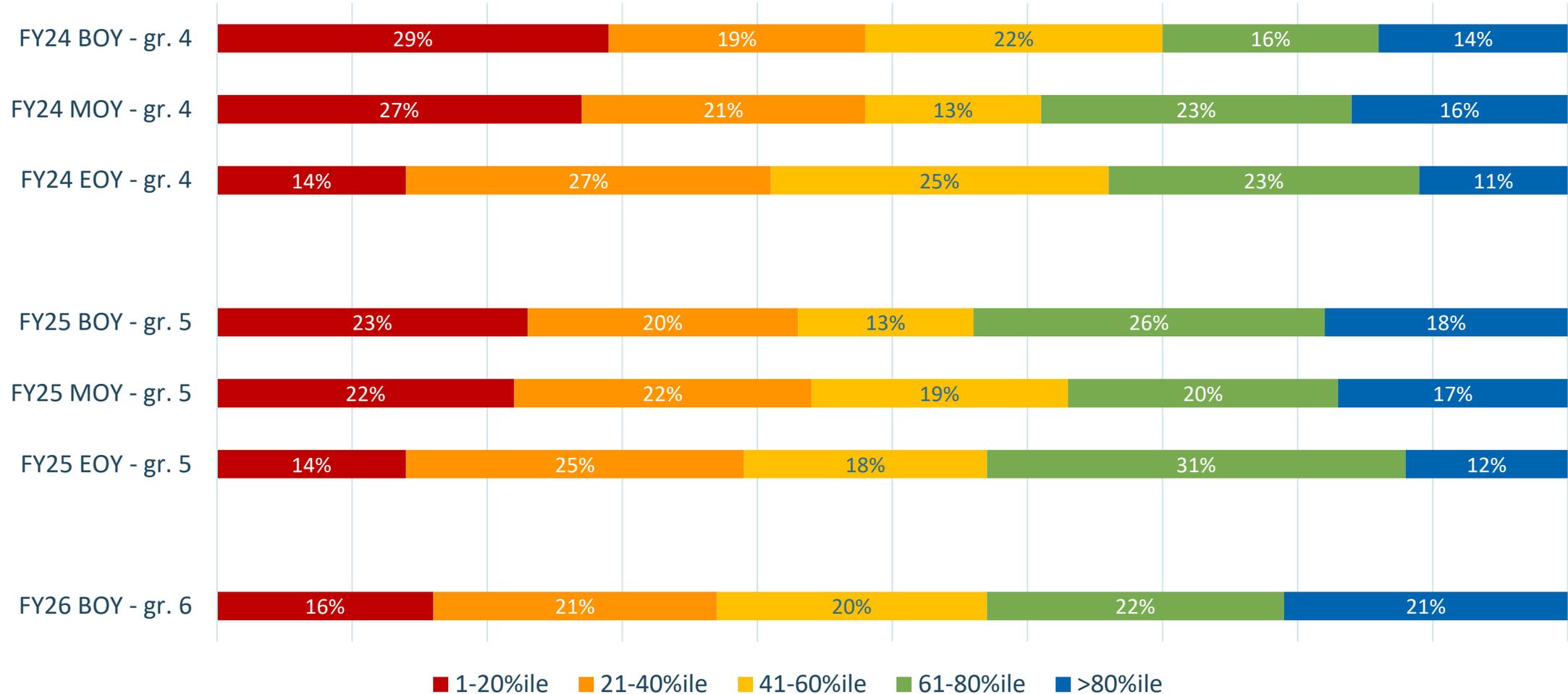
# Current 4<sup>th</sup> Graders MAP Growth- Reading



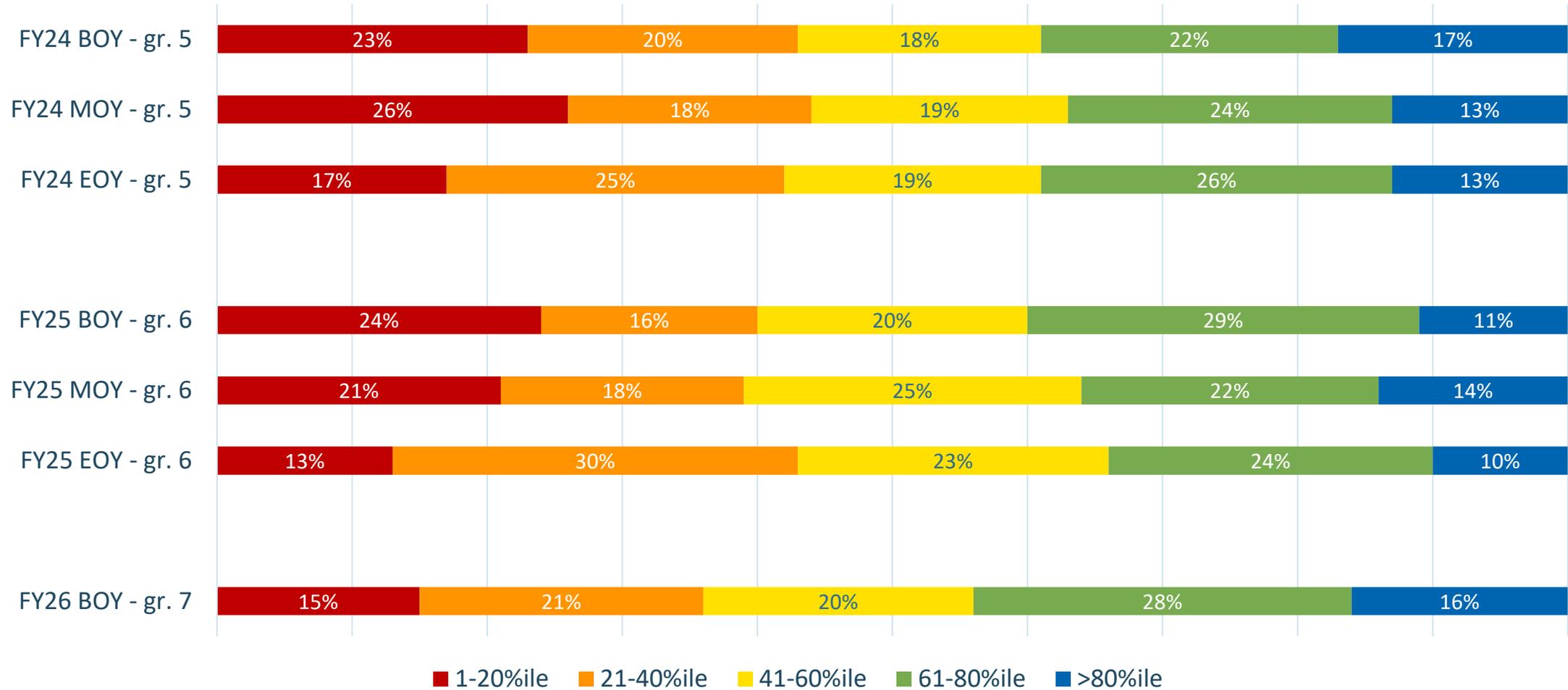
# Current 5<sup>th</sup> Graders MAP Growth- Reading



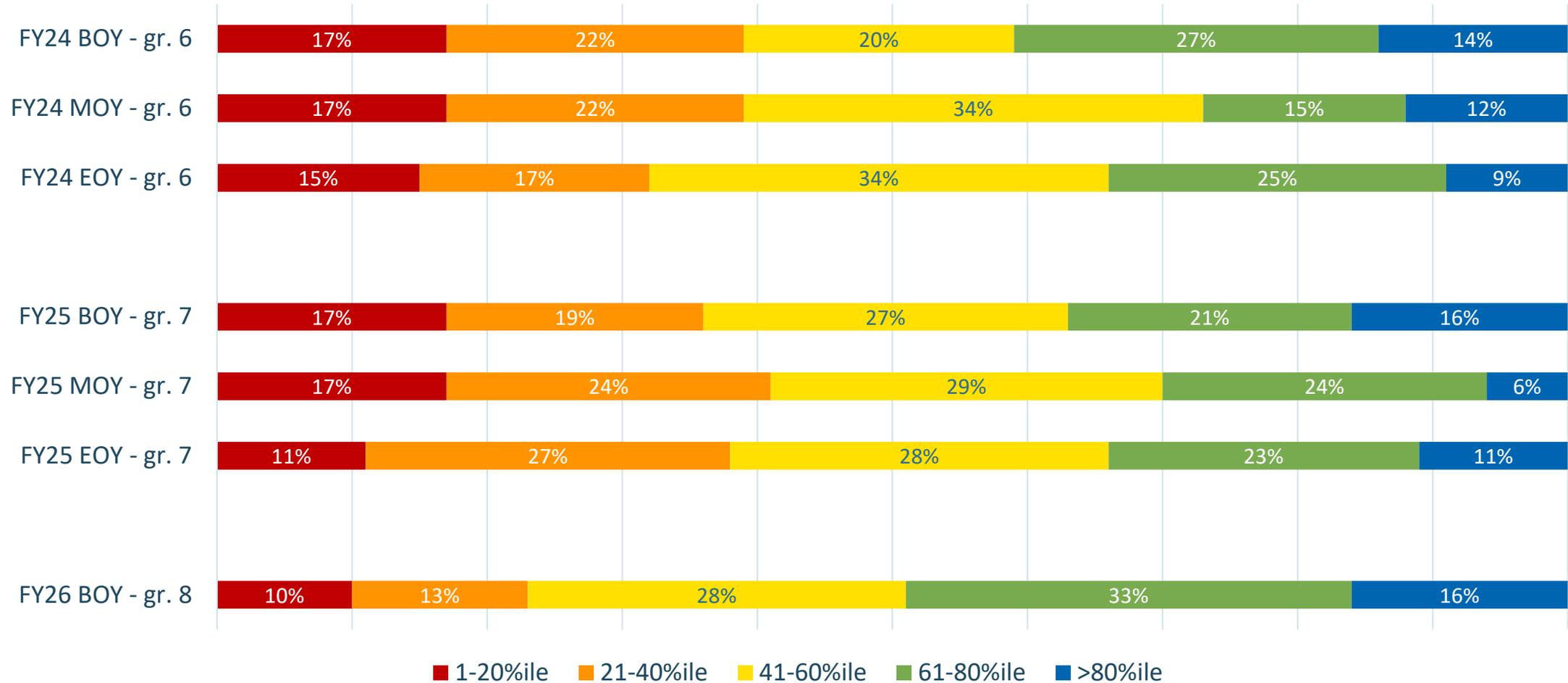
# Current 6<sup>th</sup> Graders MAP Growth- Reading



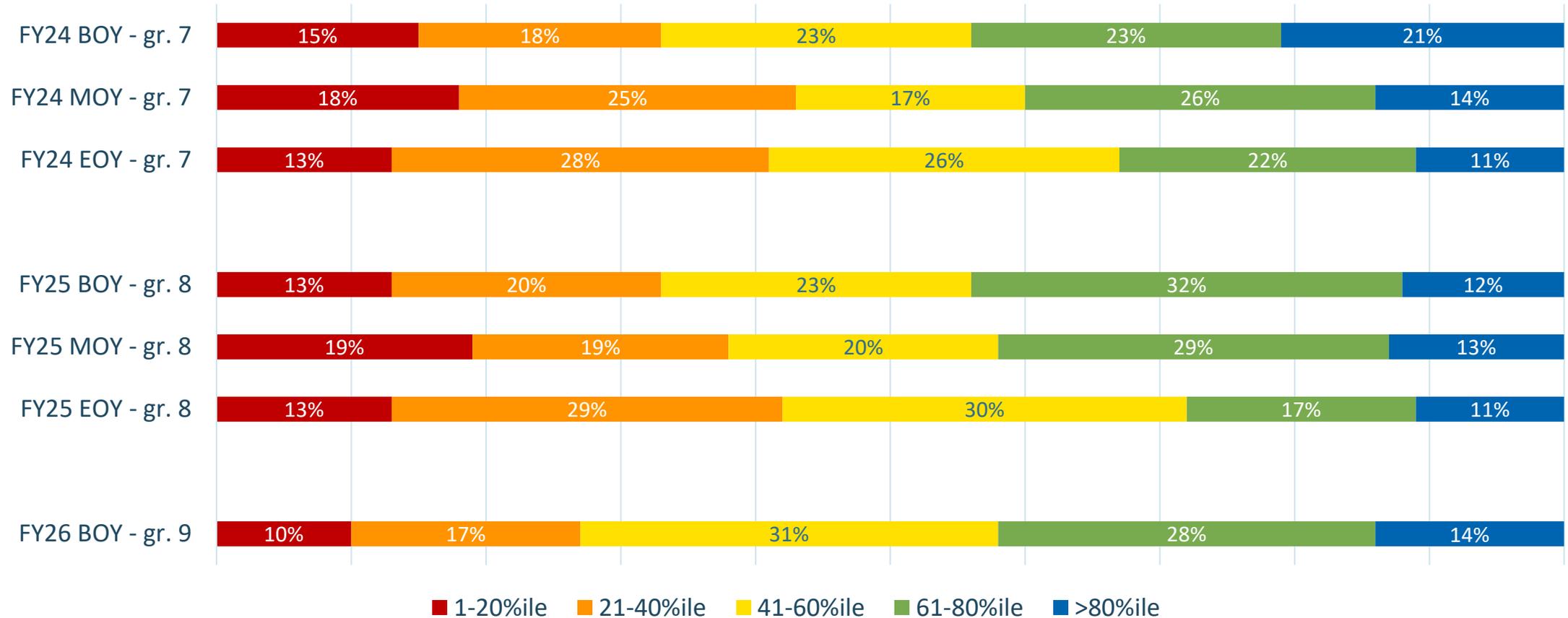
# Current 7<sup>th</sup> Graders MAP Growth- Reading



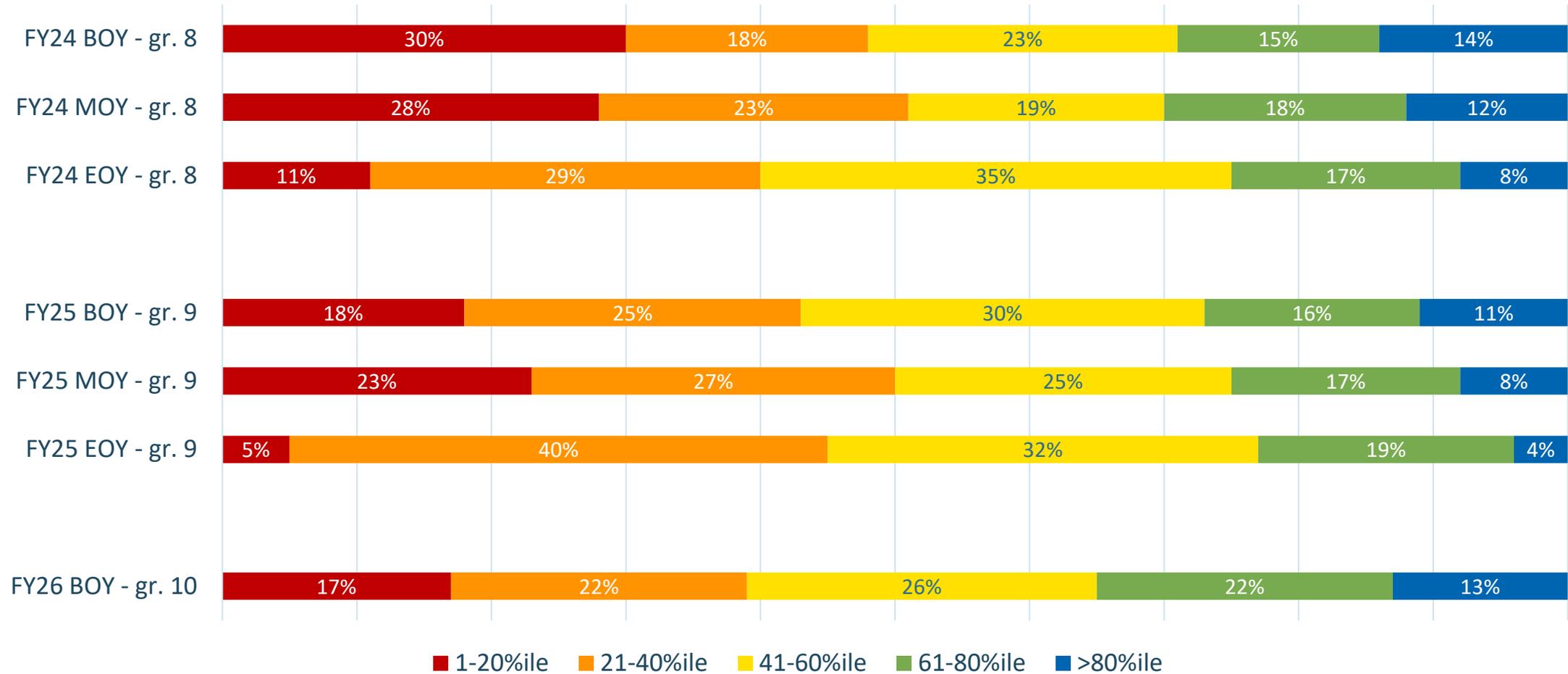
# Current 8<sup>th</sup> Graders MAP Growth- Reading



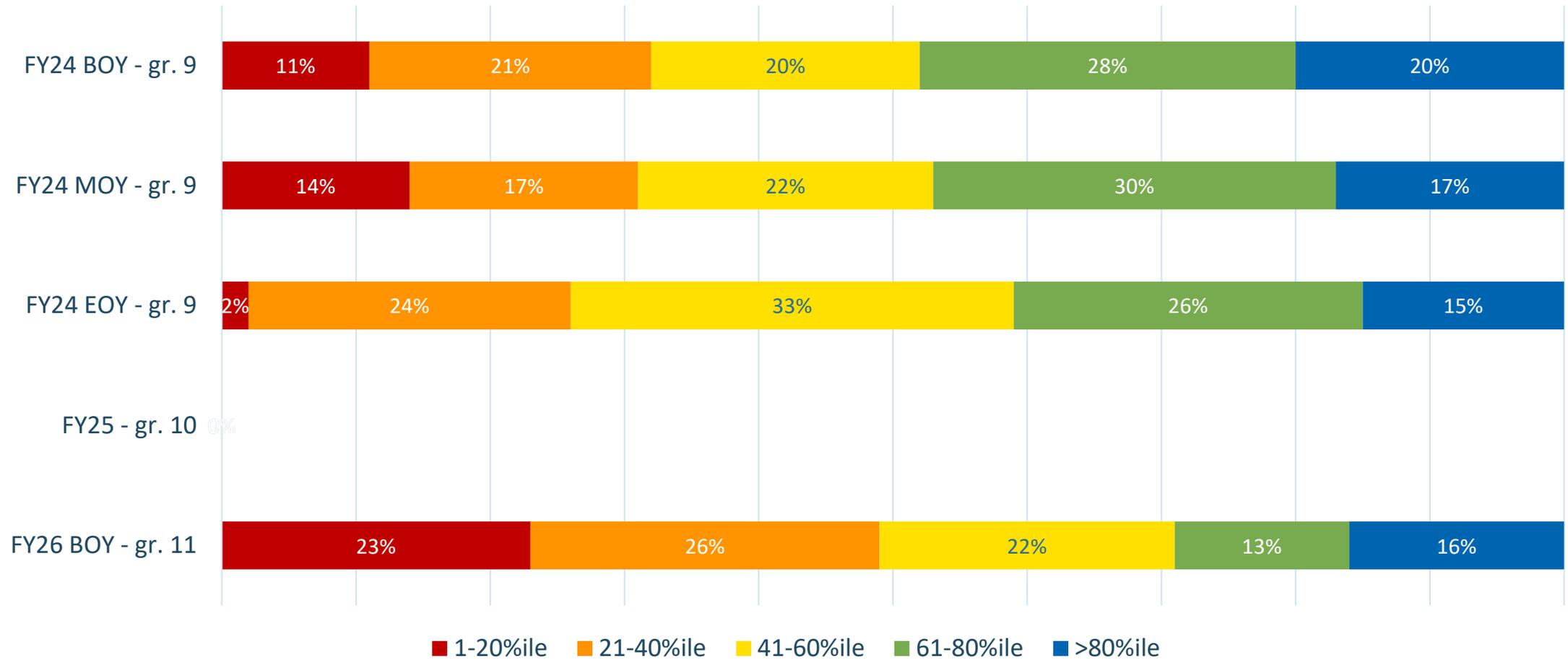
# Current 9<sup>th</sup> Graders MAP Growth- Reading



# Current 10<sup>th</sup> Graders MAP Growth- Reading

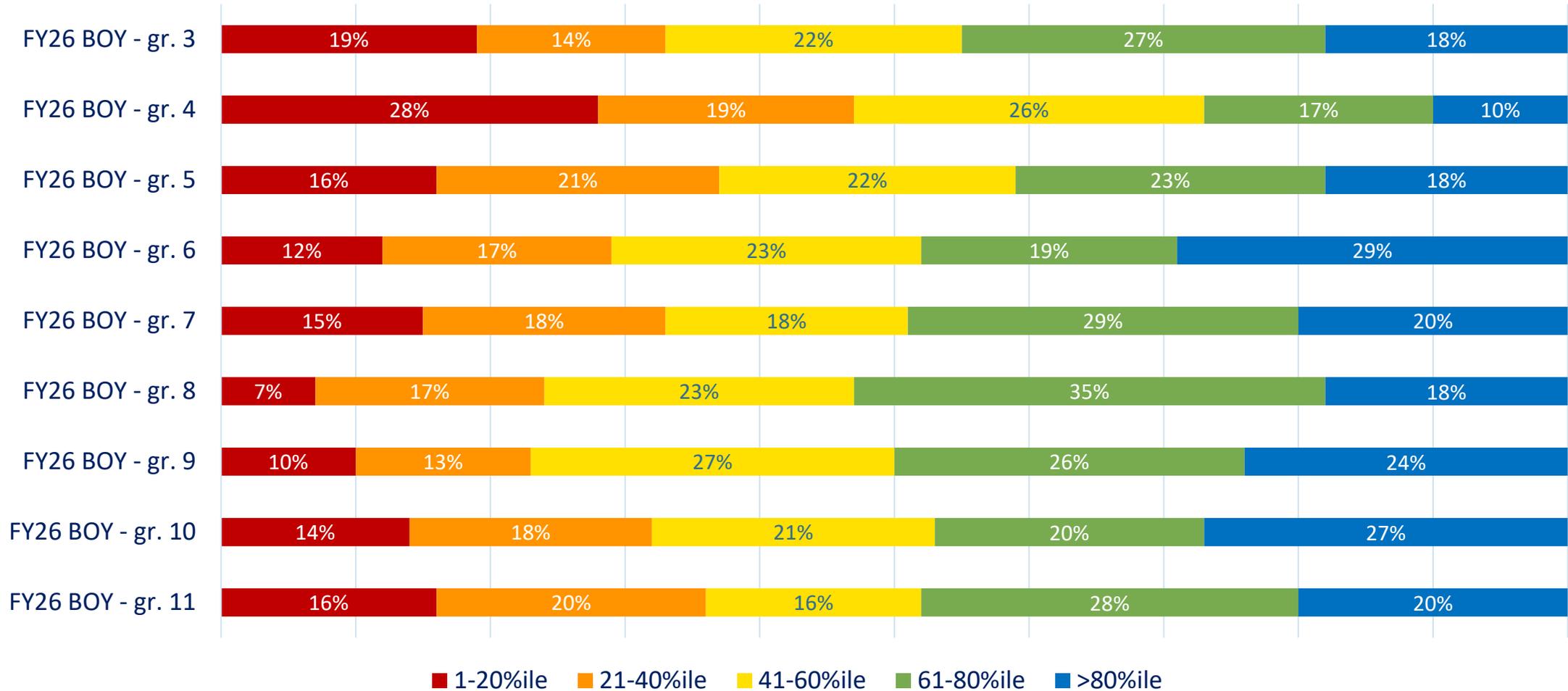


# Current 11<sup>th</sup> Graders MAP Growth- Reading

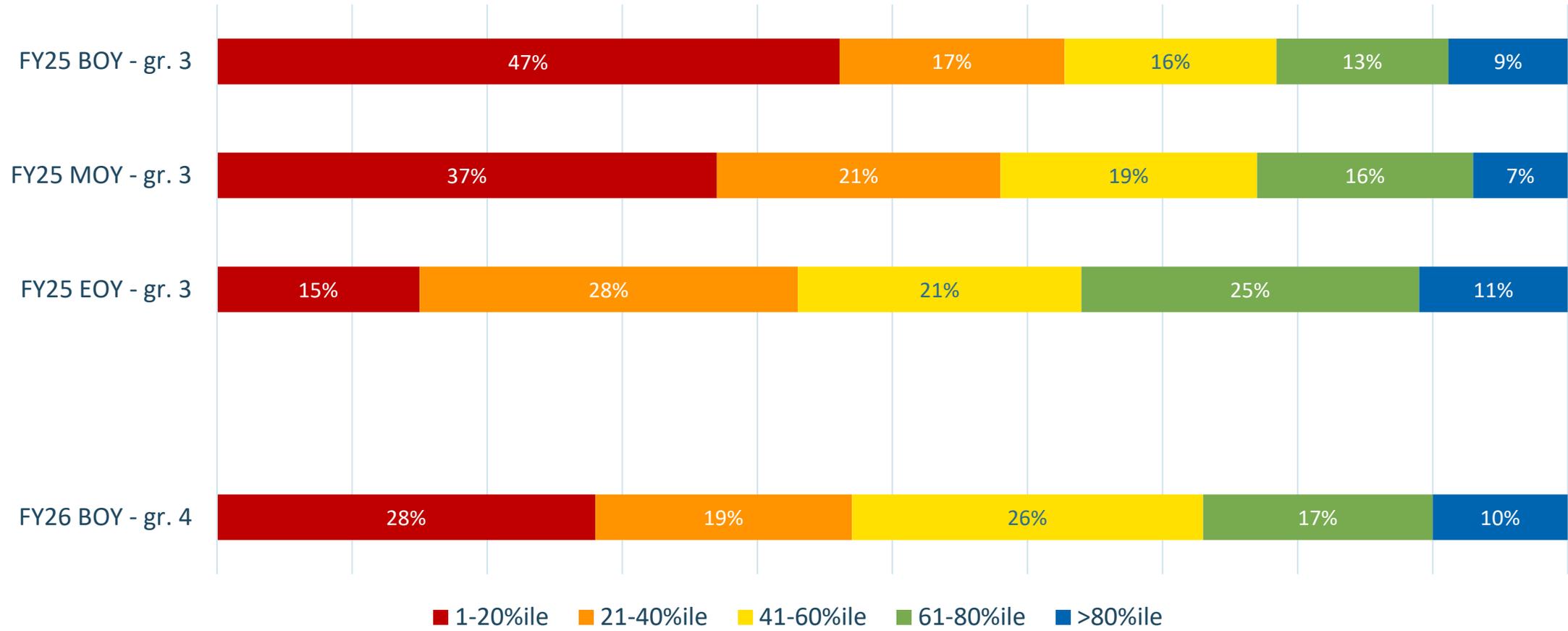


# District Data

## MAP Growth- Language Usage

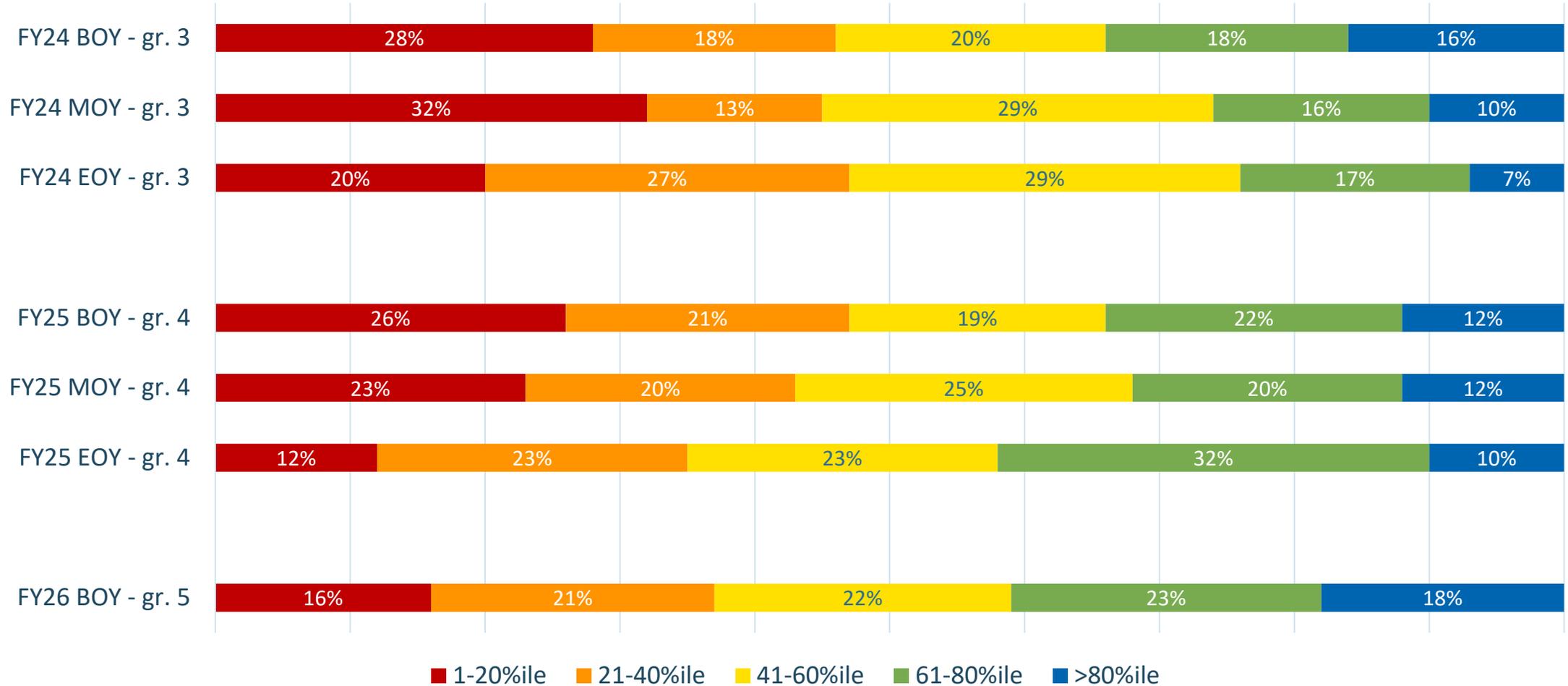


# Current 4<sup>th</sup> Graders MAP Growth- Language Usage



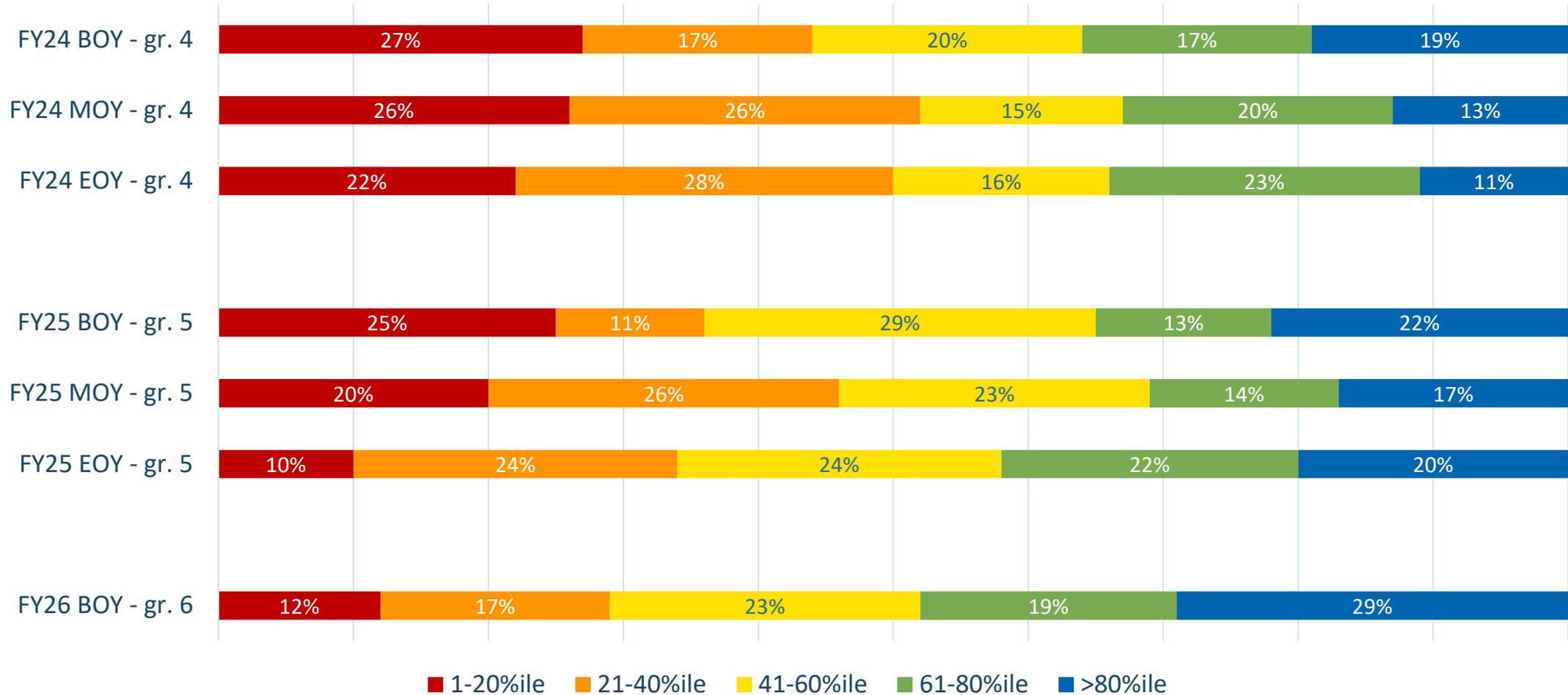
# Current 5<sup>th</sup> Graders

## MAP Growth- Language Usage



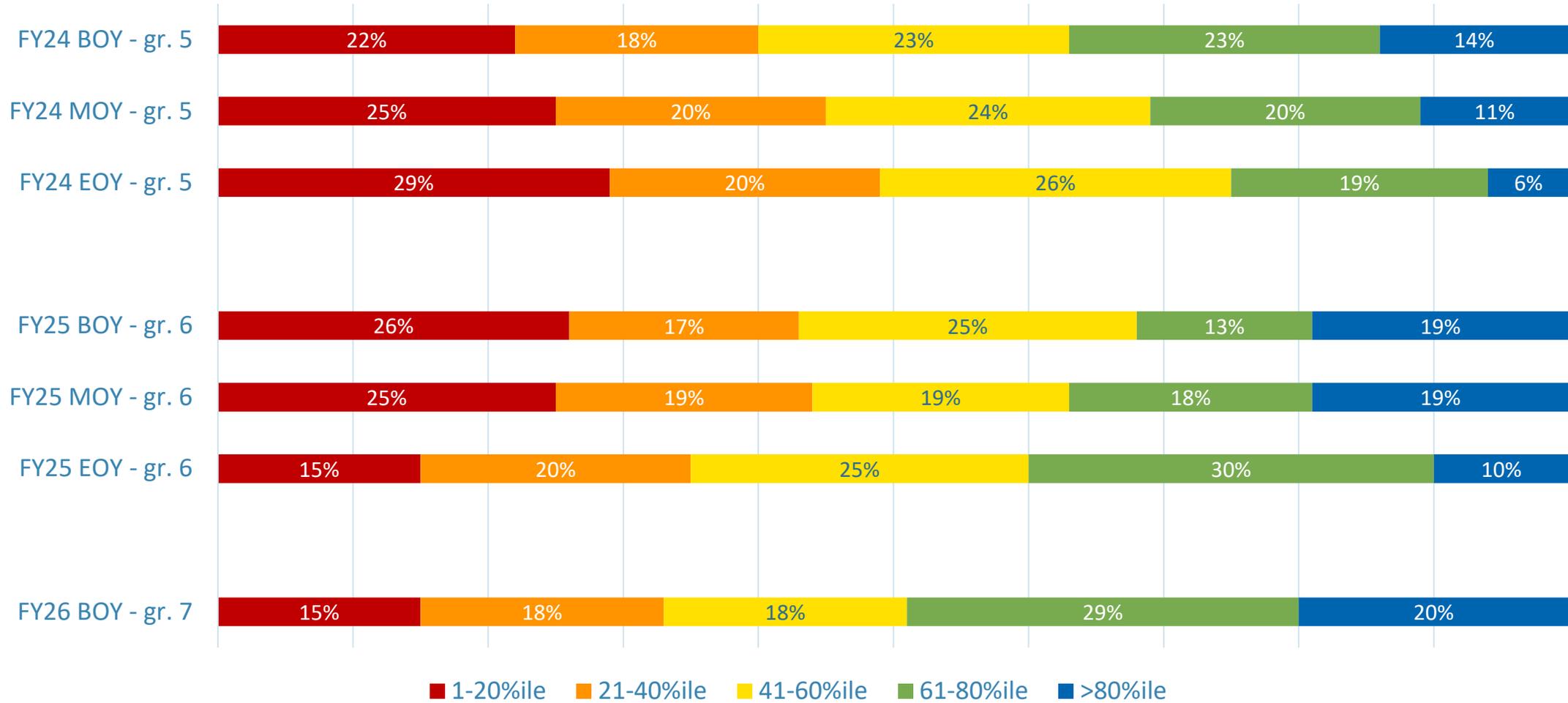
# Current 6<sup>th</sup> Graders

## MAP Growth- Language Usage



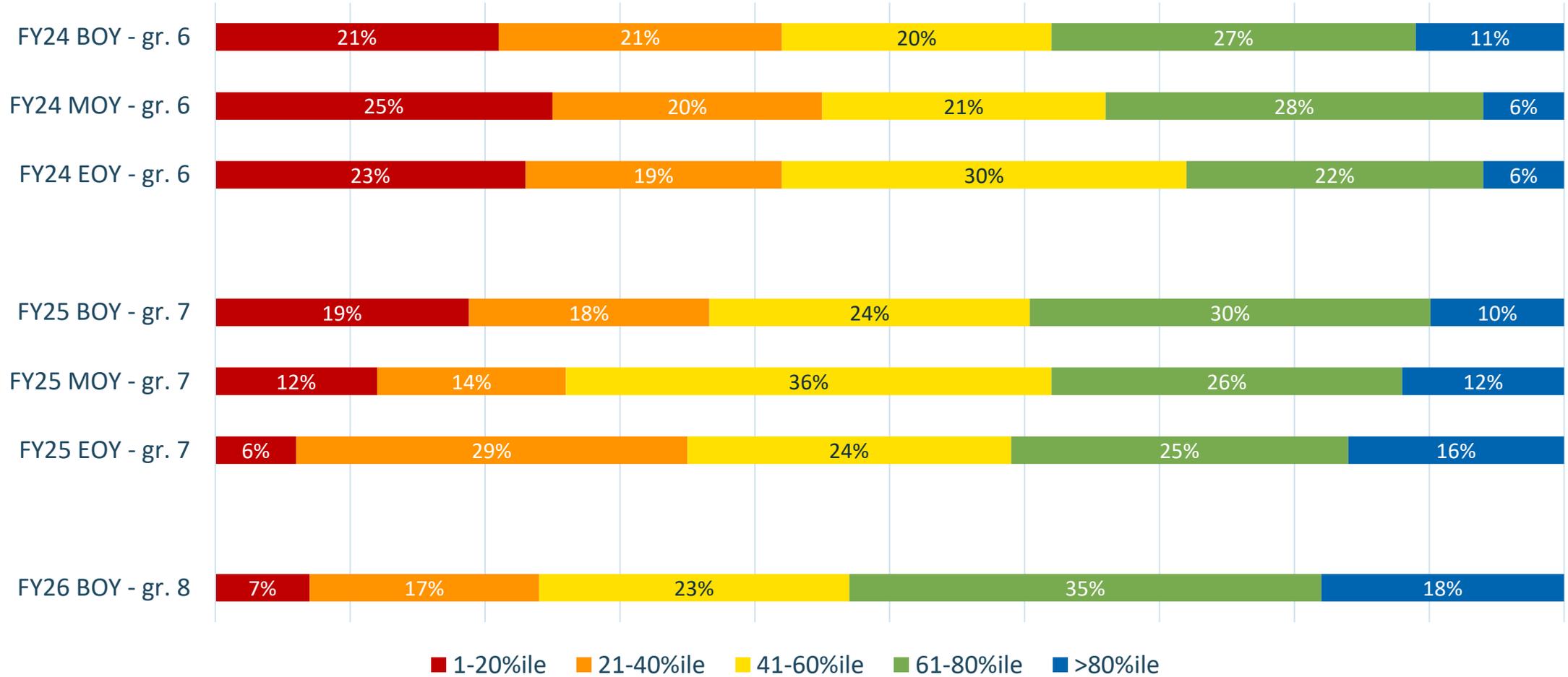
# Current 7<sup>th</sup> Graders

## MAP Growth- Language Usage



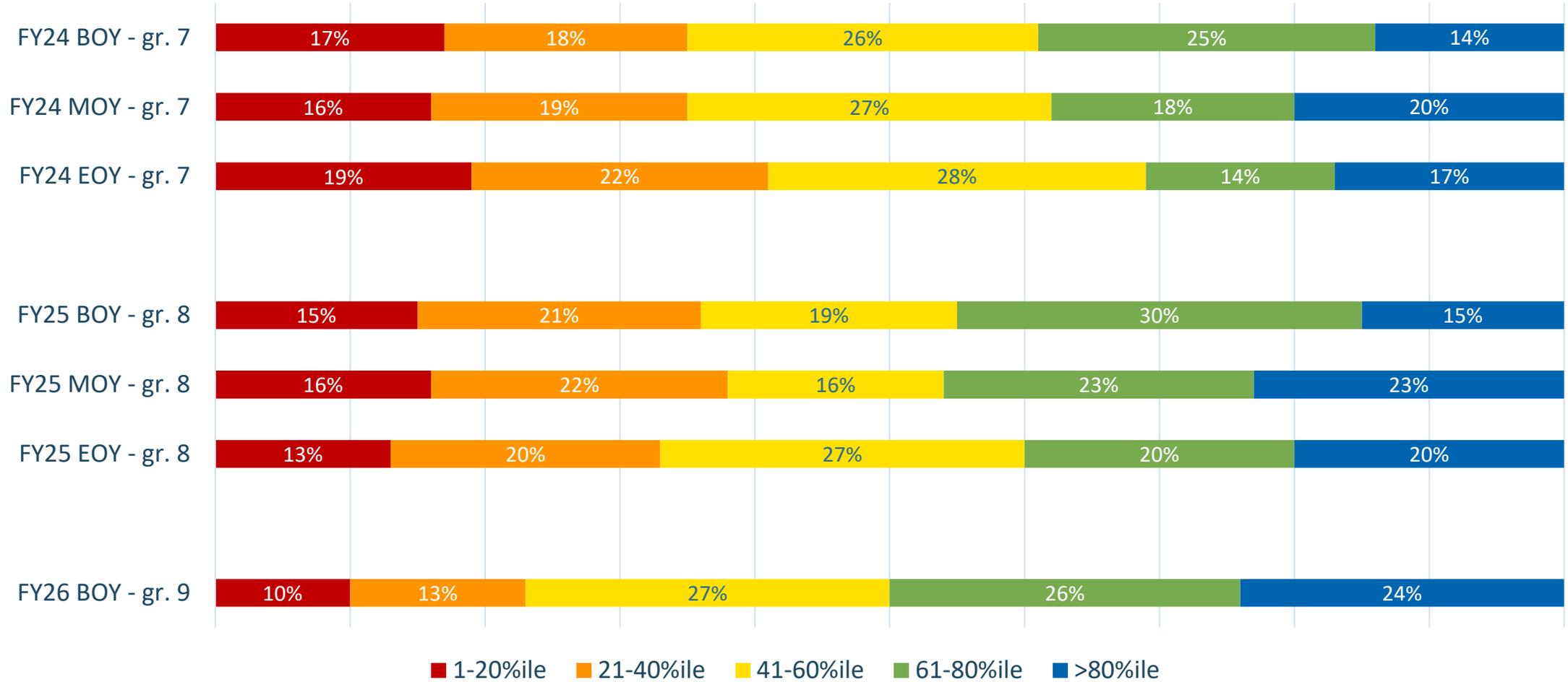
# Current 8<sup>th</sup> Graders

## MAP Growth- Language Usage



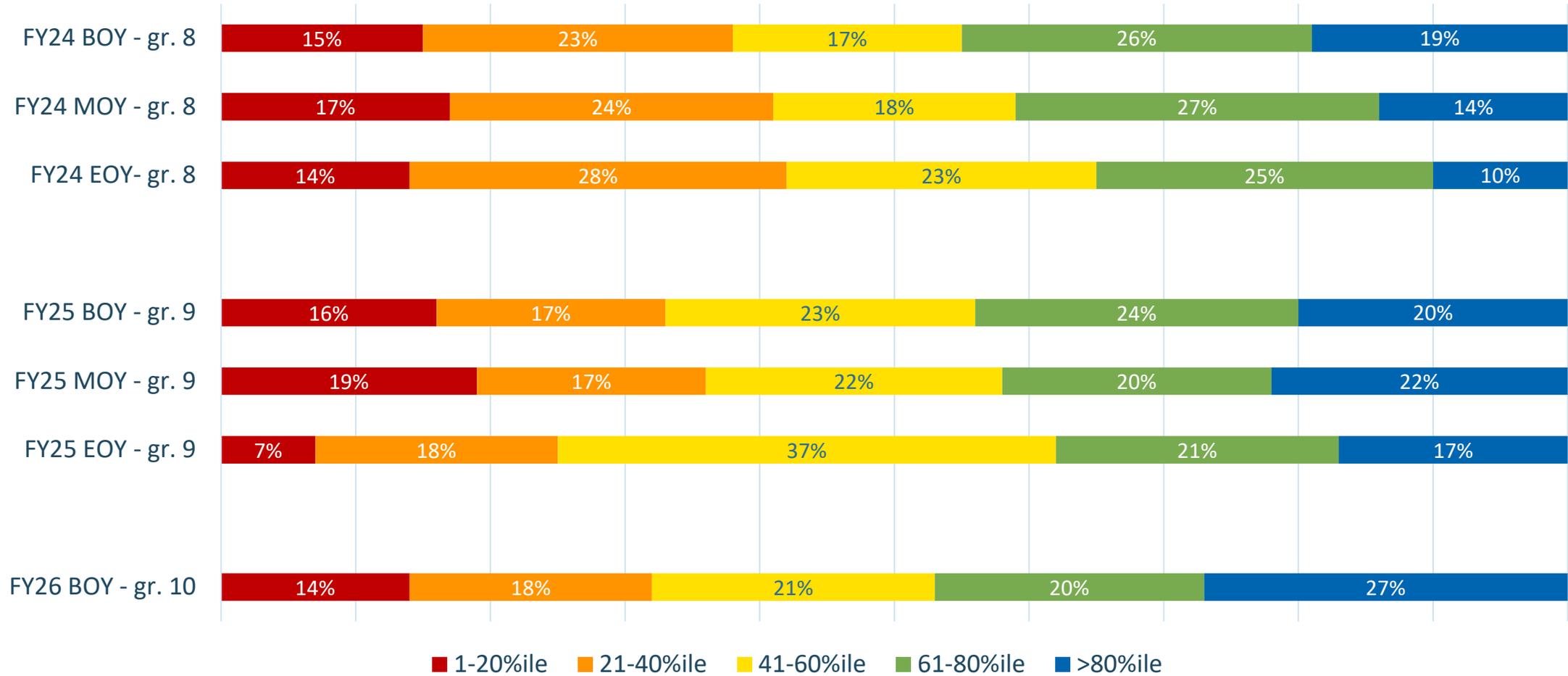
# Current 9<sup>th</sup> Graders

## MAP Growth- Language Usage



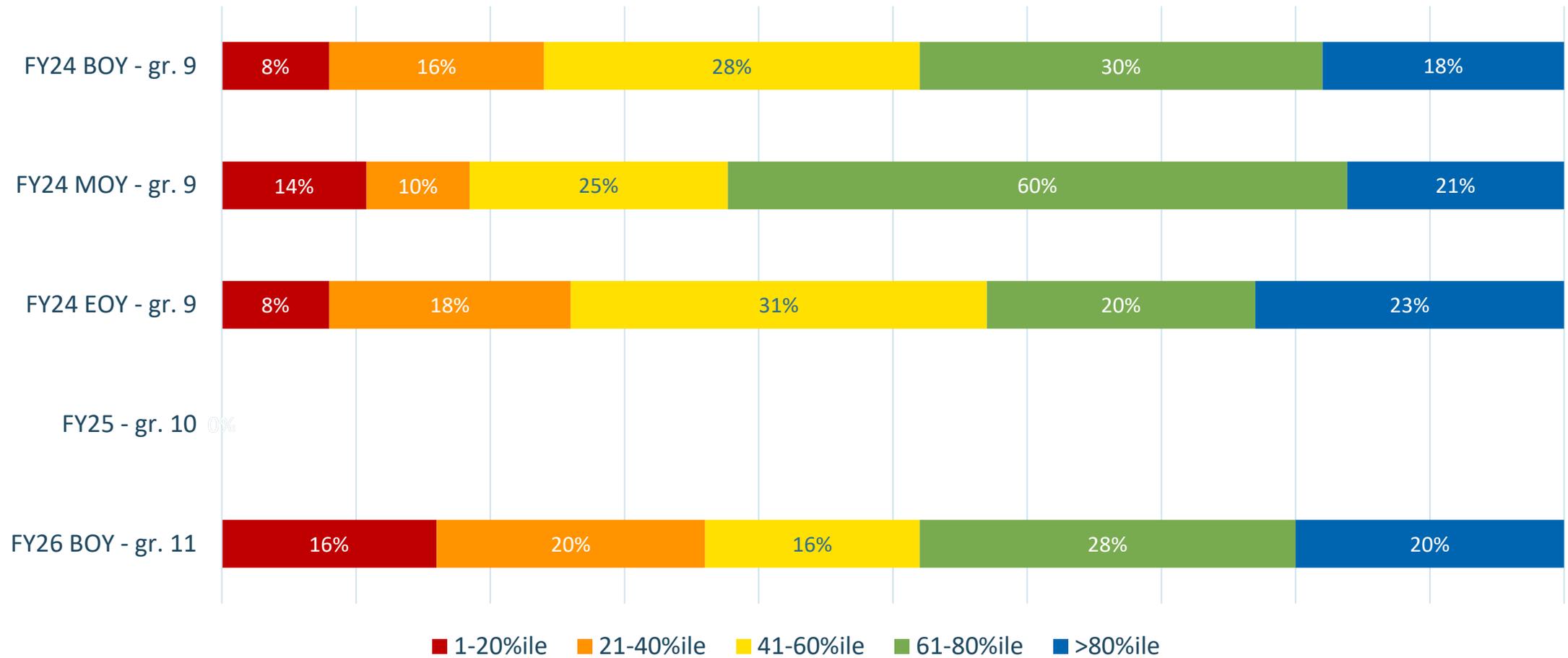
# Current 10<sup>th</sup> Graders

## MAP Growth- Language Usage



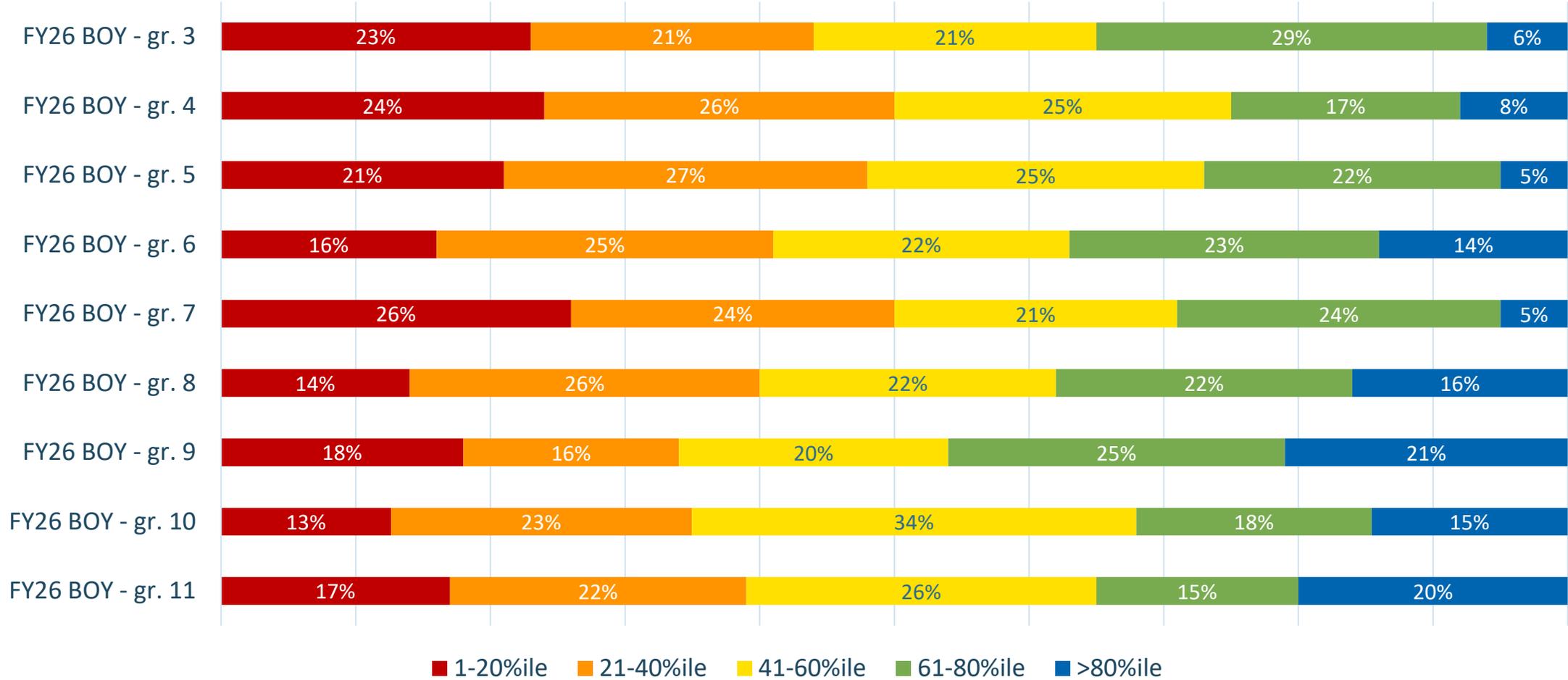
# Current 11<sup>th</sup> Graders

## MAP Growth- Language Usage

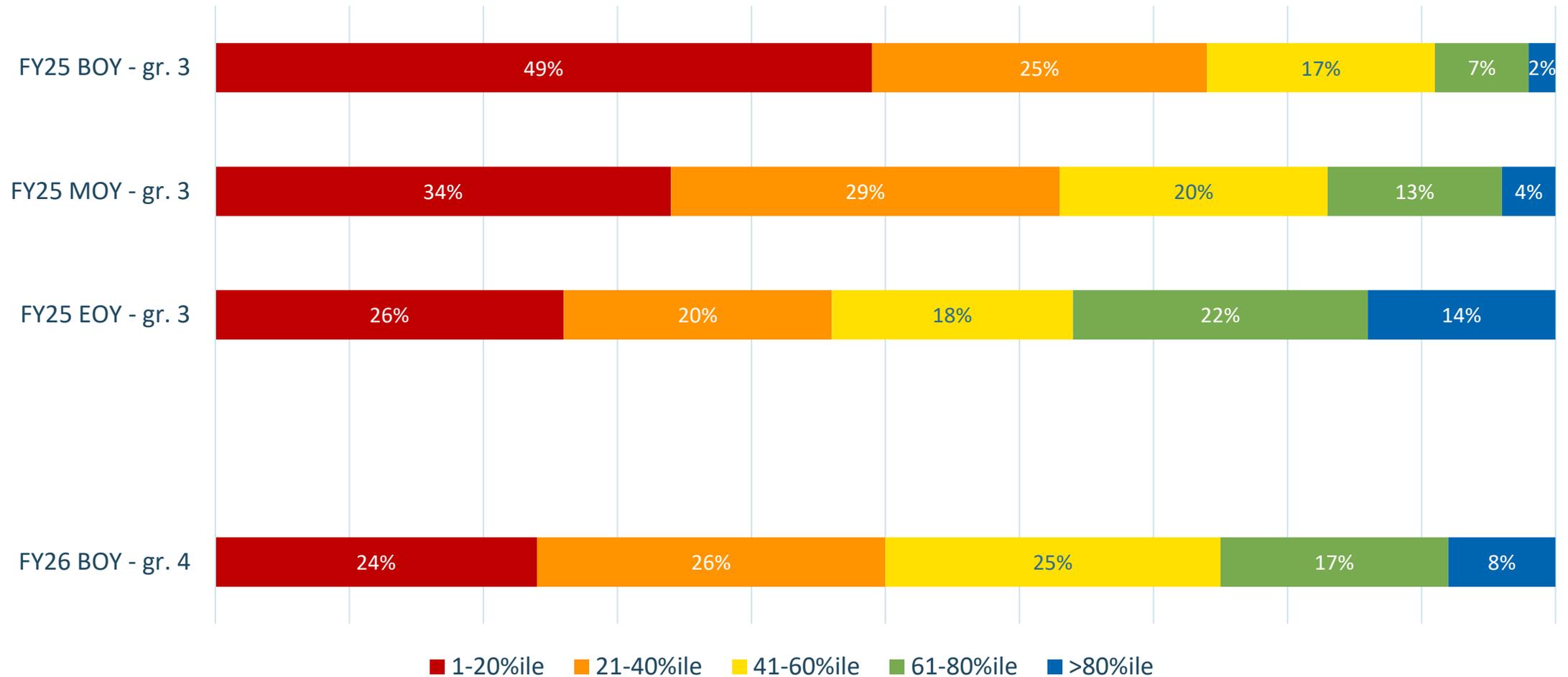


# District Data

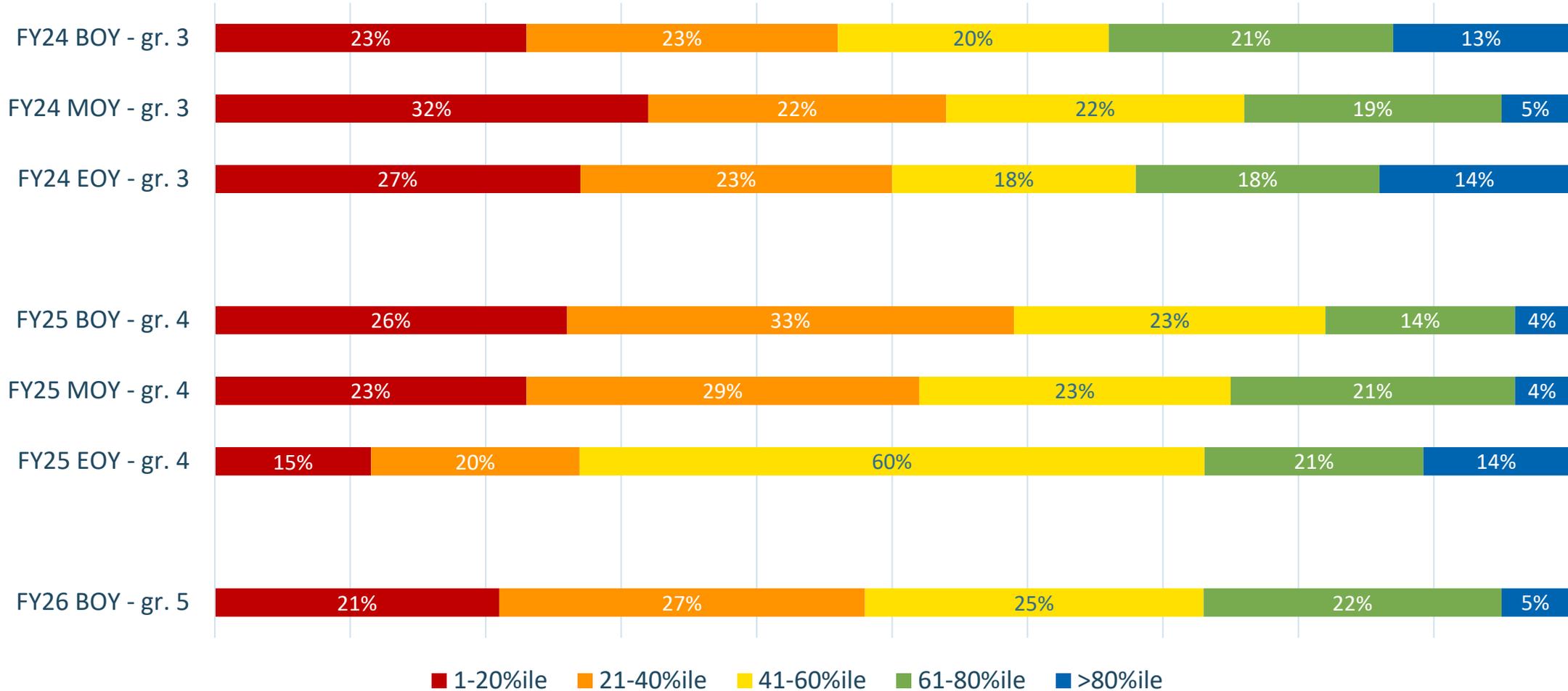
## MAP Growth- Math



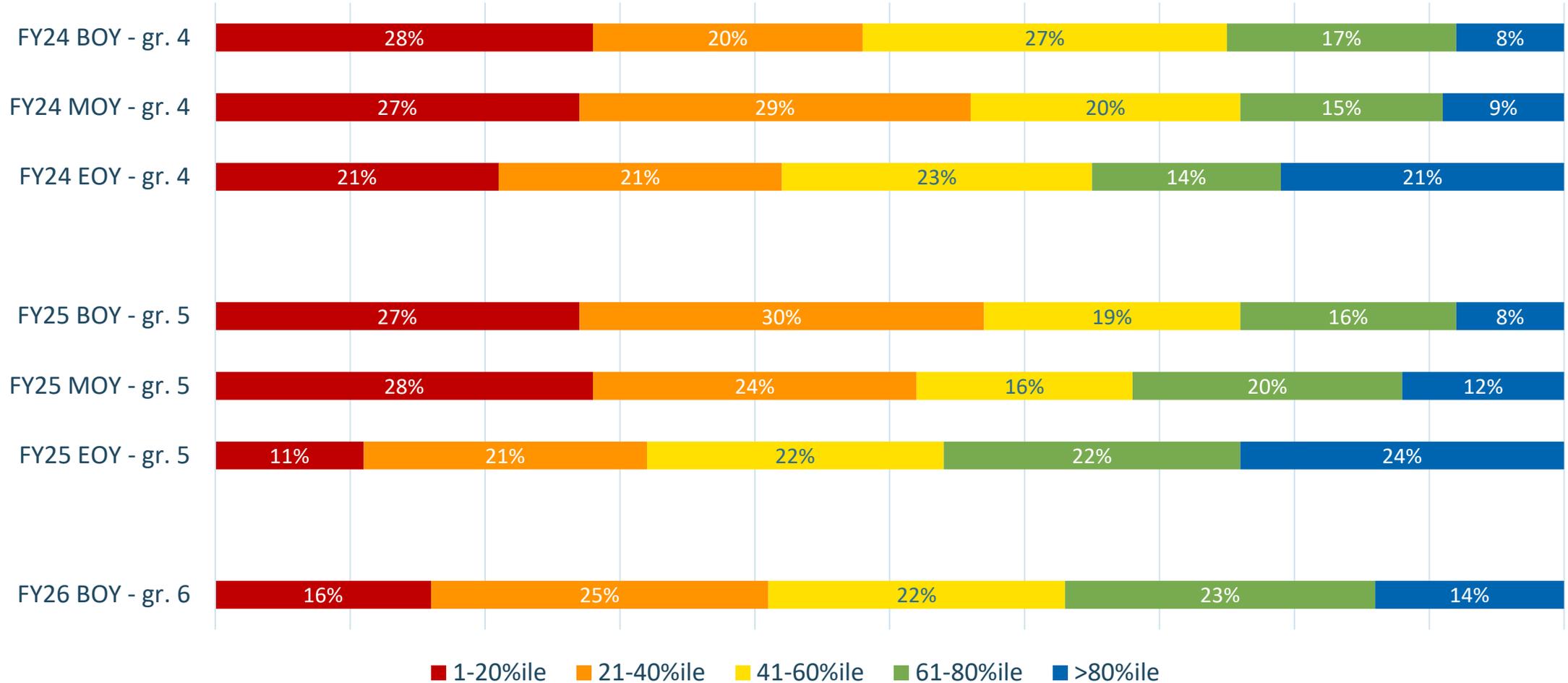
# Current 4<sup>th</sup> Graders MAP Growth- Math



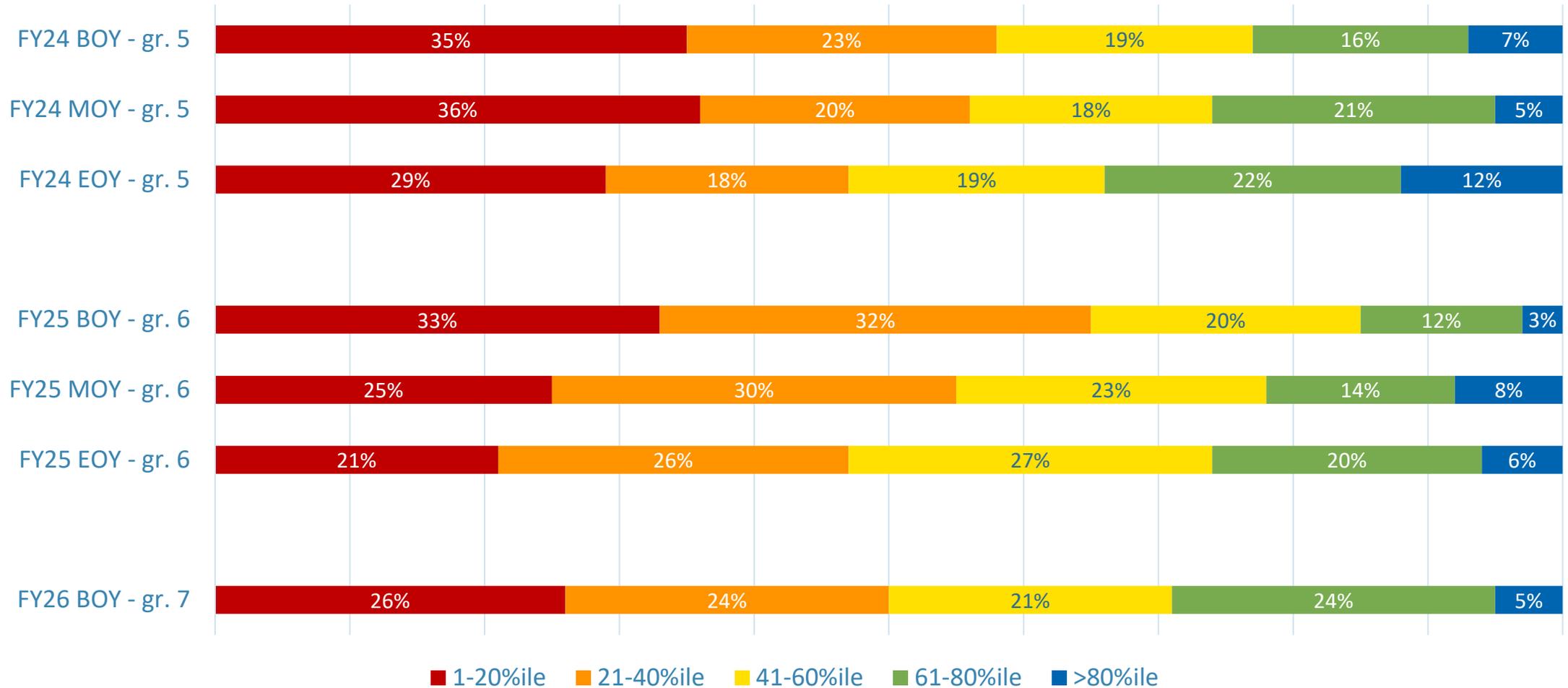
# Current 5<sup>th</sup> Graders MAP Growth- Math



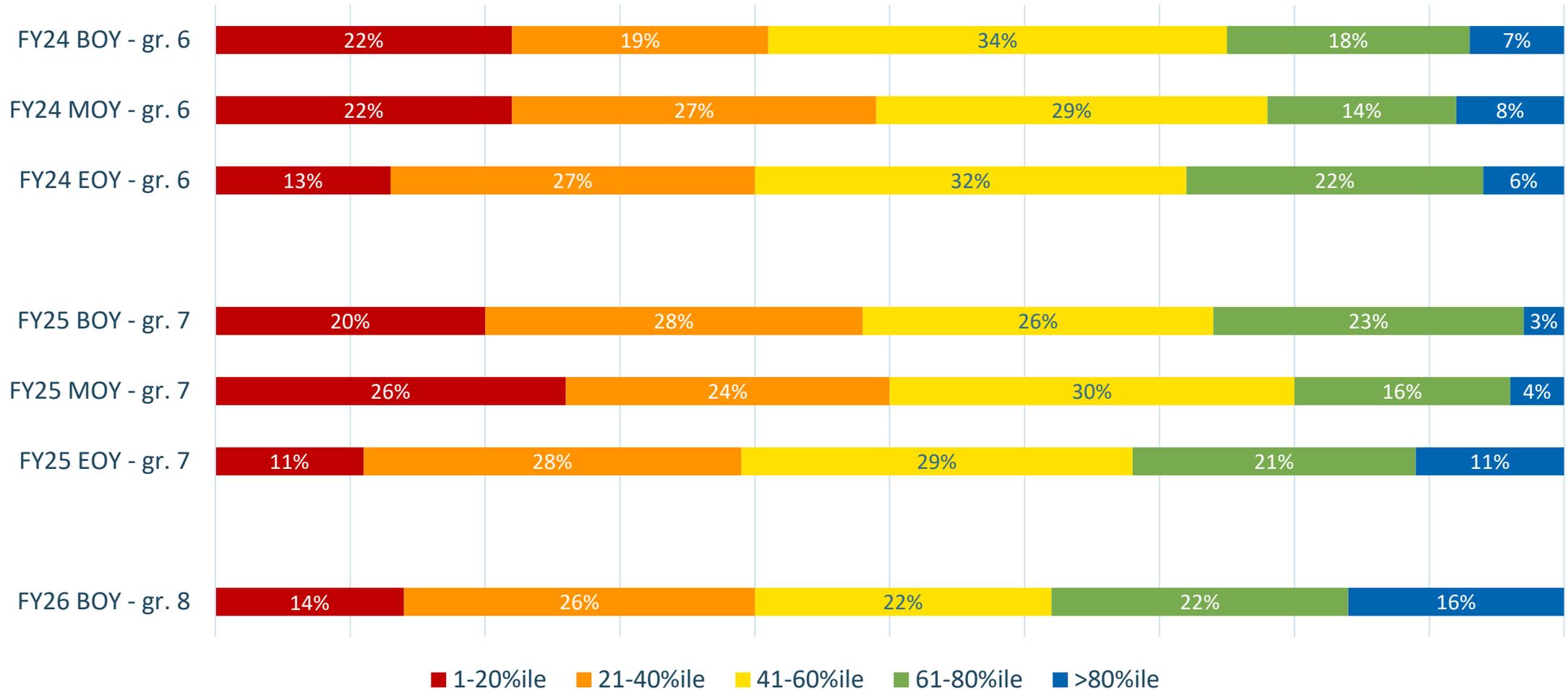
# Current 6<sup>th</sup> Graders MAP Growth- Math



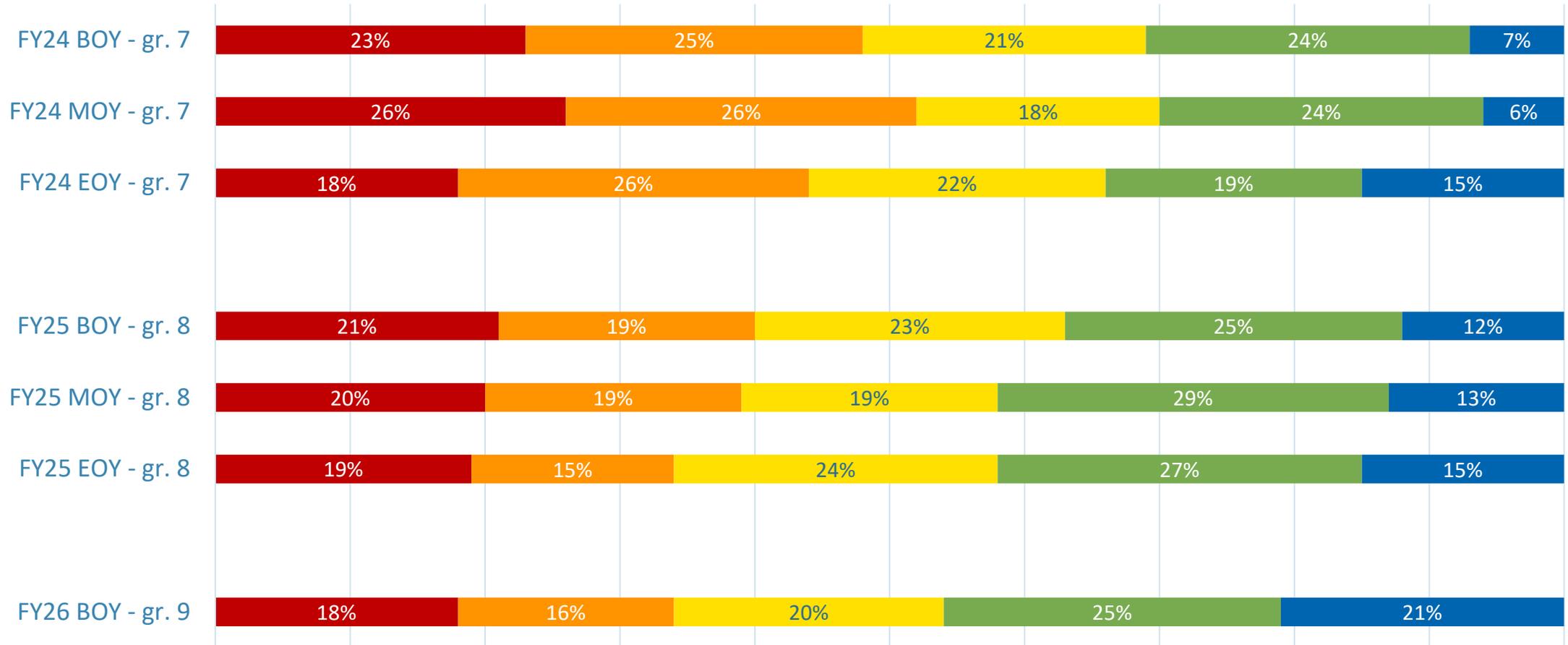
# Current 7<sup>th</sup> Graders MAP Growth- Math



# Current 8<sup>th</sup> Graders MAP Growth- Math



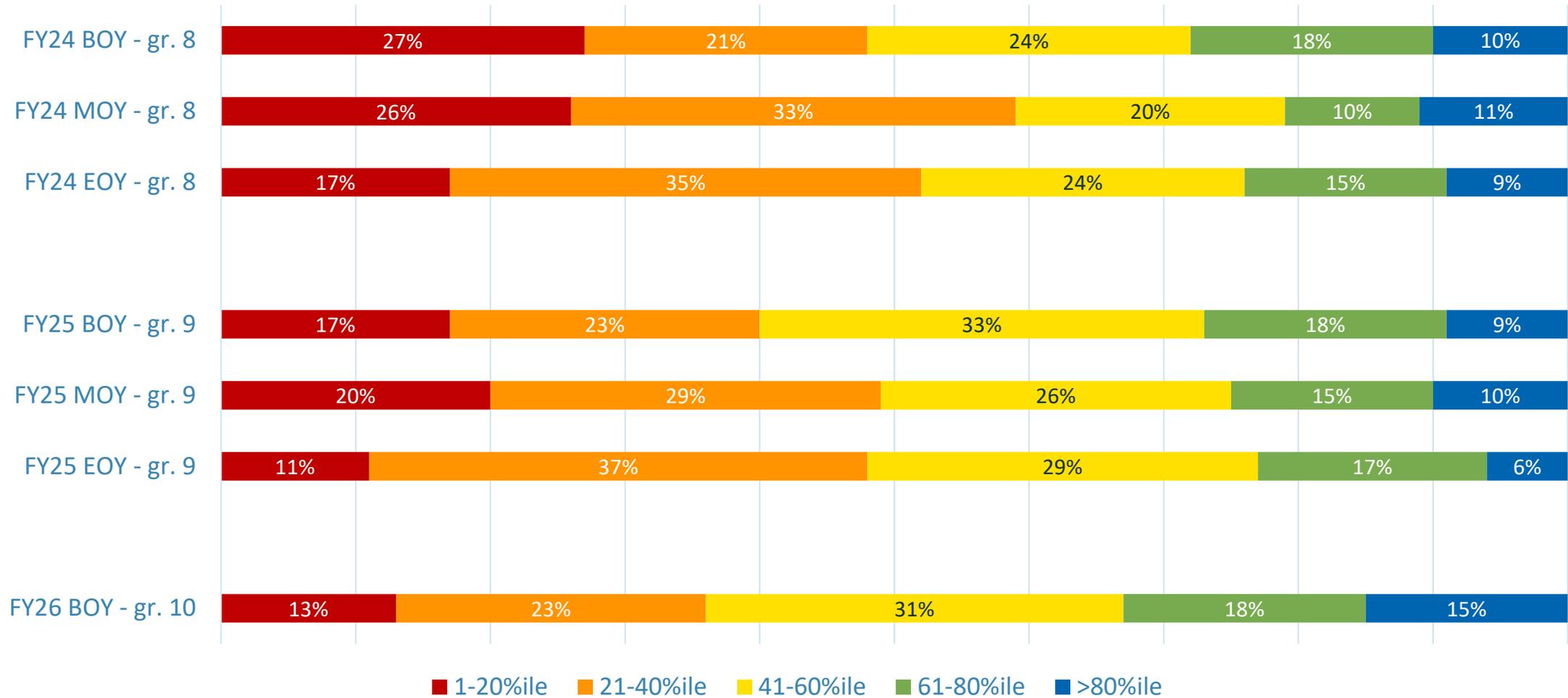
# Current 9<sup>th</sup> Graders MAP Growth- Math



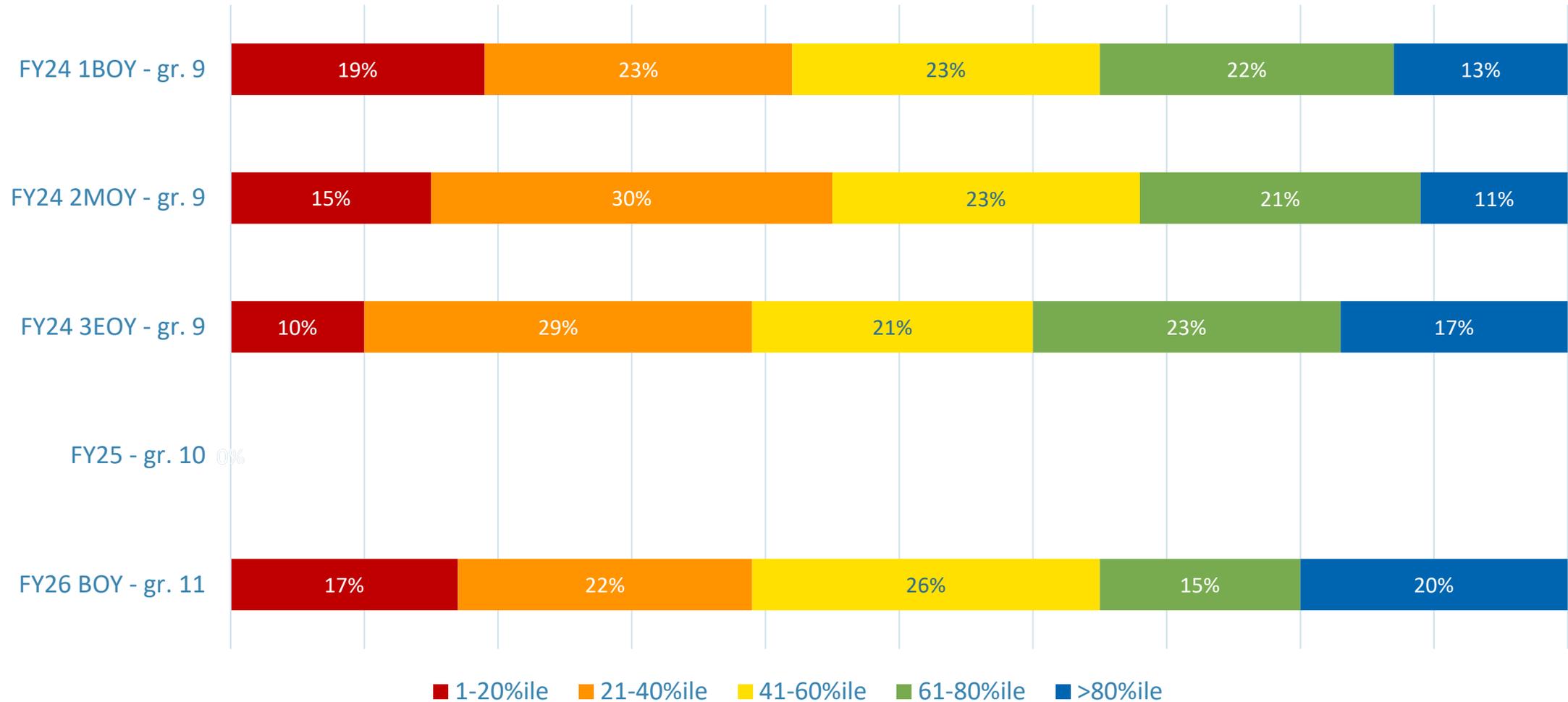
■ 1-20%ile 
 ■ 21-40%ile 
 ■ 41-60%ile 
 ■ 61-80%ile 
 ■ >80%ile



# Current 10<sup>th</sup> Graders MAP Growth- Math



# Current 11<sup>th</sup> Graders MAP Growth- Math



# Grade Report

(1 of 2)



## Grade Report

### Grade 5

**1** Norms Reference Data: 2020 Norms.

**3** Weeks of Instruction: 4 (Fall 2019)

**4** Grouping: None

**5** Small Group Display: No

---

**Math: Math K-12**

**Demo Growth: Math 2-5 / Demonstration Tests - NWEA 2017**

Summary	
Total Number of Students with Valid Growth Scores	143
Mean RIT Score	217.6
Standard Deviation	16.9
District Grade-Level Mean RIT	211.5
Students At or Above District Grade-Level Mean RIT	95
Grade-Level Mean RIT	209.1
Students At or Above Grade-Level Mean RIT	100

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
<b>Overall Performance</b>												
Demo Growth: Math 2-5 / Demonstration Tests - NWEA 2017	23	16%	15	10%	16	11%	27	19%	62	43%	216-218-219	16.9
<b>Instructional Area RIT Range</b>												
Operations and Algebraic Thinking	24	17%	18	13%	11	8%	29	20%	61	43%	216-217-219	18.2
Number and Operations	19	13%	19	13%	15	10%	28	20%	62	43%	216-218-219	17.6
Geometry	24	17%	18	13%	18	13%	25	17%	58	41%	215-217-218	18.1
Measurement and Data	20	14%	17	12%	16	11%	32	22%	58	41%	216-218-219	17.5

**6** Mean RIT Score

**8** Standard Deviation

**10** Sampling error

**8** Standard deviation

**11** Instructional area

**Explanatory Notes**

Tests shown in gray are excluded from summary statistics. Either the test occurred outside the testing window for a term, had an invalid score, or was a repeat test for a student within a term.

Test Breakdown Reasons: \*\*\*\*1 The test duration was too short to provide a valid result. \*\*\*\*2 The overall RIT score for this test is above the valid range. \*\*\*\*3 The overall RIT score for this test is below the valid range. \*\*\*\*4 The standard error for this test is below acceptable limits. \*\*\*\*5 The standard error for this test is above acceptable limits. \*\*\*\*6 The test has been identified as invalid. \*\*\*\*7 High level of rapid guessing has invalidated test.

Due to statistical unavailability, summary data for groups of less than 10 are not shown.

\* This data is not available for reporting. Please refer to help and documentation for more information.

- 1** Norms reference data: Indicates which NWEA norming study your report data draws upon.
- 3** Weeks of Instruction: The number of instructional weeks before testing, as set by your school or district administrator.
- 4** Optional grouping: You may choose to view results by gender or ethnicity. If your district submitted a program file, you may also view summary results by special program.
- 5** Small group display: Summary groups of fewer than 10 students will display when you select this option while generating reports.
- 6** Mean RIT score: The group's average score for the subject in the given term.
- 8** Standard deviation: Indicates academic diversity of a group of students. The lower the number, the more students are alike (zero would mean all scores are the same). The higher the number, the greater the diversity in this group.
- 10** Sampling error: An estimate of the amount of error in an aggregate statistic (commonly the mean) attributed to calculating the statistic on a population sample rather than on the entire population. The larger the group, the lower the sampling error.
- 11** Instructional area: A learning area (e.g., geometry) within a subject (e.g., math). On the Class Breakdown by Instructional Area report, click the instructional area to access the Learning Continuum Class View.

Continued on the next page

# Grade Report

(2 of 2)

map™ GROWTH		Grade Report		Term: Fall 2019-2020		1 Norms Reference Data: 2020 Norms.		
Grade 5		District: NWEA Sample District		3 Weeks of Instruction: 4 (Fall 2019)		4 Grouping: None		
Math: Math K-12		School: Mesa Verde Elementary School		5 Small Group Display: No				
Demo Growth: Math 2-5 / Demonstration Tests - NWEA 2017				11 Instructional Area Performance				
				A. Operations and Algebraic Thinking				
				B. Number and Operations				
				C. Measurement and Data				
				D. Geometry				
Name (Student ID)	Test Date	RIT Score (+/- Std Err)	Percentile (+/- Std Err)	Test Duration	A	B	C	D
Alexander, Douglas (S14468)	09/06/19	215-218-221	66-72-78	60 m	209-218	210-221	209-220	208-216
Anderson, Brian (S14413)	09/10/19	227-230-234	87-91-94	60 m	216-225	222-232	222-232	231-241
Austin, Kimberly (S14485)	09/18/19	209-213-217	49-60-70	60 m	202-213	208-216	207-218	206-217
Barnes, Susan (S14532)	09/20/19	226-229-232	86-90-94	60 m	218-227	218-227	223-232	214-224
Bell, Janice (S14520)	09/06/19	210-213-216	51-60-68	60 m	199-209	212-221	204-215	200-210
Bowman, Ramona (S14420)	09/12/19	209-213-217	49-60-70	60 m	211-220	202-211	209-218	216-227
Brock, Antonio (S14419)	09/12/19	199-202-205	26-32-38	60 m	207-215	192-202	199-208	192-202
Brooks, Chris (S14528)	09/09/19	182-186-190	4-7-10	60 m	188-197	187-198	182-191	175-185
Brooks, Kevin (S14509)	09/10/19	218-221-224	72-78-83	60 m	211-221	218-227	210-220	220-230
Brooks, Percy (S14456)	09/13/19	197-200-203	21-27-34	60 m	188-197	186-196	191-201	186-195
Bryant, Norma (S14535)	09/10/19	241-244-247	98-99-99	60 m	236-246	234-244	241-251	236-246
Bryant, Robert (S14507)	09/10/19	226-229-232	86-90-94	60 m	222-233	230-241	229-237	233-241
Cabral, Gladys (S14476)	09/12/19	195-198-201	18-23-29	60 m	186-195	201-211	184-194	187-197
Campbell, Peter (S14537)	09/20/19	229-232-235	91-93-96	60 m	229-240	226-239	232-241	235-245
Carler, Andrew (S14497)	09/10/19	201-204-207	30-37-44	60 m	200-211	197-208	193-201	196-206
Carler, Peter (S14541)	09/10/19	191-194-198	11-16-22	60 m	196-205	192-202	194-203	194-204
Castro, Edward (S14462)	09/19/19	205-208-211	40-47-55	60 m	195-203	214-222	211-220	210-220
Chan, Monte (S14495)	09/06/19	241-244-247	98-99-99	60 m	244-252	248-258	246-254	243-251
Clark, Susan (S14475)	09/20/19	238-240-243	97-98-99	60 m	244-252	231-239	243-252	227-238
Coleman, Carlos (S14434)	09/20/19	209-213-217	49-60-70	60 m	212-221	207-216	212-221	207-215
Collins, Richard (S14410)	09/11/19	225-227-230	85-88-91	60 m	228-236	229-240	215-225	213-222
Cooper, Melissa (S14529)	09/09/19	218-221-224	72-78-83	60 m	207-218	217-226	216-225	216-225
Diaz, Virginia (S14493)	09/18/19	241-244-247	98-99-99	60 m	239-247	248-257	246-257	241-250
Douglas, Lonnie (S14416)	09/20/19	217-221-225	70-78-85	60 m	226-235	218-229	214-225	224-233
Edwards, Diane (S14516)	09/10/19	229-232-235	90-93-96	60 m	233-242	232-242	230-240	227-237
Edwards, Maria (S14444)	09/20/19	232-236-240	94-96-98	60 m	236-246	238-247	234-244	234-243

## Explanatory Notes

Tests shown in gray are excluded from summary statistics. Either the test occurred outside the testing window for a term, had an invalid score, or was a repeat test for a student within a term.

Test Invalidation Reasons: \*\*\*1 The test duration was too short to provide a valid result. \*\*\*2 The overall RIT score for this test is above the valid range. \*\*\*3 The overall RIT score for this test is below the valid range.

\*\*\*4 The standard error for this test is below acceptable limits. \*\*\*5 The standard error for this test is above acceptable limits. \*\*\*6 The test has been identified as invalid. \*\*\*7 High level of rapid guessing has invalidated test.

Due to statistical unreliability, summary data for groups of less than 10 are not shown.

\* This data is not available for reporting. Please refer to help and documentation for more information.

- 1 Norms reference data: Indicates which NWEA norming study your report data draws upon.
- 3 Weeks of Instruction: The number of instructional weeks before testing, as set by your school or district administrator.
- 4 Optional grouping: You may choose to view results by gender or ethnicity. If your district submitted a program file, you may also view summary results by special program.
- 5 Small group display: Summary groups of fewer than 10 students will display when you select this option while generating reports.
- 9 Standard error of measurement or error margin: An estimate of the amount of error in an individual's observed achievement score. The smaller the standard error, the more precise the achievement estimate.
- 11 Instructional area: A learning area (e.g., geometry) within a subject (e.g., math). On the Class Breakdown by Instructional Area report, click the instructional area to access the Learning Continuum Class View.
- 13 RIT score range: A range of RIT scores defined by the student's RIT score plus and minus one standard error of measurement. If the student took the test again relatively soon, you could expect their score to fall within this range about 68% of the time.
- 14 Percentile: The percentage of students in the NWEA national norm sample for a grade and subject area that a given student's score (or group of students' mean score) equaled or exceeded. Percentile range is computed by identifying the percentile ranks of the low and high ends of the RIT score range (see annotation 13).
- 19 Instructional area score: The student's performance in the instructional area tested. Most reports show instructional area scores as RIT score ranges (e.g., 187-199). The Student Profile report shows the midpoint of the student's RIT score range. Class Breakdown reports sort students into 10-point RIT bands, based on the midpoint of their instructional area RIT score range.

## Tips and tricks

- ➔ Test duration: While this report only lists test durations of 60 minutes, this column of data will show actual time-on-test for your students. You will see a range of numbers here, usually between 40-60 minutes.

**Printing options:** This report can be generated by instructional area descriptors as well as RIT score ranges.

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# Achievement Status and Growth Summary with Quadrant Chart

(1 of 2)



- 1 Norms reference data:** Indicates which NWEA norming study your report data draws upon.
- 2 Growth comparison period:** The two terms for which you wish to receive student growth data.
- 3 Weeks of instruction:** The number of instructional weeks before testing, as set by your school or district administrator.
- 4 Optional grouping:** You may choose to view results by gender or ethnicity. If your district submitted a program file, you may also view summary results by special program.
- 5 Small group display:** Summary groups of fewer than 10 students will display when you select this option while generating reports.
- 14 Percentile:** The percentage of students in the NWEA national norm sample for a grade and subject area that a given student's score (or group of students' mean score) equaled or exceeded. Percentile range is computed by identifying the percentile ranks of the low and high ends of the RIT score range (see annotation 13).
- 32 Conditional growth percentile:** The conditional growth index (see annotation 31) translated into national percentile rankings for growth.

## Tips and tricks

- Adjustable quadrants:** You can change the numbers in these two boxes to define your own quadrants.

Continued on the next page

# Achievement Status and Growth Summary with Quadrant Chart

(2 of 2)

Quadrant	Student Name Student ID	FA2019 Grade	FA2019 Date	Achievement Status				Growth								
				13 RIT Score Range	14 Achievement Percentile Range	Winter 2020		25 Projected RIT Score	26 Projected Growth	27 Observed Growth	28 Student Observed Growth SE	29 Growth Index	30 Met Projected Growth	31 Conditional Growth Index	32 Conditional Growth Percentile	
Math K-12: 27 Students																
	Alexander, Douglas S14480	5	12/2/2019	215-218-221	66-72-78	213-217-221*	47-56-65*	224	6	-1	4.5	-7	No	-1.23	11	
	Bowman, Ramona S14420	5	12/4/2019	206-213-217*	49-60-70*	206-209-212	30-36-42	218	5	-4	4.9†	-9	No	-1.67	5	
	Ryant, Norma S14535	5	12/19/2019	241-244-247	90-99-99	244-247-250	97-98-99	249	5	3	4	-2	No†	0.43	33	
	Bryant, Robert S14507	5	12/3/2019	226-229-232	89-90-94	234-237-240	88-92-95	234	5	8	4.6	3	Yes†	0.51	69	
	Carter, Peter S14541	5	12/18/2019	190-194-198	11-16-22	190-193-196	6-9-12	200	6	-1	4.5	-7	No	-1.29	10	
	Castro, Edward S14462	5	12/6/2019	205-208-211	40-47-55	211-214-217	42-48-55	214	6	6	3.9	0	Yes†	0.09	54	
	Chan, Monte S14495	5	12/19/2019	241-244-247	90-99-99	239-242-245	94-96-97	249	5	2	4.2	-7	No	1.43	8	
	Collins, Richard S14410	5	12/6/2019	224-227-230	85-88-91	234-237-240	90-92-94	233	6	10	3.5	4	Yes	0.97	83	
	Flores, James S14527	5	12/16/2019	186-202-206*	24-32-41*	197-200-203	13-18-23	209	8	-2	4.8†	-8	No	-1.39	8	
	Freeman, Marcella S14449	5	12/17/2019	207-211-215*	44-55-65*	209-213-217*	37-46-55*	216	5	2	5.4†	-3	No†	-0.58	28	
	Gonzalez, John S14550	5	12/13/2019	232-236-240*	83-96-98*	230-233-236	83-88-91	240	4	-3	5.1†	-7	No	-1.29	10	
	Hall, Scott S14600	5	12/8/2019	201-204-207	30-37-43	209-211-214	34-41-46	210	6	7	3.8	1	Yes†	0.3	62	
	Hil, Lawrence S14521	5	12/20/2019	220-224-228*	75-83-89*	226-230-234	77-83-88	229	5	6	5.5†	1	Yes†	0.19	57	
	Howard, Frank S14553	5	12/5/2019	197-201-205	22-30-38	205-208-211	27-34-41	207	6	7	4.7	1	Yes†	0.23	59	
	King, Jennifer S14477	5	12/20/2019	220-223-226	75-82-87	220-224-228*	64-72-79*	229	5	1	5†	-4	No†	-0.76	23	
	Lawson, Cina S14546	5	12/2/2019	194-198-202*	17-23-31*	202-207-212*	23-32-42*	204	6	9	5.8†	3	Yes†	0.46	68	
	Lewis, Eric S14404	5	12/8/2019	240-244-248*	96-99-99*	241-245-249*	95-97-98*	248	4	1	5.4†	-3	No†	-0.53	30	
	Martinez, Marie S14487	5	12/3/2019	203-206-209	34-42-50	208-211-214	33-41-48	212	6	5	4.5	-1	No†	-0.12	45	
	Martinez, Stephanie S14549	5	12/6/2019	230-234-236*	81-95-97*	226-230-234*	76-83-89*	239	4	4	6†	8	No	1.25	11	
	Morrison, Grady S14439	5	12/16/2019	221-225-229*	77-85-90*	220-223-226	63-70-76	230	5	-2	5.3†	-7	No	-1.15	13	
	Nelson, Amanda S14455	5	12/3/2019	215-219-223*	66-74-81*	223-226-229	70-76-82	224	5	7	4.8†	2	Yes†	0.31	62	
	Peters, Luis S14515	5	12/10/2019	223-227-231*	81-88-92*	222-226-230*	68-76-82*	232	5	-1	5.6†	-6	No	-0.91	18	
	Roberts, Amy S14431	5	12/10/2019	232-236-240*	93-96-98*	234-238-242*	88-93-96*	241	5	2	5.8†	-3	No†	-0.41	34	
	Ross, Shirley S14554	5	12/11/2019	215-219-223*	66-74-81*	228-229-232	77-82-86	224	5	10	4.5	5	Yes	0.09	81	
	Sims, Eleanor S14482	5	12/6/2019	233-236-239	94-98-98	231-234-237	95-99-92	241	5	-2	4.4	-7	No	-1.34	9	
	Snyder, Toby S14543	5	12/3/2019	237-240-243	98-98-99	236-242-246*	92-95-97*	245	5	2	5.4†	-3	No†	-0.49	31	
	Stone, Valene S14649	5	12/20/2019	194-197-200	16-21-27	189-203-207*	16-23-32*	203	6	6	4.9†	0	Yes†	0.07	53	

**13 RIT score range:** A range of RIT scores defined by the student's RIT score plus and minus one standard error of measurement. If the student took the test again relatively soon, you could expect their score to fall within this range about 68% of the time.

**14 Percentile:** The percentage of students in the NWEA national norm sample for a grade and subject area that a given student's score (or group of students' mean score) equaled or exceeded. Percentile range is computed by identifying the percentile ranks of the low and high ends of the RIT score range (see annotation 13).

**25 Projected RIT score or RIT projection:** The predicted future score for a student who makes typical growth, based on NWEA national growth norms. Projections take into account the student's initial score, grade level, and time between tests.

**26 Projected growth, growth projection, or typical growth:** The change in RIT score that about half of US students will make over time, based on student growth norms. The student's initial score plus projected growth equals projected RIT. The Student Growth Summary report shows grade-level growth projections, which are based on school growth norms.

**27 Observed growth or RIT growth:** The change in a student's RIT score during the growth comparison period. On the Student Growth Summary report, observed growth is the end-term mean RIT minus the start-term mean RIT.

**28 Observed growth standard error:** Amount of measurement error associated with observed term-to-term growth. If the student could be tested again over the same period with comparable tests, there would be about a 68% chance that growth would fall within a range defined by the term-to-term growth, plus or minus the standard error.

**29 Growth Index:** The difference between observed and projected growth. A zero indicates the student met projection exactly. Do not use this index to compare performance between students; use the conditional growth index (see annotation 31) instead.

**30 Met projected growth:** Indicates Yes if the student's term-to-term growth equaled or exceeded the growth projection and No if growth was less than projected. A † means that the difference between the student's observed and projected growth is less than the observed growth standard error.

**31 Conditional growth index:** This index allows for growth comparisons between students. It incorporates conditions that affect growth, including weeks of instruction before testing and students' starting RIT scores. A value of zero corresponds to mean growth, indicating growth matched projection.

**32 Conditional growth percentile:** The conditional growth index (see annotation 31) translated into national percentile rankings for growth.

## Tips and tricks

**Color coding:** The color next to the student's name helps you identify what quadrant they are in.

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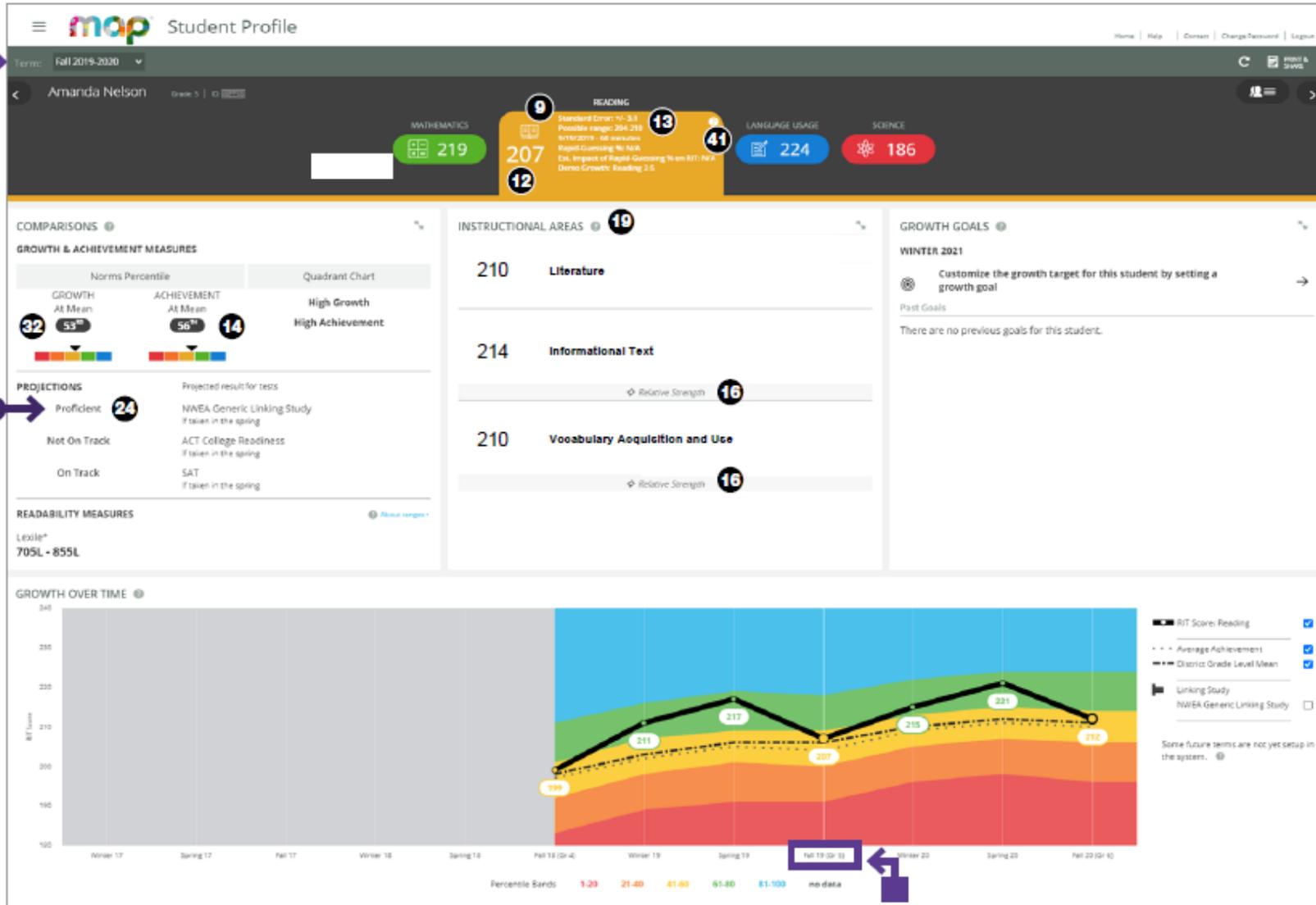
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OCT21 | PL2059

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# Student Profile Report



- 9 Standard error of measurement or error margin:** An estimate of the amount of error in an individual's observed achievement score. The smaller the standard error, the more precise the achievement estimate.
- 12 RIT score:** A student's overall scale score on the test for a given subject.
- 13 RIT score range:** A range of RIT scores defined by the student's RIT score plus and minus one standard error of measurement. If the student took the test again relatively soon, you could expect their score to fall within this range about 68% of the time.
- 14 Percentile:** The percentage of students in the NWEA national norm sample for a grade and subject area that a given student's score (or group of students' mean score) equaled or exceeded. Percentile range is computed by identifying the percentile ranks of the low and high ends of the RIT score range (see annotation 13).
- 16 17 Area of relative strength OR suggested area of focus:** Chosen relative to the whole subject score, plus or minus the standard error. Both of these items are highlighted within the Instructional Areas segment of this report.
- 19 Instructional area score:** The student's performance in the instructional area tested. Most reports show instructional area scores as RIT score ranges (e.g., 187-199). The Student Profile report shows the midpoint of the student's RIT score range. Class Breakdown reports sort students into 10-point RIT bands, based on the midpoint of their instructional area RIT score range.
- 24 Projected proficiency category:** Students are grouped in predicted proficiency categories based on NWEA linking studies that align the MAP Growth RIT scale to state assessments and college and career readiness measures.
- 32 Conditional growth percentile:** The conditional growth index (see annotation 31) translated into national percentile rankings for growth.
- 41 Rapid guess percentage:** Percent of responses when a student answered a test question in well below the average response time measured by NWEA. The response is so fast that the student could not actually view and comprehend the whole question.

## Tips and tricks

- Categories of proficiency:** In this area, you will see your state's specific categories of proficiency.
- Term Selection:** Use this drop-down menu to select the test event you want to review. In this example, we are looking at a test event from 2019. This means that the Growth Over Time section displays RIT scores for future test events.

# Student Profile Report

## Comparisons

**MAP Student Profile**

Term: Fall 2019-2020

Amanda Nelson | Grade 5 | ID: 514455

**MATHEMATICS** 219

**READING** 207  
Standard Error: +/- 3.1  
Possible range: 204-210  
0-10/20/30 - 20 minutes  
Rapid-Guessing %: N/A  
Est. Impact of Rapid-Guessing % on RIT: N/A  
Demo Growth: Reading 2-9

**LANGUAGE USAGE** 224

**SCIENCE** 186

**COMPARISONS**

**GROWTH & ACHIEVEMENT MEASURES** Comparison Period: Fall 2018 - Fall 2019

Amanda is in the **53rd percentile for Growth** and the **56th percentile for Achievement**. This places them in the **High Growth, High Achievement** quadrant. [Learn why this is important, and view examples](#)

**Norms Percentile** **Quadrant Chart** **Conditional Growth**

**GROWTH** - At Mean - **53<sup>rd</sup>** **32**

**ACHIEVEMENT** - At Mean - **56<sup>th</sup>** **14**

**Quadrant Chart**: High Growth, High Achievement (31)

**Conditional Growth**: **0.08** Conditional Growth Index  
0.00 being average growth, Amanda grew more than their matching peers.  
[Watch a short video to learn more about Conditional Growth](#)

**PROJECTIONS** **24**

Projected result for tests

- Proficient: NWEA Generic Linking Study if taken in the spring [LINKING STUDY](#)
- Not On Track: ACT College Readiness if taken in the spring [LINKING STUDY](#)
- On Track: SAT if taken in the spring [LINKING STUDY](#)

**MAPPING THE ROAD TO COLLEGE**

See where Amanda's MAP Growth scores can take them. [COLLEGE EXPLORER TOOL](#)

**READABILITY MEASURES** [About ranges](#)

These are measures of reading material text complexity. Consider Amanda's age and interests when using these measures to select books for Amanda to read.

Lexile\* **15**  
705L - 855L

**Projected Growth** +7 RIT (from start of term) **26**

**Observed Growth** +8 RIT (end of term) **27**

- 14 Percentile:** The percentage of students in the NWEA national norm sample for a grade and subject area that a given student's score (or group of students' mean score) equaled or exceeded. Percentile range is computed by identifying the percentile ranks of the low and high ends of the RIT score range (see annotation 13).
- 15 Lexile/Lexile range:** Lexile reading range is the range of texts a student is likely to comprehend when reading independently. The student may require increased instructional support to comprehend text at higher ranges.
- 24 Projected proficiency category:** Students are grouped in predicted proficiency categories based on NWEA linking studies that align the MAP Growth RIT scale to state assessments and college and career readiness measures.
- 26 Projected growth, growth projection, or typical growth:** The change in RIT score that about half of US students will make over time, based on student growth norms. The student's initial score plus projected growth equals projected RIT. The Student Growth Summary report shows grade-level growth projections, which are based on school growth norms.
- 27 Observed growth or RIT growth:** The change in a student's RIT score during the growth comparison period. On the Student Growth Summary report, observed growth is the end-term mean RIT minus the start-term mean RIT.
- 31 Conditional growth Index:** This index allows for growth comparisons between students. It incorporates conditions that affect growth, including weeks of instruction before testing and students' starting RIT scores. A value of zero corresponds to mean growth, indicating growth matched projection.
- 32 Conditional growth percentile:** The conditional growth index (see annotation 31) translated into national percentile rankings for growth.
- 41 Rapid guess percentage:** Percent of responses when a student answered a test question in well below the average response time measured by NWEA. The response is so fast that the student could not actually view and comprehend the whole question.

### Tips and tricks

- Categories of proficiency:** In this area, you will see your state's specific categories of proficiency.

# Student Profile Report

## Instructional Areas

**MAP Student Profile**

Term: Fall 2019-2020

Amanda Nelson Grade: 5 ID: 214403

**READING** Standard Error: 17-31 Possible range: 204-210 9/9/2019 - 66 minutes Rapid-Guessing %: N/A Ed. Impact of Rapid-Guessing % on RIT: N/A Dem: Growth: Reading 2.5

MATHEMATICS 219

LANGUAGE USAGE 224

SCIENCE 186

**INSTRUCTIONAL AREAS**

Group by: STANDARD TORIC

Grade(s): All Grades

Show learning statements: SHOW HIDE

View learning statements to: REINFORCE DEVELOP INTRODUCE

**19** View All Instructional Areas

Literature 210 ± 47

Informational Text 214 ± 5 Relative Strength

Vocabulary Acquisition and Use 215 ± 4.5 Relative Strength **16**

These learning statements apply to Amanda's current RIT score

**Literature**

~ Literature: Craft and Structure

Author's Craft: Figurative Language

**Amara is ready to DEVELOP these skills (201-210):**

- Analyzes the effect of figurative language in literary text
- Determines the meaning of a figurative phrase in literary text **23**
- Interprets allusion in literary text
- Interprets extended metaphor in literary text
- Interprets irony in literary text
- Interprets metaphor that makes a simple comparison to describe a concrete idea in literary text
- Interprets onomatopoeia in literary text
- Interprets personification in literary text
- Interprets simile in literary text
- Interprets simile in poetry
- Interprets symbolism in literary text
- Interprets the effect of repetition in literary text
- Interprets use of rhyme in poetry

Author's Craft: Foreshadowing, Flashback

**Amara is ready to DEVELOP these skills (201-210):**

- Identifies flash-forward in literary text
- Understands how authors develop characters using flashback

- 16 Area of relative strength:** Chosen relative to the whole subject score, plus the standard error.
- 19 Instructional area score:** The student's performance in the instructional area tested. Most reports show instructional area scores as RIT score ranges (e.g., 187-199). The Student Profile report shows the midpoint of the student's RIT score range. Class Breakdown reports sort students into 10-point RIT bands, based on the midpoint of their instructional area RIT score range.
- 23 Learning statements:** Statements that define learning objectives to help guide instruction.
- 41 Rapid guess percentage:** Percent of responses when a student answered a test question in well below the average response time measured by NWEA. The response is so fast that the student could not actually view and comprehend the whole question.

# Student Profile Report

## Growth Goals

**MAP Student Profile**

Term: Fall 2019-2020

Amanda Nelson | Grades 3 | ID: 514155

**READING** Standard Error: +/- 3.1  
Possible range: 204-219  
9/15/2019 - 60 minutes  
Rapid-Guessing %: N/A  
Est. Impact of Rapid-Guessing % on RIT: 30%  
Demo Growth: Reading 2.5

**MATHEMATICS** 219

**LANGUAGE USAGE** 224

**SCIENCE** 186

**41** Rapid guess percentage

**GROWTH GOALS**

Set a goal for: Winter 2021

Set a goal by:

**RIT Scores**

Goal RIT score: 216

RIT growth: 4

**Percentiles**

Achievement percentile: 55 **14**

Growth percentile: 52 **32**

Conditional Growth Index: 0.05 **31**

**25** RIT score if projected growth is met: 216

**26** Projected growth: 4

Average achievement: 214

**40** Action Plan (optional)

What actions will be taken to achieve this growth?

**Instructional Area Scores - Fall 2020**

Vocabulary Acquisition and Use	216
Literature	213
Relative Strength Informational Text	222
Relative Strength	

**14** **Percentile:** The percentage of students in the NWEA national norm sample for a grade and subject area that a given student's score (or group of students' mean score) equaled or exceeded. Percentile range is computed by identifying the percentile ranks of the low and high ends of the RIT score range (see annotation 13).

**25** **Projected RIT score or RIT projection:** The predicted future score for a student who makes typical growth, based on NWEA national growth norms. Projections take into account the student's initial score, grade level, and time between tests.

**26** **Projected growth, growth projection, or typical growth:** The change in RIT score that about half of US students will make over time, based on student growth norms. The student's initial score plus projected growth equals projected RIT. The Student Growth Summary report shows grade-level growth projections, which are based on school growth norms.

**31** **Conditional growth index:** This index allows for growth comparisons between students. It incorporates conditions that affect growth, including weeks of instruction before testing and students' starting RIT scores. A value of zero corresponds to mean growth, indicating growth matched projection.

**32** **Conditional growth percentile:** The conditional growth index (see annotation 31) translated into national percentile rankings for growth.

**40** **Set goal:** Set custom growth goals for your students. In the example, the educator and student have already set a catch-up growth goal for winter and are about to set one for spring.

**41** **Rapid guess percentage:** Percent of responses when a student answered a test question in well below the average response time measured by NWEA. The response is so fast that the student could not actually view and comprehend the whole question.

### Tips and tricks

**Filter linking studies:** You can click on these boxes to filter out views for state proficiency tests and ACT/SAT linking study information.

**Quickly locate a different student:** Click on this icon for a drop-down menu of the rest of the students in the class.

**Print and share:** Use this feature to print the screen, create and print a batch PDF, or create a Family Report for the student you are viewing.

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# Board Agenda Item

Kodiak Island Borough School District  
722 Mill Bay Rd  
Kodiak, Alaska 99615

Board Mtg. Date	Reports of the Superintendent	Action Item	Consent Agenda	Reports, Routine Monthly	Other
10.06.2025	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Subject:</b>	<b>FY26 GRANT SUMMARY REPORT</b>				
<b>Presenter or Contact Person:</b>	Krista Cowley, Chief Financial Officer Cyndy Mika, Superintendent				
<b>Summary:</b>	BP 3460 The Superintendent or designee shall keep the School Board informed about the District's financial condition.				
<b>Financial Implications:</b>	See attached Grants Summary Spreadsheet				
<b>Attachments:</b>	FY26 Grants Summary Spreadsheet and Grant award documents				
<b>Recommendation:</b>	<b>The Administration recommends the Board approve the FY26 Grant Summary Report submitted.</b>				
<b>Motion:</b>	<b>Move to approve acceptance of the following grants as presented:</b> <ul style="list-style-type: none"><li>• <b>AKLiteracy in the amount of \$24,257.44;</b></li><li>• <b>Career Technical Education (CTE) in the amount of \$58,394.00;</b></li><li>• <b>CLSD 2024 Cohort in the amount of \$350,000.00;</b></li><li>• <b>Early Learning in the amount of \$577,018.10;</b></li><li>• <b>Imagination Library in the amount of \$5,500.00;</b></li><li>• <b>School Improvement in the amount of \$20,000.00;</b></li><li>• <b>Section 619 in the amount of \$17,905.00;</b></li><li>• <b>Title VI-B in the amount of \$652,124.00</b></li></ul>				

## Kodiak Island Borough School District Grant Summary Report for Approval

Board Meeting Date: 10.06.2025

Ref #	Grant Title	Department Requesting	Status (New Grant, Renewal Grant)	Prior Year Grant Award	Current Grant Award	Change in Grant Amount	Effective Date	Expiration Date	Notes/ Summary of Grant	Administrator Requesting
AL26.KISD.01	AKLiteracy	Rural Schools	Renewal	\$ 73,019.87	\$ 24,257.44	\$ 48,762.43	10.1.2023	9.30.2025	These are the final rolled over funds for our Comprehensive Literacy Development grant. These funds had to be spent by 9/30/25.	Peggy Azuyak
EK 26.KISD.01	Career Technical Education	Federal Programs	Renewal	\$ 54,801.00	\$ 58,394.00	\$ 3,593.00	7.1.25	6.30.26	CTE - Carl Perkins; Focus on improving career and technical education (CTE) for secondary and postsecondary students, emphasizing equity for special populations, closing achievement gaps, and preparing students for high-skill, high-wage careers. This grant aims to fund initiatives that promote academic and technical skill development, strengthen connections between education and the local workforce. This year, the grant will re-pioneer opportunities for Kodiak Rural Schools to take part in CTE.	Todd Burton

PE26.KISD.01	Early Learning	Early Childhood	Renewal	\$577,018.10	\$577,018.10	0	07.01.2025	06.30.2026	The Pre-Elementary Grant (PEG) is a state-funded program that supports school districts in developing high-quality preschool programs with goals to improve kindergarten readiness, language skills, and attendance. The Pre-Elementary Grant offers competitive funding to expand preschool access and serve vulnerable populations, resulting in positive educational outcomes.	Dan Klingler
	Imagination Library Grant	Special Education Services	Renewal	\$ 5,500.00	\$ 5,500.00	0	7.1.25	6.30.26	Dolly Parton's Imagination Library (a program Dolly Parton started in 1996) provides new, age-appropriate, high-quality books in the mail each month to enrolled children under the age of 5 at no cost to their families. When families enroll their children in our Kodiak Imagination Library, they may increase family reading time and the desire for future school success. Long-term benefits to include students entering Kindergarten ready for success and an increase in students reading on grade-level by 3rd grade. These grant funds help pay to bring the Imagination Library to Kodiak.	Dan Klingler
SI26.KISD.01	School Improvement	AKTEACH	Renewal	\$ 75,000.00	\$ 20,000.00	\$ 55,000.00	07.01.2025	09.30.2027	This is a renewal of the AKTEACH School Improvement grant. AKTEACH continues its Targeted Assistance due to low participation in State testing in two demographic populations.	Peggy Azuyak

SE26.KISD.01	Section 619	Special Education Services	Renewal	\$ 27,955.19	\$ 17,905.00	\$ (10,050.19)	07.01.2025	09.30.2027	The 619 grant under IDEA provide federal funding to states and local districts to ensure children ages three to five with disabilities receive Free Appropriate Public Education (FAPE) and early intervention services, facilitating specialized instruction, professional development, and resources to improve their developmental outcomes and successful participation in various settings.	Dan Klingler
SE26.KISD.01	Title VI-B	Special Education Services	Renewal	\$693,605.14	\$652,124.00	\$ (41,481.14)	07.01.2025	09.30.2027	Title VI-B of IDEA provides federal funds to states to ensure students with disabilities aged 3-21 receive free appropriate public education (FAPE). Funds support special education services, related supports, staff development, and initiatives to improve outcomes, with allocations distributed from federal to state and local levels to fund direct services and statewide activities.	Dan Klingler



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## Grant Award Report

Kodiak Island Borough School District (28) Public School District - FY 2026 - AKLiteracy - Rev 0 - Grant Award Report

KC Session Timeout: 59:32 ([Hide Timer](#))

Go To

Navigation bar with icons for back, forward, refresh, search, and zoom. Includes a search input field and a 'Find | Next' button.

### Alaska Department of Education and Early Development

**Grant Recipient:** Kodiak Island Borough School District  
**Grant Number:** AL 26.KISD.01  
**Vendor Number:** TKI84571  
**Revision:** 0  
**Authorized Representative:** Cyndy Mika  
**Total Grant Amount:** \$24,257.44  
**Funding Application:** AKLiteracy  
**Previous Amount:** \$0.00  
**Contact Person:** Peggy Azuyak  
**Change:** \$24,257.44  
**Grant Period:** 7/1/2025 - 6/30/2026  
**UEI/DUNS #:** CQYBAAS6K4W4  
**R&D:** No

Total	Previous	Change	Financial Coding	Indirect Rate	CFDA	Grant	Federal Award	Federal Award Period of Availability	Federal Award Date	Awarding Agency
\$24,257.44	\$0.00	\$24,257.44	1004 ESSA01002 2910 AKLITERACY PY2024 KISD	7.29	84.371C	AKLiteracy	S371C190025	10/1/2023 - 9/30/2025	10/1/2023	USDOE

**Consultant Approval Step:** DEED Program Manager Approved  
**Director Approval Step:** DEED Administrator Approved  
**Consultant Approver:** Kerri Tanet  
**Director Approver:** Deb Riddle  
**Consultant Approval Date:** 9/24/2025 4:05:33 PM  
**Director Approval Date:** 9/26/2025 8:42:47 AM

For questions regarding this grant award, please contact the Grant Administration Team, 907-465-8694.

>



**BEST BEGINNINGS**  
Alaska's Early Childhood Investment

August 11, 2025

Kodiak Island Borough School District  
722 Mill Bay Road  
Kodiak, AK 99615

Dear Dan,

Congratulations! The Best Beginnings Board of Directors has **awarded \$5,500 to Kodiak Imagination Library** through our annual Imagination Library grant program.

This funding is contingent on:

- The amount of funding Best Beginnings receives from the Department of Education and Early Development for the upcoming fiscal year.
- The completion of a Memorandum of Agreement (MOA) between Best Beginnings, your Imagination Library, and your fiscal sponsor. Upon receiving your signed MOA and release of DEED funding to Best Beginnings, we will release the first installment of your award payment for the new fiscal year.
- A Mid-Year check-in call and the End of Year report are required for subsequent award payments. Additionally a mid-year questionnaire about four stats to be shared as part of Best Beginnings' DEED reporting must be completed in January. If planned, attend two virtual meetings or an in-person conference.

We are pleased to partner with you to help this program flourish and ensure children across Alaska begin school ready to succeed.

Sincerely,

Marissa May  
Program Coordinator



907-297-3300



911 W 8th Ave, Ste 101, Anchorage



info@bbalaska.org

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## Grant Award Report

Kodiak Island Borough School District (28) Public School District - FY 2026 - Career Technical Education - Rev 0 - Grant Award Report

KC Session Timeout: 59:58 ([Hide Timer](#))

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### Alaska Department of Education and Early Development

**Grant Recipient:** Kodiak Island Borough School District  
**Grant Number:** EK 26.KISD.01  
**Vendor Number:** TKI84571  
**Revision:** 0  
**Authorized Representative:** Cyndy Mika  
**Total Grant Amount:** \$58,394.00  
**Funding Application:** Career Technical Education  
**Previous Amount:** \$0.00  
**Contact Person:** Todd Burton  
**Change:** \$58,394.00  
**Grant Period:** 7/1/2025 - 6/30/2026  
**UEI/DUNS #:** CQYBAAS6K4W4  
**R&D:** No

Total	Previous	Change	Financial Coding	Indirect Rate	CFDA	Grant	Federal Award	Federal Award Period of Availability	Federal Award Date	Awarding Agency
\$56,394.00	\$0.00	\$56,394.00	1004 ECTE01002 2510 CTESECONDA PY2026 KISD	5.00	84.048A	Carl Perkins - Secondary	V048A250002	7/1/2025 - 9/30/2027	7/1/2025	USDOE
\$2,000.00	\$0.00	\$2,000.00	1004 ECTE01002 2510 CTELEADERS PY2025 KISD	5.00	84.048A	Carl Perkins - Secondary	V048A240002	7/1/2024 - 9/30/2026	7/1/2024	USDOE

**Consultant Approval Step:** DEED Program Manager Approved  
**Director Approval Step:** DEED Administrator Approved  
**Consultant Approver:** Bjorn Wolter  
**Director Approver:** Brad Billings  
**Consultant Approval Date:** 9/17/2025 10:45:59 AM  
**Director Approval Date:** 9/23/2025 3:18:54 PM

For questions regarding this grant award, please contact the Grant Administration Team, 907-465-8694.

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### Grant Award Report

KC Session Timeout: 59:54 ([Hide Timer](#))

Kodiak Island Borough School District (28) Public School District - FY 2026 - Early Learning - Rev 0 - Grant Award Report

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#### Alaska Department of Education and Early Development

**Grant Recipient:** Kodiak Island Borough School District  
**Grant Number:** PE 26.KISD.01  
**Vendor Number:** TKI84571  
**Revision:** 0  
**Authorized Representative:** Cyndy Mika  
**Total Grant Amount:** \$577,018.10  
**Funding Application:** Early Learning  
**Previous Amount:** \$0.00  
**Contact Person:** Daniel Klingler  
**Change:** \$577,018.10  
**Grant Period:** 7/1/2025 - 6/30/2026  
**UEI/DUNS #:** CQYBAAS6K4W4  
**R&D:** No

Total	Previous	Change	Financial Coding	Indirect Rate	CFDA	Grant	Federal Award	Federal Award Period of Availability	Federal Award Date	Awarding Agency
\$577,018.10	\$0.00	\$577,018.10	1004 EPRK01004 2810 KISD	7.29		Pre-Elementary	General Funds	7/1/2025 - 6/30/2026	7/1/2025	SOA/DEED

**Consultant Approval Step:** DEED Program Manager Approved  
**Director Approval Step:** DEED Administrator Approved  
**Consultant Approver:** Kristen Spencer  
**Director Approver:** Deb Riddle  
**Consultant Approval Date:** 10/2/2025 10:05:01 AM  
**Director Approval Date:** 10/2/2025 10:27:45 AM

For questions regarding this grant award, please contact the Grant Administration Team, 907-465-8694.

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## Grant Award Report

Kodiak Island Borough School District (28) Public School District - FY 2026 - School Improvement - Rev 0 - Grant Award Report

KC Session Timeout: 59:34 ([Hide Timer](#))

Go To

Navigation icons: Home, Back, Forward, Refresh, Previous, Next, 100% zoom, Save, Print, Search (Find | Next)

### Alaska Department of Education and Early Development

**Grant Recipient:** Kodiak Island Borough School District

**Grant Number:** SI 26.KISD.01

**Vendor Number:** TKI84571

**Revision:** 0

**Authorized Representative:** Cyndy Mika

**Total Grant Amount:** \$20,000.00

**Funding Application:** School Improvement

**Previous Amount:** \$0.00

**Contact Person:** Peggy Azuyak

**Change:** \$20,000.00

**Grant Period:** 7/1/2025 - 6/30/2026

**UEI/DUNS #:** CQYBAAS6K4W4

**R&D:** No

Total	Previous	Change	Financial Coding	Indirect Rate	CFDA	Grant	Federal Award	Federal Award Period of Availability	Federal Award Date	Awarding Agency
\$20,000.00	\$0.00	\$20,000.00	1004 ESSA01002 2211 TITLE I ASIG PY2026 KISD	7.29	84.010A	School Improvement, 1003(a)	S010A250002	7/1/2025 - 9/30/2027	7/1/2025	USDOE

**Consultant Approval Step:** DEED Program Manager Approved

**Director Approval Step:** DEED Administrator Approved

**Consultant Approver:** Christy Roe

**Director Approver:** Deb Riddle

**Consultant Approval Date:** 9/29/2025 11:08:28 AM

**Director Approval Date:** 9/29/2025 11:52:46 AM

For questions regarding this grant award, please contact the Grant Administration Team, 907-465-8694.

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## Grant Award Report

Kodiak Island Borough School District (28) Public School District - FY 2026 - Special Education - Rev 0 - Grant Award Report

KC Session Timeout: 53:53 [\(Hide Timer\)](#)

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### Alaska Department of Education and Early Development

**Grant Recipient:** Kodiak Island Borough School District  
**Grant Number:** SE 26.KISD.01  
**Vendor Number:** TKI84571  
**Revision:** 0  
**Authorized Representative:** Cyndy Mika  
**Total Grant Amount:** \$670,029.00  
**Funding Application:** Special Education  
**Previous Amount:** \$0.00  
**Contact Person:** Krista Cowley  
**Change:** \$670,029.00  
**Grant Period:** 7/1/2025 - 6/30/2026  
**UEI/DUNS #:** CQYBAAS6K4W4  
**R&D:** No

Total	Previous	Change	Financial Coding	Indirect Rate	CFDA	Grant	Federal Award	Federal Award Period of Availability	Federal Award Date	Awarding Agency
\$652,124.00	\$0.00	\$652,124.00	1004 ESSA01002 2610 VIBLEAGRAN PY2026 KISD	7.29	84.027A	Title VI-B	H027A250016	7/1/2025 - 9/30/2027	7/1/2025	USDOE
\$17,905.00	\$0.00	\$17,905.00	1004 ESSA01002 2610 SPEDPRGRAN PY2026 KISD	7.29	84.173A	Section 619	H173A250019	7/1/2025 - 9/30/2027	7/1/2025	USDOE

**Consultant Approval Step:** DEED Program Manager Approved  
**Director Approval Step:** DEED Administrator Approved  
**Consultant Approver:** Simone Sanders  
**Director Approver:** Don Enoch  
**Consultant Approval Date:** 9/25/2025 8:23:56 AM  
**Director Approval Date:** 9/26/2025 10:59:46 AM

For questions regarding this grant award, please contact the Grant Administration Team, 907-465-8694.

>

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## Grant Award Report

KC Session Timeout: 59:56 ([Hide Timer](#))

Kodiak Island Borough School District (28) Public School District - FY 2026 - CLSD 2024 Cohort - Rev 0 - Grant Award Report

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### Alaska Department of Education and Early Development

**Grant Recipient:** Kodiak Island Borough School District

**Grant Number:** CC 26.KISD.01

**Vendor Number:** TKI84571

**Revision:** 0

**Authorized Representative:** Cyndy Mika

**Total Grant Amount:** \$350,000.00

**Funding Application:** CLSD 2024 Cohort

**Previous Amount:** \$0.00

**Contact Person:** Cyndy Mika

**Change:** \$350,000.00

**Grant Period:** 7/1/2025 - 6/30/2026

**UEI/DUNS #:** CQYBAAS6K4W4

**R&D:** No

Total	Previous	Change	Financial Coding	Indirect Rate	CFDA	Grant	Federal Award	Federal Award Period of Availability	Federal Award Date	Awarding Agency
\$350,000.00	\$0.00	\$350,000.00	1004 ESSA01002 2414 CLSD2GRANT PY2025 KISD	7.29	84.371C	CLSD 2024 Cohort	S371C240033	10/1/2024 - 9/30/2029	10/1/2024	USDOE

**Consultant Approval Step:** DEED Program Manager Approved

**Director Approval Step:** DEED Administrator Approved

**Consultant Approver:** Dianne Orr

**Director Approver:** Tamara VanWyhe

**Consultant Approval Date:** 10/2/2025 1:11:39 PM

**Director Approval Date:** 10/2/2025 1:14:18 PM

For questions regarding this grant award, please contact the Grant Administration Team, 907-465-8694.



# Board Agenda Item

Kodiak Island Borough School District  
 722 Mill Bay Rd  
 Kodiak, Alaska 99615

Board Mtg. Date  
 10/06/25 WS  
 10/20/25 RM  
 11/17/25 RM

Reports of the Superintendent	Action Item	Consent Agenda	Reports, Routine Monthly	Other
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**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 5141.3 *Health Examinations*
- BP 5141.31 *Immunizations*
- BP 5141.51 *At-Risk Youths*
- BP 5141.52 *Suicide Prevention*

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 4118 *Suspension/Disciplinary Action*  
 BP 4119.41 *Employees with Infectious Disease*  
 BP 4131 *Staff Development*  
 BP 4132 *Publication or Creation of Materials*  
 BP 4218 *Dismissal/Suspension/Disciplinary Action*  
 BP 4313.1 *Load/Scheduling/Hours of Employment*

**Recommendation:**

**Administration recommends the Board:**

1. October 6 - Review the policies and direct staff concerning potential revisions.
2. October 20 - Hold the first reading at the September regular meeting.
3. November 17 - Hold a public hearing and adopt in second reading at the October regular meeting.

**Motion:**

**Move to revise Board Policies BP 5141.3, BP 5141.31, BP 5141.51 and BP 5141.52 in first reading, as presented, and forward the policies to the November 17, 2025, 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 recognizes the importance of [and encourages] periodic [comprehensive physical] health examinations[, especially upon entry into school at the beginning of the school year]. ~~To determine the health status of students, facilitate the removal of handicaps to learning, [In order to identify barriers to learning,]~~ and determine whether [treatment or] special adaptations of the school program may be necessary, the Board shall require vision and hearing screening examinations upon entry into school or as soon as practical[, and at regular intervals, as necessary.] All personnel employed to examine students shall exercise proper care of each student being examined and shall ensure that the examination results are kept confidential.

[The district will annually notify parents of physical exams or screenings of students, except for routine vision, hearing, or scoliosis screenings.]

Students who wish to participate in certain extracurricular activities may be required to submit to a physical examination to verify their ability to participate in the activity.]

(cf. 6145.2 – Interscholastic Competition)

(cf. 5112.2 - Exclusions from Attendance)

(cf. 5141.22 - Infectious Diseases)

Legal Reference:

**ALASKA STATUTES**

14.30.065 Supervision

14.30.070 Physical examination required

14.30.127 Vision and hearing screening examinations

**ALASKA ADMINISTRATIVE CODE**

4 AAC 06.055 Immunizations required

**UNITED STATES CODE**

*42 U.S.C. §§ 12101 et seq. (2014)*  
*20 U.S.C. §§ 1232g (2013) 20 U.S.C. §§ 1232h (2002)*  
*29 U.S.C. § 794(a) (2002) 34 C.F.R. pt. 99 (2011)*

**Adopted: 2/22/10**  
**Revised: 6/20/16 and 1/23/17**  
**Reviewed:**

**DRAFT**

## IMMUNIZATIONS

**Key**

Black text – current policy with no suggested changes

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Prior to first entry into school, a child must be fully immunized as required by law against diphtheria, pertussis, tetanus, polio, measles, rubella, mumps, hepatitis A, and hepatitis B. Children over the age of six (6) shall not be required to be immunized against pertussis and children over the age of twelve (12) shall not be required to be immunized against rubella ([4 AAC 06.055](#)).

Any student who does not show evidence of required immunization or who does not present a letter or affidavit from the parent/guardian or physician, physician's assistant, or advanced nurse practitioner stating reasons for exemption based on medical reasons or ~~personal~~ [religious] beliefs, [as set forth in 4 AAC 06.055(b),] shall be excluded from school until such time as the immunization is obtained or affidavit of exemption has been filed with the school. [Exemptions must renewed annually. Personal or philosophical objections to immunizations are not permitted per 4 AAC 06.055.]

The Superintendent or designee shall exclude those students who fail to meet immunization requirements as required by law.

**Provisional Admission**

Where regular weekly medical services are not available, the Superintendent or designee may grant provisional admission to students in exceptional circumstances for up to ninety (90) days.

[Homeless students, under the definition of the McKinney-Vento Homeless Assistance Act, who do not have a record of required immunizations may be provisionally enrolled for up to 30 days if a parent or legal guardian attests in writing that they have received the required immunizations.]

*(cf. 5112.2 - Exclusions from Attendance)*

*(cf. 5112.6 Education for Homeless Children and Children in Foster Care)*

Provisional admissions shall be reported to the Department of Health and Social Services. The Superintendent or designee shall inform parents/guardians of available immunization services and state or federal assistance.

**KODIAK ISLAND BOROUGH SCHOOL DISTRICT**  
**Students**  
**IMMUNIZATIONS**

**BP 5141.31**  
Page 2 of 2

*Legal Reference:*

ALASKA STATUTES

14.30.065 *Supervision*

14.30.125 *Immunization*

ALASKA ADMINISTRATIVE CODE

4 AAC 06.055 *Immunizations required*

**Adopted: 2/22/10**  
**Revised:**  
**Reviewed:**

**Key**

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[The School Board recognizes that personal, social, economic, and health circumstances of children and families may contribute to students' risk of school failure. District personnel must be concerned for the personal development of students, as well as their academic development. District assessments and evaluations shall be used to identify students performing well below grade-level or at risk of failing to meet district standards.

The Superintendent or designee shall investigate and recommend programs that address the needs of at-risk youths. At-risk youths include, but are not limited to, those students who abuse drugs or alcohol, engage in self-harm or express suicidal ideations, have serious attendance problems, drop out of school, are abused or neglected, are experiencing homelessness, or are pregnant or parenting minors.

Program planning should examine, but is not limited, to the following:

1. Classroom learning experiences and the integration of primary prevention programs into the classroom.
2. Staff professional development.
3. District liability.
4. Community resources.
5. Crisis response/intervention teams.
6. Peer counseling.
7. Parent/guardian education.
8. Student Study Teams.
9. Kindergarten through 12 counseling and guidance curriculum.
10. Attendance and policy procedures.
11. Student discipline.
12. Alternative programs.

*(cf. 5131.6 - Drugs, Alcohol and Tobacco)*

*(cf. 5141.4 - Child Abuse and Neglect)*

*(cf. 5141.52 - Suicide Prevention)*

*(cf. 5141.41 - Sexual Abuse, Sexual Assault and Dating Violence Awareness and Prevention)*

*(cf. 5146 - Married/Pregnant/Parenting Students)*

*(cf. 5147 - Dropout Prevention Program)*

*(cf. 5148 - Child Care)]*

**Adopted:** *not in current policy*

**Revised:**

**Reviewed:**

**Key**

Black text – current policy with no suggested changes

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The School Board finds it important that the tragic situation of adolescent suicide be openly addressed and that staff, students and parents/guardians be made aware of warning signs and procedures by which they may help suicidal students at this especially vulnerable age.

The School Board recognizes that all suicide threats must be taken seriously. The Superintendent or designee shall provide staff members with procedures for intervening in low-risk and in high-risk crisis situations. These procedures shall include guidelines by which staff members may assess the seriousness of a student's risk for suicide.

The School Board believes that school staff, students and parents/guardians all can contribute significantly towards the prevention of adolescent suicide. The District shall make available suicide prevention training for each of these segments of the school community.

**Parent/Guardian Awareness**

The Board believes all parents/guardians should be aware of the severity of the youth suicide problem. Before suicide prevention is taught in classrooms, parents/guardians shall be advised and invited to review the curriculum goals and the district suicide prevention policy. Parent/guardian information may be provided, and meetings may be held, to help parents/guardians recognize warning signs of suicide, learn basic steps for helping suicidal youths, and identify community resources that can help teenagers in crisis.

[(cf. 4131- Staff Development)]

**Staff Awareness & Training**

The School Board strongly encourages teachers to help students of all ages develop both a positive self-image and a realistic attitude towards potential accomplishments.

In order that district staff may learn suicide prevention strategies, to recognize the warning signs of suicidal crisis, to understand how to help suicidal youths, and to identify helpful community resources, the Superintendent or designee shall arrange annual suicide awareness and prevention training as required by law. Additional certificated and classified staff may also be included. The district suicide prevention

policy and procedures shall be thoroughly reviewed at this time. Staff shall be expected to learn to identify potentially suicidal students, to assess the degree of risk, to take preventive precautions and to report suicide threats to the appropriate authorities.

### **Curriculum**

The Board finds it appropriate that suicide prevention instruction be incorporated into the ~~seventh and eighth grade~~ curriculum. This instruction shall help students:

Understand how feelings of depression and despair can lead to suicide.

Identify alternatives to suicide and develop new coping skills.

Recognize the warning signs of suicidal intentions in their friends.

Learn to listen, be honest, share feelings and get help when communicating with friends who show signs of suicidal intent.

Identify community resources where teenagers can get crisis intervention help.

### **Peer Counseling**

The Board endorses the use of peer counselors who can provide an effective support system for students who are uncomfortable communicating with adults. Peer counselors shall be expected to have completed the suicide prevention curriculum and demonstrated that they are able to identify the warning signs of suicidal behavior, make contact rapidly, and get a suicidal student to adult help.

### *Legal Reference:*

#### ALASKA STATUTES

~~Enrolled SB 137 (2012) (uncodified), Requiring suicide awareness and prevention training for certain school personnel~~  
~~[14.30.362 Suicide awareness and prevention training]~~

**Adopted: 2/22/10**

**Revised: 9/23/13**

**Reviewed:**



**Kodiak Island Borough School District  
2025 – 2026 Board of Education Calendar  
BOE approval April 21, 2025**

<p><b>July</b></p> <table border="0" style="width: 100%; text-align: center;"> <tr><td></td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr> <tr><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td></tr> <tr><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td></tr> <tr><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td></tr> <tr><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td></tr> <tr><td>30</td><td>31</td><td></td><td></td><td></td><td></td></tr> </table> <p><b>August</b></p> <table border="0" style="width: 100%; text-align: center;"> <tr><td></td><td></td><td></td><td></td><td>1</td><td>2</td></tr> <tr><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td></tr> <tr><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td></tr> <tr><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td></tr> <tr><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td></tr> <tr><td>27</td><td>28</td><td>29</td><td>30</td><td>31</td><td></td></tr> </table> <p><b>September</b></p> <table border="0" style="width: 100%; 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# Kodiak Island Borough School District

*Engaged in Learning.  
Prepared for life.*

## **Superintendent Report 10/6/2025 Board Regular Meeting**

### **October Count Period**

We are one week into our 4-week October Count Period for the FY26. The Count period will end on Friday, October 24. Staff are working diligently to ensure that our records in PowerSchool are correct, attendance is submitted in a timely manner each day, and student 504 and IEP records are accurately recorded.

### **Board Book and TEAM Town Hall for Board Meetings**

Today was our first meeting using Board Book for board meetings. Laurie has been working on setting up the system. This will look different for our public and board members, but I believe will be beneficial for us and our public moving forward. We also moved to the TEAMS Town Hall meeting platform for this meeting. I want to thank everyone for their patience as we move forward with the transition and learning a new platform.

### **Staffing Update**

Two of our international teachers arrived last Wednesday, John Vincent Fortez and Francia Mae Filipino. JV is the ELAP teacher at KHS and France is a special education teacher in early childhood. JV and France had onboarding today and will begin at their campuses tomorrow. We are awaiting one more visa teacher for East Elementary.

### **FY25 Audit**

The FY25 audit is completed. Unofficially we passed the audit with no errors or findings. We expect the official audit book at the end of the month.

### **Superintendent Travel**

I have no travel planned at this time until Winter Break.

Over the past two weeks, I traveled to Washington, D.C. for my class for National Superintendent Certification with the RTBAK grant. Modules covered were:

- The Role of the Superintendent in the School Improvement Process
- Engaging Families and Stakeholders
- Addressing Social Emotional and Academic Learning

I also traveled to Fairbanks for the Annual Superintendent Conference. Topics for the conference included:

- ASA Member Reports
- ASA Elections
- ASA Legislative Priorities
- AASA Federal Programs Update
- Legislative Education Funding Task Force
- Ford Murray – International Hiring Update
- Superintendent as the Instructional Leader
- AI in Education – Tools for the Superintendent

On my way home from the conference, I stopped in Anchorage for two days to pick up our newest teachers and take them to social security administration.

### **YMCA After School Care Update**

The Kodiak YMCA After School Care Program has officially received a license from the State of Alaska to operate at East Elementary. They are still awaiting licensing for Main Elementary and Peterson Elementary. They will be providing an update to families as to the official start date. They are now officing across the street from the High School at 720 Egan Way, Suite 102.