Board of Education Work Session

Monday, May 4, 2026 6:30 PM
KIBSD Central Office Conference Room F140, 722 Mill Bay Road, Kodiak, Alaska 99615

1.	**KIBSD Board of Education**	
2.	**General Meeting Information**	
2.a.	Call to Order	
2.b.	Legal Statements	**Speaker(s):** Board President
2.c.	Alutiiq Land Acknowledgment	**Speaker(s):** Board President
2.d.	Public Notification of Recording	**Speaker(s):** Board President
3.	**Community Comments**	
3.a.	Community Comments	**Speaker(s):** Board President
4.	**Student Representative Report**	
4.a.	Student Representative Report	
5.	**Program Presentations**	
5.a.	YMCA Program Update Presentation	**Speaker(s):** Representative from Kodiak YMCA Program
5.b.	Ed Tech Presentation	
5.c.	Food Services Budget Update	
5.d.	Impact Aid Program Presentation	
5.e.	End of Year Fund Balance Projection	
6.	**Discussion Items**	
6.a.	Board Policy Update - BP 5121 – *Grades/Evaluation of Student Achievement,* BP 6141.3 – *Culturally Responsive Education,* BP 6142.2 – *AIDS Instruction,* BP 6142.4 – *Community Service,* BP 6142.5 – *Environmental Education,* BP 6143 – *Courses of Study,* BP 6161.2 - *Damaged or Lost Instructional Materials and Equipment,* BP 6164.4 – *Child Find,* BP 6174 – *Bilingual Bicultural Education/English Language Learners,* BP 6179 - *Child Care and Development Programs,* BP 8000 - *Concepts and Roles,* BP 9012 – *Communications to and From the Board,* BP 9270 – *Conflict of Interest, and* BP 9320 – *Meetings* (First Reading)	
6.b.	Draft CIP List	

6.c.	AI Policy Development Discussion	
7.	**Reports**	
7.a.	Superintendent's Report	**Speaker(s):** Superintendent
7.b.	Board Committee Reports	
8.	**Board Comments**	
8.a.	Board Comments	**Speaker(s):** Board President
9.	**Adjournment**	
10.	**Informational Items**	**Speaker(s):** Board President

FOR YOUTH DEVELOPMENT®
FOR HEALTHY LIVING
FOR SOCIAL RESPONSIBILITY

YMCA OF ALASKA
PARTNERING WITH SCHOOLS TO SUPPORT STUDENTS & FAMILIES

Erica Blondin

Kodiak YMCA Childcare Director

WHO IS THE YMCA OF ALASKA?

A Statewide Partner Serving Alaska Families

- Serving Alaska since 1967
- Supporting 10,000+ Alaskans annually
- Focused on youth development, healthy living, and community support.

We are more than a facility, we are a partner in strengthening communities.

OUR MISSION

"TO PUT CHRISTIAN PRINCIPLES INTO PRACTICE THROUGH PROGRAMS THAT BUILD HEALTHY SPIRIT, MIND, AND BODY FOR ALL."

WHY KODIAK MATTERS

1. AFTERSCHOOL CARE OPTIONS HAVE STEADILY DECLINED
2. PREVIOUS PROVIDERS REDUCED PROGRAMS OVER TIME
3. MANY FAMILIES LACKED TRANSPORTATION TO AVAILABLE PROGRAMS
4. WORKING FAMILIES NEED RELIABLE, ACCESSIBLE CARE

KEY POINT:
CHILDCARE ACCESS IN KODIAK BECAME LIMITED, AND FAMILIES FELT IT.

BRINGING CARE DIRECTLY INTO SCHOOLS

- School-based childcare model
- Removes transportation barriers
- Delivered in familiar, trusted environments
- Built in partnership with Kodiak Island Borough School District

Key Point:
We added programs AND increased access.

WHAT WE'VE BUILT (IN LESS THAN ONE YEAR)

Fast, Focused, and Effective Implementation

- 2 active sites: East Elementary & Peterson Elementary
- 3rd site launching: Main Elementary June 8, 2026
- Combined Program capacity: 134 students
- 16 local staff hired

Key Point:
This moved from idea → implementation → expansion in under a year.

PROGRAM GROWTH

- East Elementary enrollment:

  8 → 22 students

- 40–50 youth served to date
- 19 students attending daily
- Additional day camps serving 30+ youth

Key Point:
Growth is steady, and we're just getting started.

ACCESS & AFFORDABILITY

Removing Barriers for Families

- 29 children received financial assistance
- Over half of participants supported in year one
- Without support, many families could not participate

Key Point: Access isn’t automatic, we intentionally make it possible.

REAL IMPACT ON FAMILIES

Supporting Stability and Peace of Mind

- Reliable afterschool and full-day care
- Allows parents to maintain employment
- Safe, engaging environment for kids

Family Feedback:

- “We love the YMCA!! Best crew ever!”
- “My daughter is loving YMCA.”

WHAT MADE THIS POSSIBLE

STRATEGIC INVESTMENT + STRONG PARTNERSHIP

- $100,000 INVESTMENT FROM RASMUSON FOUNDATION
- SHARED-USE AGREEMENT WITH KIBSD
- RAPID LAUNCH WITHOUT OPERATING DEFICIT
- BUILT SUSTAINABLE SYSTEMS FROM THE START

WHAT WE'VE LEARNED

Early Insights from Kodiak

- Demand exceeds awareness (still growing)
- Transportation barriers are real—but solvable
- School partnerships are critical
- Financial assistance is essential

WHERE WE'RE GOING

Expanding Access Across Kodiak

- Launch 3rd site at Main Elementary.
- Continue growing enrollment
- Expand program reach across schools.
- Strengthen long-term sustainability.

SUSTAINABILITY PLAN

BUILT FOR LONG-TERM SUCCESS

- TUITION REVENUE
- STATE CHILDCARE ASSISTANCE
- BUILDING COMMUNITY PARTNERSHIPS
- LOCAL SUPPORT

WHAT WE NEED FROM YOU

Continuing the Partnership

- Ongoing access to school spaces.
- Alignment on shared goals for students
- Continued collaboration and communication
- Support for long-term expansion

THANK YOU

Kodiak YMCA
YMCA of Alaska
907-942-6723
kodiakkids@ymcaalaska.org

EDUCATIONAL TECHNOLOGY

Overview in KIBSD

OUR APPROACH

Not all screen time is the same.

We have a responsibility to be intentional.

Our goal is not a number of minutes but strategic use of technology to support and accelerate student learning.

HOW & WHY IS IT USED IN CLASS?

SKILL PRACTICE

Teachers can prescriptively assign practice on a particular skill, *and/or* use the embedded diagnostic tools to identify gaps and generate activities to fill them. MAP scores can be imported to further identify skill gaps and points of readiness (e.g.: IXL).

DIFFERENTIATE & PERSONALIZE

In addition to embedded diagnostic tools and personalized skill pathways, some apps use an “A.I.+H.I.” approach, prompting educators when instructional interventions are needed to keep student learning momentum (e.g.: Lexia).

CURRICULUM ACCESS

Many curricular resources have digital components to support content delivery and learning. These include interactive elements to make student thinking visible (e.g.: online annotations, questions, adjustments, translation) and allow for immediate feedback and up-to-date content.

HOW & WHY IS IT USED IN CLASS?

ORGANIZE & COMMUNICATE

In secondary classrooms, some teachers utilize Schoology as Learning Management Software to create an online portal to the classroom, allowing students and caregivers to access course materials and assignments. This can be helpful for review, make-up work, and viewing current progress.

RESEARCH & PUBLICATION

In elementary and secondary classrooms, students use apps to create digital portfolios of their work, create presentations, conduct research, and produce written work (e.g.: essays, narratives, poetry, e-books).

IMMEDIATE FEEDBACK

Auto-graded items can provide in-the-moment feedback for each individual question, with various cues to reinforce the learning. They also provide in-the-moment data for teachers to act upon, from error patterns to readiness levels, to inform next steps.

INTENDED USE

DOES NOT REPLACE TEACHER OR LESSON

Used *prescriptively*

Supplements Tier 1 whole-group, face-to-face learning; not the primary mode of content delivery or learning

When used, teachers are actively circulating to support, checking dashboards, intervening judiciously, and planning based on the data collected

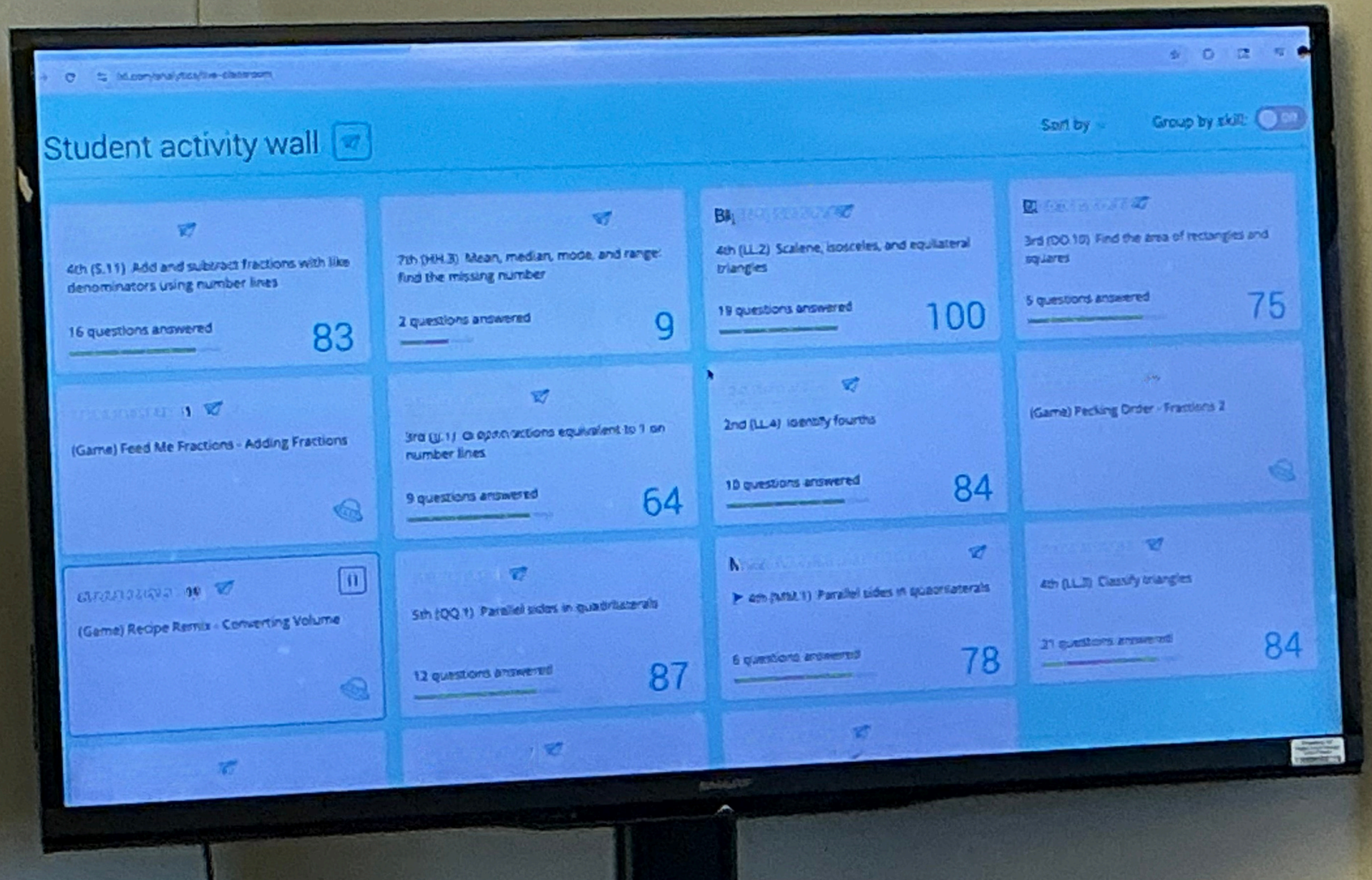
Students are primarily reading on paper (K-12), hand-writing drafts, and working with peers during classroom time.

POTENTIAL TO ENHANCE EFFICACY OF BOTH

No teacher can individualize learning for every student, but technology can help provide some of the accommodations - like adjusting a reading level, generating additional practice questions, or accelerating a pathway - so that their time can be spent on accommodations & differentiation that cannot be embedded.

No teacher can provide immediate feedback for every part of every assessment, but technology can respond faster and with low-level supports - like cues - so that they can spot trends, needs, pull small groups, and intervene where most needed for impact.

Classroom Walkthrough 4/28/26



SUCCESS CRITERI

MATH

* I can solve real-word problems involving area perimeter.
* I can analyze data i line plots and graphs
* I can identify and d points, lines, rays, line segm and ang

ELA

* I can describe in dep a character in a story b on specific details in a
* I can summarize no
* I can locate explic information in the te to support inferences.

OBSERVATIONS 4/27-4/30/26

ELEMENTARY

What we saw last week:
Of 23 classrooms we walked, we saw iPads being used in 4 of them. One classroom was using them with the whole class (IXL), and 3 were using them in small groups during Tier 2 instruction (Lexia, IXL).

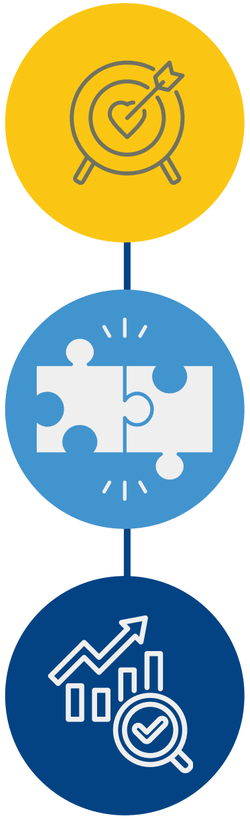
SECONDARY

What we saw last week:
Of 14 classrooms we walked, we saw iPads being used with the whole class in 3 of them (Notability, Schoology). In 3 other classes, a few students in the class were using them (accessing notes/assignments in Schoology). One of the 14 was a computer lab class where students were using a computer-based program.

INTENDED USE

Our goal for technology use in the classroom is that it is used in these ways to strengthen the educational program and enable educators to best meet student needs.

As a result, it can also help prepare students for future learning, postsecondary readiness, and responsible use.



Intentional

Aligned

High-Impact

THE TROUBLE WITH SCREENTIME METRICS & IPADS

The iPad operating system doesn't allow for the same reporting like laptops or the new Neo devices. Data lives on the iPad and has to be manually retrieved & aggregated. Laptop & Neo reporting can be pulled per user or aggregate and sorted by user info (e.g.: school, grade).

Screen time minutes skewed by things like non-instructional iPad use at home, leaving the iPad on, leaving an app open, etc.

App use metrics (viewed through district license dashboards) can't be broken down between classroom use and home use. Some apps like IXL are shared with AK Teach.

SCREEN TIME AND EDTECH

CoSN Leading Education Innovation

AASA THE SCHOOL SUPERINTENDENTS ASSOCIATION

www.CoSN.org

We support productive and educational uses of technology and recommend that school leaders strive to ensure that students are learning how to use EdTech tools responsibly. We believe that EdTech should be carefully filtered and vetted and used only when instructionally appropriate.

DEFINING "SCREEN TIME"

"Screen time" is not a single category and should not be evaluated as such. Educational technology —aligned with curriculum, guided by teachers, and governed by privacy and security policies— is fundamentally different from recreational technology.

TECHNOLOGY PROVIDES ACCESS

Educational technology enables students with unique learning needs and students without home internet access to fully participate in modern learning environments. Educational technology is also foundational to delivering the digital tools and rich content that teachers rely on to differentiate instruction, assess student understanding, and create opportunities for small-group and individualized learning.

EDTECH BENEFITS STUDENTS

According to a 2021 Institute of Education Sciences report, schools reported that technology use helps students:

- Engage in more active learning (93%)
- Become more independent and self directed (92%)
- Learn at their own pace (90%)
- Think critically (85%)
- Learn collaboratively with peers (83%) [1]

EDTECH PREPS STUDENTS FOR THE WORLD

Rather than efforts to broadly prohibit access to technology, school leaders should focus on equipping young people with the skills to use technology responsibly, including AI. Through intentional and wise implementation, school districts can support effective, safe, and accessible learning environments for all students.

THREE TYPES OF SCREEN TIME

EdTech

- Used to support student learning.
- Used IN ADDITION to high-quality teaching.
- Designed to deepen content knowledge and build 21st-century skills.

Entertainment

- Refers to platforms that can be accessed beyond just via a cell phone.
- Includes video games, television, and desktop computers.

Cell Phones & Social Media

- Designed to incentivize consistent user engagement.
- Can serve as a significant distraction.
- Subject of recent legislation in most U.S. states.

1. Gray, L, and Lewis, L. (2021). *Use of Educational Technology for Instruction in Public Schools*: 2019–20 (NCES 2021- 017). U.S. Department of Education. Washington, DC: National Center for Education Statistics, p.5, Retrieved December 22, 2025 from https://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2021017

https://www.cosn.org/wp-content/uploads/2025/09/2025-Blaschke-Report-Screens-in-Balance.pdf

2025 Blaschke Report and the Screen Time Toolkit seek to advance constructive, research-informed dialogue on educational technology, pedagogy, and the role of screen time in learning.

The Consortium for School Networking (CoSN) is the premier professional association for school system technology leaders. CoSN provides thought leadership resources, community, best practices and advocacy tools to help edtech leaders succeed in the digital transformation.

THANK YOU

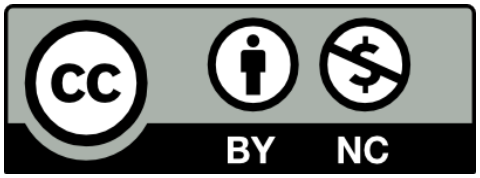
CoSN
Leading Education Innovation

2025
BLASCHKE REPORT

SCREENS IN BALANCE:
EDUCATION, TECHNOLOGY, AND COMMUNITY CONVERSATIONS

Cooper Sved
Consortium for School Networking
Blaschke Fellowship – Summer 2025
Screens in Balance: Education, Technology, and Community Conversations

Suggested Citation: Sved, Cooper (2025).
Screens in Balance: Education, Technology, and Community Conversations.
Consortium for School Networking.



CoSN is vendor neutral and does not endorse products or services.
Any mention of a specific solution is for contextual purposes.

Supporting Partners

the leader in school communication nspra

naesp National Association of Elementary School Principals

nea NATIONAL EDUCATION ASSOCIATION

NASSP National Association of Secondary School Principals

AASA

National PTA® everychild. onevoice.®

Table of Contents

Executive Summary

The ubiquity of screens in American K–12 schools has become pressing and controversial issues in public education. This report examines the different ways screens appear in classrooms and homes. It also examines how educators, families, and policymakers can work together to navigate their inevitable impact on children.

Our report aims to clarify the term "screen time" as it relates to children in K-12 education. In public debates, the term is often used without distinction, making complex and thoughtful conversations between relevant parties difficult. Schools encounter screens in three primary forms: **smart phones and social media, educational technology (EdTech), and screen-based entertainment.** Each carries different risks and opportunities for children both in and out of the classroom setting.

Smart Phones and Social Media

Smart phones and social media applications (like Instagram and TikTok) used by K-12 students are at the center of a feverous national conversation. States and districts across the country have moved quickly to restrict their use via state and local legislation, citing distraction, safety, and mental health as primary catalysts. As of Fall 2025, almost two-thirds of U.S. states and territories have enacted wide-sweeping legislation related to smart phone use in K-12 schools (EdWeek, 2025). While schools cannot control the pervasiveness of smart phones or the financial incentives of their app's designers, they are responsible for managing use within the classrooms and maintaining clear communication with families about what restrictions are in place.

Educational Technology (EdTech)

Unlike social media, EdTech is developed exclusively for instructional purposes. When used with intention and balance, it can support differentiation, accessibility, enrichment, and workforce preparation in the K-12 classroom. EdTech is not a replacement for instruction, however; it works best as a supplement to high-quality teaching (Masiello et al., 2023). Its success depends on the training educators receive and the degree to which its use aligns with local pedagogical structures (Niederhauser & Howard, 2018). Without sustained support, technology risks overwhelming teachers rather than empowering them.

Screen-Based Entertainment

A child's relationship with screens begins long before entering the school system. Television, video games, and other screen-based entertainment media dominate the early lives of American children . This shapes long-term technology habits and expectations while also contributing to "parental screen guilt" (Wolfer et al., 2024), a phenomenon describing the negative feelings from parents when they feel that they have an overreliance on screen media as a parenting tool. These feelings can influence how families interpret educational screen use and may help explain why district decisions about technology can be contentious.

Educators as Public Figures

Educators, both in instructional and leadership roles, stand at the intersection of debates over educational policies and their implementation. Though they do not always have a hand in the policies they are subject to, they are responsible for carrying them out and explaining them to their classroom communities. Their ability to communicate consistently and thoughtfully is essential for maintaining community trust. That community trust can also be built through high-quality teaching and pedagogical structures, which should result in positive academic outcomes. As the conversation over screens and EdTech continues to evolve, teachers and site leaders must use their technological resources with efficacy while simultaneously relaying said efficacy to families.

Recommendations for Educators

• Provide both new and experienced teachers with ongoing, context-specific professional development for using EdTech effectively.

• Teach and model digital citizenship, showing students how to balance the academic and social dimensions of screen use.

• Ensure school and district leaders articulate a clear vision for how screens fit into instruction, aligning decisions with both local needs and community expectations.

Conclusion

Screens are now a permanent feature of K–12 schooling. The central challenge is not whether they belong in classrooms, but how they can be integrated in ways that strengthen learning, promote equity, and preserve public trust. By distinguishing among different manifestations of screen use and addressing their unique impacts, schools can move toward more constructive, community-centered conversations about technology.

Glossary

504 Plan: An individualized plan designed to ensure an appropriate and responsive education for students with disabilities that participate in programs receiving federal financial assistance. Developed in accordance with section 504 of the Rehabilitation Act of 1973. According to the U.S. Department of Education, Section 504 covers students who are determined to:

• Have a physical or mental impairment that substantially limits one or more major life activities; or
• Have a record of such an impairment; or
• Be regarded as having such an impairment.

Choice Board: A visual menu of options for students to choose from in academic or non-academic settings. Designed to facilitate student choice and ownership over their education.

Differentiation: An instructional technique that includes various ways to teach content and assess learning. It is used to meet student needs and differences in readiness, interests, and learning styles.

Economically Developed Country: A country with high amounts of industrial activity and citizens with relatively high incomes.

Educator: A person who teaches people. Encompasses classroom teachers, school leaders, and anyone in direct, authoritative contact with students in an academic setting.

Educator Preparation Programs (EPPs): Any program designed to train and certify new educators. These are often, but not always, housed within colleges and universities.

Educational Technology (EdTech): Technological resources designed to support educators in teaching their students. May refer to hardware (e.g. laptops; tablet computers) or software (e.g. online math programs; editing software).

Enrichment Program: Programs and experiences that supplement classroom instruction either during or after school hours. Enrichment activities extend student thinking beyond their established grade-level concepts.

Individualized Education Program (IEP): An individualized, legally-binding program of action designed to serve the unique needs of students with disabilities. This plan requires accommodation and understanding by all staff members.

K–12: Referring to the range of years students spend within a traditional public school system (kindergarten through twelfth-grade).

No Child Left Behind (NCLB): U.S. federal law aimed at improving public primary and secondary schools, and thus student performance, via increased accountability for schools, school districts, and states. The act was passed by Congress with bipartisan support in December 2001 and signed into law by Pres. George W. Bush in January 2002. States were not legally mandated to follow NCLB, but non-compliance would result in the loss of federal funds for education programs.

One to One (1:1) Model: A model for the dissemination of student EdTech hardware. Under this model, all students are given and responsible for their own device (laptop, tablet, etc.) that will be used for classroom activities. Most K–12 schools in the United States operate on a one-to-one model at all grade levels.

Parental Screen Guilt: The phenomenon of parents feeling guilty or frustrated at their use/overreliance on screen-based activities as a form of childcare.

Screen: A surface that can display electronic images (e.g. televisions; computer monitors).

Special Education: A system or program within school systems designed to meet the unique needs of students with disabilities or learning differences.

Report Developers

About CoSN (Consortium for School Networking)
CoSN is a world-class professional association for K-12 EdTech leaders with the mission to provide professional development resources for EdTech leaders, their teams, and districts, allowing them to cultivate engaging learning environments. CoSN's represents over 14 million students and continues to grow as an influential voice in K-12 education. Learn more about CoSN here.

The Blaschke Fellowship Fund
The Blaschke Fund was created by CoSN to support emerging leaders in education technology policy and advocacy. This memorial fund honors the late-industry giant Charles Blaschke, who conducted pioneering research and analysis on the ever-changing U.S. education landscape for over 50 years. Through the fellowship, graduate students have the opportunity to develop research along with CoSN in topics related to digital equity, protecting privacy of education data, enabling accessibility or other key topics. Learn more about the Blaschke Fellowship here.

Cooper Sved
The Blaschke Fellow for 2025 is Cooper Sved. Currently, Cooper serves as a proud Sixth Grade teacher in the Washington, D.C. area. He is finishing his Master's in Education Policy at George Washington University and has served as an intern for the U.S. House of Representatives and the Educational Testing Service (ETS). He also holds a master's in teaching from the University of Richmond and a bachelor's in theatre from Virginia Commonwealth University. He dedicates his career to the memories of Mary Emily Kitterman, his grandmother, and Adam Turck, his dear friend.

In addition to preparing this report, Cooper developed the Screen Time Toolkit to help educators facilitate thoughtful conversations about EdTech with their school communities.

CoSN
Leading Education Innovation

Methodology

This report is the product of a summer-long exploration of screen use in public education via academic journals, contemporary news articles, and semi-structured interviews with various professionals working in EdTech and K-12 spaces (including, but not limited to, school principals, district-level EdTech leaders, teacher's union representatives, and CoSN staff).

Cooper Sved, CoSN's 2025 Blaschke Fellow, began by creating an annotated bibliography that covered the following topics: Screentime and Child Development; School Leadership; Parent Perspectives on EdTech; Social Media; and Digital Citizen Education.

The questions asked during the semi-structured interviews were dependent on the subject's professional background. Each interview aimed to gather the subject's perspectives on screen use in schools, conversations about screens in their professional communities, and ideas for resources that may help schools communicate with families about EdTech.

The methods used to develop this report were also used in the development of CoSN's Screen Time Toolkit.

Acknowledgements

The report's developer would like to thank the following people and organizations who, in one way or another, helped make this report a reality:

Robert Duke, Justin Goldberg, Stacy Hawthorne, David Jarboe, Keith Krueger, Michael Nehmer, Sandy Nguyen, Mardi Olson, Jennifer Prescott, Dana Spurlin, Melissa Tebbenkamp, Tyler Ward

NASSP: Jon Wilcox, Ronn Nozoe, Jen Silva

NSPRA: Barbara Hunter, Mellissa Braham

NAESP: David Griffith

AFT: Marla Ucelli-Kashyap, Jason Edwards

NSBA: Jason Amos, Verjeana McCotter-Jacobs
NEA: Joel Solomon, Marybeth Szydlowski

PTA: Kimberly Martin, Daniel Ehrenpreis

Common Sense: Merve Lapus

The following Trustees were appointed to develop the criteria that candidates must meet to be selected for the Blaschke Fellowship:

Deborah Delisle, President & CEO, Alliance for Excellent Education
Deb deVries, K-12 Education Industry Veteran
Gary Mainor, Executive Vice President, Pearson Education

Introduction

The COVID-19 pandemic drastically reshaped the landscape of American education technology (EdTech). School districts were, with little warning, forced to quickly develop an infrastructure for all-digital learning (Heise, 2023). If they didn't already have one, students at all grade levels were given a personal learning device to help facilitate this monumental shift in K–12 learning. Upon emerging from the pandemic, districts found themselves with a range of new educational hardware and software. Though screens had been present in most K–12 schools before the pandemic, they had assumed a ubiquity that no principal or superintendent could have predicted. What were educators going to do now that most, if not all, of their classrooms had one-to-one devices?

While school districts were navigating their new circumstances, a new generation of children were presented with unparalleled access to burgeoning, rapidly-evolving, and unregulated new technologies. This, in conjunction with a media ecosystem dependent on rapid and repetitive engagement and the growing prevalence of artificial intelligence (See: 2024 Blaschke Report on AI and Accessibility) has created a new kind of digital nativism. Children in the United States, more than ever, are immersed (and functionally dependent) on their screens (McArthur et al., 2021).

In such a disjointed and untested ecosystem, K–12 schools are presented with a unique opportunity. They, more than any other American institution, have the chance to harness the power of this new digital landscape to prepare the workforce, promote student individuality, and uplift marginalized populations. To accomplish this lofty goal, American schools must proceed with thought, intention, and care. The long-term impacts of screen time on modern students depend on the steps we take at this very moment.

What Do We Mean By “Screen?”

In this report, we (i.e. CoSN) attempt to frame the current conversation on screens in schools. To start, what do we mean by the word “screen?” We are bombarded by digital displays both in and out of the classroom. Smart watches, fast food restaurant menus, slide decks, and e-ink reading devices all count as examples of everyday screen use. For the purpose of discussing K–12 education, it will be important to narrow our scope.

In the K–12 classroom, we use “screen” to refer to an **electronic panel used to display continuous and self-contained digital information.** We use self-contained to exclude instances where screens are used to supplement intentionally designed, high-quality in-person instruction. For example, slide decks, if used alongside an in-person experience, are not included within the scope of this report.

The “screen” may, however, refer to a smart phone or smart watch that may serve as a repeated distraction to student learning. “Screen” in our context will refer to digital tablets, laptops, smart phones, and whole-class projections that do not supplement in-person instruction (e.g. watching a video). In a students’ home, a screen may also include a desktop computer, handheld gaming console (e.g. Nintendo Switch), or a television. In all cases, screen use can refer to either active OR passive participation by the user.

"The term 'screen time,' if used without specificity, may conflate multiple kinds of screen use that are distinct and equally worthy of our care and attention."

Clarifying the Conversation

There is a pervasive national (and international) conversation on children and "screen time". "Screen time," though, is an umbrella term. Though screens are ubiquitous in 2025, they vary significantly in purpose and functionality. The term "screen time," if used without specificity, may conflate multiple kinds of screen use that are distinct and equally worthy of our care and attention. To help clarify our work, we have identified three relevant manifestations of "screen time" that require separate conversations and, indeed, separate solutions. We do understand, though, that these manifestations do share a connective tissue. When one mentions "screen time," they may be referring to: smart phones and social media; educational technology (Ed-Tech); or screen-based entertainment.

For a more in-depth overview of why we must "Clarify the Conversation," see **Appendix One: What Does Screen Time Mean, Anyway?**

An infographic detailing the three manifestations of "screen time" for educators and families can be found in CoSN's Screen Time Toolkit.

Smart Phones and Social Media

Smart phone use has dominated the national and political conversation about screens in classrooms. Specifically, smart phones are discussed as tools for social media consumption by adolescents and teenagers. An estimated 53% of children aged 8-12 (Toscano & Schmitt, 2024) and 95% of teens aged 13-17 (Pew Research Center, 2025) in the United States have access to a smart phone. There has been growing concern in recent years that these devices are, in fact, contributing to poor social behavior, mental health, and academic performance in K–12 students. In 2024 and 2025, in response to this national concern, the majority of U.S. states passed some form of legislation related to smart phone use and restrictions in schools.

For a more in-depth overview of smart phone use and legislation, see **Appendix 2: Smart phones, Schools, and Solutions.**

Educational Technology (EdTech)

Coinciding with concerns over smart phones in schools are worries over the ubiquity of screens and screen-based activities in the K–12 classroom. Despite these concerns, EdTech resources have the power to radically enhance teacher practices and, in turn, positively affect student outcomes (Johnson et al., 2016). Thoughtful and intentional academic screen time, when paired with high-quality instruction from a professional educator, can be transformational (see: RAT model; SAMR model). It is also important to note that EdTech companies and social media companies operate within different markets and financial incentives for their products. Because they are funded via ad revenue, social media companies are most lucrative when users spend long amounts of time on their platform. Conversely, EdTech companies are most lucrative when they are able to foster consistent student academic growth and, in turn, stay contracted with school districts.

For a more in-depth overview of EdTech, see **Appendix 3: Performance Without Paper.**

Screen-Based Entertainment

Before children are given access to a personal smart phone, they have already been inundated with screens as tools for entertainment and leisure. These screens can come in many forms, like desktop computers, video game consoles (like Nintendo Switch, which has its own built-in screen), televisions, and, most commonly, tablets. By 2021, 80% of households with children have some form of tablet computer while 64% of households overall have a tablet computer (Mejía, 2023). U.S. parents have not only shown a willingness to offer these kinds of devices to their children, in many cases, they see screen media as

a form of babysitting (Chong et al.,2023). Children' s screen use goes well beyond smart phones, it often begins before they even get to kindergarten. A recent study has even shown a correlation between leisurely screen use (social media, video games, etc.) and strong SAT scores (Hales & Hampton, 2025). This study questions the assumption that digital entertainment, generally, lacks educational value.

For a more in-depth overview of Screen-Based Children's Entertainment, see **Appendix 4: A Digital Childhood.**

Supplement, Not Replacement

Screen-based EdTech resources are not, and should never aim to be, a replacement for high-quality in-person instruction from a trained educator. K–12 schools are not sites of autonomous production. Concrete academic skills (reading, writing, mathematics, etc.) certainly should serve as primary goals for teachers and students. They are not, however, taught in a silo. K–12 education is designed for the development of a student's academic AND socio-emotional skillsets. Trained educators, in turn, are facilitators of critical INTERPERSONAL experiences. In academic settings, students are challenged by both content and environment; K-12 students must simultaneously navigate personal and social responsibilities. Furthermore, students do not arrive at school on the same socio-emotional footing. Schools are not just sites for new social experiences, but spaces for modeling thoughtful behavior and meeting those who experience the world differently. This emphasis on empathy, cooperation, and relationship-building, while not explicitly assessed, is a vital part of building a new generation of citizens and workers. Screens and artificial intelligence are simply unequipped to facilitate these kinds of experiences on their own.

Screen use in the classroom is not a polar issue, however. An all-or-nothing approach to this conversation denies teachers and students access to meaningful and practical digital experiences that, indeed, bolster the classroom learning experience. Not only have EdTech resources been thoroughly woven into school district and teacher preparation infrastructures, but they are vital for differentiation, access, and nuts-and-bolts workforce development (this will be expanded upon in a later section, Screens in Schools). The key to resource implementation, though, is educator development. Teachers and administrators cannot instinctively know how to incorporate new technologies effectively. We cannot expect them to guess best practices and hope for the best. Since EdTech will (and should) continue to supplement in-person instruction, it will be necessary to continue developing educators into effective designers of a multi-modal classroom experience.

For more on teacher development, see **Appendix 7: EdTech Professional Development.**

Educators can use CoSN's Teacher Reflection and Administrative EdTech Audit documents, parts of the Screen Time Toolkit, to help clarify their use of available classroom technologies.

Screens in Schools

One-to-one computing in K–12 classrooms serves as just one example of the prominence of screen use in the lives of children in the United States. Social media, video game platforms, YouTube content, and tablet applications define media consumption by children currently attending K–12 schools.

School districts offer a range of resources to teachers that rely on screens. In many cases, the use of screens is a mandatory part of the district's educational infrastructure. Teachers are not generally able to use any resource they please. Instead, they will defer to the guidance and approved resources that have been cultivated by that district's technology and curriculum offices. Those resources, in turn, are filtered through multiple levels of district and site leadership before being used by a teacher of record. This heavily vetted selection process ensures that the district's classrooms are, in some way, aligned via

coordinated resources. The process looks different in each district, and can still fall victim to technological fads, but it provides critical guardrails that inform the pedagogical strategies that teachers will employ.

Screen-dependent EdTech resources serve a multitude of classroom functions. Students and teachers, in many ways, depend on one-to-one devices to successfully access and complete their work. In the rest of this section, we will outline just a few ways that EdTech resources might be employed in K–12 classrooms. We offer this section not to break ground, but to remind readers of the critical role that EdTech plays in the everyday classroom. Communicating these use cases clearly and thoughtfully is one major way to temper parent concerns over screen use.

Note: Some of these points serve as an expansion to those expressed in Appendix 3: Performance Without Paper.

Educators may use the editable presentations available in CoSN's Screen Time Toolkit to help facilitate conversations about the use of EdTech in their school.

Differentiation

Differentiation is a foundational pedagogical skill taught in teacher preparation programs. Educators are primed with internal AND external expectations to meet the needs of all learners in their classroom, regardless of their academic need. Differentiated activities provide pathways for each learner to access grade-level content that aligns with their unique learning styles, classroom habits, and skillsets. Teachers may differentiate their activities in a variety of ways, like providing leveled options for games or project options of differing complexities.

One-to-one computing, critically, offers teachers opportunities for easy and quick differentiation in the classroom. Many digital EdTech resources (like phonics programs, digital choice boards, etc.) allow students access to grade-level content that is aligned with their needs and skills either through menu options or automatic content generation based on formative assessment. Programs featuring content generation via formative assessment are especially prominent in elementary school. Foundational literacy and math instruction in early grades is taught directly and enhanced by independent work targeting specific skills. These kinds of programs also afford teachers more classroom time for small-group instruction. Without one-to-one computing, elementary educators would have to spend more of their planning time generating thoughtful and differentiated independent activities,

"One-to-one computing, critically, offers teachers opportunities for easy and quick differentiation in the classroom."

adding to their generally dense work schedules. Furthermore, the one-to-one structure allows students greater opportunity to explore content related to their own personal interests without the need for teacher cultivation or intrusion.

Special Education

Many devices, INCLUDING personal smart phones, offer academic pathways to students in special education programs. Special education, in this case, refers to individualized education programs (IEPs), 504 accommodations, and enrichment programs. In addition to differentiation, screens offer accessibility and extension opportunities.

Over the past ten years or so, EdTech resources have been employed effectively when teaching special education students across the K–12 spectrum (Carreon et al., 2025). Most often, these programs will use applications on one-to-one devices. They may be used to teach content skills (like spelling and graph-making) or to teach other skills as outlined by the student's unique education program (like fine motor skills or effective communication). Additionally, studies have demonstrated that artificial intelligence (AI) can be a crucial piece of special education pedagogy (Hopcan et al., 2022) (Also see CoSN's 2024 Blaschke Report on AI and Accessibility). It is important to note that the USE of personal devices for these kinds of digital resources is not universally approved within the smart phone restrictions offered by state legislatures in the U.S.. Some legislation allows for exceptions to smart phone restrictions for students with IEP and 504 plans, but not all make that distinction.

> "We offer this section not to break ground, but to remind readers of the critical role that EdTech plays in the everyday classroom. Communicating these use cases clearly and thoughtfully is one major way to temper parent concerns over screen use."

Workforce Development

Despite some nationwide tensions over the curricular expectations of schools and districts, most Americans agree that K–12 education is, at least partially, supposed to cultivate a new generation of high-quality workers. It is necessary that students, especially in secondary grade levels, are exposed to skills that are practical (and necessary) for the job market. The skills necessary for entry into said market, though, have changed drastically over the last decade (World Economic Forum, 2025), and K–12 schools have a duty to keep with those expectations.

Educational technologies, in addition to providing new pedagogical strategies, allow students to explore content using skills that may be necessary for their future careers. Many school districts allow for coding programs, even to elementary-aged students. Opportunities for digital marketing projects, building virtual presentations, and online collaboration via websites like Google Drive are all valuable, and necessary, to those looking for immediate

post-graduate careers OR a college education. With the onset of artificial intelligence programs, K–12 schools are needed more than ever to provide thoughtful guardrails and guidance to students learning to use burgeoning technologies for both academic and personal reasons. Public education is not able to stop the development of new tech products, but they have the ability, and perhaps a duty, to teach students to use said products with balance and intention.

The Public Conversation

The 2025 Blaschke Report (and CoSN's Screen Time Toolkit) have been developed in direct response to an ever-growing national debate over the presence of screens and technology in K–12 classrooms. Though many schools had already shifted to a one-to-one model, the COVID-19 pandemic accelerated investments in devices and programs to ease the heavy burden on educators navigating a new but necessary digital teaching infrastructure. As the United States emerged from this chaotic and uncertain period, its educational infrastructure maintained its reliance on EdTech tools and resources. In reaction to the continued employment of technology in classrooms, the collective trauma of COVID-era education, and continued literary and online discourse, a national conversation about screen use emerged between schools, families, and educators. In this section, we explore different pieces of this national conversation, the actors within it, and how it directly affects what happens in the classroom.

Smart Phone Restrictions

According to EdWeek's Cellphone Laws and Policies Tracker, the majority of US states (and Washington, DC) are entering the 2025-2026 school year with legislation targeting the use of smart phones in K–12 classrooms. This legislation may come in the form of statewide bans, mandates for district-level policy development, recommendations, or incentive structures. Most states passed their legislation in late 2024 or early 2025 in anticipation of the upcoming school year.

These restrictions serve as an example of states exercising their constitutional right to exclusively govern their education systems (education mandates at the federal level are not legal, only incentive programs like No Child Left Behind that offer federal funds). Though statewide smart phone legislation has received significant bipartisan support from constituents, it has garnered some criticism from educators and families. Critical perspectives include concerns over parent/student communication, funding, access for

students with IEPs and 504 plans, and organizational accountability.

For a more in-depth overview of smart phone use and legislation, see **Appendix 2: Smart Phones, Schools, and Solutions.**

Parent Perspectives

Public Public education, as a public institution, is dependent on the needs and expectations of the community they serve. Relative to other economically developed countries (EDCs), families in the United States have an outsized role in the development and implementation of education policy. Rather than relying on a federal department of education, U.S. public schools are controlled locally by school boards, district-level leadership and state-level leadership. School boards, in particular, heavily democratize reform efforts. Under these circumstances, new district and state policies for public schooling can often arise from constituent priorities and incentives. By contrast, other EDCs (e.g. United Kingdom) generate reform efforts and guidance from the top-down. While still subject to public scrutiny, these institutions are more removed from the kind of active community involvement that helps shape education policy in the United States.

In response to pandemic learning and poor standardized test scores, American parents have shown an increased disdain for screens, especially in school settings. State legislatures created their policies for smart phone restrictions to attend to these growing concerns. Parent perspectives on screen use, however, are far from definitive or consistent. Despite concerns over EdTech's prominence in public schools, they also tend to recognize its potential educational value. Furthermore, American parents experience parental screen guilt (PSG) as a correlate to their child's personal screen use at home (Wolfers et al., 2024). A parent's concern over EdTech in school may stem from personal guilt over screen use in the home.

For a more in-depth overview of parent perspectives on screen use, see **Appendix Five: Parent Perspectives.**

Educators as Public Figures

As noted in the previous section, public education in the United States is especially vulnerable to the expectations of local communities. Educators (meaning classroom teachers, administrators, and other student-facing school employees) serve as public representatives of the system they work within. Despite often having little control over curricula and approved resources, educators at school sites serve as a first point of contact for parents and community members. As a result, they are often expected to speak to or justify policy decisions that they, in some cases, have taken no part in creating. As organizational representatives, teachers and leadership teams must convincingly communicate mandates and expectations created at the district or state level. This is an unseen, unspoken extra expectation on the plates of school employees.

As public figures with community-level influence, educators have to directly respond to parent concerns over screen use and educational technology. The implementation of digital resources in the classroom, as a result, must remain thoughtful and balanced. Educators must be intentional with their EdTech implementation if they wish to honestly communicate with families classroom-level and site-level practices.

The expectations for clear, consistent, thoughtful communication about EdTech and screens led CoSN to develop the Screen Time Toolkit. This series of documents helps educators foster nuanced conversations about the use of screens in schools with members of their community.

Recommendations for Educators

A rapidly evolving technological ecosystem requires K–12 schools and school systems to remain flexible, attentive, and creative. Local policies must remain centered on pedagogical efficacy while maintaining a keen eye towards public perception and understanding. Screen use in public education only remains publicly salient if district- or school-level messaging is authoritative, focused on collaboration, and authentic to day-to-day classroom practice. These recommendations highlight just a few ways that education systems may build and maintain public trust around the use of digital EdTech tools.

Teacher Development

Teacher development, in this case, refers both to the development of new educators and to the continued development of the K–12 work force. Both novice and veteran teachers require thoughtful professional development for EdTech products. Not only do they need to understand the resource itself, but how to use said resource within the context of their school. Because public education operates at a local level in the United States, each school site must build and maintain a unique pedagogical structure. Understanding how EdTech resources operate within that local structure is necessary before they can be used in the classroom. School leaders and site-based EdTech leaders must make their guidance on specific resources clear and intentional. Not only does this provide classroom teachers with a contextual understanding of the resource, but it provides all parties a coherent framework and expectations for use that may be used in communication with families.

Educator preparation programs (EPPs) must also work to prepare novice educators to thoughtfully and intentionally weave EdTech into their pedagogical structures. Digital tools exist in all U.S. school systems. Most districts operate on a 1:1 device model. Creative and thoughtful use of these resources, in conjunction with high-quality teaching, is a vital piece of any modern classroom infrastructure. Despite not knowing where EPP students will end up teaching, responsive programs will ensure that educational technologies are included within modeled structures of high-quality teaching and learning.

Modeling Digital Literacy and Citizenship

Research has demonstrated that a child's ability to effectively balance their use of screens in day-to-day life may depend on their exposure to thoughtful use by adults. Teachers and family members can affect a child's relationship with screens by simultaneously setting consistent boundaries for use and demonstrating thoughtful use themselves. In

the classroom, teachers should use their EdTech resources without overreliance, only employing them when it makes pedagogical sense or in conjunction with other strategies. Parents can affect their children' s relationship to screens by balancing their own lives alongside consistent boundary-setting.

Schools and districts may serve as friendly and authoritative figures in the screen time conversation. Building a school-to-home connection is critical for providing actionable guidance on screen use to families that is aligned with district-level messaging and expectations, Furthermore, teachers are best equipped to provide classroom-level context and child-specific guidance.

Administrative Coherence and Clarity

Those in leadership, both at the school and district level, should provide clear, actionable, and context-specific guidance on the use of EdTech resources in the classroom. Not only should EdTech resources be thoughtfully filtered by leadership teams to best fit the needs of their academic community, but they should have a clear understanding of how each will

operate alongside other resources and expectations.

For example, if your district purchases and offers an optional digital phonics program for K-2 students, the leadership team may ask the following questions:

• How might it fit into your established structures for teaching and learning?

• Would this resource be reiterative?

• Might this resource be a stronger alternative to a program that is already being used?

• How long might it take for teachers to learn and implement this new resource with efficacy?

Once a site leadership team contextualizes their EdTech resources and communicates those expectations to staff, all are able to speak about said resources with families. Not only is it important for districts to find quality resources for their sites, it is critical that school-based leaders curate those resources to best fit the pedagogical needs of their student AND teacher populations.

> "Local policies must remain centered on pedagogical efficacy while maintaining a keen eye towards public perception and understanding."

"Controversy can be a starting point for a nuanced, thoughtful, solutions-oriented conversation between schools and communities."

Conclusion

Conversations about screen use in K–12 schools connect directly to the wider story of technological development in the U.S. and around the globe. Recent smart phone legislation, in particular, is part of a larger story of technological development in the United States and around the world. School districts, in reflecting contemporary society, find themselves either in harmony or contention with burgeoning and ubiquitous technologies. Often, they find themselves feeling both at the same time. It is important for public schools to prepare students for an advanced, often unpredictable technological future. At the same time, they must recognize that education work in the United States is directly dependent on the voting public. **Technological advancement within the classroom must be simultaneously responsive and innovative in order to fulfill public education's numerous (often paradoxical) responsibilities.**

Despite their general lack of authority over district-level decisions, site-based K–12 educators indirectly assume the responsibility for disseminating policies and initiatives that may not always land well with their communities. In addition to their pedagogical work, educators play a public role that they may not always be ready for. Teacher training, for novice AND veteran teachers, rarely includes guidance on thoughtful and authoritative communication.

The use of any technology in the classroom can (and does) easily become a source of controversy. This has especially been the case since COVID-19 brought with it a cobbled infrastructure of all-digital education. The solution to these controversies may not lie in swift, comprehensive legislation (like we've seen throughout the United States this past year). Instead, controversy can be a starting point for a nuanced, thoughtful, solutions-oriented conversation between schools and communities.

The importance of a nuanced conversation about technology use extends beyond improving K–12 education. It is driven by a recognition that public education serves as both a reflection and a driver of our collective relationship with new technologies.

The 2025 Blaschke Report was developed alongside CoSN's Screen Time Toolkit and a series of posts slated for release on the CoSN Blog throughout the fall/winter of 2025. Many of these posts are highly relevant to the topics discussed in this report and can be found in the appendices below.

Appendix One: What Does Screen Time Mean, Anyway?

K-12 educators are currently operating within a feverous cultural conversation over technological ubiquity and screen time. This cultural conversation is expansive and can be overwhelming. When someone refers to "screen time," they may be speaking of television, social media, smart phone addictions, or, importantly, technology use during classroom instruction. Though these topics share a connective tissue, they should not be conflated. Parents/caregivers and policymakers, in their concern over both screen time and public education writ large, may not instinctively understand the importance of separating their terms and specifying our home-to-school discourse. In the coming academic year, strong differentiation in K-12 messaging may curb some of the conflicts between schools and their communities.

Educators at the classroom, school, and district level, should work to help the community differentiate between the varying definitions of "screen time" that manifest in their classrooms. These manifestations may be separated into three categories: smart phones/social media, educational technologies (EdTech), and screens for at-home leisure. Though distinct, these categories are all highly relevant to those working in twenty-first century public education. Understanding how these categories impact children/students will help educators navigate conversations around screen use in the coming academic years.

Smart Phones/Social Media

Smart phones and social media may be the most pertinent focus of our national conversation on screen use. All around the country, schools, states, and districts are enacting smart phone bans designed to increase student attention spans and foster meaningful academic engagement. As of September 2025, almost two-thirds of US states (and Washington, DC) have enacted new legislation banning, restricting, or disincentivizing smart phone use in the classroom (EdWeek, 2025). In a rare example of national unity, bans have, for the most part, been well received by lawmakers, constituents, and educators, despite some unpopularity with students and parents.

Outside of education, parents and caregivers have shown increased concern over the ways that cell phones affect childrens' socio-emotional and cognitive development. Time will tell if school bans are able to curb some of the long-term threats that cell phones pose to young people (see also: Navigating Student Cell Phone Use in K-12 Schools; Whose Call: A Student-Driven Approach to School Cell Phone Policies).

EdTech

The The COVID-19 pandemic served as a catalyst for schools and districts to ramp up their use of EdTech. Schools that had strategically fully not gone one-to-one (i.e. each student has their own device) were suddenly forced to purchase and use a slate of new hardware and software. Now, in 2025, most schools in the U.S. operate on a one-to-one model (see: CoSN's 2025 State of EdTech Leadership).

This model, if used thoughtfully, has the potential to supplement and enhance in-person learning in exciting and pragmatic ways. Teachers may use EdTech devices and programs to differentiate their instruction, teach important technological skill sets, and increase the engagement of differently-abled learners. Too much time on these devices, though, may hinder a student's growth (Kirkorian, 2024), so it is vital that teachers understand how to WEAVE EdTech into their classrooms, not rely on it in lieu of other strong pedagogical practices. It is important to communicate the instructional value of these strategies to families and community members.

Screens for At-Home Entertainment

Though educators have limited influence on a family's use of technologies on a day-to-day basis, they still have an opportunity to sway attitudes towards screen use in the home. Like smart phone use, excessive and unrestricted time on screens may affect a young child's socio-emotional and cognitive development. Despite this, modern parents and caretakers still often use screens as babysitting tools. Video game systems (like the Nintendo Switch), tablet computers, and televisions have the opportunity to affect a child long before they get their first smart phone. Like educators, it is vital that parents and caretakers remain thoughtful and targeted as they introduce digital media to their children. These early experiences may shape a child's relationship to educational technologies once they reach grade school.

Next Steps

The Consortium for School Networking is committed to fostering a pragmatic conversation on screen use in K-12 education. Educators and families alike may benefit from this more nuanced discussion of screens and technologies for children.

Appendix Two: Cell phones, Schools, and Solutions

Over the past year, cell phone use has been a dominant force in the conversation on technology's role in American classrooms. Many educators, advocates, and parents have expressed concern over generation alpha's adherence to personal devices. The development of attention spans, critical thinking, and socio-emotional skills are in untested waters as students have been allowed unparalleled, largely unfettered access to burgeoning technologies. Educators, in turn, have been tasked with navigating these waters without much of a precedent. Government legislation on technology in the classroom was inevitable.

Public education in the United States is controlled at the state and local level. Over the past year, school districts and legislatures have begun exercising their power in response to the recent national fervor over cell phones in schools. According to *Education Week,* as of September 2025, almost two-thirds of states (and the District of Columbia) have passed some form of legislation on cell phone use in classrooms. This legislation may offer blanket statewide restrictions, require localities to produce their own policies, or offer incentives and recommendations to districts. Many, but not all, of these policies include exemptions for students needing personal devices as part of their IEP, 504 plan, or medical plan.

Though some state legislatures passed cell phone bills in 2024, the majority passed theirs in the latter half of the 24-25 school year. The 25-26 school year, in turn, will be a critical test year for the efficacy of this kind of legislation. There is a critical opportunity here to discover how these bills, which vary significantly in size and scope, operate in different academic contexts. Do blanket restrictions do the trick in some cases? Do districts need external funding to make legislation effective? Is it effective to incentivize leaders to develop their own policies without a true mandate? Only time will tell.

We must, though, make sure that any analysis of cell phone legislation in the coming year takes multiple forms of data into consideration. It may take some time for this work to have any effect, positive or negative, on student academic achievement. A qualitative account of both educator and student experience may help us understand how this legislation will operate beyond its pilot year. Longitudinal analyses will be necessary.

Finally, we cannot view cell phone legislation as a silver bullet solution to solve technological intrusion into academic (and non-academic) life. K-12 classrooms are uniquely suited to provide critical, large-scale messaging on how these devices can be used safely. Like EdTech in classroom settings, mass-market technologies should serve as helpful supplements, not replacements, for human experience. We cannot ignore the ubiquity of personal devices, but we can certainly prepare our students (and families) for thoughtful employment of personal devices through 12th grade and beyond.

Appendix Three:
Performance Without Paper

We've identified three primary manifestations of "screen time" in K-12 spaces (those being Cell Phones/Social Media, Educational Technology, and Entertainment). Educational technology, hereafter referred to as "EdTech," may be conflated with digital entertainment and/or cell phone use despite their differing purposes AND market incentives. EdTech, when used as a supplement to high-quality teaching, has the ability to generate significant student academic growth, foster meaningful engagement with standards, and create a pedagogical ecosystem that is designed for all learners. The conversation around EdTech in K-12 classrooms must remain separate from the ferocious national debate over cell phone restrictions.

CoSN's 2025 State of EdTech Leadership Report notes that most school districts are either operating on a one-to-one device model OR are actively working towards a one-to-one model. In other words, most districts (especially after the COVID-19 pandemic) supply each of their students, regardless of age, with an electronic device (iPad, laptop, etc.) for educational use. How these devices are used, however, varies significantly by age and subject. A site-level administrator or EdTech leader may filter the district's available products to better serve the needs of their community and/or faculty. Products may include phonics programs for elementary students, coding lessons for middle-schoolers, or artificial intelligence software for high-schoolers (See: 2024 Blaschke Report on AI and Accessibility). Many of these programs, even at the elementary level, are dynamic, allowing students to engage with content that is directly aligned with their skills and learning targets. A teacher's use of digital media is largely dependent on district context and administrative expectations (and, of course, their personal comfort with the technologies on offer).

One-to-one computing for general education is just one example of how EdTech manifests in a 2025 classroom. Some districts have adopted virtual reality headsets so that students may go on "virtual field trips" (Mohring & Brendel, 2021). These headsets afford districts that are remote and/or have fewer financial resources the opportunity to share a wide breadth of new experiences with their classes. Many district special education departments use tablets, computers, and other hardware for student communication and differentiation. Some high schools have purchased 3D printers, while others have created

robotics labs. These examples provide a glimpse into not just the scope of EdTech, but how it can be harnessed for the dual purposes of equity and workforce development.

The EdTech industry is vast, complex, and rife with opportunities IF teachers and administrators can use them effectively. None of the resources we have outlined here will be effective without proper teacher training AND an earnest commitment to technologies when they are pedagogically appropriate. We are calling for a balance, not a replacement. We also recognize a need for clear, thoughtful communication with families on the applications of EdTech in the classroom. Buy-in at every organizational level is critical. We do not want families to conflate cell phones with the intentional, thoughtful employment of EdTech for academic and personal growth.

Appendix Four:
A Digital Childhood

Introduction

Children in the United States are growing up in a media ecosystem that is drastically different than that of most adults. This generation of kids have been afforded widespread, consistent, largely unregulated access to the internet via personal devices. Much of the national conversation over children's media has revolved around cell phone use in K-12 schools. Children gain access to screen media long before receiving their first cell phone, however. Educators, parents, and K-12 leaders must recognize that these digital childhoods can have effects on teaching practice, student behavior, and the school-to-home relationship. It is also necessary to remember, however, that the kind of media that children consume is often more important than the format in which it is presented.

Ubiquity of Screens Amongst Young Children

Young children in the United States (ages 0-8), despite their age, are often given access to screen-based devices for both education and entertainment purposes. These devices may come in the form of televisions, video game systems (like Nintendo Switch), or even laptop and desktop computers. The most common form of screen for children, however, is the tablet computer. These devices have permeated both educational and non-educational spaces. According to Common Sense Media (2025), by age four, 58% of children have a tablet computer. These tablets can be used for a variety of functions, but are commonly used to play games or watch videos. Despite their age, children can also use these computers to access social media sites (specifically, YouTube) (Auxier et al., 2020). Parents can have a tendency to rely on these devices as conflict resolution tools despite recognizing the potential dangers of overreliance (Chong et al., 2023).

The Screen Time Continuum

On its own, screen time as a form of entertainment does not present any explicit harm, especially if it is used with balance and intention. Harm may present itself, though, if the

activities are not developmentally appropriate or if they are designed in response to the developer's monetary incentives. Often, digital entertainment for children will present the user with a bevy of targeted advertisements. This structure gives developers a reason to keep users repeatedly engaged for long periods of time (Larche et al., 2016). The medium is not necessarily the problem, it's the way that the medium is used by developers. In response, families should be thoughtful about the kinds of activities that they engage with on their screens. For instance, a digital logic puzzle (e.g. a virtual escape room), while still a video game, is far more challenging (and ad-free) than mobile games like Candy Crush. In the same vein, talking to a loved one over FaceTime does not present the same dangers as scrolling social media because it requires deep and consistent socio-emotional engagement from the user while also negating the use of content generation algorithms designed to hook users.

School-to-Home Connection/Finding a Balance

Parents may have concerns over their child's use of EdTech in their public school partially because they have concerns over use in the home. Rather than explicitly pushing back on that rhetoric, it would benefit K-12 educators to meet families where they are and attempt to build a strong home-to-school connection. Families want to trust that teachers use screens thoughtfully, intentionally, and with balance. Consistent engagement with families over the use of EdTech, combined with practical and specific guidance on how technology may be used in the home, may simultaneously appease parent concerns while also building long-term trust in K-12 institutions.

Conclusion

Though educators are not directly responsible for how screens are used in their students' homes, they are responsible for navigating how those home behaviors manifest in classroom settings. Though screens and personal devices are wonderful tools for entertainment, families should remain thoughtful about the kinds of entertainment they make available to children (especially at young ages). Parents and guardians can affect change not just by making clear and consistent home policies surrounding technology use, but by modeling thoughtful use themselves. Much like EdTech, digital entertainment can be exciting, relaxing, and intriguing when used as a supplement to a life rich with a variety of experiences.

Appendix Five:
Parent Perspectives

Beneath our society's collective adoption of new technologies lies a paradox. While, yes, the rise of artificial intelligence (AI) and the ubiquity of smart phones indicate a general acceptance of (and even enthusiasm for) technology's intrusion into everyday life, there are macro-level fears that are equally prevalent. Why do we need AI? Is it healthy to be connected to the internet 24/7? Are screens destroying our attention spans? How will new technologies affect my children?

Public schools have become an arena for the debate over technological proliferation. Accelerated by the COVID-19 pandemic, school districts have adopted innumerable devices and programs designed to support student academic growth. The key word here is support, not replace. Educational technologies (EdTech) are not, and shouldn't be, designed as a replacement for high-quality teaching. There is nuance to how teachers weave their technological supports throughout their classroom activities. This nuance, though, is difficult to communicate to families who may be concerned over the aforementioned technological proliferation.

Chong et al. (2023), in their meta-synthesis of perceptions of screentime, note that parents view screens (TVs, iPads, etc.) as babysitting tools and inevitable parts of life in the twenty-first century. At the same time, they recognize the harms associated with excessive screen time. This perspective is expanded upon in Wolfers et al.'s (2024) study on parental screen guilt. They found that guilt over parental decision-making is related to a child's time spent in front of a screen. Parents become dissatisfied with their parenting decisions when said decisions conflict with their previously-established moral code. Allowing children to spend their free time in front of screens, it seems, often contradicts broadly adopted philosophies on child care.

Chong et al. (2023), notably, also found that parents recognize screens as sites for educational opportunities. This seems to run counter to the larger conversation we are having about screen use (specifically, smart phones) in schools. Use of educational technology in the classroom is becoming increasingly unpopular DESPITE a parental recognition that EdTech can be a powerful tool for learning. This may fuel a rise in

educational programs designed to be used outside of the boundaries of a traditional school district. Widely available EdTech may be of great concern to K-12 leaders because products used at home, outside of the purview of a teacher, will likely not align with district-level technology initiatives and programs. This presents a danger to public schools attempting to establish coherence in a largely incoherent educational marketplace. Large-scale academic initiatives (like the Science of Reading) are threatened, too, because educators cannot guarantee that a child's educational screen time at home aligns meaningfully with the ideas and strategies they are learning in the classroom.

Parent perceptions of screen use post-COVID are paradoxical. Beliefs in the pragmatism and efficacy of new technologies during childhood are accompanied by feelings of guilt and fear over their known (and unknown) long-term ramifications. In the coming academic year, K-12 leaders in public schools must recognize this paradox as they communicate with concerned and anxious families. These institutions are uniquely positioned to ease the public into our new era of work and education.

Appendix Six: Preparation and Societal Progress

Introduction

K-12 schools are designed for social AND professional induction. They aim to teach concrete skills that can be used in the workforce while simultaneously fostering socio-emotional growth. The concrete skills that students need to learn, however, have become progressively more difficult to narrow down. The rise of generative artificial intelligence, the ubiquity of screens, and the wide range of new digital workplace skills have altered the curricular expectations for educational organizations. Furthermore, a rapidly-changing technological landscape may call into question some assumptions we make about traditional subjects and curricula. What do we need to teach, and how should we teach it?

Flexibility/Preparation for the Unknown

We have moved beyond the once-prolific category of "twenty-first century skills." Not only do modern children understand how to use computers, their childhoods have been defined by an unprecedented access to digital spaces. There was no need to acclimatize; their ability to use technology came as naturally as their ability to walk. Meanwhile, over the past five years, tech applications in the workplace have evolved (World Economic Forum, 2025). Though it has been said plenty of times before, it bears repeating: the rise in automation/artificial intelligence will transform work in ways that are, as of now, unseen and unpredictable. Students knowing how to use computers is not enough preparation for this great unknown. Workforce development in 2025 will require K-12 students to learn skills that may never be used in a professional setting.

The Role of K-12 Schools

We may need to view technological pedagogies like we view K-12 writing courses. Most people do not write five paragraph essays for a living. The five paragraph essay, though, is not anachronistic. We use it NOT as a way to build a marketable skill, we use it to help foster critical thinking and argumentative reasoning. It is an avenue for an amorphous, but

important, skill for students to learn. Educational technologies can be viewed in the same way. If we use these technologies to help students remain flexible and knowledgeable about tech use more broadly, they will be better prepared for the inevitable adoption of new digital workforce skills in the future. We are not teaching the skill itself, we are teaching the flexibility.

Conclusion

The idea of "workforce development" is both critically important and fundamentally impossible. We do not know what students will need because K-12 institutions cannot possibly keep pace with the expectations of the workforce. It is their responsibility, however, to remain attentive to technological trends and create circumstances that allow students to easily adopt what may come. Furthermore, schools can (and SHOULD) try to impart a core message of balance and digital literacy so that students have a greater understanding of the technologies they use both in and out of the workplace.

Appendix Seven: EdTech Professional Development

Introduction

The successful implementation of educational technology (EdTech) tools in classrooms is dependent on educators having a nuanced understanding of the resource they will use, its pedagogical benefits, and how it can be woven into an already-established structure for teaching and learning. A school or district must ensure that any new technological initiative has an induction plan that is thoughtful, responsive, and comprehensive. If schools do not attend to the beginning stages of their EdTech initiatives, they run the risk of losing teacher trust, community confidence, and, worst of all, academic credibility.

Development of EdTech Skills

A school's professional development infrastructure must account for a wide variance in technological comfort within the workforce. Mirroring the differentiation practices that define modern K-12 education, professional development facilitators have to create meaningful learning opportunities for all teachers, regardless of their technological skill level. This era of teaching is particularly interesting because many new teachers grew up as digital natives (i.e. those who used computers and the internet from very early ages). This can create disparities in the skillsets of the teachers in the workforce. Regardless, the teachers in a school building are usually expected to use their EdTech tools regardless of their personal relationship with technology. As new programs and devices are introduced, and as new, innovative tools enter the marketplace, it is vital that EdTech professional development opportunities remain highly responsive to the needs of the educators who are expected to incorporate it into their classrooms.

Teacher Perceptions of Professional Development

Educators, regardless of their interest in advancing their practice, may not respond well to new professional development mandates. Professional development sessions may seem intrusive and unnecessary if they are laborious, complicated, or lack a direct connection to day-to-day teaching. Veteran educators, especially, recognize the cyclical nature of K-12

initiatives, and feel less of an incentive for aligning with mandated structures, strategies, and resources. Not only do EdTech professional development facilitators have to account for a range of skills, they have to remain mindful of how educators may view these kinds of opportunities writ large.

Conclusion

With the continued proliferation of digital resources in K-12 classrooms (and the looming presence of artificial intelligence in the educational marketplace), it is important that teachers have comprehensive and meaningful training. This training must include an explanation of the resource itself AND how it can be applied to a local pedagogical context. At the same time, those creating and directing professional development opportunities must remain thoughtful about how they are introducing the resource, what the teacher's response may be, and how to respond to some inevitable frustration or lethargy from the staff. Despite the challenges, professional development is vital in an era where thoughtful use of EdTech is an expected part of an educator's structure for teaching and learning.

Citations

Auxier, B., Anderson, M., Perrin, A., & Turner, E. (2020). Parental views about YouTube. Pew Research Center. https://www.pewresearch.org/internet/2020/07/28/parental-views-about-youtube/

Carreon, A., Mosher, M., Goldman, S., Smith, S., & Smith, B. (2025). A ten-year review of the Journal of Special Education Technology: Innovations and trends for individuals with disabilities. Journal of Special Education Technology. https://doi.org/10.1177/01626434251349414

Chong, S. C., Teo, W. Z., & Shorey, S. (2023). Exploring the perception of parents on children's screentime: A systematic review and meta-synthesis of qualitative studies. Pediatric Research, 94(3), 915–925. https://doi.org/10.1038/s41390-023-02555-9

Common Sense Media. (2025). Media use by kids zero to eight. https://www.commonsensemedia.org/sites/default/files/research/report/2025-common-sense-census-web-2.pdf

Hales, G. E., & Hampton, K. N. (2025). Rethinking screen time and academic achievement: gender differences and the hidden benefit of online leisure through digital skills. Information, Communication & Society, 1–19. https://doi.org/10.1080/1369118X.2025.2516542

Heise, M. (2023). The distribution of in-person public K-12 education in the time of covid: An empirical perspective. Journal of Empirical Legal Studies, 20(2), 305–338. https://onlinelibrary.wiley.com/doi/10.1111/jels.12345

Hopcan, S., Polat, E., Ozturk, M. E., & Ozturk, L. (2022). Artificial Intelligence in special education: A systematic review. Interactive Learning Environments, 31(10), 7335–7353. https://doi.org/10.1080/10494820.2022.2067186

Johnson, A. M., Jacovina, M. E., Russell, D. E., & Soto, C. M. (2016). Challenges and solutions when using technologies in the classroom. In S. A. Crossley & D. S. McNamara (Eds.) Adaptive educational technologies for literacy instruction (pp. 13-29). New York: Taylor & Francis. Published with acknowledgment of federal support.

Kagan, D. M. (1992). Implication of Research on Teacher Belief. Educational Psychologist,

27(1), 65–90. https://doi.org/10.1207/s15326985ep2701_6

K., J. (2024, November 15). Teachers' essential guide to coding in the classroom. Common Sense Education. https://www.commonsense.org/education/articles/teachers-essential-guide-to-coding-in-the-classroom

Kirkorian, H. (2024). Introduction to the section on Digital Media, cognition, and Brain Development. Handbook of Children and Screens, 7–11. https://doi.org/10.1007/978-3-031-69362-5_2

Larche, C. J., Musielak, N., & Dixon, M. J. (2016). The candy crush sweet tooth: How 'near-misses' in candy crush increase frustration, and the urge to continue gameplay. Journal of Gambling Studies, 33(2), 599–615. https://doi.org/10.1007/s10899-016-9633-7

Masiello, I., Fixsen, D. L., Nordmark, S., Mohseni, Z. (Artemis), Holmberg, K., Rack, J., Davidsson, M., Andersson-Gidlund, T., & Augustsson, H. (2023). Digital transformation in schools of two southern regions of Sweden through implementation-informed approach: A mixed-methods study protocol. PLOS ONE, 18(12). https://doi.org/10.1371/journal.pone.0296000

Mejía, D. (2024). Four out of five households with children owned tablets. Census.gov. https://www.census.gov/library/stories/2023/04/tablets-more-common-in-households-with-children.html?utm_source=chatgpt.com

McArthur, B. A., Racine, N., Browne, D., McDonald, S., Tough, S., & Madigan, S. (2021). Recreational Screen Time Before and during COVID-19 in school-aged children. Acta Paediatrica, 110(10), 2805–2807. https://onlinelibrary.wiley.com/doi/10.1111/apa.15966

McCarthy, J. (2021). A practical guide to planning for intentional differentiation. Edutopia. https://www.edutopia.org/article/practical-guide-planning-intentional-differentiation/

Niederhauser, D., Howard, S., Voogt, J., Agyei, D., Laferriere, T., Tondeur, J., & Cox, M. J. (2018). Sustainability and Scalability in Educational Technology Initiatives: Research-Informed Practice (Version 1). University of Wollongong. https://hdl.handle.net/10779/uow.27738201.v1

No Child Left Behind Act of 2001, Pub. L. No. 107-110, § 101, 115 Stat. 1425 (2002). https://www.govinfo.gov/content/pkg/PLAW-107publ110/pdf/PLAW-107publ110.pdf

Office of the U.S. Surgeon General. (2023). Social media and youth mental health: The U.S. Surgeon General's advisory. Washington, DC; Public Health Service, Office of the Surgeon General.

Pew Research Center. (2025). Teens and internet, device access fact sheet. Pew Research Center. https://www.pewresearch.org/internet/fact-sheet/teens-and-internet-device-access-fact-sheet/

Pérez Perez, F. (2024). AI and accessibility in Education. The Consortium for School Networking. https://www.cosn.org/wp-content/uploads/2024/09/Blaschke_Report_2024_lfp.pdf

Prothero, A., Langreo, L., & Klein, A. (2025). Which states ban or restrict cellphones in schools?. Education Week. https://www.edweek.org/technology/which-states-ban-or-restrict-cellphones-in-schools/2024/06

Read, M. (2022). Rat. EdTechnica. https://doi.org/10.59668/371.7485

The Consortium for School Networking. (2025). State of EdTech District Leadership 2025. https://www.cosn.org/wp-content/uploads/2025/05/EdTechLeadership_2025_F2.pdf

Terada, Y. (2020). A powerful model for understanding good tech integration. Edutopia. https://www.edutopia.org/article/powerful-model-understanding-good-tech-integration/

Toscano, M., Schmitt, K. (2024). How many people are addicted to their phones? 2025. ConsumerAffairs. https://www.consumeraffairs.com/cell_phones/how-many-people-are-addicted-to-their-phones.html?utm_source=chatgpt.com

Walker, T. (2021, September 30). "All that scrolling": How screen time impacts students. NEA. https://www.nea.org/nea-today/all-news-articles/all-scrolling-how-screen-time-impacts-students

Walker, T. (2025). Take cellphones out of the classroom, educators say. NEA. https://www.nea.org/nea-today/all-news-articles/take-cellphones-out-classroom-educators-say

Wolfers, L. N., Nabi, R. L., & Walter, N. (2024). Too much screen time or too much guilt? how child screen time and parental screen guilt affect parental stress and relationship satisfaction. Media Psychology, 28(1), 102–133. https://doi.org/10.1080/15213269.2024.2310839

World Economic Forum. (2025). The Future of Jobs Report 2025

SCREEN TIME AND EDTECH

CoSN
Leading Education Innovation

AASA
THE SCHOOL SUPERINTENDENTS ASSOCIATION

www.CoSN.org

We support productive and educational uses of technology and recommend that school leaders strive to ensure that students are learning how to use EdTech tools responsibly. We believe that EdTech should be carefully filtered and vetted and used only when instructionally appropriate.

DEFINING "SCREEN TIME"

"Screen time" is not a single category and should not be evaluated as such. Educational technology —aligned with curriculum, guided by teachers, and governed by privacy and security policies— is fundamentally different from recreational technology.

TECHNOLOGY PROVIDES ACCESS

Educational technology enables students with unique learning needs and students without home internet access to fully participate in modern learning environments. Educational technology is also foundational to delivering the digital tools and rich content that teachers rely on to differentiate instruction, assess student understanding, and create opportunities for small-group and individualized learning.

EDTECH BENEFITS STUDENTS

According to a 2021 Institute of Education Sciences report, schools reported that technology use helps students:

- Engage in more active learning (93%)
- Become more independent and self directed (92%)
- Learn at their own pace (90%)
- Think critically (85%)
- Learn collaboratively with peers (83%) [1]

EDTECH PREPS STUDENTS FOR THE WORLD

Rather than efforts to broadly prohibit access to technology, school leaders should focus on equipping young people with the skills to use technology responsibly, including AI. Through intentional and wise implementation, school districts can support effective, safe, and accessible learning environments for all students.

THREE TYPES OF SCREEN TIME

EdTech

- Used to support student learning.
- Used IN ADDITION to high-quality teaching.
- Designed to deepen content knowledge and build 21st-century skills.

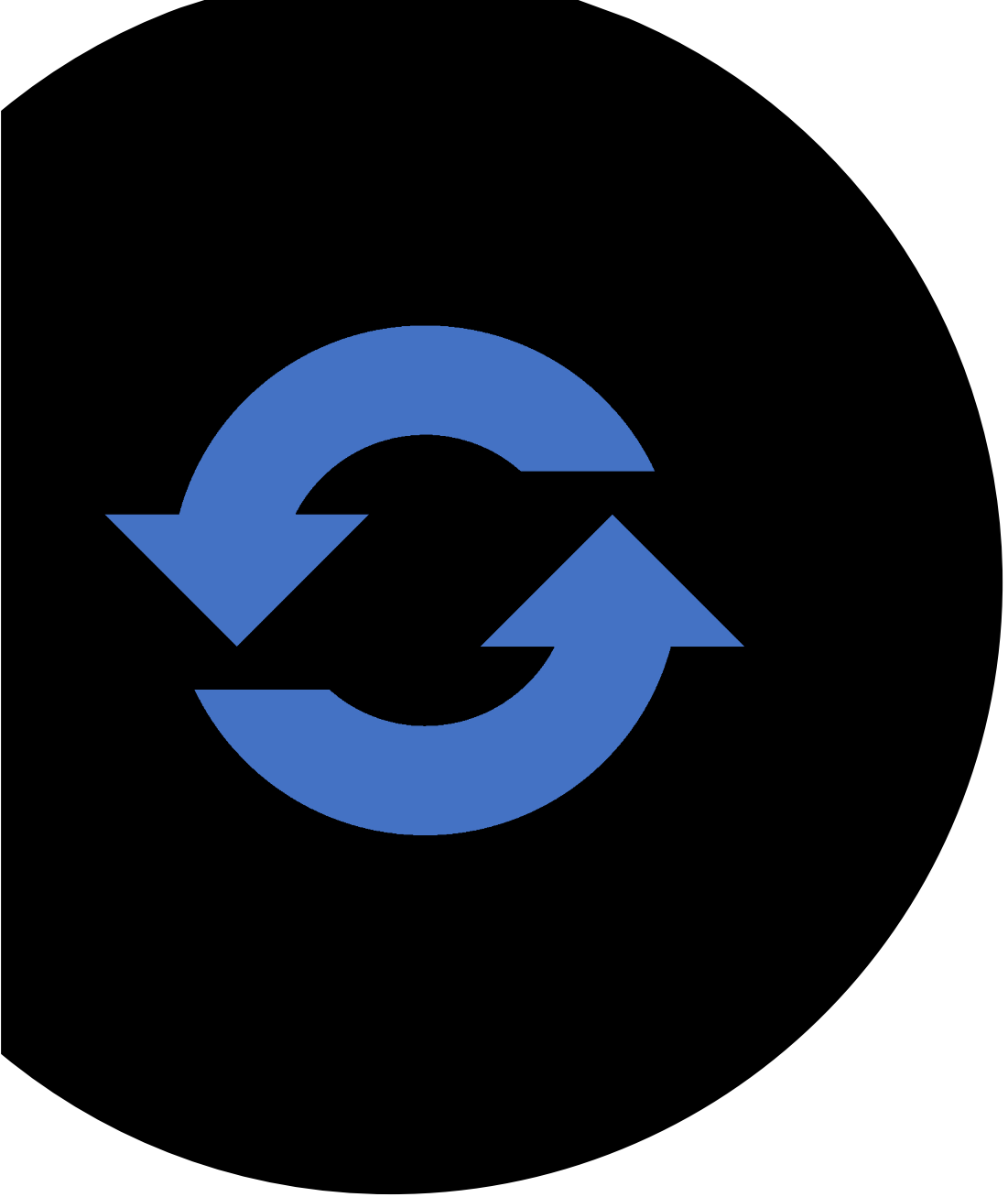
Entertainment

- Refers to platforms that can be accessed beyond just via a cell phone.
- Includes video games, television, and desktop computers.

Cell Phones & Social Media

- Designed to incentivize consistent user engagement.
- Can serve as a significant distraction.
- Subject of recent legislation in most U.S. states.

1. Gray, L., and Lewis, L. (2021). *Use of Educational Technology for Instruction in Public Schools*: 2019–20 (NCES 2021- 017). U.S. Department of Education. Washington, DC: National Center for Education Statistics, p.5, Retrieved December 22, 2025 from https://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2021017



KIBSD Device Refresh

MacBook Neo

- A18 Chip
- 256 GB Storage
- 13"
- 2 USB C ports
- Headphone Jack

iPad A16

- A16 Chip
- 128 OR 256 GB Storage for KIBSD
- 11"
- Rear Camera
- USB C port

Logitech Rugged Combo 4 Touch Pad

- Full Keyboard
- Trackpad for cursor control

Logitech Crayon

- USB C charging port

Device Distribution Plan

MacBook Neo Plan

- Certified
  - MacBook Neo
  - iPad at request
- Classified
  - MacBook Neo
- Admin
  - MacBook Air
- Student Secondary
  - MacBook Neo
- Student Primary
  - iPad

iPad Plan

- Certified
  - MacBook Neo
  - iPad
- Classified
  - MacBook Neo
- Admin
  - MacBook Air
- Student Secondary
  - 256 GB iPad + Keyboard Case +Stylus
- Student Primary
  - 128 GB iPad + Keyboard Case + Stylus

Example Neo Deployment

User Type	Count	Laptop Device	iPad Device	iPad Cases	iPad Stylus	Cost to equip	Subtotal
Teachers PK	5	13-inch MacBook Neo 256	None	None	None	$ 494.00	$ 2,470.00
Teachers K-5	53	13-inch MacBook Neo 256	iPad A16 256 GB	Logitech Rugged Combo 4 Touch	Logitech Crayon	$ 1,077.90	$ 57,128.70
Teachers 6-12	64	13-inch MacBook Neo 256	None	None	None	$ 494.00	$ 31,616.00
Aide	118	13-inch MacBook Neo 256	None	None	None	$ 494.00	$ 58,292.00
Administrators	14	None	None	None	None	$ -	$ -
Secretary	18	13-inch MacBook Air 512	None	None	None	$ 979.00	$ 17,622.00
Maintenance	8	None	None	None	None	$ -	$ -
Custodians	24	None	iPad A16 256 GB	Logitech Rugged Combo 4 Touch	Logitech Crayon	$ 583.90	$ 14,013.60
Counselors	9	13-inch MacBook Air 512	None	None	None	$ 979.00	$ 8,811.00
Other	19	13-inch MacBook Air 512	None	None	None	$ 979.00	$ 18,601.00
Library	4	13-inch MacBook Air 512	None	None	None	$ 979.00	$ 3,916.00
Nurses	7	None	None	None	None	$ -	$ -
Long Term Subs	10	13-inch MacBook Neo 256	None	None	None	$ 494.00	$ 4,940.00
Primary Student (PreK-5)	750	None	iPad A16 128 GB	Logitech Rugged Combo 4 Touch	Logitech Crayon	$ 483.90	$ 362,925.00
Secondary Student (6-12)	980	13-inch MacBook Neo 256	None	None	None	$ 494.00	$ 484,120.00
Subs	30	13-inch MacBook Neo 256	None	None	None	$ 494.00	$ 14,820.00
Extra MacBooks	30	13-inch MacBook Neo 256	None	None	None	$ 494.00	$ 14,820.00
Extra iPads	13	None	iPad A16 256 GB	Logitech Rugged Combo 4 Touch	Logitech Crayon	$ 583.90	$ 7,590.70
Tech Services	5	None	None	None	None	$ -	$ -
						TOTAL	$ 1,101,686.00

New MacBook Neo

- New low price MacBook aimed at education
- $494.00
- 13" Screen
- 256 GB of storage
- Laptop form factor

Benefits for switching

- Lower per person cost than full iPad loadout for 256 GB
- Computer Operating System for multitasking
- Full trackpad and keyboard
- "Desktop" applications
- Staff report more familiarity with MacBooks than iPads
  - Less staff require an iPad for instruction

Cons for switching

- No back camera for students
  - No QR codes for distribution to students
- No writing/drawing input
- A small amount of sunk cost for iPad Apps
- No Jamf Parent for Neos
  - Need different strategies for when devices are at home

Classroom Readiness

- Apple Classroom
  - Classroom management tool built into the Operating System
  - Allows teachers to supervise student devices
  - Opening software and locking apps, viewing screens, sharing screens with an Apple TV

CHILD NUTRITION PROGRAM

MAY 4, 2026

REVENUE

255 - CHILD NUTRITION PROGRAM - REVENUE

From Date: 7/1/2025 To Date: 6/30/2026

Fiscal Year: 2025-2026

☐ Subtotal by Collapse Mask ☑ Include pre encumbrance ☐ Print accounts with zero balance ☑ Filter Encumbrance Detail by Date Range

☐ Exclude Inactive Accounts with zero balance ☐ Include All Encumbrances

Account Number	Description	GL Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance	% Bud
255.000.000.0000.021.0000	DWS FOOD SERVICE REVENUE	($269,448.00)	($143,934.53)	($143,934.53)	($125,513.47)	$2.70	($125,516.17)	46.58%
255.000.000.0000.040.0000	OTHER LOCAL REVENUE	($500.00)	($500.00)	($500.00)	$0.00	$0.00	$0.00	0.00%
255.000.000.0000.160.0000	NSLP-LUNCH REIMBURSEMENT	($637,258.00)	($270,239.53)	($270,239.53)	($367,018.47)	$0.00	($367,018.47)	57.59%
255.000.000.0000.161.0000	NSLP-BREAKFAST REIMBRMNT	($160,793.00)	($59,877.05)	($59,877.05)	($100,915.95)	$0.00	($100,915.95)	62.76%
255.000.000.0000.162.0000	USDA COMMODITIES	($88,600.00)	($6,114.90)	($6,114.90)	($82,485.10)	$0.00	($82,485.10)	93.10%
255.000.000.0000.165.0000	NSLP-SUMMER LUNCH PROGRAM	($20,000.00)	($29,468.40)	($29,468.40)	$9,468.40	$0.00	$9,468.40	-47.34%
255.000.000.0000.250.0000	TRANFRS FROM OTHER FUNDS	($262,535.85)	$0.00	$0.00	($262,535.85)	$0.00	($262,535.85)	100.00%
	SITE: UNDESIGNATED - 000	($1,439,134.85)	($510,134.41)	($510,134.41)	($929,000.44)	$2.70	($929,003.14)	64.55%
	Grand Total:	($1,439,134.85)	($510,134.41)	($510,134.41)	($929,000.44)	$2.70	($929,003.14)	64.55%

End of Report

1. **Self Pay**
   - **$141,872 Collected**
   - **$42,000 Uncollected**
2. **National School Lunch Program (NSLP)**
   - **Breakfast/Lunch**
3. **USDA**

REVENUE CONT'D

MEALS SERVED	FY25	FY26	%AGE DIFFERENCE
BREAKFAST	35105	24691	29.67%
LUNCH	85197	72356	15.07%
B&M ENROLLMENT	**FY25**	**FY26**	**DECREASE %AGE**
	1866.1	1710.25	8.35%

BFAST	FY25	MEALS SERVED		FY26	MEALS SERVED
SEPT	$ 13,126	3784		$ 12,814	3580
OCT	$ 20,968	6142		$ 15,146	4304
NOV	$ 17,259	4969		$ 12,682	3543
DEC	$ 14,562	4262		$ 8,879	2429
JAN	$ 18,346	5273		$ 12,633	3421
FEB	$ 19,866	5767		$ 14,331	3861
MAR	$ 16,608	4908		$ 13,138	3553
	$ 120,735			**$ 89,623**	
LUNCH	**FY25**	**MEALS SERVED**		**FY26**	**MEALS SERVED**
SEPT	$ 49,195	10019		$ 57,228	11206
OCT	$ 75,555	15012		$ 62,502	12270
NOV	$ 59,875	11940		$ 53,226	10210
DEC	$ 53,525	10710		$ 43,934	8173
JAN	$ 65,130	12819		$ 55,781	10280
FEB	$ 67,865	13274		$ 55,129	10557
MAR	$ 57,560	11423		$ 51,901	9660
	$ 428,705			**$ 379,701**	

REVENUE CONT'D

MEALS SERVED	FY25	FY26	%AGE DIFFERENCE
BREAKFAST	35105	24691	29.67%
LUNCH	85197	72356	15.07%
B&M ENROLLMENT	**FY25**	**FY26**	**DECREASE %AGE**
	1866.1	1710.25	8.35%

Why the difference of meals served?

- Brick and mortar enrollment down 8.35%
- Bus schedule reflects 14% of Breakfast decrease
- Free meal participation was down in the beginning of year; slowly trending upward due to:
  - Salad Bar
  - Cold lunch choices (sandwiches)

EXPENDITURES

255 - CHILD NUTRITION PROGRAM - ALL EXPENSES

From Date: 7/1/2025 To Date: 8/30/2026

Fiscal Year: 2025-2026

☐ Subtotal by Collapse Mask ☑ Include pre encumbrance ☐ Print accounts with zero balance ☑ Filter Encumbrance Detail by Date Range

☐ Exclude Inactive Accounts with zero balance ☐ Include All Encumbrances

Account Number	Description	GL Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance	% Bud
255.000.000.0000.320.0000	CLASSIFIED WAGES	$411,238.61	$328,825.75	$328,825.75	$82,412.86	$57,042.95	$25,369.91	6.17%
255.000.000.0000.340.0000	CLASSIFIED, OVERTIME	$0.00	$1,807.82	$1,807.82	($1,807.82)	$0.00	($1,807.82)	0.00%
255.000.000.0000.360.0000	EMPLOYEE BENEFITS	$379,596.24	$326,825.93	$326,825.93	$52,770.31	$12,297.65	$40,472.66	10.66%
255.000.000.0000.410.0000	PROFL/TECHNICAL SERVICES	$0.00	$10.69	$10.69	($10.69)	$0.00	($10.69)	0.00%
255.000.000.0000.420.0000	STAFF TRAVEL	$6,500.00	$543.99	$543.99	$5,956.01	$0.00	$5,956.01	91.63%
255.000.000.0000.440.0000	OTHER PURCHASED SERVICES	$20,000.00	$13,347.01	$13,347.01	$6,652.99	$9,378.83	($2,725.84)	-13.63%
255.000.000.0000.450.0000	SUPPLIES/MEDIA/MATERIALS	$349,700.00	$179,231.79	$179,231.79	$170,468.21	$15,088.71	$155,379.50	44.43%
255.000.000.0000.460.0000	MILK	$198,600.00	$162,550.71	$162,550.71	$36,049.29	$3,966.55	$32,082.74	16.15%
255.000.000.0000.470.0000	SUPPLIES/MEDIA/MATERIALS	$69,700.00	$34,451.08	$34,451.08	$35,248.92	$6,779.49	$28,469.43	40.85%
255.000.000.0000.490.0000	OTHER EXPENSES	$3,800.00	$4,389.35	$4,389.35	($589.35)	$661.34	($1,250.69)	-32.91%
	Grand Total:	$1,439,134.85	$1,051,984.12	$1,051,984.12	$387,150.73	$105,215.52	$281,935.21	19.59%

1. Salaries
2. Benefits
3. Freight
4. Edutrak Fees
5. Supplies
   - A. Food
   - B. Milk
   - C. Kitchen Supplies
   - D. USDA (next slide)
   - E. Equipment

USDA

How does USDA Funding work?

- USDA determines out allotment based on the previous year's usage.
- This allotment pays for the food itself.
- The District is then charged separately for the processing of the food, as well as the administrative fees.

Example 1: Pepperoni Pizza
- USDA: $15.73/case – we never see this money
- Processing fee: $76.67/case
- Administrative Fee: $3.35/case

Example 2: Flame-Broiled Beef Patties
- USDA: $79.09/case
- Processing fee: $38.45/case
- Administrative: $3.35/case

Example 3: Mixed Fruit (Canned)
- USDA: $43.87/case
- Processing fee: $0.00
- Administrative Fee: $3.35/case

WHAT HAVE WE DONE THIS YEAR?

- Sent notices home with report cards.
  - Resolved 12 accounts that were 2+ years old.
- Staff cannot charge if they have a balance over $50.00.
  - Working with staff to ensure accounts are resolved by end of FY26.
- Food council at all town sites to learn what students like and dislike.
- Payroll efficiency audit.
- In-person inservice training
- Implemented salad bars at middle school with positive results
- Purchased steam tables for high school to utilize offer versus serve effectively

WHAT'S COOKIN?

- Do more price comparisons of USDA foods versus direct from distribution centers.
- Utilize more USDA foods with no processing fees.
- Grab-and-go breakfasts
- Analyzed all sites for CEP qualifications – determined 3 rural sites would benefit from CEP classification.
- For all village schools on CEP, we're going to give them a grab-and-go breakfast.
- Smart Snacks (cash or card only)
- Implement more dishes with the donated salmon and fish - We have better recipes through the student food council
- Offer versus Serve for all town schools.
- Working with Principals to make Free/Reduced applications more easily accessible at the beginning of the school year.

- Research with other Districts in Alaska shows a savings of:
  - Less food waste
    - 60% vegetables reduction
    - 40% fruit reduction
  - Milk reduction – students will no longer be required to take milk.
- Example: KMS recent implementation on Cheeseburger Day.

KODIAK ISLAND BOROUGH SCHOOL DISTRICT

FREE SUMMER MEALS PROGRAM

NO COST. NO SIGN-UP. JUST SHOW UP!

This summer, all kids and teens 18 and under can enjoy FREE healthy eat on site meals, at KHS Commons 917 E Rezanof Dr. Kodiak AK, 99615

DATES

MONDAY-FRIDAY JUNE2-AUG 14

KODIAK HIGH SCHOOL

8:00AM-9:00AM BREAKFAST
11:30AM-1:00PM LUNCH
CLOSED 4TH JULY

QUESTIONS? **CALL US: 907-486-7448**

Fuel your summer with good food and great vibes. Spread the word!

Summer Food Service Program is not Allowed if you sign up and are approved for the Meals 2 u Program


QUESTIONS?

CONSTRUCTION IMPACT AID

May 4, 2026

What is Construction Impact Aid?

Construction Impact Aid (formally Section 7007 of the Impact Aid Program) is federal funding provided to local educational agencies (LEAs) that educate large numbers of military, federal, or Indian land students. It helps districts with limited tax revenue build, repair, and modernize school facilities, such as replacing roofs and installing HVAC systems.

How are these funds calculated and received?

January 5, 2024

Jared De Lara
Alaska Department of Education
801 West 10th Street, Suite 200
Juneau, AK 99801-1894

Re: Military Impact Aid Students

Dear Jared,

On the federal impact survey date of **October 27, 2023,** our district had students living with parents/guardians who reside on and work on the United States Coast Guard Base in Kodiak. These impact aid students are categorized as follows:

CATEGORY	STUDENT COUNT
Regular Instruction	218
Special Education	44
Total Students	262

The source check form titled *Students Who Live on Federal Property With Military Parents, Federal Property: United States Coast Guard Base, Kodiak, Alaska 99619* lists **all** regular instruction and special education military students who lived on base and were enrolled on the survey date. The source check form titled *Military Students With Disabilities Reported in Tables 1 and 2* lists all students with active duty military parents who were on active IEPs on the survey date. Federal impact survey forms for the above students are on file in the business office.

Let me know if you need additional information or clarification of any of this data.

ALASKA STATE DEPARTMENT OF EDUCATION & EARLY DEVELOPMENT
VOUCHER 7007 2025 application
CONSTRUCTION MONEY
Voucher Date: 05/16/2025

Prepared by School Finance

ANCHORAGE			
Elmendorf-Richardson joint base	1,272.00		
SPED	202.00		
SUBTOTAL	1,474.00		
NEGOTIATED RATIO	0.9295		
WSU	1,370.08		
7007 RATE	375.96	Prior Pmt	*Payment Due*
CONSTRUCTION $ DUE:	**$515,096.00**	-	**$515,096**

FAIRBANKS			
EIELSON	547.00		
FORT WAINWRIGHT	855.00		
SPED	264.00		
SUBTOTAL	1,666.00		
NEGOTIATED RATIO	0.9295		
WSU	1,548.55		
7007 RATE	375.96	Prior Pmt	*Payment Due*
CONSTRUCTION $ DUE:	**$582,192.00**	-	**$582,192**

KODIAK			
COAST GUARD BASE	218.00		
SPED	44.00		
SUBTOTAL	262.00		
NEGOTIATED RATIO	0.9295		
WSU	243.53		
7007 RATE	375.96	Prior Pmt	*Payment Due*
CONSTRUCTION $ DUE:	**$91,557.00**	-	**$91,557**

Construction TOTAL	**$ 1,188,845**

Calculation Cont'd:

ALASKA STATE DEPARTMENT OF EDUCATION & EARLY DEVELOPMENT

Prepared by School Finance

VOUCHER 7007 2025 application

CONSTRUCTION MONEY

Voucher Date: 05/16/2025

ANCHORAGE			
Elmendorf-Richardson joint base	1,272.00		
SPED	202.00		
SUBTOTAL	1,474.00		
NEGOTIATED RATIO	0.9295		
WSU	1,370.08		
7007 RATE	375.96	Prior Pmt	*Payment Due*
CONSTRUCTION $ DUE:	**$515,096.00**	-	**$515,096**

FAIRBANKS			
EIELSON	547.00		
FORT WAINWRIGHT	855.00		
SPED	264.00		
SUBTOTAL	1,666.00		
NEGOTIATED RATIO	0.9295		
WSU	1,548.55		
7007 RATE	375.96	Prior Pmt	*Payment Due*
CONSTRUCTION $ DUE:	**$582,192.00**	-	**$582,192**

KODIAK			
COAST GUARD BASE	218.00		
SPED	44.00		
SUBTOTAL	262.00		
NEGOTIATED RATIO	0.9295		
WSU	243.53		
7007 RATE	375.96	Prior Pmt	*Payment Due*
CONSTRUCTION $ DUE:	**$91,557.00**	-	**$91,557**

Construction TOTAL	**$ 1,188,845**

Amount Paid: $1,215,087.00

Indian Lands Rate $139.420000
Uniformed Services Rate $375.960000
Fiscal Year 2025
Application Number 21728

Attendance Ratio 0.9295
Uniformed Services Live-On children who attended a Department of Education school
Uniformed Services Live-Off children who attended a Department of Education school

Payment Date 5/16/2025
FY 2025 Paid to Date $1,215,087.00
Payment Type 7007 Initial

Section 7007(a) Payment Calculation

Category	Federally Connected Membership	Average Daily Attendance (ADA)	Weight	Weighted Student Units (WSU)	Payment
B Uniformed Services Live-On	3402	3162.159	1	3162.159	$1,188,845.30
C Indian Lands	162	150.579	1.25	188.2238	$26,242.16
D(i) Uniformed Services Live-Off	0	0	0.2	0	$0.00
Totals	**3564**	**3312.738**		**3350.383**	**$1,215,087.45**

SEC. 7010. FEDERAL ADMINISTRATION. (20 U.S.C. 7710) (a) PAYMENTS IN WHOLE DOLLAR AMOUNTS. The Secretary shall round any payments under this title to the nearest whole dollar amount.

CONSTRUCTION PAYMENT

This Impact Aid payment voucher shows a payment to your school district for construction activities provided under section 7007(a) of the Elementary and Secondary Education Act.
Your school district must use these funds for construction activities or for debt service related to construction activities, and you should treat these funds as receipts in you school district's capital fund. You must report these on future section 7003 applications, in addition to any other capital fund activity. If you have any questions about this matter, please contact the Impact Aid Program at Impact.Aid@ed.gov.

HOW CAN THE FUNDS BE USED?

Construction: Building new school facilities or expanding existing ones to accommodate student population growth.

Facility Repairs: Fixing or maintaining existing school structures to ensure they are functional.

Modernization: Updating facilities to support contemporary educational programs or improving health and safety standards.

Capital Needs: Addressing large-scale capital needs, including site improvements or major building repairs.

WHAT CAN THE FUNDS NOT BE USED FOR?

Supplanting: 7007(a) funds cannot be used to replace (supplant) other non-Federal construction money that is already available for a project.

Operating Costs: Funds cannot be used for daily operations, such as salaries for teachers or administrative staff, instructional materials, or general utility bills.

Routine Maintenance & Minor Repairs: Funds are reserved for major construction, not everyday upkeep or small-scale fixes.

Non-Educational Facilities: Funds may not be used for facilities not primarily used to educate students.

Athletic/Event Facilities: Facilities used primarily for athletic contests or other events that charge admission (e.g., professional-grade stadiums) are ineligible.

Vehicles: Purchase of school buses or other vehicles is not permitted under construction funding.

HOW HAVE WE USED THE FUNDS IN THE PAST?

FY24:

- Fire Protection Deficiencies (PL, NSE, KMS, KHS, EE)
- PL Vinyl Flooring Repair
- PL Roof Repair due to ice damage
- NSE Window Coverings
- Total: $80,180.18

FY25:

- KMS Lockers (split between this fund and a Capital Project)
- School Roofing Repairs (CHK, EE, CO, KMS, NSE, and OH)
- Total: $44,175.60

Board Agenda Item

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

Board Mtg. Date **5/04/26 WS** **5/18/26 RM** **6/15/26 RM**	**Reports of the Superintendent** ☐ **Action Item** ☒ **Consent Agenda** ☐ **Reports, Routine Monthly** ☐ **Other** ☐
Subject:	**BOARD POLICY ADOPTION & UPDATES**
Presenter or Contact Person:	Dr. Cyndy A. Mika, Superintendent
Summary:	Superintendent Mika is requesting the adoption of updates to the following policies: • BP 5121 – *Grades/Evaluation of Student Achievement* • BP 6141.3 – *Culturally Responsive Education* • BP 6142.2 – *AIDS Instruction* • BP 6142.4 – *Community Service* • BP 6142.5 – *Environmental Education* • BP 6143 – *Courses of Study* • BP 6161.2 - *Damaged or Lost Instructional Materials and Equipment* • BP 6164.4 – *Child Find* • BP 6174 – *Bilingual Bicultural Education/English Language Learners* • BP 6179 - *Child Care and Development Programs* • BP 8000 - *Concepts and Roles* • BP 9012 – *Communications to and From the Board* • BP 9270 – *Conflict of Interest* • BP 9320 – *Meetings* The Policy Committee has reviewed the updates and their suggested changes are noted on each draft policy.
Financial Implications:	There is no financial impact to the budget.

Attachments:	BP 5121 – *Grades/Evaluation of Student Achievement* BP 6141.3 – *Culturally Responsive Education* BP 6142.2 – *AIDS Instruction* BP 6142.4 – *Community Service* BP 6142.5 – *Environmental Education* BP 6143 – *Courses of Study* BP 6161.2 - *Damaged or Lost Instructional Materials and Equipment* BP 6164.4 – *Child Find* BP 6174 – *Bilingual Bicultural Education/English Language Learners* BP 6179 - *Child Care and Development Programs* BP 8000 - *Concepts and Roles* BP 9012 – *Communications to and From the Board* BP 9270 – *Conflict of Interest* BP 9320 – *Meetings*
Recommendation:	**Administration recommends the Board:** 1. May 4 - Review the policies and direct staff concerning potential revisions at the work session. 2. May 18 - Hold the first reading at the regular meeting. 3. June 15 - Hold a public hearing and adopt in second reading at the April regular meeting.
Motion:	**Move to revise Board Policies BP 5121, BP 6141.3, BP 6142.2, BP 6142.4, BP 6142.5, BP 6143, BP 6161.2, BP 6164.4, BP 6174, BP 6179, BP 8000, BB 9012, BB 9270, and BB 9320 in first reading, as presented, and forward the policies to the June 15, 2026, Regular Meeting for a second reading and public hearing.**

Key

Black text – current policy with no suggested changes
Red ~~strikeout~~ – deletions to policy suggested by AASB
Red [brackets] – additions to policy suggested by AASB
Blue ~~strikeout~~ – deletions to policy by Policy Committee and/or KIBSD
Blue [brackets] – additions to policy suggested by Policy Committee and/or KIBSD

[The School Board believes that students and parents/guardians have the right to receive course grades that represent an accurate evaluation of the student's achievement. Teachers shall evaluate a student's work in relation to [grade-level standards and course objectives, not in relation to the work of other students.]

Grades should be based on impartial, consistent [evaluation of a student's demonstrated mastery of course content and objectives. Evidence of mastery may include classroom participation, assignments, assessments, and other measures aligned to course standards.]

(cf. 5113 - Absences and Excuses)
(cf. 5123 - Promotion/Acceleration/Retention)
(cf. 5124 - Communication with Parents/Guardians)
(cf. 5125.3 - Challenging Student Records)
(cf. 6154 - Homework/Make-up Work)

In order to [promote developmentally appropriate evaluation,] success, students in kindergarten through third grade shall receive narrative [or standards-based] evaluations rather than letter grades.

The Superintendent or designee shall establish and regularly evaluate [parameters for grading systems across schools. Each school shall implement a grading system, including a grading scale. This system shall allow for teacher professional judgment in the design of specific assignments, assessments, and instructional practices. Principals shall ensure that grading practices are consistent within their school's system.

Attendance and Make-Up Work

For excused absences, students shall be provided the opportunity to complete missed work within a reasonable timeframe in accordance with school procedures. If a student does not complete the assigned work within that timeframe, the teacher may assign a grade that reflects the lack of evidence of mastery.

For unexcused absences, the provision of make-up work shall be at the discretion of the teacher. If a student does not complete required work due to an unexcused absence, the teacher may assign a grade that reflects nonperformance.

Teachers shall communicate grading expectations, including late work and make-up work policies, at the beginning of each course or semester.]

Adopted: *New Policy*
Revised:
Reviewed:

~~MULTICULTURAL~~ [CULTURALLY RESPONSIVE] EDUCATION

Key

Black text – current policy with no suggested changes
Red ~~strikeout~~ – deletions to policy suggested by AASB
Red [brackets] – additions to policy suggested by AASB
Blue ~~strikeout~~ – deletions to policy by Policy Committee and/or KIBSD
Blue [brackets] – additions to policy suggested by Policy Committee and/or KIBSD

The School Board recognizes that America has always been a multicultural society composed of diverse peoples who came here from all parts of the globe[and are indigenous to these lants]. Public schools are the most common shared experience for most Americans[and Alaskans], and it is [most appropriate that schools]~~the job of the schools to~~ accurately reflect [and espond to the needs and] the contributions of all ethnic groups ~~to the common culture~~[which comprise the student body and staff].

S[chool staff and s]tudents should learn to respect and work cooperatively with persons of all backgrounds. Instruction should help students realize the value of individual differences as well as the human dignity and worth common to all people.

[The Superintendent or designee shall develop guidance on how to best serve the needs of the student population. The cultural needs of student are an important consideration in policies on curriculum and materials, onboarding and orientation, school climate, language instruction, and access to cultural content.]

(cf. 0410 - Nondiscrimination in District Programs and Activities)
(cf. 5137 - Positive School Climate)
(cf. 6141.2 - Recognition of Religious Beliefs and Customs)
(cf. 6174 - English Language Acquisition/Limited English Proficiency)

Legal Reference:

ALASKA STATUTES
14.20.020 Requirements for issuance of certificate, fingerprints
14.20.035 Evaluation of training and experience

Adopted: 2/22/10
Revised:
Reviewed:

Key

Black text – current policy with no suggested changes
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 that acquired immune deficiency syndrome (AIDS) and human immune deficiency virus (HIV) pose a health risk. An effective weapon against the spread of this deadly disease is public education.

The district's health education program will include factual information about the transmission of AIDS and HIV. Students will be informed of voluntary behaviors that can result in infection and will be encouraged to prevent infection by making wise decisions in their daily lives. Instruction shall emphasize that abstinence is the only totally effective protection against AIDS through sexual transmission.

Instruction must be appropriate to the age and grade level of the students receiving it. The School Board particularly desires that students receive proper AIDS education before they reach the age when they may adopt behaviors which put them at risk of contracting AIDS.

Parents/guardians and community members should have input into the selection and/or development of instructional materials to be used in AIDS instruction. The curriculum shall be updated regularly.

(cf. 6142.1 - Family Life/Sex Education)
(cf. 6141 - Curriculum Development and Design)
(cf. 5141.41 – Sexual Abuse, Sexual Assault and Dating Violence Awareness and Prevention)

Sufficient classroom time should be provided to fully cover essential knowledge appropriate for each grade level and allow students time to ask questions and discuss issues raised by the information presented.

In cooperation with local health agencies, as appropriate, the Superintendent or designee shall provide a program of orientation and information about the AIDS Instructional program for parents/guardians and interested members of the community. This program shall include the opportunity to examine all instructional materials.

Before students receive AIDS instruction, parents/guardians shall be notified. Alternative study arrangements will be made for students whose parents/guardians ask that they not receive instruction.

(cf. 1312.2 - Complaints concerning Instructional Material)
(cf. 5141.23 - Infectious Disease Prevention)

(cf. 6142.1 - Family Life/Sex Education)

Legal Reference:
ALASKA STATUTES
14.30.360 Curriculum

UNITED STATES CODE
Elementary and Secondary Education Act, 20 U.S.C. § 7906 as amended by the Every Student Succeeds Act (P.L. 114-95 December 10, 2015)]

Adopted: *New Policy*
Revised:
Reviewed:

COMMUNITY SERVICE

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 desires that all students develop a sense of social responsibility and encourages opportunities for students to perform volunteer duties in the community. The Board believes that [through volunteer service, students may gain a better understanding of local culture and will have the opportunity to reinforce cultural values that support community wellbeing. The School Board also believes that]volunteer service can help students gain self-esteem, reinforce skills, discover career options and learn the value of volunteer work. Community service [can]motivate~~s~~ students to learn by relating the curriculum to the needs of the community at large[and reinforcing community cultural values].

[The Superintendent or designee may develop with staff, parents/guardians and community organizations a community service course that reinforces the student's educational curriculum and provides opportunities for student volunteers to meet community needs and understand the community cultural impacts. The Superintendent or designee may authorize community service credit that may be applied towards high school graduation.

Parents/guardians of student volunteers shall receive information about the community service program and its benefits for both the community and the student.

(cf. 1240 - Volunteers)]

Adopted: 2/22/10
Revised:
Reviewed:

ENVIRONMENTAL EDUCATION

Key

Black text – current policy with no suggested changes
Red ~~strikeout~~ – deletions to policy suggested by AASB
Red [brackets] – additions to policy suggested by AASB
Blue ~~strikeout~~ – deletions to policy by Policy Committee and/or KIBSD
Blue [brackets] – additions to policy suggested by Policy Committee and/or KIBSD

The School Board recognizes that the schools play a crucial role in educating students on environmental issues and preparing them to be the stewards of their natural resources. The quality of life in future generations will depend upon our students' willingness and ability to solve today's environmental problems and prevent new ones from developing.

[The School Board also acknowledges that local communities may have intrinsic local knowledge of their immediate environment that is often contained and passed on through local cultural traditions and practices. Students can benefit greatly by understanding the link between local human culture, the environment, and ecosystems that have sustained their people.

Therefore, the] Board desires to foster attitudes of personal responsibility toward the environment and provide students with the knowledge and skills needed to make decisions involving the environment and its resources. Students should understand basic ecological principles and appreciate the interrelated nature of living processes, the effect of human activities on ecological relationships, and the interdependence of humanity and nature.

School and classroom activities should encourage students to recycle, conserve natural resources, use biodegradable materials when possible, and dispose of wastes in an environmentally sound way. [Additionally, schools may consider ways to incorporate cultural knowledge and practices that promote sound, responsible uses of natural resources. Culturally sensitive environmental husbandry may help to ensure the opportunity for future generations to exist with and utilize their environment appropriately.]

(cf. 6163.4 - School Gardens, Greenhouses, and Farms)

Students may increase their understanding of science and the interdependence of living things through the study of endangered species in local habitats and through participation in projects related to this study.

(cf. 6141 - Curriculum Development and Evaluation)

Adopted: 7/25/11
Revised:
Reviewed:

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

[All Schools

The School Board recognizes that a student's cultural and personal identity are integral in engaging a student in effective and productive learning. The School Board supports and encourages the development of courses of study that provide an opportunity to combine place-based and culturally relevant learning while meeting the necessary state and district standards. All students must have relevant and engaging coursework that prepares them to be productive citizens and provides them with skills and opportunity for post-secondary college or career choices. The courses of study beginning in primary school through high school are recognized as a continuum, each building upon the former.]

Elementary Schools

The School Board shall adopt a course of study for elementary grades aligned with state performance and content standards which sufficiently prepares District students for the required high school course of study.

Secondary Schools

The School Board shall adopt courses of study designed to meet student needs and to ~~conform with~~ [satisfy] District and state graduation requirements[. Courses will also be adopted that meet] ~~and~~ the requirements for admission to postsecondary [programs] ~~schools~~[, whether Career Technical Education or college]. Courses of study shall be integrated where appropriate and provide students the opportunity to attain skills appropriate for entry-level employment upon graduation from high school.

(cf. 6141 - Curriculum Development and Evaluation)
(cf. 6146.1 - High School Graduation Requirements)

Legal Reference:
ALASKA ADMINISTRATIVE CODE
4 AAC 05.080 School curriculum and personnel
4 AAC 06.075 High school graduation requirements

Adopted: 2/22/10
Revised:
Reviewed:

DAMAGED OR LOST INSTRUCTIONAL MATERIALS [AND EQUIPMENT]

Key

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 that instructional materials are an expensive District resource. The Superintendent or designee may establish procedures in accordance with law to protect instructional materials from damage or loss.

Instructional materials [and equipment] provided for use by students remain the property of the District. Students are responsible for returning borrowed materials in good condition, with no more wear and tear than usually results from normal use.

When materials [and equipment] are lost or so damaged that they are no longer usable, the student may be responsible for reparation equal to the current replacement cost of the materials. When materials are damaged but still usable, the Superintendent or designee shall determine a lesser charge.

If it can be demonstrated to the Superintendent or designee's satisfaction that the student has taken all reasonable precautions to safeguard instructional materials [and equipment] issued to him/her, the Superintendent or designee may excuse the student/parent/guardian from payment of reparation.

~~If reparation is not excused and not paid by the student or parent/ guardian, the District may initiate due process procedures to withhold from the student his/her grades, diploma and transcripts.~~

~~*(cf. 5125.3 - Withholding Grades, Diploma or Transcripts)*~~
(cf. 5131.5 - Vandalism, Theft and Graffiti)
[(cf. 3515.4 Recovery for Property Loss or Damage)]

Adopted: 2/22/10
Revised:
Reviewed:

Key

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 responsibility of the District to identify children residing in the District who need special education and related services. As required by law, the Superintendent or designee shall establish written procedures for locating children with exceptional needs in order to provide a free, appropriate public education to all eligible children. The Board encourages all members of the community to assist the District in its effort to identify the need for special education and related services within the community.

The Superintendent or designee shall establish and implement an ongoing system to identify and locate children age three (3) through twenty-one (21) years of age, suspected of having a disability who reside within the district, regardless of the severity of the disability. The components and procedures of this system will be detailed in a written Child Find Plan. The Plan shall identify a Child Find Coordinator, address coordination of Child Find activities, and provide for annual public notice, referrals, and screening.

Child Find Coordinator

The Superintendent shall appoint a Child Find coordinator who coordinates the development, revision, implementation, and documentation of the District's Child Find system.

Annual Public Notice

The Superintendent or designee shall annually inform the community about the right to, and availability of, educational services for children with disabilities. This notice shall inform parents/guardians in writing of the types of qualifying disabilities, the educational needs of children with disabilities, the rights of children to a free, appropriate public education, the services available to these children, confidentiality protections, and the District's procedures for initiating a referral for assessment to identify individuals who need special education services.

The notice must be calculated to reach all persons within the District, including all persons responsible for children who are enrolled in the District' statewide correspondence program.

Referral

The Superintendent or designee shall implement a procedure to receive referrals of children suspected ~~t~~o[f] having a disability [for which special education and related services are needed]. Referrals will be acted on without undue delay.

The District shall obtain the informed written consent of the child's parent/guardian before conducting an initial evaluation, and before placing the student in a special education program in the District. If consent is not given for an initial evaluation, and the District believes it should proceed with the assessment, it may initiate due process hearing procedures in accordance with law to determine whether the District can proceed with an evaluation.

(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)
(cf. 6172 - Special Education)

Legal Reference:

ALASKA STATUTES
14.30.191 Educational evaluation and placement
14.30.274 Identification of children with disabilities

ALASKA ADMINISTRATIVE CODE
4 AAC 52.100 Child find
4 AAC 52.120 Evaluation
4 AAC 52.125 Eligibility
4 AAC 52.130 Criteria for determination of eligibility
4 AAC 52.190 Written notice to parent
4 AAC 52.200 Parental consent
4 AAC 52.540 Parental right to independent evaluation
4 AAC 52.580 Placement of child during due process proceedings

UNITED STATES CODE
20 U.S.C. § 1232g Family educational and privacy rights
20 U.S.C. §§ 1400 et seq. Education of individuals with disabilities

CODE OF FEDERAL REGULATIONS
34 C.F.R. §§ 99.10 - 99.22 Inspection, review and procedures for amending education records
34 C.F.R. §§ part 300 et seq. Assistance to the states for the education of children with disabilities

Adopted: 12/13/10
Revised:
Reviewed:

BILINGUAL BICULTURAL EDUCATION/ENGLISH LANGUAGE LEARNERS ~~LIMITED ENGLISH PROFICIENCY~~

Key

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

[English Language Learners Program and Plan of Service]

In accordance with the School Board's ~~philosophy~~ [mission] to provide a quality educational program to all students, ~~the District~~ [students who are English language learners (ELL) ELL will be identified, assessed and provided appropriate services, which may include bilingual/bicultural or English as a second language instruction. In addition, the district] shall provide an appropriate planned instructional program for identified students whose dominant language is not English. The purpose of the program is to increase the English proficiency of eligible students so that they ~~can attain the academic standards adopted by the School Board and achieve academic success. Students who have limited English proficiency (LEP) will be identified, assessed and provided appropriate services, which may include English Language Acquisition or English as a Second Language instruction~~. [meet the same challenging academic standards that all students are expected to meet.

[The district shall submit an annual plan of service if eight or more ELL students are enrolled in a single school. The plan of service shall provide:

1. A statement of the district's educational goals and instructional methodology;
2. The district's plan of identification of all students who are or who may be ELL students, including the use of a state-approved assessment for identification of English language proficiency;
3. The district's procedure for assessing the educational progress of ELL students;
4. The district's program of services and instructional model for ELL students;
5. An identification of instructional staff and educational resources;
6. The district's process for monitoring the academic progress of former ELL students for two years after they are no longer identified as ELL students;
7. The district's program evaluation that addresses the effectiveness of the program in meeting students' English-language development needs, in achieving student academic progress goals, and reflecting any identified need for program modification; and
8. Parent and community involvement.]

BILINGUAL BICULTURAL EDUCATION/ENGLISH LANGUAGE LEARNERS
~~LIMITED ENGLISH PROFICIENCY~~

The Superintendent or ~~his/her~~ designee shall implement and supervise a[n ELL] program ~~for LEP students~~ that ensures appropriate ~~LEP~~[ELL] instruction and complies with federal and state laws and regulations. Students shall have access to and be encouraged to participate in all academic and extracurricular activities of the district.

[Students in limited-English proficiency programs shall receive instruction in the core curriculum through their primary language when possible and appropriate in order to sustain academic progress.] Academic instruction provided in English shall, whenever necessary, be specially designed and presented so as to facilitate complete understanding of the total academic content. Students shall also receive instruction which promotes positive self-concepts and cross cultural understanding.

(cf. 6141.3 - Multicultural Education)

[Students who are taught core academic subjects in non-English-speaking classes shall spend as much time as possible in classrooms with students who speak fluent English.]

The [ELL] program ~~serving students who are LEP~~ shall be designed to provide instruction that meets each student's individual needs, based on assessment of English proficiency in listening, speaking, reading and writing. Adequate content area support shall be provided while the student is learning English, to assure achievement of academic standards. Students participating in ~~a program for LEP students~~ [ELL programs] shall be required, with accommodations, to meet established academic standards and graduation requirements adopted by the School Board.

Identification and Placement

The Superintendent or designee shall maintain procedures which provide for the careful identification, assessment and placement of students of limited-English proficiency in accordance with state regulations and the district's service plan. On an annual basis, the district will administer a~~n~~ [state-approved] assessment [for identification] of English [language] proficiency to [all] students who ~~are or~~ may [have limited English proficiency, but who have not already been identified as ELL students]~~be eligible for services~~.

An individual student's participation in the ~~English Language Acquisition~~ [bilingual/bicultural] program is voluntary on the part of the parent/guardian.

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

[Standardized Assessment

Students identified as limited English proficient shall participate, either with or without an accommodation, in statewide student assessments. The Superintendent or designee

shall appoint a team that includes, if practicable, a teacher with experience in teaching students with limited English proficiency to determine the necessary accommodations for students with limited English proficiency. "Accommodations" include a change in the matter in which a test included in the statewide student assessment system is given to a student, and that does not alter what is measured by the assessment. The team will document the accommodation decision.

Reassignment

Students of limited English proficiency shall be reassigned as fluent-English proficient when they have acquired the English language skills of comprehension, speaking, reading, and writing necessary to receive instruction and achieve academic progress in English only, at a level substantially equivalent to that of students of the same age or grade whose primary language is English. A student will remain eligible for services until obtaining assessment scores as established by law.

The Superintendent or designee shall provide subsequent monitoring and support of reassigned students.]

Parent/Guardian and Community Involvement

The School Board recognizes the need to involve parents/guardians and community members in the development, evaluation and improvement of district programs. The Superintendent or designee shall inform and involve parents/guardians and community members as required by law.

The district shall notify parents of students qualifying for ~~LEP~~ [ELL] programs regarding the instructional program and parental options, as required by law. The notice should state the reasons for identifying the student as [an] ~~limited~~ English [language learner] ~~proficient~~, including the student's level of proficiency and how the district determined that level. The student's overall academic achievement should also be included in the notice. The notice must describe the ~~LEP~~ [ELL] program's instructional methods and explain [specific exit requirements and] how the student will transition from the program. Finally, the notice shall advise parents of their right to remove the child from the program, to choose an alternative program if available, and to obtain assistance in choosing a program. Parents will be regularly apprised of their student's progress. Communications with parents shall be in the language understood by the parents, whenever possible.

(cf. 1230 - Citizens Advisory Committees)

Program Evaluation

BILINGUAL BICULTURAL EDUCATION/ENGLISH LANGUAGE LEARNERS ~~LIMITED ENGLISH PROFICIENCY~~

The Superintendent or designee shall establish procedures for the annual evaluation of ~~English Language Acquisition~~ [bilingual-bicultural education] programs in conformance with state and federal regulations.

When evaluating the adequacy of ~~English Language Acquisition programs~~ [bilingual-bicultural education], the School Board shall consider data which indicates the effectiveness of the programs in teaching English to students and in contributing to their academic achievement.

Legal Reference:

ALASKA STATUTES
14.30.400 Bilingual-bicultural education

ALASKA ADMINISTRATIVE CODE
4 AAC 06.775 [Assessment of a student with limited English Proficiency] ~~Statewide assessment program for students with disabilities~~
4 AAC 34.010-4 AAC 34.090 Bilingual-bicultural education

UNITED STATES CODE
20 U.S.C. §§ 1702 Congressional findings
20 U.S.C. §§ 1703 Denial of Educational Opportunity Prohibited
[20 U.S.C. § 6811, et. seq., English Language Acquisition, Language Enhancement, and Academic Achievement Act, as amended by the Every Student Succeeds Act (P.L. 114-95 (December 10, 2015)]
20 U.S.C. §§ 7401 et seq. Indian, Native Hawaiian, and Alaska Native education

CASE LAW
Castañeda v. Pickard 648 F.2d 989 (5th Cir. 1981)
Teresa P. et al v. Berkeley Unified School District et al, 724 F.Supp. 698 (N.D. Cal. 1989)

Adopted: 2/22/10
Revised: 3/18/13
Reviewed:

CHILD CARE AND DEVELOPMENT PROGRAMS

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 wishes to provide a safe environment with competent, caring supervision for children whose parents/guardians are working, in training, seeking jobs, incapacitated, or in need of respite. Besides attempting to help children develop intellectually, socially, emotionally and physically, district child care and preschool programs should strengthen families by enhancing parenting skills and reducing the strain on parents.

The Superintendent or designee shall ensure that district child care and preschool programs comply with requirements of law.

A district must submit annual assurances to the department indicating that the district has adopted written policies that ensure compliance with the programmatic requirements of 4 AAC 60.170, the pre-elementary education regulation. The assurances must be signed by the superintendent for the district.

(cf. 5146 - Married/Pregnant/Parenting Students)
(cf. 5148 - Child Care)

Legal Reference:
ALASKA ADMINISTRATIVE CODE
4 AAC 60.010-4 AAC 60.180 Pre-elementary (early childhood) school

Adopted: *New Policy*
Revised:
Reviewed:

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 Advisory School Board functions under the direction of the School Board. School Board policy and actions shall prevail and be followed. The Advisory School Board's function is advisory except in those areas that have been specified by School Board.

(cf. 8200 - Powers and Duties)
(cf. 9310 - Policy Manual)

The Advisory School Board shall seek to learn the will of the people of the community and to represent their interests in actions taken by the Advisory School Board.

The Advisory School Board shall develop an effective working relationship with the school personnel, particularly the principal or designee. This relationship should ideally be modeled on the relationship between the School Board and Superintendent, i.e., the principal shall be the executive officer of the Advisory School Board and administrative head of all parts of the school. In administrative matters, he/she shall be generally responsible to the Superintendent, but in matters of policy, he/she shall be responsible to the Advisory School Board.

Role of the Board

The School Board shall:

1. Establish Advisory School Boards where required by law and as deemed to be in the best interests of the District.
2. Determine the membership and method of selection of Advisory School Boards.
3. Determine the powers and duties of Advisory School Boards.
4. [Require that advisory school boards support the mission and goals of the District.]

Role of the Superintendent or Designee

The Superintendent or designee shall:

1. Supervise the conduct of elections of Advisory School Board members.
2. Oversee the operation of Advisory School Boards and report to the Board regarding the relationship between Advisory School Boards and the schools.

3. Solicit and receive recommendations from the Advisory School Board.

Legal Reference:

ALASKA STATUTES
[*14.08.115 School Advisory School Boards in REAA*]
14.12.035 Advisory school boards in borough school districts

ALASKA ADMINISTRATIVE CODE
4 AAC 05.010 - 4 AAC 05.090 Local education

Adopted: 2/22/10
Revised: 5/21/12
Reviewed:

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

Individual communications between individual Board members and the community are expected. For effective communication with the Board as a whole, it is expected that communication will be disseminated in the following manner. The Board encourages staff members, parents, and community members to [either] submit school district questions and communications to the School Board through the Superintendent [or to the Board as a whole]. This allows the Board and District as a whole to best process information and make the best decisions for the District. In this vein, if contacted individually, Board members should refer the person to the appropriate channel of authority, except in unusual situations. Board members cannot and will not take private action or engage in communication to staff about programs that might compromise the Board or administration. Board members' questions or communications to staff or about programs should be channeled through the Superintendent's office.

(cf. 9200 - Board Members)

BOARD MEMBER USE OF ELECTRONIC [COMMUNICATIONS]~~MAIL~~

[Electronic communications are an efficient and convenient way to communicate and can expedite the exchange of information. Board members shall exercise caution so as to ensure that these communications are not used to discuss, deliberate, or take action on Board business outside of a properly scheduled meeting. To ensure compliance with the Open Meetings Act, electronic communications by and between members] ~~E-mail to, by, and between Board members, in their capacity as Board members,~~ shall not be used to conduct Board business[but]~~. It~~ shall be limited to:

1. Disseminating information; and
2. Messages not involving deliberation, debate, or decision-making.

[Board members may properly use electronic communications to provide]~~It may contain~~:

1. Agenda item suggestions;
2. information regarding meeting times, dates, and places;
3. Board meeting agenda or public record information concerning agenda items; or
4. responses to questions posed by the community, administrators, or school staff, subject to [the requirements of] this policy~~'s first section~~.

[Board members shall make every effort to ensure that their electronic communications conform to Board Bylaw 9010, Public Statements. Unless authorized to speak on behalf of the full Board, a Board member should clarify that the member is speaking as an individual member, and not as an official Board or district spokesperson.]

A Board member sending an [electronic communication] ~~e-mail~~ concerning the District shall copy the Superintendent or designee, who shall store the message consistent with the District's practice of record retention.

[Board members shall abide by the district's acceptable use policy when using district-issued devices or technology resources, including district Internet access on a personal device.] There is no expectation of privacy for any [Board member] messages sent or received by e-mail [or other electronic communication, and these communications may be subject to public disclosure]. Board members should keep public and personal communication totally separate.

Board Member Use Of Social Media

Social media can be a positive tool for fostering community engagement with the district but this form of communication carries unique responsibilities. Board members desiring to utilize social media to communicate on matters of the district must adhere to the rules above. In addition, Board members must be cognizant to:

1. Keep public and personal social media accounts totally separate;
2. Post only content that the district has already released to the public;
3. Clarify that the posting is not an official record of Board meetings or Board business;
4. Conduct yourself online in a manner that reflects well on the district and on you as a publicly elected official;
5. Do not post anonymously about school business;
6. Immediately report harassing or defamatory communications to the Superintendent if they involve the district, its employees, or students;
7. Retain a copy of your posts and what others post on your account if required by the district's records retention procedures; and
8. Immediately report to the district any potential security breach.

Board members should not use social media as a vehicle for communicating with each other outside of properly noticed meetings.

(cf. 3523 - Electronic Mail (E-Mail))
(cf. 9010 - Public Statements)
(cf. 9271 - Code of Ethics)
(cf. 9320 - Meetings)
(cf. 9322 - Agenda/Meeting Materials)

Legal Reference:

ALASKA STATUTES
40.25.110 - .220 – Alaska's Public Records Act
44.62.310 - .312 – Alaska's Open Meetings Act

Adopted: 2/22/10
Revised: 11/17/14
Reviewed:

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

*This language is pulled from AS 29.20.010 *Conflict of Interest*

In order to instill public confidence in public office and provide public accountability, School Board members shall avoid conflicts of interest involving any matter pending before the Board. A conflict of interest exists when a member is confronted with an issue in which the member has a personal or financial interest or an issue or circumstance that could render the member unable to devote complete loyalty and singleness of purpose to the public interest. Board members owe the public a duty to act in the best interests of the District. [The presiding officer shall rule on a request by a member of the Board to be excused from a vote. The decision of the presiding officer on a request by a member of the Board to be excused from a vote may be overridden by the majority vote of the Board.]*

Accordingly:

1. Decision making. A Board member may not participate in deliberating or voting on any decision when it is reasonably possible that the Board member or a family member may benefit personally or financially from the decision. In such a case, the Board member shall abstain from voting and notify the Superintendent and Board President of the conflict of interest.

2. Appearance of impropriety. When a situation may create the appearance of impropriety, even where state and federal laws do not require any action, the Board members shall disclose the interest, abstain from voting and avoid the appearance of impropriety. In addition, the Board member shall not attempt to influence the decisions of staff or other Board members on the issue.

3. Other duties. Board members are expected to avoid conflicts of interest in their other duties. This covers:

a. Confidential information. Board members shall not disclose or use confidential information acquired during the performance of official duties as a means to further their own personal or financial interests or the interests of a family member.

b. Gifts. Board members shall not accept a gift or economic benefit that would tend to improperly influence a reasonable person or that Board

members know or should know is primarily for the purpose of rewarding them for official action.

c. Business dealings with staff. Board members shall not engage in a financial transaction for private business purposes that Board members directly or indirectly supervise.

d. Compensation for services. Board members shall not receive any compensation for services rendered to the District from any source, except compensation for serving on the Board and reimbursement of expenses incurred as a Board member, as allowed by policy.

4. Other legal obligations. Board members shall comply with state and federal laws pertaining to conflicts of interest. Nothing in this policy restricts or affects Board members' duty to comply with those laws.

A Board member will disclose any conflict of interest during a regular or special meeting before a vote is taken. The Board may allow the Board member to participate in a vote if the disclosure of conflict of interest does not corrupt the process as determined by the Board.

(cf. 2300 - Conflict of Interest)
(cf. 4112.8 - Employment of Relatives)

Legal Reference:

ALASKA STATUTES
11.56.100 - 11.56.130 Bribery and related offenses
14.08.131 Disqualification from voting for conflict of interest
14.14.140 Restriction on employment; compensation of board members
29.20.010 Conflict of interest

ADMINISTRATIVE CODE
4 AAC 18.031 Employment of members of immediate families of school board members
4 AAC 18.900 Definitions

Adopted: 2/22/10
Revised: 12/13/10
Reviewed:

Key

Black text – current policy with no suggested changes
Red ~~strikeout~~ – deletions to policy suggested by AASB
Red [brackets] – additions to policy suggested by AASB
Blue ~~strikeout~~ – deletions to policy by Policy Committee and/or KIBSD
Blue [brackets] – additions to policy suggested by Policy Committee and/or KIBSD

Meetings of the Board are conducted for the purpose of accomplishing District business. A meeting of the Board shall consist of any gathering of the members of the Board when more than three members of the Board, or a majority of the members, whichever is less, are present and collectively consider a matter upon which the Board is empowered to act. As a matter of District policy and state law, meetings ordinarily shall be open to the public. The Board may meet in closed sessions only to discuss certain matters as permitted or required by Alaska's Open Meetings Act. [All business of the Board must be conducted at a duly convened meeting of the Board. Poll voting between meetings is not allowed.]

(cf. 9321 Executive Sessions)

Reasonable public notice shall be given for all meetings of the Board in accordance with law and District practice, and shall be posted at all regular District and school sites before the meeting. Such notice shall include the date, time and place of the meeting and, if the meeting is by teleconference, the location of any teleconferencing facilities that will be used. Public meetings may not be held in a private home or private business.

(cf. 9012 - Communications to and from the Board)
(cf. 9322 - Agenda/Meeting Materials)
(cf. 9323 - Meeting Conduct)

Regular Meetings

The Board shall adopt a yearly calendar specifying the date, time and place of each regular meeting. The local media shall be provided with the annual calendar of regular Board meetings and shall be notified of any changes to the calendar.

~~The Board shall hold one (1) regular meeting each month.~~ Notice of regular meetings shall be posted at least five (5) days prior to the meeting.

Special Meetings

Special meetings of the Board may be called by the presiding officer or a majority of the Board members.

Except in the case of an emergency, notice of special meetings shall be provided at least twenty-four (24) hours before the meeting. This notice shall specify the date, time, place and, if the

meeting is by teleconference, the location of any teleconferencing facilities that will be used. Such notice shall be given to all Board members, the Superintendent and to the local news media. This notice also shall be posted at all regular District and school sites at least twenty-four (24) hours before the meeting.

Notice of a special meeting shall include a statement of the purpose of the meeting. No business may be transacted at this special meeting, other than that which is specifically stated in the notice of the meeting.

Emergency Special Meetings

The Board president or designee shall give notice of an emergency special meeting to the local media by telephone before the meeting. If telephone services are not functioning, the notice requirement is waived. In that event, as soon after the meeting as is practicable, the Board shall notify the local media that the meeting was held and shall describe the purpose of the meeting and any action taken by the Board.

Teleconferences/ Video Conferencing

Recognizing the inherent responsibility and statutory duties of Board members, the Board strongly encourages Board members to attend and participate at meetings of the Board. Though great importance is given to the physical presence of Board members at meetings, the attendance and participation of members by teleconference ~~or video conferencing~~ is authorized whenever physical presence is not practicable. All votes at a meeting of members attending by teleconference shall be taken by roll call.

~~The Board also authorizes the use of teleconferences or video conferences for Board meetings when receiving public comment or testimony, and during Board deliberations.~~

~~Whenever possible, meeting agendas and supporting materials shall be available at all teleconference facilities used for the Board meeting.~~

Unexcused Absences

Board members shall request in advance that an absence be excused by notifying the Board President and the Board Secretary of the reason for the anticipated absence. At the beginning of each regular meeting, the Board President will announce whether the absence of any member is excused or unexcused. A majority of the Board may overrule the President's decision as to whether an absence is excused.

Legal Reference:

ALASKA STATUTES
14.14.070 Organization of school board
14.14.080 Declaring a school board vacancy

29.20.020 Meetings public
44.62.310 Government meetings public
44.62.312 State policy regarding meetings

Adopted: 2/22/10
Revised: 7/25/11
Reviewed: 6/19/17

INSTRUCTIONS TO COMPLETE FORM 05-19-051

Six-Year Capital Improvement Plan

OVERVIEW

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

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

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

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

SET UP

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

2. **Tables**
   Adjust the "**FY 20YY TOTAL**" in each table to reflect the six years of the plan.

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

PROJECT TABLE

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

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

   tion for Funding for a Capital Improvement Project".

3. **Project Title & Description**

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

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

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

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

7. **FY Total Project Costs**
   Enter the sum of the above column of estimated project costs for each fiscal year.

EXAMPLE TABLE

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

CIP SUBMITTAL

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

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

Kodiak Island Borough School District

FY 2028 – 2033 Six-Year Capital Improvement Plan

District Priority	Primary Purpose	Project Title & Description	SOA Aid	Estimated Project Cost
1	A	**Kodiak High School Security and Access Upgrades** Kodiak High School maintains a locked campus policy during school hours, with all exterior doors secured and primary entry routed through the main front entrance and office. However, secondary and perimeter doors remain a known vulnerability. This project addresses threats to student safety related to these access points.	☒	$500,000
2	D	**Rural Schools Fire System Modernization** Akhiok, Chiniak, Old Harbor, Ouzinkie, and Port Lions schools have antiquated and failing fire protection systems. This project would be to renew the alarm panels, dialers, strobes, horns, smokes, and pull stations. Port Lions has been completed.	☒	$500,000
3	C	**East Elementary Metal Roof Replacement** This project is for replacement of the roof portion above the East Elementary gym.	☒	$2,069,497
4	C	**Chiniak School Water System Upgrade** Chiniak School is served by a shallow well that is defined by the Alaska Department of Environmental Conservation as a private water system. This project will upgrade the water system in expectation of being re-classified as a public water system and provide for long-term usability of the school, especially if/when enrollment increases.	☒	$2,035,824
			FY 2028 TOTAL	**$5,105,321**

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

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

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

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

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

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

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

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

_____ _____
Superintendent Date

_____ _____
School Board President Date

Submit to the Department of Education & Early Development by September 1 Form #05-19-051

Superintendent Report
5/4/2026
Board Regular Meeting

Staffing Update

Internal movements necessary due to current staffing configurations with certificated staff have occurred to date. Meetings have been held/ are being held with classified staff whose positions are being eliminated, with classified administrative staff that are moving from 12 months to 11 months, and with classified staff being moved to different positions as part of the budget decisions.

Educator Appreciation Week

This week is educator appreciation week. We are providing baked potato and salad bars to each of our sites and departments.

Superintendent Travel

- There is no travel planned

Negotiations

Administration is currently in Meet and Confer with KAA and KAP for their collective bargaining agreements.

ASAA Board Meeting

KIBSD is hosting the Alaska School Activities Association Board of Directors meeting this week, May 2nd through May 5th in the KIBSD Board Room. The Board includes voting members from each of the six regions, as well as from the Alaska Association of School Boards and the Alaska Association of School Administrators. A student representative from the Alaska Association of Student Governments also sits on the board as an advisory, non-voting member. Board members serve two-year terms and may serve up to three consecutive terms: Board Members. Thank you to Deb Rohrer in planning this visit to Kodiak.

Arctic Care Update

We continue to collaborate with KANA for the Arctic Care Mission. The ADVON team arrives May 4 and REARVON team departs May 22. Main team here May 6-May 20. KIBSD spaces utilized by Arctic Care: KHS Gym and locker rooms, JROTC classroom, Tom Simpler Gym,

Auditorium, KMS dance room, KHS mat room, KHS cafeteria (before and after KHs meal service), Pool parking lot (for chow tent), Freezer, Fridge, and dry storage, auditorium foyer, and Board room

Boomerang Training

KHS and KMS sent a cohort of teachers, counselors, and admin to the Boomerang Project training the week of April 20 to learn how to implement a peer mentoring program for grades 6 and 9, and they came back excited about it. This was part of the Stronger Connections grant.

RTBAK Grant Update

Vince Bustamante was on island last week as our consultant from Corwin as part of the RTBAK Grant. During his time, he walked with Katrina, Angie, and building administrators 37 classrooms (1/2 day at each site, 1/2 day rural for virtual walks).

Employee Recognition Reception

Today, we recognized the employees who are retiring and/or receiving their 25 year and 30 year service awards.

Graduations

We have the following graduations this year:

- Akhiok: May 26 @
- Chiniak: May 22 @ 1PM
- Old Harbor: May 28 @ 6 PM
- Port Lions: May 27 @ 5 PM
- Kodiak High School: May 24 @ 6 PM

End of Year Events

- 8th Grade Class Graduation Night – May 29
- Senior Scavenger Hunt – May 17
- Senior Banquet – May 17
- Senior Picnic – May 21

Kodiak Island Borough School District
Board of Education

Committee and Board Member Appointments (Updated 10/20/2025)

Facilities Review Committee:
Not Active at Present

Graduation Expectations Committee:
Not Active at Present

CTE Committee:
Duncan Fields, Jesse Mickelson
Todd Burton, Matt Bieber

Curriculum Advisory Committee:
Mike Litzow and Jim Pryor
Angie Hietala, Katrina Stewart

Native Education Parent Committee:
Jim Pryor, Kerry Irons
Todd Burton

Policy Review Committee:
Mike Litzow, Kerry Irons
Cyndy Mika

Staff Development Committee:
Kerry Irons, Jesse Mickelson
Angie Hietala, Katrina Stewart

Strategic Education Plan Committee:
Not Active at Present
Cyndy Mika

Budget Development Committee:
All Board Members
Krista Cowley, Cyndy Mika

Food and Nutrition Committee:
Kerry Irons, Jim Pryor, Graham Edwards (USCG Representative)
Krista Cowley, Jerilyn Urban

Negotiations Committee:
Jim Pryor

Activities Committee:
Jim Pryor, Jesse Mickelson