

Board of Education Work Session

Tuesday, September 8, 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. Program Presentations

4.a. Kodiak 2036 Presentation

5. Discussion Items

5.a. BP 4119.12, BP 4119.22 and BP 4141.6

5.b. BP 4119.22, BP 42119.22 and BP 4319.22 *Dress and Grooming*

5.c. BP 4141.6 and BP 4241.6 - *Certificated and Classified Personnel - Concerted Activity/Work Stoppage*

5.d. BP 4151, BP 4251, and BP 4351 *All Personnel - Salary Guides - Exempt Employees*

5.e. AI Policy Development Discussion

6. Reports

6.a. Superintendent's Report

Speaker (s) : Superintendent

6.b. Board Committee Reports

7. Board Comments

7.a. Board Comments

Speaker (s) : Board President

8. Adjournment

9. Informational Items

Speaker (s) : Board President

9.a. AASB Annual Conference

9.b. AASB Call for Resolutions

Kodiak Island Borough School District

2023-2028 Strategic Plan

Looking Forward to 2036



MISSION STATEMENT

Engage and empower all students for growth and success.

VISION STATEMENT

Ensure all learners are safe, seen, and supported.

VALUE STATEMENTS

In KIBSD we value:

- having integrity.
- being accountable.
- being collaborative.
- being fair and unbiased.
- being inclusive.
- being innovative.
- being respectful.

BRAND

Engaged in Learning. Prepared for Life.



Teaching and Learning

We will provide, guide, and ensure a robust, standards-based curriculum with focused, individual advancement.

We will provide equitable, high-quality instruction that enables students to develop literacy and reach grade-level proficiency.

We will provide student-centered, culturally responsive learning experiences that develop the whole child.

Teaching & Learning

TL3: We will provide student-centered, culturally responsive learning experiences that develop the whole child.



Community Engagement

We will partner with community organizations and leaders to provide unique learning experiences for all students.

We will communicate frequently, proactively, and transparently with students, families, employers, and the community through various modes.

Community Engagement

CE1: We will partner with community organizations and leaders to provide unique learning experiences for ALL students.





Human Capital

We will recruit, support, and retain staff through quality training and professional development, avenues for meaningful input, mentorship, and collaboration.

We will create healthy school communities focused on shared leadership and shared success while meeting the needs of staff in their various environments and settings.



Human Capital

HC2: We will create healthy school communities focused on shared leadership and shared success while meeting the needs of staff in their various environments and settings.



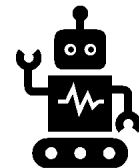
Fiscal Health and Sustainability

We will continuously seek potential sources for funding and use available resources to bridge fiscal gaps.

We will prioritize needs and allocate resources to programs and initiatives that have significant impact on student success.

Fiscal Health and Sustainability

FHR1: We will continuously seek potential sources for funding and use available resources to bridge fiscal gaps.



Fiscal Health & Sustainability

FHR2: We will prioritize needs and allocate resources to programs and initiatives that have significant impact on student success.

Current Financial Circumstances in KIBSD

*Financial Information is
forthcoming.*

Where are we now...

- Ongoing financial strains impacting basic resources for students, staff and schools,
- Challenge to maintain the best education possible while expanding opportunities for students,
- Ongoing climate of cuts/loss/negativity,
- Potential loss of public confidence and trust,
- WE NEED A PARADIGM SHIFT...

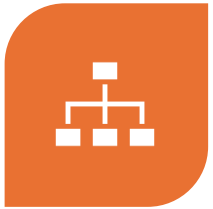
On Kodiak Island...

- Alaska Aerospace Center
- Village Schools and Town Schools Honoring the Past While Preparing For The Future
- World Renowned Fisheries Industry
- National Research Laboratories
- Largest US Coast Guard Base in the World
- Home of the Only Arctic Training Facility for the Most Elite Special Forces In The World
- Kodiak Area Native Association (KANA)
- Kodiak College & UAA/UAF
- Providence Medical
- *K-HI-C* (KIBSD Boat)
- World Class Auditorium & Center for the Performing Arts
- Strong Support from Local Businesses
- Self-Sufficient Infrastructure with Nearly 100% Renewable Energy
- Abundant Resources
- A Community of Very Talented, Supportive Citizens

Other Community Resources

- Port of Kodiak
- Alaska Airlines
- Island Air
- City of Kodiak
- Kodiak Island Borough
- Kodiak Electric Association (KEA)
- Matson Shipping & Logistics
- Merchant Marines
- NOAA
- Alaska Department of Fish & Game
- Alaska DoT/Alaska Marine Highway
- Alaska Department of Education Division (DEED)
- Local Civic Organizations
- Local Private Marine Businesses
- Local Banks
- Local Restaurants
- Kodiak Economic Development Council
- Kodiak Baptist Mission
- Kodiak Island Solid Waste
- General Communications, Inc. (GCI)
- Safeway
- Walmart
- Kodiak Community Health Clinic (KCHS)

SPRING 2026



REVIEWED
CURRENT
ORGANIZATIONAL
STRUCTURE



REVIEWED
UTILIZATION OF
RESOURCES



EXPLORED
LOCAL
COMMITMENT TO
PREK-12
EDUCATION



ASKED PROBING
QUESTIONS
ABOUT PAST,
PRESENT, AND
FUTURE NEEDS



GAINED MORE
INFORMATION
REGARDING THE
POTENTIAL FOR
KIBSD



KIBSD IS THE
MOST
INNOVATIVE,
RURAL SCHOOL
DISTRICT IN
AMERICA!

Questions for Consideration



HOW CAN WE
RESTRUCTURE OR
RECONFIGURE OUR
EXISTING RESOURCES
AND FACILITIES TO
MAXIMIZE OPPORTUNITIES
FOR STUDENTS?



HOW CAN WE
RECONFIGURE OUR
EXISTING FACILITIES TO
CREATE *LONG-TERM*
FINANCIAL STABILITY
WHILE MAXIMIZING
EDUCATIONAL
OPPORTUNITIES FOR ALL
STUDENTS?



HOW DO WE ALIGN OUR
SCHOOLS TO MATCH OUR
COMMUNITY ASSETS?



HOW DO WE PREPARE
STUDENTS AND OFFER
VERTICALLY ALIGNED
PROGRAMS BEGINNING IN
ELEMENTARY SCHOOL TO
FEED INTO SECONDARY
PROGRAMS LEADING TO
CAREER CERTIFICATIONS,
CERTIFICATES, AND
DIPLOMAS?

Current Facility Use = 100% Under Capacity

KHS currently 9-12 (60% capacity)

KMS currently 6-8 (72% capacity)

Main Elementary currently 4/5 (72% capacity)

East Elementary currently K-3 (59% capacity)

Peterson Elementary currently K-5 (40% capacity)

Rural Schools(5)

- Akhiok K-12
- Chiniak K-12
- Old Harbor K-12
- Ouzinkie K-12
- Port Lions K-12

10 Year Student Enrollment Trend

2016

- 15 School Sites (counting rural schools)
- ADM=2,420 (incl. AKTeach)
- Source: 2015-16 AK State Report Card

2026

- 10 School Sites (counting rural schools)
- ADM = 1,871 (incl. AKTeach)
- Source: PowerSchool Current Enrollment
- -549 ADM (-23%)

2036 Projection with Past 10 Year Trend

2026

- 10 School Sites (counting rural schools)
- ADM = 1,871 (incl. AKTeach)
- Source: PowerSchool Current Enrollment
- -549 ADM (-23%)

2036

- 10 School Sites? (counting rural schools)
- $ADM = 1,871 - 430 (23\%) = 1,441$ (incl. AKTeach)

Loss of Efficiency in Under Populated Facilities

Heat unused space(s)

Maintenance of facilities

School Nutrition Program

Support services (Nurses, Guidance, Psychologists, Special Services, Support Programs/Arts & Music)

Transportation

Media & Technology Support

Administrative Support

Other costs associated with school operations

How Do We Improve Operational Efficiency while Improving Services and Resources for Students?

Reconfigure	Reconfigure our existing facilities to accommodate long term educational needs of our students
Restructure	Restructure district with two (2) elementary campuses with program areas aligned with community resources & assets
Capitalize on	Capitalize on existing partnerships while creating new partnerships to support K-12 programs
Build & sustain	Through reallocation of resources, build & sustain programs for long term benefits for KIBSD and our community

START WITH CAPACITY

BEFORE WE DECIDE HOW TO CONFIGURE THE BUILDINGS, WE FIRST NEED TO KNOW HOW MANY GRADES THEY CAN SAFELY AND REALISTICALLY ACCOMMODATE.

EIGHTH GRADE RELOCATION: SPACE FEASIBILITY

	ELA		MATH		SOCIAL ST.		SCIENCE	
	S/SEC	SECTIONS	S/SEC	SECTIONS	S/SEC	SECTIONS	S/SEC	SECTIONS
8 TH	30.75	4	30.75	4	30.75	4	30.75	4
	24.6	5	24.6	5	24.6	5	24.6	5
9 TH	30.2	5	30.2	5	30.2	5	30.2	5
	25.2	6	25.2	6	25.2	6	25.2	6
10 TH	30.75	4	30.75	4	30.75	4	30.75	4
	24.6	5	24.6	5	24.6	5	24.6	5
11 TH	27	4	27	4	27	4	27	4
12 TH	28	5	*26.25	4	*26.25	4	*26.25	4

KEY: MINIMUM vs SUGGESTED – reminder, offering fewer sections will increase conflicts in scheduling- impacting student choice/availability

EIGHTH GRADE RELOCATION: SPACE FEASIBILITY

SUBJECT	SECTIONS	CLASSES
English	22 + 3ELAP = 25 25 + 3ELAP = 28	ELA 8 (4) , Honors ELA8 (1), CompLit (5), HonorsCompLit (1), WorldLit (4), HonorsWorldLit (1), AmLit (3), ModLit (4), AP Lang (2), 8-12 ELAP ELA (3)
Math	21 24	Math 8 (4), Pre Algebra (2), Algebra I (5), Geometry (5), Algebra II (3), AP PreCalc (1), AP Calculus (1), AP Stats (1), Pers Finance (2)
Science	21 22	Science 8 (5), Earth Science (3), Biology (4), Chemistry (3), Physics (1), Astronomy (1), Forensics (1), Human Anatomy (2), AP Environmental (1), AP Chem (1)
SocStud	21	SocSt 8 (5), AKHist (3), Civics (3), World (3), USHist (2), APUSH (2), AP Human (1), AP Psych (1), AP World (1)
PE	15	8 PE (4), Weight Training (5), Team Sports (2) Adventure Rec (2), Yoga (2)
Health	4	8 Health (2), 9-12 Health (2)
Music	6	Band, Concert Band, Choir, Advanced Choir, Orchestra, Advanced Orchestra
Elective	58	8 Computer Science/Career (2), 8 Art (1), 8 Culture (1), Intervention (7), ELAP Skills (2), ELAP prep (1), Welding (5), Auto (5), Construction (6), Engines (4), Culinary (6), Business (2), Multimedia (6), 9-12 Art (5), Spanish (3), Early Childhood (1), Leadership (1)
Other	24	New Tides (12), KVL A (6), Library (6)
SPED	30	5 teachers – 6 periods per teacher
Total Sections	232 224	38.7 Teachers 37.3 Teacher

Strategy “A” for Consideration FY28 (Summer 2027)

Kodiak High School

- Increase building utilization and program access for students in grades 8-12 (estimated ADM = 652)

Kodiak Middle School

- Increase building utilization and program access for students in grades 4-7 (estimated ADM = 503)

Main Elementary School

- Increase building utilization and program access for students in grades K-3 (estimated ADM = 211)

Peterson Elementary School K-3

- Building utilization decreases to 107 as K-3 School
- Transition East Elementary School into Main Elementary School and Kodiak Middle School: **EES Closed Summer 2027**
- *Recognize Current Waiver Process to Promote School Choice K-3 with Possible Transportation Shuttle Consideration*

Strategy “B” for Consideration FY28 (Summer 2027)

Kodiak High School

- Increase building utilization and program access for students in grades 8-12 (estimated ADM = 652)

Kodiak Middle School

- Increase building utilization and program access for students in grades 4-7 (estimated ADM = 380, assuming none of KMS students desire to return to Peterson K-7 for 1 year)

Main Elementary School

- Increase building utilization and program access for students in grades K-3 (estimated ADM = 211)

Peterson Elementary School K-7

- Increase building utilization and program access for students in grades K-7
- Building utilization increases to 230 as a K-7 school
- Transition East Elementary School into Main Elementary School and Peterson Elementary School: **EES Closed Summer 2027**
- *Recognize Current Waiver Process to Promote School Choice K-3 with Possible Transportation Shuttle Consideration*

Career Modules

Reorganization will occur during year one.

Beginning in year two (FY 29), the district will consider options to implement high-interest career modules in our two elementary/K-7 schools, including:

- marine sciences
- robotics
- military sciences
- music, strings, and
- other performing arts.

Strategy “C” for Consideration FY28 (Summer 2027)

- Postpone reorganization in anticipation of improvements in political landscape at state level
- Hope additional funding is provided through state and local funding bodies.
- Remain under current organizational structure while reviewing and reducing personnel and programs to close reoccurring budget deficits throughout KIBSD
- *We have explored other configurations, including a PreK/K Center in F-Wing.*

Next Steps:

- Time for planning and preparation is on our side!
- Share considerations/options with community budget advisory council (09.09.26) for feedback, ideas, opportunities, and concerns.
- Continue meeting with building and district leadership regarding grade level reconfiguration, building capacity and utilization, assignment of personnel, and grade level goals.
- Review transportation & school nutrition programs.
- KIBSD Board of Education Action/Determination

Who are WE?

Why should families and students come to Kodiak Island Borough School District?

How do WE tell our story to others?

What will our story be in 10 years?

THANK YOU...



**THANK YOU for all YOU do
to make KIBSD a great place
to live, work, and learn!
HAPPY NEW (SCHOOL) YEAR!**





Thank you!

Questions?



Board Agenda Item

Kodiak Island Borough School District

722 Mill Bay Rd

Kodiak, Alaska 99615

Board Mtg. Date
8/03/2026 WS

Reports of the Superintendent	Action Item	Consent Agenda	Reports, Routine Monthly	Other
☐	☒	☐	☐	☐

Subject:

BP 4119.12, BP 4219.12 and BP 4319.12 Harassment

**Presenter or
Contact Person:**

Dr. Daniel Brigman, Superintendent

Summary:

This update updates harassment language to fit best practices, including that it relates to all school district activities and facilities.

As there are no additional notes from AASB concerning this policy, the 2 referenced updated sections of Alaska Statutes and Alaska Administrative Code have been attached for context.

If the School Board is not comfortable with the language changes, it is the suggestion of the administration to use the current language in 4119.12 to create new sections 4219.12 and 4319.12 consistent with the changes to the new numbering system in Article 4.

**Financial
Implications:**

There is no financial impact to the budget.

Attachments:

- BP 4119.12, BP 4219.12 and BP 4319.12 *Harassment*
- AS 14.18.010 – AS 14.18.100 *Prohibition Against Sex and Race Discrimination*
- 4 AAC 06.500 – 4 AAC 06.600 *Prohibition of Gender or Race Discrimination*

Recommendation:

Administration recommends the Board Review the policy and direct staff concerning potential revisions.

Motion:

|

[ALL PERSONNEL -] HARASSMENT**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 harassment can cause embarrassment, feelings of powerlessness, loss of self-confidence, reduced ability to perform school work, and increased absenteeism or tardiness. The Board shall not tolerate the harassment of any student by any other student or District employee. Any student or employee who is found guilty of harassment shall be subject to disciplinary action. [The School Board is dedicated to providing a safe environment. Harassment disrupts a student's ability to learn and a school's ability to educate. Personnel are expected to demonstrate positive character traits and values. Conduct and speech must be civil and respectful.~~

Personnel are prohibited from engaging in any form of harassment in any school-related setting, including but not limited to: school property, during school hours, on school buses, at bus stops, and at school-sponsored activities, events, or functions.]

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

(cf. 5131.43 - Harassment, intimidation and bullying)

~~(cf. 5145.7 - Sexual Harassment)~~

(cf. 4118 – Dismissal/Suspension/Disciplinary Action)

(cf. 4119.11/4219.11/4319.11 - Sexual Harassment)

(cf. 4119.21/4219.21/4319.21 - Codes of Ethics)

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

The Board encourages students or staff to immediately report incidences of harassment to the immediate supervisor of the accused employee or the appropriate personnel department official, without fear of reprisal. The Superintendent or designee shall promptly investigate each complaint of harassment in a way that ensures the privacy of

[ALL PERSONNEL -] HARASSMENT

all parties concerned. In no case shall the student or staff member be required to resolve the complaint directly with the offending person.

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

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

(cf. 1312.3 - Public Complaints Concerning Discrimination)

(cf. 4030 - Nondiscrimination in Employment)

[(cf. 5141.42 - Professional Boundaries of Staff With Students)]

Legal References:

ALASKA STATUTES

[14.18.010 - 14.18.100](#) Prohibition against *[Sex and Race Discrimination]-discrimination based on sex or race in public education*

ALASKA ADMINISTRATIVE CODE

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

UNITED STATES CODE

Title VI, Civil Rights Act of 1964

Title IX, Education Amendments of 1972

Individuals with Disabilities Education Act

Americans with Disabilities Act

Adopted: 2/22/10

Revised:

Last Reviewed:

Article 5

Prohibition of Sex Discrimination

4 AAC 06.500. Purpose. The purpose of 4 AAC 06.500 - 4 AAC 06.600 is to establish procedures that will enable school districts to prevent and eliminate, in public education, discrimination on the basis of gender and, in employment, discrimination on the basis of gender or race.

4 AAC 06.510. Discrimination in hiring practices. (a) Hiring practices that are prohibited by AS 14.18.020(1) include the use of any position description, job qualification, or collective bargaining agreement that has the direct or indirect effect of giving preference to an applicant on the basis of gender or race, except that gender may be used as a criterion with respect to jobs requiring personal supervision of persons using locker rooms, showers, or toilet facilities. (b) Nothing in 4 AAC 06.500 - 4 AAC 06.600 prevents a school district from using gender or race as a criterion for meeting employment goals under a valid affirmative action plan. (c) In addition to the requirements of AS 14.18 and this section, the requirements of AS 18.80.220 also apply to hiring practices in public education.

4 AAC 06.520. Recreational and athletic activities. (a) Before February 1, 1994, and thereafter every third school year, each school district shall conduct a survey of students in grades five through 11, in a manner to be established by the district, to determine student interest in specific extracurricular recreational activities, interscholastic athletic activities, and intrascholastic athletic activities. (b) Before March 1 of each school year beginning in 1994, each school district shall adopt a plan that sets out all extracurricular recreational activities, interscholastic athletic activities, and intrascholastic athletic activities that will be offered by the district during the following school year. The plan required by this subsection must provide substantially equal opportunities for each gender, and must, to the maximum extent practicable, accommodate the interests of students as expressed in the survey required by (a) of this section. (c) In developing or amending a plan under (b) of this section, each school district shall evaluate its extracurricular recreational activities, interscholastic athletic activities, and intrascholastic athletic activities to ensure that the activities available to each gender are substantially equal based on the following criteria: (1) the provision of equipment and supplies; (2) the schedule of games and practice times; (3) travel schedules and trips taken; (4) opportunities to receive coaching; (5) assignment of coaches and tutors; (6) provision of locker, practice, and competitive facilities; (7) provision of administrative support services; and (8) publicity. (d) A summary of the results of the survey required by (a) of this section and a copy of the plan required by

(b) of this section must be available for public inspection at each school in the district by September 15 of each school year.

4 AAC 06.530. Guidance and counseling services. (a) School personnel assigned to provide guidance and counseling services shall plan and implement programs and services, and use materials, that encourage students to explore and develop their individual interests in vocational programs and career opportunities without regard to gender. This may include encouraging students to consider nontraditional occupations. (b) Before December 15 of the school year beginning after June 4, 1993, each school district shall establish, have on file, and implement written procedures for the biennial training of all certificated personnel who are assigned to provide guidance and counseling services. Training must include the recognition of gender bias in counseling materials and specific techniques that may be used with students to overcome the effects of gender bias.

4 AAC 06.540. Course offerings. Except as provided in [AS 14.18.050](#)(b), no school district may require or deny participation in any course, program, or activity on the basis of gender.

4 AAC 06.550. Review of instructional materials. (a) Instructional materials must portray people or characters of each gender in a wide variety of occupational, emotional, and behavioral situations, and present each gender in a broad range of its human potential. (b) Before December 15 of the school year beginning after June 4, 1993, each school district shall establish and implement written procedures (1) for the biennial training of certificated personnel in the recognition of gender bias (A) in instructional materials, (B) in career instruction, and (C) in instructional techniques that may be used to overcome the effects of gender bias and discrimination; this training must be at least three hours in length; (2) for the review of textbooks and instructional materials for evidence of gender bias; or discrimination; this review may occur as part of a district's established curriculum review cycle; and (3) for the replacement or supplementation of materials found to exhibit gender bias or discrimination, according to the general textbook and instructional materials replacement procedure of the district. (c) The procedures required by (b) of this section must be submitted to the commissioner within 30 days after their establishment or modification. (d) Nothing in this section requires a district that is in substantial compliance with the requirements of this section to adopt new or different procedures.

4 AAC 06.560. Violations. (a) Each school district shall adopt and make available to the public a grievance procedure through which violations of [AS 14.18](#) or [4 AAC 06.500 - 4 AAC 06.600](#) may be remedied. The grievance procedure must be posted in a public place in each school operated by that district. The district shall make copies available upon request. (b) A district grievance procedure adopted under (a) of this section must

(1) provide for a hearing before the governing body of the district; (2) require that the hearing be held on the record; and (3) require that a final decision be issued within 60 days after the filing of the grievance. (c) If, after exhausting the procedures established under (a) of this section, an aggrieved person believes that a violation has not been remedied, that person may file a complaint with the commissioner on a form prescribed by the department. The complaint must be filed within 180 days of the alleged violation. (d) Upon receipt of a complaint received under (c) of this section, the commissioner or the commissioner's designee shall conduct an investigation of the complaint. If, after conducting the investigation, the commissioner determines that a violation has occurred and the violation justifies action against the school district, the commissioner shall file an accusation with the state board. (e) Upon receipt of an accusation, the chair of the state board will request the appointment of a hearing officer sitting alone to hear the case. (f) A hearing under (e) of this section will be conducted by the hearing officer in accordance with the procedures in [AS 44.62.330](#) - 44.62.640. (g) The state board will accept or reject the hearing officer's proposed decision no later than the first regularly scheduled meeting after the hearing officer has rendered the proposed decision. (h) Nothing in this section precludes a school district and complainant from settling a complaint before holding a hearing before the governing body of the district under (b)(1) of this section.

4 AAC 06.570. Assurance of voluntary compliance. (a) The commissioner may enter into an assurance of voluntary compliance agreement with a school district alleged to be in violation of [AS 14.18](#) or [4 AAC 06](#) instead of further action under [4 AAC 06.560](#). (b) Under the terms of an assurance of voluntary compliance agreement, the school district need not admit wrongdoing, but must agree not to commit the violation in the future. The commissioner may require as a condition of the assurance that the school district submit a plan of compliance for approval by the commissioner. (c) A plan of compliance under (b) of this section or under [4 AAC 06.580](#) must contain at least the following: (1) a timeline for compliance; (2) how compliance will be achieved; (3) criteria by which compliance can be determined; and (4) the name of the person responsible at the district level for supervising compliance.

4 AAC 06.575. Nondiscrimination for filing grievances. A school district may not discriminate against a person for filing a grievance under [AS 14.18](#) or this chapter.

4 AAC 06.580. Remedies. (a) If the state board determines that a school district is or has been engaged in practices in violation of [AS 14.18](#) or [4 AAC 06.500](#) - [4 AAC 06.600](#), the board will, in its discretion, direct the school district or the hearing officer to formulate a plan of compliance. (b) If the school district fails to implement the plan of compliance, or violates a plan of compliance, an assurance of voluntary compliance agreement, or another order of the state board, the commissioner may petition the

board to withhold state funds in accordance with [AS 14.07.070](#). (c) If the commissioner petitions the state board under (b) of this section, the state board will hold an abbreviated hearing in which the commissioner shall state the basis for the petition and the school district will be afforded the opportunity to respond. (d) Nothing in [4 AAC 06.500](#) - [4 AAC 06.600](#) limits the commissioner or the Professional Teaching Practices Commission from seeking to revoke the certification of, suspend, or otherwise discipline an educator who violates [AS 14.18](#) or [4 AAC 06.500](#) - [4 AAC 06.600](#). (e) Nothing in [4 AAC 06.500](#) - [4 AAC 06.600](#) limits the Alaska School Activities Association from barring participation in its activities or otherwise disciplining a member district which violates [AS 14.18.040](#) or [4 AAC 06.520](#).

[4 AAC 06.590. Additional authority of the commissioner.](#) In addition to any other duties performed under [4 AAC 06.500](#) - [4 AAC 06.600](#), the commissioner may require a school district to report its efforts toward compliance with [4 AAC 06.500](#) - [4 AAC 06.600](#) and, in the absence of a complaint, may file an accusation with the state board.

[4 AAC 06.600. Definitions.](#) In [AS 14.18](#) and [4 AAC 06.500](#) - [4 AAC 06.600](#) (1) "commissioner" means the commissioner of the Department of Education and Early Development; (2) "extracurricular recreational activity" includes school-sponsored or supported clubs, teams, or activities of general or specific interest not part of classroom instruction; (3) "instructional material" includes textbooks, films, filmstrips, workbooks and other materials the primary purpose of which is for use in classroom instructional activity; "instructional materials" does not include literary works; (4) "physical education activities involving bodily contact" means boxing, wrestling, rugby, ice hockey, football, basketball, and other sports the purpose or major activity of which involves bodily contact; (5) "gender bias" means behavior or written materials that, when taken as a whole, portray one gender in a role or status inferior to or more limited than that of the other gender; assign abilities, traits, interests, or activities on the basis of gender stereotypes; denigrate or ridicule on the basis of gender; ignore or substantially underrepresent the numerical existence of one gender for reasons not necessitated by the subject matter of the work; or otherwise treat persons in a discriminatory way on the basis of gender; (6) "state board" means the State Board of Education; (7) "department" means the Department of Education and Early Development; (8) "discrimination" means differential treatment of or the denial of equal opportunity to a person based on that person's race or gender or because that person filed a grievance under this chapter.

Chapter 18. Prohibition Against Discrimination Based on Sex or Race in Public Education.

Sec. 14.18.010. Discrimination based on sex and race prohibited.

Recognizing the benefit to the state and nation of equal educational opportunities for all students, and equal employment opportunity for public education employees, discrimination on the basis of sex against an employee or a student in public education in Alaska and discrimination against an employee on the basis of race violate art. I, § 3 of the Alaska Constitution and are prohibited. A person in the state may not on the basis of sex be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal or state financial assistance.

Sec. 14.18.020. Discrimination in employment prohibited.

The board, the Board of Regents, and each school board in the state shall

(1) allow no difference in conditions of employment, including hiring practices, credential requirements, leaves of absence, hours of employment, pay, employee benefits, and assignment of instructional and noninstructional duties based on sex or race; and

(2) provide the same opportunities for advancement to males and females.

Sec. 14.18.030. Discrimination in counseling and guidance services prohibited.

Guidance and counseling services in public education are available to students equally and shall stress access to career and vocational opportunities to students without regard to sex.

Sec. 14.18.040. Discrimination in recreational and athletic activities prohibited.

(a) Equal opportunity for both sexes in athletics and in recreation shall be provided in a manner that is commensurate with the general interests of the members of each sex. Separate school-sponsored teams may be provided for each sex. A school that sponsors separate teams in a particular sport shall provide equipment and supplies, services, and opportunities, including use of courts, gymnasiums, and pools, to both teams with no disparities based on sex. A school that provides showers, toilets, or training-room facilities for athletic or recreational purposes shall provide comparable facilities for both sexes, either through the use of separate facilities or by scheduling separate use by each sex.

(b) A school shall divide available evening time for athletic events fairly between events for each sex.

(c) The board and the Board of Regents of the University of Alaska shall adopt procedures to determine on an annual basis student interest in male and female participation in specific sports, athletics, and recreation.

Sec. 14.18.050. Discrimination in course offerings prohibited.

(a) Except as provided in (b) this section, all public education classes are available to all students without regard to sex, and curriculum requirements may not be differentiated on the basis of sex.

(b) Separation of the sexes is permitted during sex education programs and during participation in physical education activities if the purpose of the activity involves bodily contact.

Sec. 14.18.060. Discrimination in textbooks and instructional materials prohibited.

(a) School boards shall have textbooks and instructional materials reviewed for evidence of sex bias in accordance with [AS 14.08.111](#)(9) and [AS 14.14.090](#)(7). School boards shall use educationally sound, unbiased texts and other instructional materials as they become available. Nothing in this section prohibits use of literary works.

(b) The board shall establish by regulation standards for nondiscriminatory textbooks and educational materials. Each school board shall provide training for all its certificated personnel on a schedule adopted by the governing body of a school district in the identification and recognition of sex-biased materials.

(c) The Board of Regents shall establish and implement a policy under [AS 14.40.170](#)(b) for the guidance of officers and employees of the university on the selection of nondiscriminatory textbooks and educational materials.

Sec. 14.18.070. Affirmative action.

The board shall establish procedures for affirmative action programs covering both equal employment and equal educational opportunity to be implemented by all school districts and regional educational attendance areas determined by the board not to be in compliance with this chapter.

Sec. 14.18.080. Implementation.

(a) The board shall adopt regulations under [AS 44.62](#) (Administrative Procedure Act) to implement this chapter.

(b) The Board of Regents shall adopt rules under [AS 14.40.170](#)(b)(1) to implement this

Sec. 14.18.090. Enforcement by board of education and early development.

(a) The board shall enforce compliance by school districts and regional educational attendance areas with the provisions of this chapter and the regulations and procedures adopted under it by appropriate order made in accordance with [AS 44.62](#). After a hearing conducted by the office of administrative hearings ([AS 44.64.010](#)) and a finding by the board that a district or a regional educational attendance area is not in compliance with this chapter and is not actively working to come into compliance, the board shall institute appropriate proceedings to abate the practices found by the board to be a violation of this chapter.

(b) After a finding by the board that a district or regional educational attendance area has not complied with [AS 14.18.020](#) — 14.18.070, and that the measures taken under (a) of this section have been ineffective, the board shall withhold state funds in accordance with [AS 14.07.070](#).

Sec. 14.18.100. Remedies.

(a) A person aggrieved by a violation of this chapter or of a regulation or procedure adopted under this chapter as to primary or secondary education may file a complaint with the board and has an independent right of action in superior court for civil damages and for such equitable relief as the court may determine.

(b) A person aggrieved by a violation of this chapter or of a regulation or procedure adopted under this chapter as to postsecondary education has an independent right of action in superior court for civil damages and for such equitable relief as the court may determine.



Board Agenda Item

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

Board Mtg. Date
8/03/2026 WS

Reports of the
Superintendent

☐

Action
Item

☒

Consent
Agenda

☐

Reports,
Routine
Monthly

☐

Other

☐

Subject:

BP 4119.22, BP 42119.22 and BP 4319.22 *Dress and Grooming*

Presenter or
Contact Person:

Dr. Daniel Brigman, Superintendent

Summary:

In the past, KIBSD has opted not to adopt a policy to specifically address *Dress and Grooming*. The attached model policy proposed by AASB for consideration was updated to be concise, simplifying the policy language from their previous version.

Note from AASB:

The following policy is **optional**. If the School Board wishes to expand the policy to proscribe or prohibit specific items of clothing, it is advisable to consult with legal counsel. In adopting such a policy, the district must ensure that its dress code is reasonable and reasonably enforced.

Financial
Implications:

There is no financial impact to the budget.

Attachments:

BP 4119.22, BP 42119.22 and BP 4319.22 *Dress and Grooming*

Recommendation:

Administration recommends the Board Review the policy and direct staff concerning potential revisions.

Motion:

ALL PERSONNEL – DRESS AND GROOMING**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 since staff serve as role models, they should maintain professional standards of dress and grooming.

The School Board encourages staff during school hours to wear clothing that demonstrates their high regard for education and presents an image consistent with their job responsibilities.

Legal Reference:

Breese v. Smith, 501 P.2d 195 (Alaska, 1979)]

Adopted: *Not in current KIBSD Policy.*

Revised:

Last Reviewed:



Board Agenda Item

Kodiak Island Borough School District

722 Mill Bay Rd

Kodiak, Alaska 99615

Board Mtg. Date
8/03/2026 WS

Reports of the
Superintendent

☐

Action
Item

☒

Consent
Agenda

☐

Reports,
Routine
Monthly

☐

Other

☐

Subject:

BP 4141.6 and BP 4241.6 - Concerted Activity/Work Stoppage

**Presenter or
Contact Person:**

Dr. Daniel Brigman, Superintendent

Summary:

KIBSD has not adopted a policy to specifically address *Concerted Activity/Work Stoppage*. AASB originally proposed this model policy in 2004 and this updated version contains minor grammatical changes to the original.

Note from AASB:

The following optional policy may be revised or deleted. SB 16 (Statutes of 1992), repealed Title 14 provisions related to collective bargaining and affirmed placement of public school employees under the Public Employment Relations Act. In addition, public school employees were reclassified from class (a) (2) to class (a) (3) under [AS 23.40.200](#) which provides them the right to strike after exhausting the advisory arbitration process. If advisory arbitration fails, a strike may not begin until at least 72 hours after notice of the strike is given. In any event, a strike may not begin on or after the first day of the school term, as that term is described in [AS 14.03.030](#), unless at least one day in session with students in attendance has passed after notice of the strike is given by the employees. [AS 23.40.080](#) provides public employees the right to engage in concerted activities. AASB is available for assistance in preparing contingency strike plans.

**Financial
Implications:**

There is no financial impact to the budget.

Attachments:

BP 4141.6 and BP 4241.6 - Concerted Activity/Work Stoppage

Recommendation: Administration recommends the Board Review the policy and direct staff concerning potential revisions.

Motion:

**CERTIFICATED AND CLASSIFIED PERSONNEL - CONCERTED
ACTIVITY/WORK STOPPAGE****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 Superintendent or designee shall maintain a plan for the safe operation of the schools in the event of a work stoppage. In the event of a strike, a walkout, a coordinated mass use of sick leave or any other concentrated refusal of staff to perform assigned duties, the Superintendent or designee shall take whatever emergency steps they deem necessary for the safety of students, staff and district property. Such steps shall be reported to the School Board as soon as possible. When students raise questions related to a work stoppage, staff shall be expected to approach the subject in accordance with the district's policy on controversial issues. Staff shall not let such discussions interfere with their regular employment responsibilities.

(cf. 6144 - Controversial Issues)

Employees shall not provide students with messages or other information that promotes or explains the position of any employee organization that is engaged in or contemplating a work stoppage.

Legal Reference:

ALASKA STATUTES

23.40.080 *Right of public employees*

23.40.200 *Classes of public employees; arbitration]*

Adopted: *Not in current KIBSD Policy.*

Revised:

Last Reviewed:



Board Agenda Item

Kodiak Island Borough School District

722 Mill Bay Rd

Kodiak, Alaska 99615

Board Mtg. Date
8/03/2026 WS

Reports of the
Superintendent

☐

Action
Item

☒

Consent
Agenda

☐

Reports,
Routine
Monthly

☐

Other

☐

Subject:

BP 4151, BP 4251, and BP 4351 All Personnel - Salary Guides - Exempt Employees

Presenter or
Contact Person:

Dr. Daniel Brigman, Superintendent

Summary:

KIBSD does not currently have his policy in place. AASB originally proposed this model policy in 2004 and this updated version contains minor grammatical changes to the original.

Notes from AASB:

The Fair Labor Standards Act (FLSA) is a federal law that requires most employees in the United States to be paid at least the federal minimum wage for all hours worked, and overtime pay at time and one-half the regular rate of pay for all hours worked over 40 hours in a workweek. However, Section 13(a)(1) of the FLSA provides an exemption from both minimum wage and overtime pay for employees employed as bona fide executive, administrative, or professional employees. Sections 13(a)(1) and 13(a)(17) also exempt certain computer employees. To qualify for exemption, employees generally must meet certain tests regarding their job duties and be paid on a salary basis at not less than \$684 per week. These salary requirements do not apply to teachers. Exempt computer employees may be paid at least \$684 on a salary basis or on an hourly basis at a rate not less than \$27.63 an hour. Job titles do not determine exempt status. In order for an exemption to apply, an employee's specific job duties and salary must meet all the requirements of the Department of Labor's regulations.

Under 2004 amendments to the federal regulations, employers can dock pay of exempt employees, without losing their exempt status, for disciplinary suspensions for one or more full days if employees break workplace conduct rules. To be able to take advantage of this provision, employers must adopt a written

policy applicable to all employees that states that violating workplace conduct rules may result in a suspension.

Under the 2004 safe harbor provision, employers will not lose exempt status for employees as a result of improper deductions, so long as several steps are taken. First, your district must have a clearly communicated policy prohibiting improper pay deductions. Second, the policy must contain a complaint procedure. Third, if an employer makes an improper deduction, it must reimburse employees for the improper deduction and make a good faith commitment to comply in the future. Finally, if the employer "willfully" violates the policy by continuing to make improper deductions after a complaint, it will lose exempt status for all employees in the same job classification working for the same managers responsible for the improper deductions for the time period in which the improper deductions were made.

**Financial
Implications:**

There is no financial impact to the budget.

Attachments:

BP 4151, BP 4251, and BP 4351 *All Personnel - Salary Guides - Exempt Employees*

Recommendation:

Administration recommends the Board Review the policy and direct staff concerning potential revisions.

Motion:

ALL PERSONNEL - SALARY GUIDES - EXEMPT EMPLOYEES**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 is committed to compliance with the salary basis requirements of the Fair Labor Standards Act. Improper deductions from the salaries of exempt employees are prohibited.

(cf. 4253 Overtime Pay/Compensatory Time Off)

Salary Basis Requirement

An exempt employee must meet certain tests regarding their job duties and be paid on a salary basis. Being paid on a "salary basis" means an employee regularly receives a predetermined amount of compensation each day. The predetermined amount cannot be reduced because of variations in the quality or quantity of the employee's work. Subject to exceptions listed below, an exempt employee must receive the full salary for any workweek in which the employee performs any work, regardless of the number of days or hours worked. Exempt employees do not need to be paid for any workweek in which they perform no work.

Permissible Deductions

Deductions from pay are permissible when an exempt employee: is absent from work for one or more full days for personal reasons other than sickness or disability; for absences of one or more full days due to sickness or disability if the deduction is made in accordance with a bona fide plan, policy or practice of providing compensation for salary lost due to illness; to offset amounts employees receive as jury or witness fees, or for military pay; or for unpaid disciplinary suspensions of one or more full days imposed in good faith for violations of district policies or procedures.

The district is not required to pay the full salary in the initial or terminal week of employment; for penalties imposed in good faith for infractions of safety rules of major significance, or for weeks in which an exempt employee takes unpaid leave under the Family and Medical Leave Act. In these circumstances, either partial day or full day deductions may be made.

Complaint Procedure for Improper Deductions

Employees who believe an improper deduction has been made to their salary should immediately report this information to their direct supervisor, or to the human resources department.

Reports of improper deductions will be promptly investigated. If it is determined that an improper deduction has occurred, you will be promptly reimbursed for any improper deduction made.

ALL PERSONNEL - SALARY GUIDES - EXEMPT EMPLOYEES

Legal Reference:

Fair Labor Standards Act, 29 U.S.C. § 201, et seq.]

Adopted: *Not in current KIBSD Policy.*

Revised:

Last Reviewed:

DRAFT

BP XXXX.X ARTIFICIAL INTELLIGENCE (AI)

The School Board recognizes that the use of Artificial Intelligence (AI) within the District enhances student learning and staff productivity. The District shall leverage AI capabilities to optimize instructional practices and operational efficiency while prioritizing ethical and responsible use by district staff and students.

District use of AI shall be guided by the following principles:

1) Purpose

The District will facilitate the use of AI to help students achieve educational goals and promote staff productivity while protecting human decision-making and judgment.

2) Compliance

The District will ensure that the use of AI adheres to existing district policies, administrative regulations, and applicable law.

3) Knowledge

The District will promote AI literacy for staff and students. AI education shall equip students and staff with critical thinking skills for recognizing AI technologies and analyzing AI outputs.

4) Balance

The District will harness the power of AI while acknowledging its limitations. AI outputs need to be checked for potential biases and inaccuracies and must be critically evaluated for accuracy and credibility using reliable sources.

5) Integrity

The District will integrate AI for genuine learning growth while safeguarding academic and professional integrity.

6) Agency

The District will empower student staff decision-making in the use of AI. AI is a tool that offers recommendations; staff and students are critical consumers who are responsible for making informed professional, instructional, and academic decisions.

7) Evaluation

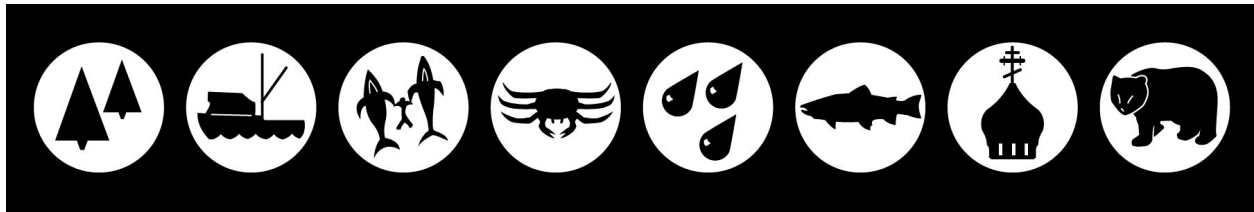
The District will regularly assess the impacts of AI.

Definition

Artificial Intelligence – refers to technology that is capable of simulating human intelligence by learning from data, Large Language Models, and Small Language Models, and performing tasks that typically require human reasoning.

These tasks can include:

- Recognizing patterns and trends
- Making predictions
- Adapting to new information
- Communicating and interacting with humans
- Generating original content (written, audio, visual, etc)



**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



AASB's 73rd ANNUAL CONFERENCE & Youth Leadership Institute

November 5-8, 2026 • Anchorage

Invest in Your Board & Students

We're pleased to present two prolific keynote speakers during our Annual Conference this year: **Rebecca Winthrop**, Director of the Center for Universal Education at the Brookings Institution, and **Vera Starbard**, Alaska State Writer Laureate.



**Friday, Nov. 6th Keynote
Speaker:**

Rebecca Winthrop

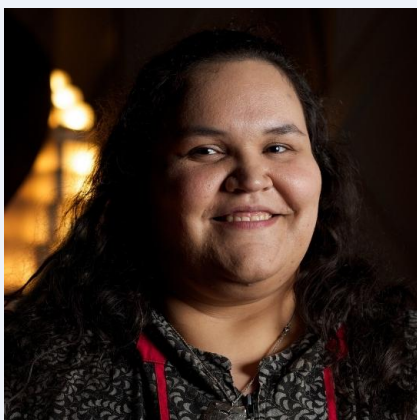
Brookings Institution and Georgetown
University.

Rebecca Winthrop is a globally recognized leader in education and a Senior Fellow and Director of the Center for Universal Education at the Brookings Institution and Adjunct Professor at Georgetown University, joining us for this year's conference! Her work focuses on ensuring all young people—especially the most marginalized—develop the skills they need to thrive in work, life, and as engaged citizens. She leads innovative research on transforming education systems, including the role of families, communities, and emerging technologies in accelerating student agency, engagement, and learning.

Winthrop currently leads the Brookings Global Task Force on AI in Education and has co-authored a book on student engagement, *The Disengaged Teen: Helping Kids Learn Better, Feel Better, and Live Better*. A trusted adviser to governments, schools, parent networks, international institutions, foundations, and companies, her expertise has informed efforts at the United Nations, the White House, State, and school district leaders, and Fortune 500 firms. Prior to Brookings, she spent 15 years working on education for displaced and conflict-affected communities, including as head of education for the International Rescue Committee.

Winthrop holds a Ph.D. from Columbia University Teachers College.

[More About Rebecca](#)



**Saturday, Nov. 7th Keynote
Speaker:**

Vera Starbard

Alaska State Writer Laureate and four-time
Emmy-nominee.

T'set Kwei yóo ɣat duwasáakw. Vera Starbard áyá ax saayí. Dleit káa x'éináx Vera Marlene Bedard yóo ɣat duwasáakw. Leeneidi naax ɣat sitee. T'akdeintaan yádi. Wooshkeetaan dachxán. Dena'ina dachxán. Takjik' kwáan áwé uháan. Shaan Seetx' yéi ɣat koowdiztee. X'áat' T'áakx' kuxaa.óo.

Vera Starbard, T'set Kwei, is a Tlingit Raven of the Leeneidi (Dog Salmon clan) after her mother, and a Child of T'akdeintaan. Her paternal grandfather is of the Wooshkeetaan Clan, and her maternal grandfather is Dena'ina Athabaskan. Vera's ancestors are from the village of Tuxecan on Prince of Wales Island, she was born in Shaan Seet (Craig,) and she's lived in many communities throughout Alaska.

Vera was appointed to be the Alaska State Writer Laureate in 2024. She is a four-time Emmy-nominee as a writer and story editor for the PBS Kids children's program "Molly of Denali." Vera was previously Playwright-in-Residence at Perseverance Theatre through the Andrew W. Mellon National Playwright Residency Program, and editor of First Alaskans Magazine for over a decade. In 2022-23 she was staffed as a writer on the ABC show "Alaska Daily," and wrote the libretto for the first Tlingit opera – "Kutulagaw" – premiering in September 2026. Her middle-grade novel, "Park Survival: Lost in Alaska" will be published by Scholastic in November 2026.

More About Vera

Join us this November for AASB's 73rd Annual Conference in Anchorage – **November 5-8, 2026!** As Alaska's largest gathering of education policymakers, the conference provides school board members with opportunities to learn from experts, connect with peers, and enhance board-superintendent collaboration.

This year's program includes expert keynote speakers, roundtables, like-sized district forums, shared meals, and over 15 breakout sessions on timely education topics. Plus, the Youth Leadership Institute (YLI) returns, bringing high school students together to build leadership skills and inspire change in their schools and communities.

New Venue! This year, all conference sessions will be held at the **William A. Egan Civic & Convention Center** (555 W 5th Ave, Downtown Anchorage). This new location provides expanded meeting space and greater accessibility to fulfill our mission to serve Alaska's students and communities.

Early Bird Sale for Main Conference registration ends Friday, October 9!

For questions or assistance, please contact us at aasb@aasb.org.

Youth Leadership Institute - \$550

Thursday, November 5 - Sunday, November 8

Hosted at the Egan Convention Center in Anchorage, students will spend 4 days with peers and guest speakers from across Alaska. This year's theme, "Coming Together for Alaska's Students," will empower youth to use their voices to be change-makers in their schools and communities. Engaging breakout sessions with speakers and school board members enable conversations at a level unique to Youth Leadership Institute.

Pre-Conference Add-On Sessions

Experienced Board Member Academy - \$220

Partnering with Families to Help Students Learn, Feel, & Live Better

Thursday, November 5

This year's Experienced Board Member Academy will focus on student engagement and strengthening family–school partnerships. Rebecca Winthrop, professor and author at the Center for Universal Education at the Brookings Institution, will lead a conversation about how to help students meaningfully connect with learning.

Ready, Set, Govern! - \$140

For New Board Members

Thursday, November 5

Ready, Set, Govern!, designed for new school board members, is structured to help them better understand and feel more comfortable in their role, as well as connect with school board members from around the state. Input from school board members this past year is being used to develop this year's agenda.

AASB's Mission

To advocate for children and youth by assisting school boards in providing quality public education, focused on student achievement, through effective local governance.



Call for Resolutions - Response due by Oct. 7, 2026

AASB is soliciting resolutions, resolution amendments and comments from local school boards for consideration at the 2026 Annual Conference on Nov. 5 - 8 at the Egan Convention Center in Anchorage. These resolutions guide our association for the coming year. They also guide our advocacy and positions during the upcoming legislative session.

We encourage each school board to carefully review the resolutions packet. It is essential that our resolutions adequately address the issues facing school boards and public education across Alaska. As you review the materials, please consider the challenges and opportunities within your district—as well as those that may affect other districts statewide.

**The following reference documents
may be viewed online or downloaded:**

- [2027 Draft #2 Where We Stand \(pdf\)](#)
- [2027 Draft #2 Where We Stand \(Word\)](#)
- [2026 Table of Sunsetting Resolutions/Proposed Sunsetting Resolutions](#)
- [AASB 2026 Resolution Process and Timeline](#)
- [AASB Resolution Submission Form](#)

At their July 2026 meeting, the AASB Board of Directors reviewed the current resolutions scheduled to sunset and considered proposed revisions to existing resolutions and newly proposed resolutions. The Board's recommendations are noted in the *Where We Stand* [Draft #2](#) document for consideration by the membership.

AASB resolutions provide the authority needed for the Association to respond when approached by the Legislature or other parties. We encourage member districts to review existing resolutions and consider potential amendments or new proposals, as well as identify important topics that may not yet be addressed in the current resolutions.

To comment on or suggest changes to the resolutions, AASB requests that your board schedule time to discuss the resolutions at a regular meeting and vote by official board action. We require all submissions of comments, new resolutions, or amended resolutions be submitted by **October 7, 2026**. To submit a comment, new resolution, or amendment, click the button below:

Submit Resolutions

A complete set of all resolutions, including those proposed by districts, will be

compiled and sent to member districts by October 17, 2026. If you have any questions regarding the resolutions, please email Katie Oliver at koliver@aasb.org or call 907-463-1660.

Thank you for your board's continued commitment to supporting Alaska's students! We look forward to receiving your comments, amendments, and resolutions.

The mission of the Association of Alaska School Boards is to advocate for children and youth by assisting school boards in providing quality public education, focused on student achievement, through effective local governance.