



association of
ALASKA
school boards

Monthly Report for AASB's Board of Directors April 2019

Aligned with Long Range Plan Goals, Objectives and Strategies

Goal 1: Empower our boards to transform educational systems to increase the academic success of Alaska Native students and increase graduation rates of Alaska Native students who are ground in their cultural identity with the ability to successfully pursue their goals.

Objective 1: School Districts have the information and tools to understand disaggregated data and disproportional (equitable) outcomes for students.

1.1.1) Support school boards to use their cultural connectedness and school climate outcomes for students Alaska Native students

Jenni has been working closely with the Panorama Education team to get the 2019 SCCS results ready to be released the week of April 22, which includes reviewing Panorama's data cleaning process, communication processes, and updating resources.

STEPS districts have an opportunity to look at their cultural connectedness data and consider solutions that improve these data.

https://myemail.constantcontact.com/STEPS-Alaska-Promise-Neighborhood-Newsletter---Stepping-Up-for-Alaska-s-Youth.html?soid=1105463481522&aid=UYXcReFA_qs

1.1.2) Develop tools and workshops for school boards to review all data sources and have a clear understanding of outcomes in their districts.

Pat completed several analyses of school climate and connectedness data looking at the correlations between questions in the student and staff surveys. These analyses will be used over the summer as we assess the surveys and look at changes. We will also incorporate knowledge into presentations.

Betsy is working the Department of Education and Early Development to help the state write a needs assessment and strategic plan to improve early childhood learning systems and make programs more affordable, accessible, and of higher quality. An emphasis will be placed on ensuring students who do not have access to early childhood programs can gain access.

1.1.3) Support school boards in identifying and meeting professional needs directly related to addressing disproportional achievement outcomes.

PDG activities 3, 4, and 5 which are currently on hold at DEED, will focus on improving training and coaching for the early childhood workforce as well as quality standards of programs. Lori was helping coordinate scopes of work for these activities before they were put on hold on 4/4.

Objective 2: Increase number of school districts and school boards adopting culturally responsive and school climate-building practices, policies, and instruction for all students.

1.2.1) Develop, recommend and encourage adoption of model policies that support culturally responsive practices, climates and curriculum.

Lisa and Lori met with Sealaska Heritage Institute to explore expansion of Baby Raven Reads (a culturally specific early learning program) to another STEPS Southeast community.

The policy updates have been released and include recommended policies for Trauma-Informed and Culturally Responsive policies. These 40+ policies have been worked on by AASB staff, volunteer school board members, and reviewed by JDO. JDO provided an instruction sheet to give more detail about these policies. Lon and Lori also worked on a brief overview that provides context for these policies which will be uploaded and included with these policy releases.

Claudia worked with EED staff to finalize an electronic and print version of a resource packet for school districts on Alaska Safe Children's Act requirements, implementation and support.

One of the products of the Impact Project, part of the Joint Task Force work, with which Betsy is participating, is a new governance model for Alaska's early childhood system to develop and expand the infrastructure and capacity of all services and programs in the state for more efficiency and effectiveness. This could lead to new policies and practices statewide and locally.

1.2.2) Train boards on a curriculum review process that adopts culturally responsive and equitable instructional material.

Timi and Lori worked with the Juneau School Board on Tlingit Language Revitalization. Kelly, Lori and Timi are working on completing a report for the board that includes recommendations on scope and sequence, healing- Ku.eex, policies and preparing teachers.

1.2.3) Work with school districts to review their practices that embed cultural responsiveness and social and emotional learning.

Lisa, Heather, Lori and Konrad developed and planned cultural integration session for the STEPS Regional Partner meeting highlighting the work of STEPS partner immersion preschools and RWJ New Zealand immersion schools work.

1.2.4) Support school districts to work with each student to personalize learning and help to advance learning outcomes.

Steve and Norm provided a presentation to the Presidents of the Alaska Native Sisterhood and Brotherhood on AASB's digital textbook initiative.

Objective 3: Through AASB offerings School Board members gain understanding of how their decisions impact the success of Alaska Native Students.

1.3.1) Promote understanding of "equity" and embedding with AASB standards.

Norm attended NSBA National Conference and made multiple contacts with voting members of the Delegate Assembly to build support for the selection of AASB President Jackson to Secretary/Treasurer of NSBA. If successful she would be the first indigenous

officer of NSBA providing a positive role model for Native American/Alaska Native students across the nation.

1.3.2) Provide conference workshops and annual academies focused on equity and outcomes for Alaska Native students.

Emily, Lisa, and Claudia supported collective impact work groups and prepped the STEPS annual in-person meeting where seven different Southeast communities can share best practices for cultural integration, family engagement, place-based learning and supporting transitions into kindergarten, middle schools/high school, and college and career. Which work group is focused on reducing inequities and increasing access and opportunities for Alaska Native students.

1.3.3) Develop a cultural safety and equity scan to assess current practices.

Konrad and Lori worked with the Southwest Region School Board over the phone to identify key priorities of cultural safety over the phone. The district is working on establishing regionally appropriate histories and curricula.

Lori and Konrad worked with the Nome cultural safety committee and discussed a continuum of cultural safety and cultural integration activities. This includes exploring a language immersion program for preschool or kindergarten, professional development for all Nome school staff on cultural humility and other cultural content, and includes offering courses through the Northwest campus for a micro-certificate on Bering Strait and Nome culture. The cultural committee we worked with is developing Native American and Alaska Native history course and culture club afterschool programs. Also, the district is working with the Northwest campus to offer dual credit courses for students that they can take with their family on culture, language, and other place-based topics.

1.3.4) Review board self-assessment to include an equity scan.

1.3.5) Assist district to look critically at its policies and practices that contribute to disparity.

See 1.2.1 and 1.3.2.

Goal 2: Strengthen the positive political influence of AASB at the local, state, and national level.

Objective 1: Increase AASB membership, staff and community advocacy effectiveness for policymakers at the local, state and national level.

2.1.1) Create, expand and promote a grassroots advocacy structure to all stakeholders that is both proactive and reactive to legislation at all levels of governance.

Norm attended the State Board of Education meeting in Juneau at the the request of Chair James Fields. Reported to the Board on AASB's efforts to support charter school Academic Policy Committees.

Norm attended a teleconference meeting of the State Board of Education. Commissioner Johnson provide his annual report to the Board.

The Advocacy Committee met four times since the last report.

AASB hosted a successful Fly-In. Board members heard from Director of OMB Donna Arduin and Representative Dan Otiz (NA-Ketchikan). The message board took to the Hill was BUDGET. Received positive feedback from legislators on board members legislative visits. Norm provided context for the message. Lon and Jenni provided an exercise to clarify the message.

Norm has been meeting regularly with Representatives Andi Story and Harriett Drummond and their staff to brainstorm on ways to "push back" on the negative messaging that "public schools are failing."

Lon aided and facilitated at the 2019 Legislative Spring Fly-in and Boardsmanship Academy Apr 6-9. Presented briefly on the new AASB policy updates including the new cultural safety and trauma engaged practices policies.

Lon and Jenni Lefing facilitated a legislative advocacy session on Sunday April 7th intended to bring board members from across the state to share common concerns that the proposed state budget cuts would affect. This was an interactive session focus on strengthening our collective message.

2.1.2) Cite AASB resolutions when responding to requests for support or non-support.

President Jackson & Norm provided a letter of support for SJR 9 - Constitutional Amendment: Educational Funding (Sponsor Sen. Costello). This is supported by AASB Resolution 2.2.

President Jackson & Norm provided letter of support for HB 128 - Teachers: National Board Certification. Also was an invited testifier before House Education Committee. (sponsor Rep. Kreiss-Tomkins). This is supported by AASB Belief Statement B.18 and Resolution 4.5.

Lori participated in the AECCC early childhood funding priority discussion. Lori shared AASB resolutions and will share the AECCC information back with our membership.

Objective 2: Utilize the resolutions process to provide a voice for ALL school districts to participate in the creation of the legislative agenda.

2.2.1) Find ways to engage more board members in the resolutions committee process so that ALL boards are heard and given the opportunity for input.

2.2.2) Widely distribute AASB's resolutions to policymakers and other organizations to garner support.

Objective 3: Provide advocacy services that support AASB's mission and incorporate "best practices" and student achievement.

2.3.1) Strategically employ "calls-to-action" to activate grassroots advocacy in support of or in opposition to legislation on both state and national issues.

Pat wrote letter(s) to the editor which was distributed across the state in support of trauma engaged schools and the work that educators do each day.

2.3.2) Develop partnerships with organizations that are aligned with AASB's resolutions.

Through the PDG, Betsy and Lori are working with many organizations and agencies in the early childhood field that may be new "partners" for AASB for advocacy or other work. This past month: AK Child Care Program Office, Southcentral Foundation; UAA Center for Human Development; DHSS Women's Children's and Family Health; Coalition on Housing and Homelessness; Best Beginnings; AK Early Intervention/Infant Learning Program; Juneau Public Health Center.

Lori participates in the Alaska Early Childhood Coordinating Council and the Alaska Afterschool Network, and statewide Transforming Schools workgroup.

2.3.3) Work with other advocacy organizations to assist them in creating educational policies that support student achievement.

Norm attended a meeting with ACSA, CEE, AML, and several southeast tribal entities to discuss legislation of mutual interest to all organizations.

2.3.4) Utilize multiple methods, including social media, to activate grassroots advocacy.

Other: Jenni

Sunday's focus at the Spring Boardsmanship Academy; Fly-In was centered on informing school board members on current legislative issues so they can be better advocates in the legislature.

Updates were focused on the current budget, and attendees identifying budget impacts to their districts. Jenni and Lon led a closing strategy session, where board members had the chance to discuss how reduced funding would impact their students and their districts in different areas (such as transportation, class size, school safety, etc.). From this, a "harvest" was created for school board members to use as a resource when members attend legislator meetings. One attendee said, "Great discussions; thanks for 9 talking groups to get a group consensus." School board members gathered at the start and end of day Monday and Tuesday to share insights from legislative meetings and update each other.

- Advocacy opportunities included board members presentations on "Strategies for Making a Difference in Student Achievement" to the House Education Committee on Monday April 8.
- Representative Dan Ortiz spoke with members on Tuesday morning prior to legislator meetings.

Goal 3: Support local school boards and districts to partner with families, youth, and their communities in shaping and enriching the education of all Alaska's children.

Objective 1 Deepen school district and school board relationships with families through co-created, culturally responsive and evidence based family partnership.

3.1.1) Work with EED and statewide stakeholders to establish culturally appropriate, historically grounded and evidence-based system of support for family partnership trainings, tools, and infrastructure.

Norm participated in the Educational Leadership Group hosted by DEED.

Pat worked with DEED on new eLearning modules, providing direct input and editing support.

We are working directly with EED and many other statewide stakeholders as we prepare to write the PDG needs assessment and strategic plan. Gathering and incorporating family “voice” and family data is essential since one of the major goals is to increase parent knowledge of early childhood education programs and maximize parent choices for their young children. Lori’s work this month has included finding parent reps to sit on the full Joint Task Force. Parent trainings are a large part of the work to be done in activities 3, 4, 5 of the PDG and she had started to align work scopes related to parent curriculum and training before those activities were put on hold by EED.

3.1.2) Incorporate and develop materials for school boards and school districts to use to deepen partnerships with families.

Claudia and Lisa worked together to support STEPS communities Family Engagement Coordinators by implementing a monthly Professional Learning Community gathering. They also worked with this group to receive feedback on the Family Engagement Framework draft, as well as on the STEPS Regional meeting Family Engagement workshops. This group also gave feedback on their needs for professional development, which will be used for future planning.

Claudia and Lisa pulled together resources for the Family Engagement SCCS Playbook. Claudia created a Playbook draft based on these ideas to be used alongside SCCS family data.

A variety of materials and trainings related to early childhood education will be developed and used to reach and partner with families of young children thanks to the Preschool Development Grant. School districts will benefit to the extent they seek a relationship between schools and early and pre-K learning programs.

3.1.3) Work directly with district and school staff to support professional learning, planning, implementation and measurement of family partnership practices. – participate in CCSSO, family champion calls.

Claudia and Lisa led an AASB Board training webinar on Community Engagement. Looked at research of benefits of community development, using data including SCCS, discussed some AASB work with schools and communities, and closed with conversation on how boards can support community engagement through their District vision, policies, strategic plan and advocacy.

3.1.4) Measure and reflect on family partnership data with staff, students, and families for continuous improvement within districts, communities and across the state.

Claudia and Jenni attended a webinar on using data to inform Family Engagement school strategies.

Betsy is working with the Pre-school development group to collect data and complete a strategic plan will make this strategy even more attainable when it comes to early childhood education and the transition to school.

3.1.5) Establish developmentally appropriate family partnership tools and examples to support family partnership in early childhood, during key transitions to support post-secondary pathways. Partnerships should build relationships between family and schools, families within a school, families and their children.

Claudia and Lisa are working with family engagement coordinators from across Southeast Alaska to review a framework.

Betsy is coordinating many aspects of the PDG and partnering with Joint Task Force partners, especially the Southcentral Foundation's Indigenous Project LAUNCH. Parent surveys and results are being shared and will be used to development the needs assessment and strategic plan. A major goal is school readiness for young children as well as family knowledge and choice.

Objective 2: Support school boards and districts to increase the scope and impact of youth leadership, youth engagement, and student representation

3.2.1) Bring together students from across the state to amplify youth voice and build skills for youth leadership.

No activities this month.

3.3.2) Bring together students and policy makers to share and build skills on advocacy and policy.

No activities this month.

3.2.3) Provide tools and training to school boards and districts to engage students on school boards and students as decision makers in each school.

Jenni presented and handed out copies of the revised Youth on Boards book for school boards at the Spring Boardsmanship

- Academy & Fly-In.
- This guide provides tips on how to effectively train and mentor students on school boards to be effective and meaningful representatives.

Claudia finished updating AASB's "Youth on Boards" publication on youth board representation. This resource includes assessments boards can use to gauge the readiness of boards and youth for youth representation, resources for boards and students, and suggested best practices for supporting youth representatives. Copies were printed and provide to March Fly-in participants and STEPS Regional participants. Claudia used a Commentary article to get the electronic resource to school board members and districts.

Claudia developed a draft of the Youth Engagement and Peer Climate SCCS Playbook pages.

Claudia developed and submitted a report to the Mental Health Trust Authority for the YAI 2018 grant received. It included a narrative of performance measures, evaluation data trends, and interviews with student leaders. It also included financial information for grant fund expenditures.

3.2.4) Work with school district to support district-wide youth leadership opportunities.

3.2.5) Work with students and staff to build positive school climate and youth leadership infrastructure.

Jenni has been updating resources to help coordinators understand their 2019 SCCS results, and is planning a statewide webinar with Panorama Education for April 24 for staff who are school & district coordinators to review how to navigate 2019 School Climate & Connectedness Survey results, review updates to the survey platform, and initiate next steps in how to use the results to drive action. 30 coordinators have registered as of 04.17. The webinar will be recorded and sent out to all coordinators afterwards.

Jenni is working on Alaska Playbook development, which includes developing a template with Panorama, and working closely with ICE staff in content areas.

Jenni is working closely with school districts to identify post-survey support. So far, staff workshops have been scheduled with Juneau Floyd Dryden Middle School Staff, Ketchikan Administrative Team, and Dillingham staff.

3.2.6) Coordinate with and connect agencies, schools/districts and organizations who are fostering youth leadership to maximize efficiency and effectiveness.

Pat presented to the Juneau Youth Engagement and Wellbeing Committee.

Emily and Lisa worked with the Juneau school district to maximize effectiveness and partnerships with the Tlingit culture, language and literacy program, kinder-readiness early education and expansion of the United Way literacy program.

3.2.7) Review additional strategies for measuring progress on youth leadership and engagement in the district (board assessments, local and regional leadership opportunities).

3.2.8) Develop tools and services to collect data on youth engagement including

No action on this so far, but the new youth on board materials distributed does have some resources available. See this month's commentary.

3.2.9) Student retrospective survey (student preparation).

No action on this so far.

Objective 3: Support school districts and communities by working together to increase the number and quality of school and community partnerships for Alaskan students to succeed in school and in life.

3.3.1) Offer trainings and tools to build awareness of resilience, adverse childhood experiences, positive youth development, and other key areas to support.

Pat provided training in Juneau for early childhood providers covering ACEs and what to do about them. Participated in panels for two national webinars on early childhood mental health (Zero to Three) and trauma informed schools (American Institute for Research).

Claudia worked with Akiuk school leadership to prepare a professional development workshop on the Transforming Schools Framework. This was adapted to the needs of the staff there and will be presented in May.

3.3.2) Offer training, tools, and facilitation to deeply collaborate on community plans and work together on collective impact.

Emily facilitated discussions with early childhood providers, Headstart, Public Health Nursing, nonprofits and the Juneau school district to develop a coordinated plan to help provide a smooth transition into kindergarten for kids, families, and schools.

Lisa facilitated conversations with school district and community partners working most closely with Hoonah and Angoon. She also brought together partners on family engagement, cultural immersion and integration, and other key areas.

3.3.3) Host dialogues that build bridges for community and schools to work together.

Konrad worked with Hydaburg school district staff to prepare for a community conversation and Elder circle.

Betsy and Konrad co-hosted a conversation with school board members and superintendents on early childhood needs and the strengths of early childhood programs. What kind of early care and learning will best prepare young children for school and life? What early care and learning programs or initiatives are working/not working well for families wanting services? What is needed for children to move from early care to preschool to school? What are the most serious barriers in your district to young children's care and learning from birth to age five? If you are interested in the full harvest please contact Betsy or Lori.

Matthew Turner (contractor) is working with the community and school of Tuluksak to build bridges. He has been largely focused on relationship building and helping out where he can and is now working on some class and community activities that bring the community together, help amplify student voice, etc.

3.3.4) Facilitate, host, and coordinate opportunities for school boards, school districts, community organizations, and tribal organizations to work together to improve outcomes and services for students and their families.

STEPS with ICE team: Develop, plan and host 2-day annual Regional STEPS Partner meeting on April 29-30 with sessions on trauma informed schools, early education, cultural integration, family and collaboration.

Here is the April STEPS newsletter focused on cultural integration and cultural immersion:

https://myemail.constantcontact.com/STEPS-Alaska-Promise-Neighborhood-Newsletter---Stepping-Up-for-Alaska-s-Youth.html?soid=1105463481522&aid=UYXcReFA_qs

3.3.5) Build capacity of school boards, school districts, community organizations and tribal organization to work together to improve outcomes and services for students and their families.

Matthew Turner, contractor for AASB, is working with Tuluksak staff and community members to align priorities and create stronger bridges. Matthew spends part of the day at the tribe and part of the day at the school. He supports needs and projects as they arise.

Goal 4: Support school boards and districts to collaborate and implement creative solutions to deliver personalized learning, and prepare Alaska's children and youth for their future.

Objective 1: AASB will develop its staff, resources, and capacity to support school boards and districts by focusing on research, promotion and assisting implementation of innovative models of personalized, student-centered learning.

4.1.1) Promote, facilitate and support place-based, culturally relevant education models and strategies.

Norm met with Mark Standley from Educating4Leadership to hear a presentation on work he is doing with Alaska districts on place-based learning, including the use of drones in student projects in rural districts.

Lisa met with Education Director, Sealaska Heritage Institute - conversation on developing and aligning support for language curriculum development and the professional development needed in STEPS communities.

Lisa and Lori attended the Tlingit & Haida Tribal Assembly including Pres. Peterson report and Language report to the assembly.

Betsy is working with statewide partners to establish the PDG strategic plan for Early Childhood systems. This will address culturally relevant models and strategies for early childhood care and learning to better prepare young children for school and life success.

4.1.2) Include strategies and frameworks that enable relevant, student-centered learning that support and facilitate progress to competency.

Steve and Norm met with four representatives from Apple to "brainstorm" on possible partnerships to implement technology practices and programs into districts. We have agreed to explore opportunities for coding as a beginning point.

4.1.3) Include strategies and frameworks that are founded on trauma informed practices, educational equity and social-emotional learning.

- The recently released Transforming Schools Framework, focused on trauma engaged practices at school, was presented by Heather Coulehan and Lisa Worl at the spring Boardsmanship Academy

Lisa and Emily provided technical support to Chatham and Hoonah City Schools around the STEPS work plans on areas of trauma informed schools, cultural integration, post-secondary, and family engagement.

Lisa, Heather and Michelle provided a day of on site training for the Hoonah leadership team composed of both returning staff and Hoonah community members. The purpose of the training was to develop a shared language for trauma engaged practice and introduce the Transforming Schools framework. Michelle supported Ralph in a follow-on day of professional learning for all school staff. The day focused on assessing current practices for discipline and exploring relationship-focused restorative practices. (HC)

Heather and Lisa provided a Transforming Schools: Trauma framework session at the Spring Legislative Fly-in. The session provided an overview of the trauma framework starting with Deconstructing Trauma and how districts could support the work through examples from District strategic plans.

The ICE Team identified the steps needed for systems change to implement the Transforming Schools framework. The team will use the steps to create a road map as districts and schools look to AASB for support in implementing the framework. (HC)

Heather and Michelle are working on the SEL Playbook for the SCCS. (HC)

4.1.4) Work to advance greater district and post-secondary educational collaboration for college and career preparation through dual credit/advanced coursework and expanded CTE opportunities.

Emily facilitated meeting with the University of Alaska Southeast in developing a Successful Scholars summer program, streamlining dual credit delivery and developing other opportunities to help transition high school students to the college and career.

Objective 2: School Boards and districts will turn to AASB as one of the most respected and robust sources of information, training and facilitation that support educational innovation* to

improve student achievement.

4.2.1) Include strategies and frameworks that enable relevant, student-centered learning that support and facilitate progress to competency.

AIR, the research partner for CRESEL, continued collecting data from the partner districts around the impacts of CRESEL on student success and competency. Data collection tools include the SCCS; CRESEL Staff Survey; 2018-19 Year End Reflection for district teams and site leaders; and student academic and behavior data.

4.2.2) Include strategies and frameworks that are founded on trauma informed practices, educational equity and social-emotional learning.

Lori worked on annual reporting and the department to receive a no-cost extension to carry over remaining grant funds into the next school year.

Heather worked with CRESEL partner districts on their action plans for the 2019-20 school year and budgets for their carry-over funds.

The CRESEL learning community met twice in April. The focus this month was to continue exploring the Transforming Schools framework as a way to plan forward next year.

Heather is working with Sharon Fishel to develop a toolkit of resources for implementing the Transforming Schools framework. They developed a SurveyMonkey link that has been sent out state-wide DEED and AASB partners, including the CRESEL champions and the AASB board members who attended the spring Fly-In session.

4.2.3) Work to advance greater district and post-secondary educational collaboration for college and career preparation through dual credit/advanced coursework and expanded CTE opportunities

Emily facilitated meeting with the University of Alaska Southeast in developing a Successful Scholars summer program, streamlining dual credit delivery and developing other opportunities to help transition high school students to the college and career.

4.2.4) Educate boards of education on their role in supporting and promoting innovation through comprehensive, and multifaceted board development

Objective 3: AASB through the Consortium for Digital Learning

(CDL) will provide leadership and services to help make digital learning integral to the innovative education of every student in Alaska.

4.3.1) Redevelop the Consortium for Digital Learning (CDL) as a statewide source for collaboration, partnership and resources for digital learning opportunities and program development.

4.3.2) Create a collaborative partnership with school districts and service providers to advance digital learning as an integral part of innovative, personalized, student-centered learning.

4.3.3) Seek funding opportunities (grants or contracts) to support digital learning for all students as an integral part of innovative, personalized student-centered education.

Other Partnerships and Workshops:

Norm attended a telephonic board meeting of the Alaska Public Entities Insurance Company (APEI).

GOAL 5

Sustain the association by strengthening AASB's capacity to provide board development, preparing board members for effective governance while highlighting educational trends.

Objective 1: Increase individual board members knowledge of their role in governance and how they have an effect on student achievement.

5.1.1) Through the annual conference, academies, online sessions and onsite visits with boards, AASB will provide training around:

- The importance of a district having a current mission, vision and strategic plan,*
- Meaningful and relevant training on educational trends,*

- ❑ *The importance of Board Policy and ensure boards conduct annual policy review*
- ❑ *and updates.*
- ❑ *Understanding of the district budget process and conveying budget information to*
- ❑ *the community,*
- ❑ *How to properly review curriculum and instructional material,*
- ❑ *Encourage district to meet the needs of all students with a focus on cultural*
- ❑ *responsiveness,*
- ❑ *Recognize that board members have only one employee, the superintendent and all*
- ❑ *other personnel issues are left to the superintendent or designee.*
- ❑ *How to analyze district/student data to make informed decisions for the district.*
- ❑ *Engaging with the community.*

- Lon spent an afternoon and morning in Tuluksak focused on school improvement. Met with the school principal and AASB community liaison Matthew Turner.
- Lon conducted a 2-day board development workshop with the Kuspuk School Board, Aniak, AK. As part of the School Improvement work support by the State System of Support (SSOS). Kuspuk has 3 school identified as needing comprehensive support.
- Lon conducted a 1-day board development workshop with the Southwest Region School Board, Dillingham.
- Lon conducted a 1-day board development workshop with the Southwest Region School CSC as part of the SSOS school improvement work
- Lon conducted a 2-day board development workshop with the Dillingham City School Board
- Timi worked with Yakutat school board on review of roles and responsibilities as well as a discussion about next steps in replacement of superintendent.
- Timi spoke several times with folks in Hydaburg to set up training however, a specific date has yet to be determined.
- An RFP has put out for the 2020 Winter Boardsmanship Academy and Executive Administrative Assistants Conference; the last conference location to secure for 2020.
- 73 attendees attended this year's Spring Boardsmanship Academy & Legislative Fly-In April 5-9, (compared to 40 at the 2018 Spring Boardsmanship Academy).
- Saturday's sessions included Making Sense of Your District's Data, which included a panel where school board members & district staff shared how they data in their decision-making; updates from the Alaska Department of Education

- on early learning & chronic absenteeism, and a session on the Transforming Schools Framework.
- Overall, evaluations were great, and a number of attendees mentioned that they appreciated that the sessions were on time, there was great participation and opportunities to collaborate, and really liked having around the room discussions with others on Sunday. Attendees also noted they were glad that OMB Director Donna Arduin came to speak to them. Attendees said: “I’m glad you asked Donna Arduin to come. She needed to see us;” and “Amazing she even came!”
 - Other evaluation comments include:
 - “I think the activities today built solidarity among districts and as an association.”
 - “Great discussions; thanks for 9 talking groups to get group consensus”
 - “Great info in handouts, pep talks (giving confidence), perspective”
 - “Unity among school districts about our upcoming messages”
 - Connections were made between sessions and board member standards, and roles & responsibilities.
 - The most requested suggestions for future topics at fly-ins centered around legislative topics, including more in-depth sessions on legislative advocacy, including how to plan for legislative session, how to communicate with legislators, and how to gather support in communities. The Board Development Team will explore how to do this both fly-ins, conferences, and through webinars pre-legislative session.
 - All resources including handouts, presentations, and links to school board members’ testimony at the House Education Committee can be found here: <https://aasb.org/register-now-for-aasb-spring-academy-legislative-fly-in/>

The OSBA invited Heather and Timi to present about CRESEL and the Transforming Schools framework during their annual conference. Heather and Timi began planning. The session will focus on the school board’s role in culturally responsive SEL and trauma engaged practice to promote the conditions for student learning. (HC)

Objective 2: Engage school board members and administrators in on-line board development trainings

5.2.1) Develop online training modules around key issues for good Boardmanship.

Lon and AASB staff conducted 3 webinars for First-term board members:

- **The Board and the Budget**, hosted by Lon
- **Board Policy - Development and Use for Governance** hosted by Lon
- **Working with Your Community** hosted by Claudia Plesa and Emily Ferris, Alaska ICE staff

5.2.2) Throughout training modules, Survey (quiz) participants as to

knowledge gained

5.2.3) Explore options for board members to obtain college credit for completion of online courses,

5.2.4) Develop web-based, self- driven modules

Objective 3: Strengthen board and superintendent relationships to increase superintendent longevity/tenure.

5.3.1) AASB will work with districts to:

- Ensure every district has an active strategic plan in place
- Survey districts to see who is conducting an annual board self assessment and offer services and tools
- Conduct the district superintendent's evaluation (to align with district goals) on an annual basis
- Engage all district boards with new superintendents to participate in onboarding the new administrator
- Hold new board member orientation and include topic of working with your superintendent
- Include a session on working with administration at all academies and trainings

- Lon and Timi took several calls from district superintendents and boards concerning superintendent-board relations. (Yupit, Pelican, Kashunamiut, Sitka, Chatham, Nome, Hoonah, Annette Island, Kuspuuk, SWRSD, Juneau Community Charter School, ASD charter school director)
- Kelly, Lon, and Timi met to figure out the best process for moving forward with searches.

Work Completed for Superintendent Searches:

- Lon facilitated the 2-days of onsite superintendent interviews and selection for the Delta/Greely School Board
- Lon attended and facilitated the superintendent finalist selection meeting and ultimately the appointment of the superintendent for Yupit School District
- Lon facilitated the Nome Board in selecting finalists for their superintendent search via web meeting
- Timi traveled to Nome with the 2 finalists for the position in Nome and sat through the hiring process with the board

- Lon assisted in preparing for the Nome onsite interviews which Timi facilitated (travel logistics, draft on-site schedule, candidate input booklets, etc.)
- Lon facilitated the AEBSD finalist interviews for superintendent in Sand Point
- Timi facilitated the North Slope session on determining what they wanted in their new superintendent.
- Timi helped Yakutat as they try to figure out how to fill their vacant supt position.
- Both Lon and Timi tried to work with the Chevak board as they are left with an opening for their superintendency.
- Lon facilitated the North Slope finalist selection for superintendent in Utqiagvik

Other: Lon

- Lon facilitated a second staff meeting of the Tech Committee to address concerns and plan for a recommendation to implement a single, web-based calendar process.
- Lon facilitated the JNMS Committee meeting and scholarship recipient selections on Friday April 5, 2019. There were 115 applications. We tried an online review process prior to the meeting, which hold promise in the future.

Other: Timi

- Timi attended NSBA with Jenni, Norm and our BOD members. She did a session in Board Room Boot Camp as well as attended work alike meetings with Supt. Search folks and conference planning folks.
- Timi has been asked by NSBA staff to lead Board Room Boot Camp in the coming year. She's quite honored by this offer.
- Facilitated a local STEPS partner, ROCK Juneau, planning meeting. This was an afternoon focused on what ROCK Juneau should focus on moving forward with a particular eye towards the STEPS project.
- Timi worked with Institute of Cultural Affairs on arranging a training to come to Juneau to work with our team on facilitation techniques at our next PDDay.
- Per a request from NSBA, Timi submitted a proposal to present at the CUBE conference this coming fall.
- Timi took a call from the Wrangell press who were curious about their board's action around having a youth join their board.
- Timi received a call from a former superintendent who is working on a grant for Hooper Bay schools. This call lead AASB to be written into the grant.
- Representative Sarah Hanna called Timi to discuss an issue with a district in her region. Timi and Lon will follow up with her at a later date.
- Timi and Lon have arranged for Pelican's board to come to Juneau to do a workshop with them in May!
- Timi worked closely with Norm to secure a new working relationship with John Sedor.

- Timi attended and took notes during the BOD meeting as to what staff needs to do in the months ahead. She distributed a to do list to all those staff with follow up work.
- Lastly Timi did take a week off to be with her husband and ride her motorcycle around Arizona.

Other: Jenni

- Attended 2019 NSBA Conference in Philadelphia.
- Jenni presented a session, Positive School Climate: Key to Student Success at the National School Boards Association (NSBA) Conference in Philadelphia along with Tiffany Jackson, who shared how focusing on school climate has impacted the school board's roles and responsibilities. The session was opportunity to share how AASB has been supporting school districts in prioritizing school climate through its annual survey and intentional support.
- Attended National American Indian/ Alaska Native Council of School Board Members luncheon and annual meeting.
- Attended sessions at the NSBA conference focused on school climate, and board development which included School Climate, SEL and Bully Prevention: Policy and Practice Trends and Resources; led by Jonathan Cohen, President Emeritus of the National School Climate Center; Committing to Equity: Boards and Districts that Expect Success for ALL Students led by Dr. William Parret, Prioritizing Student Voice in Strategic Planning . Plan to share learnings with AASB staff and district partners.
- Attended NSBA conference planners meeting. This was a great opportunity to learn, share and hear new ideas from other state associations.
- Made connections with trainers and conference planners from state associations across the US through attending the trainer's luncheon and dinner, helping with the Board Room Boot Camp, and networking throughout.

The Board Development Team took 80 calls from 26 districts in the month of April.

Other activity:

- Lon and Norm provided staff support for AASB's Constitution & Bylaws annual meeting. The committee recommendations will go before the BOD at the July meeting and then be presented for approval at the Delegate Assembly in November.

Administrative Activities

Diana Miller, Laurie Miller, Kelly Hultengren & Chad Calhoon

District Support – The Administration Team received/responded to calls & emails from over 40 districts regarding business and administrative issues.

Diana

AASB Financials – March financials were completed and reviewed. Financials show we are on track for this time of year.

Grant Subrecipient Contractor – AASB is working with a grant subrecipient contractor to provide guidance on grant subrecipient compliance and monitoring.

Audit Preparation – Continues to be a very busy time for the business office. Our auditors will be on-site May 8th-15th. Norm and Diana met with the Board's auditor to finalize plans for conducting AASB's annual audit.

APOC – Reports for March have been filed for both Lobbyist and Employer of Lobbyist 1st quarter report.

Payroll – March's payroll and all associated taxes and benefit payments were completed.

2019 Budget Revision – AASB entered into an agreement with the DEED to complete Activities 1-2 of the Federal Preschool Development Grant in the amount of \$625,000. The revision was approved at the April 6th Board of Director meeting.

IT Changes – AASB is evolving as we grow technology wise. We have moved to the Google platform that has many services available for AASB. We are scheduling professional development opportunities for staff. A focus will also be on security, both on individual computers and data collected through surveys.

Professional Development- Laurie and Diana attended a one day training on HR Law and Leadership Theory. The training was held in Juneau and conducted by Foraker.

Laurie

Spring Academy/Legislative Fly-in – Laurie Miller created and sent invoices to the district business offices. Laurie and Chad staffed the registration desk at the meeting.

Salary Surveys – Laurie is in the final stages of collecting data and hopes to have the report ready for dissemination in a few weeks.

Misc. Accounting –

- CRESEL first quarter reports were requested and are currently being submitted by our partner districts.
- Conducted a first quarter timesheet audit.
- Continues to support/troubleshoot office IT issues
- Processed quarterly billing for various contracts/MOAs

Kelly

Superintendent Searches – Kelly has continued working with Lon and Timi with Superintendent Searches. She had been corresponding with applicants and receives their application materials, compiles them into complete files, uploads them to our website, in addition to preparing the packets needed for interviews in the communities.

Conference Planning - Continued with assistance in conference planning and organizing with Jenni.

Desktop Publishing - Kelly has been assisting staff members with graphic design projects as needed. She also has been editing and proofreading monthly and tri-annual reports for our directors.

Board Meeting - Attended BOD meeting and took minutes; will continue finalizing them in the coming weeks.

Policy - She has been asked to complete updating policy changes and upload the revised version to our website.

Chad

June Nelson Memorial Scholarship – Chad was new to AASB during this process. He was busy collecting and verifying JNMS applications for completion as they arrive, and entering them into a database. The Scholarship Committee reviewed the applications Friday, April 5th and present their report to the AASB Board of Directors at their Saturday, April 6th board meeting.

Spring Academy/Legislative Fly-in – Chad coordinated the materials that included sign-in sheets, name tags and printed materials. Chad and Laurie staffed the registration desk. He is compiling the meeting evaluations for Jenni.

Miscellaneous Administrative (event and office support) – Chad is processing book orders, updating the AASB member directory. He assisted with the STEPS meeting creating name tags.

June Nelson support. Heather, Konrad and Claudia supported this effort.