



association of
ALASKA
school boards

Tri-annual Report for AASB's Board of Directors April 6, 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

- Norm reached out to Paulette Moreno, Grand President of the Alaska Native Sisterhood and initiated a conversation about creating a partnership to collaborate on increasing Alaska Native student achievement. Our conversations are continuing.
- AASB is developing an additional partnership with the National Indian Education Association (NIEA). They contacted us and we held a conference call with their outreach coordinator, Timi, Steve, and Norm. We are exploring options to work with them including conference presentations and collaborating on NIEA and AASB initiatives.
- Norm met with Rosita Worl, President of Sealaska Heritage Institute to discuss ways that the Alaska Corporate Tax Credit might be used to provide more support for rural schools.

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 and Jenni are conducting in-depth look at all SCCS questions and topics to help districts look at their results more effectively.
- Pat, Lisa, and Emily are having meetings with partner organizations and school districts in the STEPS grant to take a deeper look at their data and to make meaning with it across many data systems.

- Pat is looking at our data to better understand outcomes for students in partner districts. This includes cross-tabs of SCCS, academic, suspension, and absenteeism.

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

- Konrad organized an educational exchange with New Zealand education, language, and cultural experts. Members from the equity task school board working group in Nome and school board members from Southwest Region School District were a part of an Alaska contingent to look at Maori schools K – post-secondary. A separate full report will be provided on this experience in the next board report and an article will be included in Commentary by our board president.
- Lisa and Lori have been working with Zaretta Hammond to develop a proposal for an intensive coaching model for our STEPS partnerships. This would include Sitka, Juneau, Hydaburg, Hoonah, and other organizations that are interested in incorporating on-going and scaffolded professional development for their staff.
- The New Zealand exchange provided insight into teacher preparation and professional development for Maori Language and Culture programs.
- Lisa is working with the STEPS community to bring together language nest or immersion teachers and aides to build a learning community for STEPS partners.
- Lisa and Konrad are sharing their lessons learned on New Zealand schools.

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.

- Lon reviewed and revised the initial policy draft work for the RWJ Cultural Safety grant.
- Lori and Timi continue to work on the Tlingit Language Revitalization Task Force and others to identify, legally vet, and make available policies. We are still working on roll out of new recommendations, but anticipate this happening in the near future. There is a group focused on model policies to support indigenous languages.
- Lori is working on getting the Robert Wood Johnson Foundation Policy Recommendations onto policy online in April. This will include 43 new policy recommendations.

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

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

- Heather brought together the trauma informed/ social and emotional learning community Juneau, Angoon, Hoonah, Sitka, Hydaburg, Yukon Koyukuk, Lower Yukon,

Bering Straits, Kodiak Island, and Nome school districts together to work on professional learning and coach support for embedding culturally responsive

- STEPS partners are working on cultural integration and embedding social and emotional learning practices. AASB has supported professional development, planning and support with Angoon, Hoonah, and Juneau school Districts.
- AASB is working with Southwest Region to conduct a scan and interviews to better understand cultural practices and equity in the district.
- Coordinated with T&H Central Council who is hosting a Tlingit immersion meeting with SE preschools in Hydaburg, Juneau, and Yakutat in March.
- Lisa is working with content experts to support STEPS districts to work on language immersion, place-based learning and culturally responsive scaffolding, and other approaches to cultural integration. Several of the school districts are looking to develop a cohesive scope and sequence that includes place, value, pedagogy, and language.

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

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.

- Lon attended a 2-day host training for racial equity dialogs led by First Alaskans and AASB ICE staff.
- Timi attended the Native Issues Forum, which highlighted issues in the Alaska Native community. Juneau's delegation were the first speakers.

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

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

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.

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.

- AASB in partnership with the Alaska Council of School Administrators (ASCA), and Coalition for Education Excellence (CEE) commissioned a poll with Zogby Analytics. The poll surveyed 400 Alaskans on their support for public education. The poll is being used to convince legislators of the importance in funding a robust education system.
- Norm participated in the press conference along with Lisa Parady and Sarah Sledge rolling out poll results for the support of public schools.
- The three partners are writing a series of six OpEd pieces and submitting them to media outlets throughout the state. They have been printed by a number of print and on-line publications.
- Steve Nelson provided much of the graphic and media support for the polling effort.
- Norm testified before legislative committees ten times thus far this legislative session. These include Senate Finance, Education, and State Affairs. House committees include Education and Finance.
- Along with President Tiffany Jackson and President-Elect Michael Swain, Norm attended the NSBA Advocacy Institute in Washington, D.C. They met with Senators Murkowski and Sullivan and with Alex Ortiz, staffer for Congressman Young.
- Norm met with Representative Andi Story at her request to explore ways she might provide advocacy for education. The result was that Norm reached out to NSBA and connected her with NSBA's Advocacy Director, Francisco Negron. He is assisting her with crafting a joint resolution for introduction and forwarding to Alaska's delegation urging Congress to live up to their commitment for funding IDEA.
- Norm was interviewed twice on Capitol Views, KTOO's television show on legislative issues. Mike Bradner is the host and the show is shown in all legislative offices through Gavel-to-Gavel programming. I addressed AASB's legislative priorities.
- Norm testified before the Alaska Retirement Management (ARM) Board at their annual meeting in Juneau. The ARM board was preparing a report to the legislature on the allocation amount for school and municipal contribution to the two major state retirement programs, Teacher Retirement System (TRS) and Public Employees Retirement (PERS) System. Norm's testimony encouraged them to keep employer contributions at the same rate. Norm collaborated with Alaska Municipal League (AML) on our testimony.
- Ten editions of *The Session*, AASB's weekly legislative session newsletter have been digitally published through March 25. It is sent to every AASB member district board member and superintendent. According to our Constant Contact metrics, the readership average of subscribers who open and read *The Session* each week is much higher than the national average for similar publications.
- AASB's monthly education newsletter, *The Commentary*, has 1400 subscribers. It contains articles about education and trends affecting education. It has wide readership throughout the nation as well as in Alaska. We have a broad mix of contributors as well as those who write a regular column. Our metrics show that a wide majority of subscribers open and read multiple articles. Our articles are frequently reprinted in other publications.

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

- Norm provided letter of support to Representative Kreiss-Tomkin (D-Sitka) on behalf of AASB for support of indigenous language instruction in schools citing AASB's resolution.
- Norm provided letter of support on behalf of AASB to Senator Mia Costello (R-Anchorage) supporting SJR 9 for early funding of education issue to be placed on the ballot citing AASB's resolution.

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.

- Lori and Timi continue to work on the Tlingit Language Revitalization Task Force and others to identify, legally vet, and make available policies. We rolled out of new recommendations, but anticipate this happening in the near future. There is a group focused on model policies to support indigenous languages.

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

- Norm, Timi, and Jenni met with Rusty Brown the Field Operation Specialist for the National Indian Education Association (NIEA). NIEA has been funded to work with states deemed "priority states," the determination on which states to work with came from our funding agencies and an internal NIEA committee. Alaska has been deemed one of those states. This funding is specifically to work with states on the Every Student Succeeds Act and its implementation, for the betterment of Native students and their education. Norm explained that since Alaska does not have a statewide Native Alaskan Education Association, that they are hoping NIEA could work with us to hold their workshops and presentations. We said we would indeed offer time at our annual conference in 2019 and possibly the pre conference in 2020.

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.

- Sent out four "Calls-To-Action" thus far this legislative session. All were concerned with the need to provide testimony in support of avoiding reductions contained in the FY20 budget proposal.

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

- Norm presented at a Great Alaska Schools (GAS) training session. He also sat in on several conference calls with them as well. Engaging them as partners has expanded our grassroots advocacy efforts and engaged families, community members, and students.
- Partnering with ACSA and CEE to conduct polling and control the conversation in the legislature.
- Developed a partnership with the Alaska Municipal League (AML) in support of education. Presented at the AML Fly-In on education funding.
- Attended two teleconferenced meetings of the State Board of Education.

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

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

- Steve Nelson is assisting in better utilizing social media to get out timely notices.

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.

- AASB continues to work with EED on furthering statewide coordination and collaboration for family engagement, AASB was participating in CCSSO family engagement learning pod with EED, but due to the proposed budget and alignment with this administrations priorities, EED has suspended their participation in this framework progress.
- AASB will continue to complete a family engagement framework and tools to be available statewide and work with a committee to prepare the AASB pre-conference day for the Annual Conference. This may be a time frame to map out statewide family partnership goals. Claudia has initiated this work, while Lori has made some edits and will be supported by several AASB staff members.
- AASB is working with the family partnership coordinators to deepen family partnership.

- Betsy Brenneman was hired to support the pre-school development grant. Betsy has a one-year term position. She supports work that is coming out of a contract with EED to help with a needs assessment and strategic plan for early childhood.
- Lisa attended several web-conferences focused on family partnership and student outcomes.

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

- AASB's digital book project is continuing and even gaining popularity throughout the state. In the second year of our MOA with the Yukon-Koyukuk School District a second round of nine books are being created using students and elders in each of the districts communities is being created. The books bring in translations in the Indigenous language prevalent in that community. One of the books created in 2018 with Allakaket won an award in the Alaska Society for Technology in Education (ASTE) competition.
- This year digital three books were created with the communities in the Yupiit School District. Those communities were Akiak, Tuluksak, and Akiachak.
- AASB has recently finalized an MOA for additional digital books with both Copper River School District and Hydaburg City School District.
- AASB's team that works with the communities/schools and develops the final product for the schools consist of Steve Nelson and contractor Cheryl Bobo.
- Steve Nelson and Norm made a presentation to Representative Kreiss-Tomkins and his staff on the indigenous digital books project.
- Family Partnership section was included in the Transforming Schools: Trauma Engaged Schools document developed.
- Jenni is working with the ICE team to incorporate Family Partnership tools on the school climate and connectedness Alaska Playbook site. The Alaska Playbook site is an integrated system built into the School Climate and Connectedness platform that is designed to link specific improvement strategies to school data.
- Lisa is working with STEPS partners to attend the family partnership professional learning opportunities offered this summer in Reno and Boston.
<http://www.cvent.com/events/2019-national-family-and-community-engagement-conference/event-summary-e2a59162916c4981b6d2beafbaddbb6d1.aspx?dvce=1>
There may be a post-conference day for Alaska participants (STEPS but others would be invited).
- Claudia has been working on adapting the dual capacity framework for Alaska.

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.

- Lisa and Claudia called together the family engagement champions from each of the STEPs communities to identify the key areas for professional learning, cross-site sharing, and other key areas that this group would like to connect around.
- STEPS family engagement champions shared some of their key strategies for family engagement focused on transitions to kindergarten, linking families to Positive Behavioral Supports, Woch Een Wednesdays linking Tlingit and subject area learning

with family fun activities, and Headstart – school family partnerships.

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.

- Jenni has been working closely with school districts to collect family survey responses. We will review effective data collection strategies after the SCCS closes this year. We have the highest participation in the family survey thus far.
- Several questions were added to SCCS to better understand if families regularly are reading with their children and how many families talk to their children about post-secondary education.

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.

- Betsy has been reviewing all of the early childhood assessments and scans that have been carried out throughout the state. Working closely with EED, Betsy is identifying key knowledge and service gaps that will inform some of the statewide recommendations for early childhood. This will be an opportunity to share a focus group conversations on early childhood programs
- Matthew Turner has been contracted with AASB to support efforts in the Yupiit School District, Tuluksak. This is a contractual relationship to support community engagement and school improvement in this site. Matthew is working closely with Trillum, the school, and community partners to identify key priorities that can bring schools and families working more closely together. He spends three weeks in Tuluksak and then one week off.
- Jenni worked with Panorama Education to develop a structure or template to upload Alaskan best-practices and link each of these practices to the SCCS result platform. This will mean that districts will be able to review their results, determine areas they would like to work on, and then access best-practice suggestions all in one location.

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.

- Norm presented to students at the SERCC Close Up Juneau event.
- Claudia organized our Youth Leadership Institute. Over 80 students from 30 districts participated.
- Claudia worked with the KNIK tribe to organize a regional youth leadership gathering in Anchorage during March. This was the first time they had organized this even with students from Southwest Region, Anchorage, and other regions. Claudia will continue to work on this project for the next three years.

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

- Claudia prepared and finalized Youth Advocacy Institute (YAI) agenda. She coordinated with AASB staff legislators, Commissioner, guest speakers to implement YAI agenda. Konrad, Lisa, Emily and Claudia all contributed to the content of the program.
- YAI panel members were able to share their concerns or top issues facing their district, and highlight how they are working together to address issues. See the full article on YAI here: https://aasb.org/youth-advocacy-institute-2019/?utm_source=Commentary++February+2019+&utm_campaign=Commentary+-+February+2019&utm_medium=email
 - 92% said that YAI provided excellent opportunities to interact with students from throughout Alaska;
 - 96% said that YAI provided them with inspiration to become involved in the legislative process;
 - 87.5 % said YAI greatly increased their understanding of the Alaska Legislative Process.

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.

- Claudia worked on the update of the Youth On Boards booklet. This will be available at the April Fly-In.
- Claudia and Heather provided support for chaperones at the Youth Leadership Institute. This means offering a track focused on skill building for youth engagement.
- Claudia is working with the KNIK tribe to support their infrastructure and build staff experience hosting a larger youth leadership event.
- Youth engagement and leadership tools are being integrated into the Alaska Playbook resources available through the school climate and connectedness portal.

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

- Claudia is working with Kashunamiut and Annette Island on their youth engagement support structures.
- Yupiit School District has a partnership with AASB to support youth leadership and engagement efforts in the district. The work is just under discussion at this time.
- Emily and Lori hosted a conversation with some of the STEPS partners that attended the Council on Domestic Violence and Sexual Assault Prevention Summit in March. The lunch conversation brought together partners to discuss areas of collaboration for youth engagement. There was some focus from partners on Opioid Abuse Prevention, Tribal Youth Assembly Youth Leadership activities, and sharing out the successes from Sitka Youth Leadership Committee.

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

- Jenni offered a live “Preparing for Alaska’s School Climate & Connectedness Survey Survey Coordinator” training on January 9th that was attended by 40 coordinators, and recorded a webinar specific for Anchorage School District school coordinators.
- Jenni and Lisa hosted a SCCS workshop for Chatham.
- Jenni continues to support districts as they take the 2019 School Climate and Connectedness Survey. This includes communicating to school and district coordinators on an ongoing basis about participation strategies, technical assistance and overall support. She has been working intentionally with districts on family participation.
- SCCS closes March 22. So far, over 37,000 students and 5000 staff have taken the survey.
- Emily and Lisa are working on organizing the next STEPS partner meeting.
- SCCS results will be in and this will feature prominently in the agenda.
- Jenni continues to participate in the monthly National School Climate Community Workshops.

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

- Emily and Lori hosted a conversation with some of the STEPS partners that attended the Council on Domestic Violence and Sexual Assault Prevention Summit. This brought together non-profits, school district staff, and others.
- Emily and Claudia have worked with the Youth Engagement Workgroup within the STEPS communities to identify effective areas of engagement and prevention to support youth.

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

3.2.9) Student retrospective survey (student preparation).

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

- Norm is working, in collaboration with ACSA and APEI, to develop tools and training modules to identify sexual predation situations in advance of those occurrences.
- Norm worked with the Ketchikan Gateway Borough School Board to facilitate a community meeting for the review of board policies that deal with student safety and bullying.

- In January, we released and launched the Transforming Schools Framework. We have hosted several workshops, in-service trainings, and specialized consultations.
- Pat and Heather have worked with 10 districts this month to deepen knowledge, transforming schools to support resiliency and positive youth development.
- Claudia has been working closely with Kashunamiut School District to provide ongoing trainings and tools with the school district staff and other key partners.
- CRESEL support provided by Heather and Michelle Beyer is offered monthly to champions and on site in many communities.

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

- STEPS focuses on Cradle-to-Career solutions for 7 Southeast Alaska Communities.
- Emily and Lori hosted a workshop at the Council on Domestic Violence and Sexual Assault's Prevention Summit on Collective Impact and deep collaboration for results.
 - January: <https://myemail.constantcontact.com/Stepping-Up-for-Alaska-s-Youth.html?soid=1105463481522&aid=I91qv1n71hE>
 - February: <https://myemail.constantcontact.com/Stepping-Up-for-Alaska-s-Youth---STEPS-Promise-Neighborhood-Newsletter.html?soid=1105463481522&aid=OHYmdgKQh04>
 - March: https://myemail.constantcontact.com/STEPS-Alaska-Promise-Neighborhood-Newsletter---Stepping-Up-for-Alaska-s-Youth.html?soid=1105463481522&aid=ajPnJ_3YMPg
- Yupiit School District- Shifting Attendance Indicators
 - Matthew Turner (contracted by AASB to carry out the EED School Improvement work with Tuluksak) has been orienting himself to the community and focusing on building relationships. He is aligning closely with existing work being carried out by Trillium and Excel, and will help to support the partnership AASB has with the district through the ANE grant. Matthew is working with the Local Advisory School Board, the city, the school staff, and community partners to identify local priorities and strategies for increasing attendance, increasing community school partnerships and reported youth engagement.
 - Lori is working with the district to establish clear evaluation measures for these efforts.
 - Emily has participated in online calls with the Annie E. Casey Foundation focused on collaboration for shifting chronic absenteeism. This is in preparation to three, three-day workshops she will be attending with the Central Council Tlingit and Haida Tribes of Alaska and Juneau School District Middle School Principals focused on impacting student attendance and outcomes.

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

- Konrad and Heather hosted dialogues in two Lower Yukon sites, but were weathered out from two other trips.
- Konrad, Lori, AWARE staff, UAS staff and Darlene Trigg (Norton Sound Health

Corporation), co-hosted a Host Dialogue Training. There were 25 participants from Scammon Bay, Hooper Bay, Kotlik, Mountain Village, Anchorage, Cordova, Hydaburg, and Juneau. These 25 individuals will be asked to host dialogues in their own community with support from AASB or other partners. Deena Mitchell and Pete Hoepfner from AASB board of directors were able to attend.

- Betsy attending this training to build skills for hosting when participating in the strategic plan or priority recommendations for Alaska's early childhood system.
- Konrad, Lisa, Lori, and Emily hosted dialogues in Angoon, Yakutat, and Hoonah (2).

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.

(see above)

- Lori and Timi facilitated the Tlingit Language Revitalization Task Force in Juneau. They provided an overview document focused on healing and celebration for language, policies for language revitalization, scope and sequence for language teaching, and preparing adult speakers and teachers.
- Lisa is working with CCTHITA, the Yakutat Tribe, and the Hydaburg City School District to have a pre-school language immersion meeting. CCTHITA is taking the lead on this with AASB serving in a support role. This is scheduled for March 23 so a report can be provided at the Board meeting.

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.

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.

- A contingent of 12 was able to see first hand Maori Educational Efforts and Schools. Please find the link to Tiffany's article from our commentary here: <https://aasb.org/maori-immersion-schools-offer-possibilities-for-alaska/>
- Through STEPS, Lisa, Emily and Lori are supporting Hoonah and Hydaburg City School

Districts place-based learning and helping to develop a scope and sequence for language and place-based learning.

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

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

- Heather, Michelle, and Lisa co-hosted a debriefing day for CRESEL and STEPS partners who attended the RTI/MTSS conference. Participants had the opportunity to reflect on their learning from the conference and engaged in conversation with educators from across the state about the new *Transforming Schools: a Framework for Trauma Engaged Practice in Alaska*. Champions from Yakutat, Sitka, Hydaburg, Juneau, Nome, Bering Strait, Lower Yukon, Yukon Koyukuk attended.
- Pat provided Trauma Engaged Schools Workshops in Hoonah and Angoon using the material from the new Trauma Framework: <https://aasb.org/wp-content/uploads/Transforming-Schools-A-Framework-for-Trauma-Engaged-Practice-Final.pdf>
- Heather and Michelle Beyer (Contractor) presented on self-care for staff with the Alaska Staff Development Network Training.
- Claudia and Heather prepared for Trauma Engaged Framework with the Kashunamiut School District.
- Lisa met & prepared with Michelle & Heather Coulehan for Post-RTI conference with STEPS communities in Anchorage to debrief and consider Transforming Schools framework.
- **Trauma Engaged Framework- New Publication:** <https://aasb.org/a-new-framework-focuses-on-transforming-school-practices-to-address-the-impacts-of-trauma/>
- Heather and Sharon Fishel from EED are working on putting together tools for the framework. This will be built into our new website structure.
- *Transforming Schools/Trauma Engaged Schools/CRESEL:* Pat presented at in-service trainings in Yupiit School District, Michelle Byer and Claudia provided distance workshops with Akiuk, and the STEPS team worked closely with the Juneau District Office to review the framework and map out next steps.
- Pat has worked to integrate all of the content of the document into a presentation platform so all staff can use the material as needed.

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.

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.

- Norm continued to serve on the Legislative Ready Task Force.
- Norm met monthly on the Educational Leadership Council. This is a group sponsored by DEED and made up of the leadership of each of the educational organizations.
- Emily worked closely with the STEM coalition in Juneau to move forward shared priorities on STEM and STEAM options. Notes can be seen here for the January meeting: https://docs.google.com/document/d/1FOykNqknK3iGI-j4DIPgXP7ZUBPaTUrU8qd_HH-474c/edit
- Lori and Matthew Turner (Contractor) have worked closely with Yupiit School District to establish their project-based learning academies and community-driven solution learning. Tuluksak is working with Trillium to outline water quality programs driven by the students and Matthew is determining how to best serve as an on-the-ground support.
- Lori is working with the district to outline measurables for project-based learning.

4.2.2) Create a menu of services for districts and boards that employ innovative techniques and frameworks that positively affect student engagements and achievement.

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

- In January we partnered with SERRC to bring together STEPS Superintendents and university leadership to discuss giving more kids more access to dual-credit courses. The group considered different ways of structuring dual-credit courses. The consensus was that engagement by both high school teachers and university staff results in the best outcomes. This could be a co-teaching model or distance delivery (on-line or on any iPad) with support from a teacher or mentor.
- The STEPS collaboration has been working on various aspects of post-secondary education collaboration. See the March newsletter here: https://myemail.constantcontact.com/STEPS-Alaska-Promise-Neighborhood-Newsletter---Stepping-Up-for-Alaska-s-Youth.html?soid=1105463481522&aid=ajPnJ_3YMPg
- Lisa hosted a call with post-secondary teleconference on dual-enrollment at UAS, School Districts, and others to move forward dual credit opportunities and next steps. This was a follow-up to the January 11 meeting to break down barriers and move forward dual-credit pathways. For notes on this work for STEPS partners click here: <https://www.dropbox.com/s/lfd1h5z0ybuxzww/STEPS%20Post-Secondary%20Dual%20Credit%20Meeting%20Notes%202019.01.11.docx?dl=0>

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.

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.*

- Norm provided board workshop in Kake, which included a board self-assessment and roles & responsibilities of the board/superintendent.
- AASB's Policy Committee met and reviewed Sections 4, 5, & 6 of the Board Policy Manual. The committee approved twenty-five revisions to the policy to bring it into alignment with current practices.
- Timi met with Lower Kuskokwim Charter School to help with their application for renewal, which they later were awarded.
- Timi traveled to Barrow to train the NSBSD Advisory Board members. There were about 25 individuals at the training for every site in the district.
- For the 7th year in a row, Timi traveled to Unalakleet to work with their advisory boards.
- Timi walked the Anchorage School Board through a self-assessment and facilitated discussion.
- Lon conducted a 2-day Kuspuk SD SAC workshop in Aniak; this was a SSOS school improvement workshop.
- Lon conducted development workshops with the **Chatham, Alaska Gateway**, the Parent Advisory Committee of Teslin School, **Denail**, Craig Annette Island School Boards.
- The team pulled off yet another amazing Annual Conference; the keynote speakers Nick Hansen the Eskimo Ninja and the Watson brothers from New Zealand were both a hit. The Experienced Board Member Academy focused on the 4 key roles of School Board Members.
- 35 school board members and Superintendents attended the **2018 Winter Boardmanship & Equity Conference**. Evaluations were positive and comments included: "I learned a lot," "enjoyed listening to all the sessions," "wonderful day spent learning and sharing." On Friday, Amy Lujan with ALESBO started off the conference with a review of School Finance and School Board Members' roles in finance. Other sessions included a presentation by the services of Special Education Services Agency (SESA), which are free to school districts and a reminder of the importance of having an Annual Board Checklist.
 - Sunday's equity day was a major highlight for attendees. Chris Won's sessions, "The Power of Power," were very engaging on Saturday morning. Comments included: "Chris is a great speaker! Bring him back again for new members." This was followed by Karen Melin with the Alaska Department of Education sharing an update on ESSA and what equity looks like in Alaska's ESSA Plan. One board member said, "I learned so much...my lens has changed in how I see reports and how they assist us."

- Jenni planned and coordinated the **Leadership & Legislative Fly-In**. This included the agenda, meeting logistics, finding speakers, and involving School Board Members in presentation. Over 100 school board members, superintendents, and students attended from 28 school districts. All sessions were rated very good or outstanding by attendees. Saturday was focused on boardsmanship skills; including planning and running board meetings, Open Meetings Act, and Superintendent Evaluation.
- Senator Gary Stevens and Representative Andi Story both addressed our group.
- The team fielded over 160 calls from over 30 districts from Nov-Feb. The phone seems to ring off the hook 😊
- Timi put together a sheet on services that come with AASB membership for both **North Slope SD and Anchorage SD**. Both have had members on their board question membership with AASB. This seems to be a topic that we need to spend some time focusing on, as budgets are getting tighter and tighter.
- Timi and Lon aided and **presented at the first 2019 Legislative Fly-in** and Leadership Academy. Lon presented on preparing effective meeting agendas and the superintendent evaluation process, and Timi joined Board President Tiffany Jackson to present on effective meetings.
- With Norm Wooten, Lon **facilitated like-size district forum** input on priority legislative concerns and bills. As a tool for helping to guide advocacy by board members Norm and Lon composed the 2019 Legislative talking points from that group input.

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 Boardsmanship.

- Lon offered 6 webinars for First-term board members this semester, and there were more attendees than there were historically.

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 on line 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

- Norm worked with Kake City School District to begin the search for a new superintendent.
- Norm presented at the ASA New Superintendent's Academy. The presentation was on board/superintendent communications.
- Timi spent 3 days in Ketchikan working with their board, staff, and community member on development of a strategic plan. It was one of the largest groups she has ever worked with, and it was a successful session.
- Timi met with the chair and principal of Juneau Charter School and got signed an MOA to have Timi work with them on a Strategic Plan in March.
- Wrote article on strategic planning for upcoming Commentary.
- Flew to Unalaska to help them complete their strategic plan that we started a while back. Timi had tried to get there 2 other times but got turned around each time because of weather. Was good to help them wrap it up so they can begin the work now.
- Conducted a 1-day Post-Superintendent hire workshop with the Kashunamiut Board.
- Timi has a signed MOA to lead Southeast Island SD through a strategic plan in May.

Superintendent Search's work completed:

- Lon and Timi teamed up to conduct the first 3 parts of the search for both Delta Greely and Copper River. Both have selected new superintendents that will begin in July.
- On the phone and through email, Timi and Lon communicated with Kenai Peninsula Borough SD to discuss how we could assist them in their up-keeping superintendent search process. Timi went on site to help them narrow the candidates to be interviewed and then they took over the process from there.
- Timi and Lon have been working with Aleutian East, Yupiit, and Nome School Boards to assist in their superintendent search.
- Norm has been working with Kake SD and figuring out what they will do about filling their vacancy.
- Both Tanana and Chatham have called the district to discuss options for how they should proceed in finding a new superintendent but they have not asked us to conduct a search.
- Timi sent in a proposal to North Slope outlining how AASB could assist them in filling their vacancy. Timi will update at the meeting if this is signed and returned.
- Timi and Lon took several calls from district superintendents and boards concerning superintendent-board relations. (Yupiit, Pelican, Kashunamiut, Sitka, Chatham, Nome, Hoonah to name a few).

- Peggy Cowan invited Timi to speak to her class of students that are working on their **Superintendent Endorsement**. She spoke about the application process that AASB uses when districts hire AASB to conduct the search.
- Timi met and worked closely with **Patti Carlson** who is conducting the background checks on superintendent candidates. It has been a great addition to the process.

Other: Norm

- Norm attended a board meeting of Alaska Public Entities Insurance Company (APEI). This company is a former subsidiary of AASB and was created to provide competition in the property/casualty and workman's compensation markets. AASB continues to receive an annual \$90,000 sponsorship fee from APEI.

Other: Timi

- Ann MacFarland from Jurassic Parliament was offering training to the Charter School APO's in Anchorage. Timi was able to attend the training and speak Ann about potential partnerships.
- Met with Commissioner Johnson and his leadership team to discuss where we can work together and continue to support one another.
- Helped Kelly as she continues to learn her role. There is a lot about committee work at the conference that both she and I are learning about, but we will get there.
- Volunteered for a few days of working with teens from across the state in Rotary's Youth Leadership conference.
- Worked with AEBSD on filling their superintendent position.
- **DEED asked Timi to help facilitate** their planning workshop on development of curriculum for AS 14.30.356 (Bree's Law) of the Alaska Safe Children's Act. The task was to develop Alaska specific curricula for grades 7/8, 9/10, and 11/12. This is the first time DEED has been legislatively mandated to develop health curricula. The legislature also stated that the curricula should be usable in both rural and urban schools, have options for varying class sizes and be culturally relevant to Alaska.
- **CNDVSA hired Timi to present** a session on how to facilitate. This training is not until March, but she spent a lot of time developing the curricula for the all day session.
- **Virginia Association of School Boards** reached out to Timi for some of her training material on Equity.
- **Florida Association of School Boards** executive Director reached out to Timi requesting usage of AASB's roles and responsibility booklet. They want to create a similar one AND will give us credit for our work.
- Timi has been working with the Institute for Cultural Affairs to discuss ongoing '**sticky wall training**' for the staff. It looks as if an individual from Portland will come to offer training during the May PDDays.
- Norm and Timi met with **John Sedor** to talk about some legal issues effecting the organization.

Other: Lon

- Prepared the draft 2019 AASB Legislative Priorities for Norm.
- Reviewed AASB model discipline policy for ASD & the Spirit of Youth organization in relation to more progressive discipline policies.
- Prepared for the Resolutions Committee meeting during the Annual Conference. This included preparing materials for all subcommittees, providing sub committee instructions and preparing the script for the President-elect for the committee meeting and the delegate assembly.
- Attended the SSOS Coaching Program fall meeting in Juneau.
- Worked to move forward an online review and scoring process for the **June Nelson Memorial Scholarship**.
- Facilitated a staff meeting of the **Tech Committee** to address concerns and plan for a recommendation to implement a single, web-based calendar process.
- Submitted an article to **Commentary** – “Evaluation-Strengthening the Board and Superintendent Relationship.”

Other: Jenni

- About 20 Executive Administrative Assistants attended the **2018 Executive Administrative Assistant Conference**. Evaluations for this conference were also positive and included comments such as such as: “A great way to learn and grow- thank you AASB and guest speakers!” “Great conference- love connecting with others,” “Sharing tips is so wonderful,” “Great meeting,” “Invaluable information.”
 - There were sessions on a variety of topics including Human Resources, New Laws & Regulations, Background Checks, Preparing for Board Meetings, and Dealing with Difficult People. Time was also carved in for attendees to share tips and ideas.
- Jenni has finalized most **2020 conference dates** and working on finalizing locations for each event. This includes seeking an alternate location for the two Fly-Ins, as Baranof Hotel has increased their costs this past year. Finalized dates are:
 - February 8-11: Leadership & Legislative Fly-In & Youth Advocacy Institute: Juneau
 - March 27- 31: Spring Boardsmanship Academy & Legislative Fly-In: Juneau
 - September 12-13: Fall Boardsmanship Academy: La Quinta Inn & Suites, Fairbanks
 - November 5-9: Annual Conference: Hotel Captain Cook

Strategies not addressed this month

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

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

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

- 1.3.3) Develop a cultural safety and equity scan to assess current practices.*
- 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.*
- 2.3.3) Work with other advocacy organizations to assist them in creating educational policies that support student achievement.*
- 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*
- 3.2.9) Student retrospective survey (student preparation).*
- 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.*
- 4.1.2) Include strategies and frameworks that enable relevant, student-centered learning that support and facilitate progress to competency.*
- 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.*
- 4.2.2) Create a menu of services for districts and boards that employ innovative techniques and frameworks that positively affect student engagements and achievement.*
- 4.2.4) Educate boards of education on their role in supporting and promoting innovation through comprehensive, and multifaceted board development*
- 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.*
- 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 on line courses,*
- 5.2.4) Develop web-based, self- driven modules*

Administrative Activities

Diana Miller, Laurie Miller, Kelly Hultengren, Jennifer Larsen/Chad Calhoon

Jenn Larsen is leaving AASB this month. We'd like to thank her for her support and friendship while at AASB. Jenn brought a high level of professionalism and organization to her position and she will be greatly missed.

The Administrative Support team would also like to welcome Chad Calhoon as our new Administrative Assistant. We are excited to have him on board and look forward to working with him.

Diana Miller

AASB Annual Dues – Dues packets and invoices were emailed in early January. Payments continue to come in. We have 2 districts that have not paid. Reminders have been sent and will be followed up with a phone call.

Insurance Renewals – are complete for 2019 including Cyber coverage.

Audit Preparation – Continues to be a very busy time for the business office. Our auditor will be on-site early May to do his fieldwork.

IT support – This is evolving as AASB's technology needs grow. A staff committee was created to identify all areas required to protect AASB's data and develop a plan for implementation. We will need to put new policies into place to protect the data AASB has for a multitude of surveys and reports.

APOC – Reports for January and February have been filed.

AASB Financials – January and February financials were completed.

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

New Employees – Chad Calhoon has been hired for the Administrative Assistant position. Betsy Brenneman was hired to fulfill the EED Pre-School Development Grant.

New Employee Orientation – Was completed for the new Administrative Assistant and Pre-School Coordinator. New computer equipment/supplies were purchased for the Pre-School Coordinator.

2019 Budget Revisions – A budget revision will be presented to the board at the April 6, 2019 board meeting. AASB entered into an agreement with the EED to complete Activities 1-2 of the Federal Preschool Development Grant in the amount of \$625,000. AASB also submitted budget realignment for the CRESEL and STEPS grant. The CRESEL realignment and no-cost extension through 6/30/2021 was approved.

Laurie Miller

Leadership/Legislative Fly-in – Created and sent invoices to the district business offices; this was completed the day the conference ended.

IT support – Laurie continues to be our 'on-site' go to for technical support and coordination with our off-site IT consultant.

Legislative Fly-In/Spring Academy – Laurie created and activated the registration in CVENT and has been assisting districts with questions and registration.

2018-2019 Teacher and Classified Employee Salary Survey – Laurie has requested this information from our member districts. To date she has received responses from 28 districts. The data will be compiled and disseminated in the next few weeks.

SCCS (School Climate and Connectedness Survey) – All participating districts have been invoiced.

Policy Development – The current policy update was finalized and a notification sent to districts. Laurie completed invoicing for this service.

District Support – Received/responded to calls & emails from over 20 districts regarding business and administrative issues.

Kelly Hultengren

Superintendent Search - Kelly has received, reviewed for completion, compiled and uploaded all applicant information. In addition, she is coordinating all materials for staff to take to the district for their review.

Leadership/Legislative Fly-In – Kelly assisted Jenni Lefing with the hotel coordination and logistics for this year’s event, in addition to planning next year’s. She also helped with the registration desk at the meeting.

Spring Academy/Legislative Fly-In – Kelly worked with Jenni in the planning of this event as well, and has begun working through logistics for next year’s conferences.

STEPS Regional Meeting – Kelly has begun working with Lisa Worl and Claudia Plesa in planning the upcoming meeting in April. Meeting space has been reserved and more logistics will be finalized in the coming weeks.

AASB BOD Summer Meeting – Lodging and meeting space has been reserved for this year’s board meeting in Kodiak, AK. Kelly will continue to work on details, as the event gets closer.

Long Range Plan – Has been updated and redesigned for this year.

Booking travel for BOD/Staff – Travel and lodging was booked for our Board of Directors and staff as requested.

Jennifer Larsen

June Nelson Memorial Scholarship – Jenn has been busy collecting and verifying JNMS applications for completion as they arrive, and entering them into a database. The Scholarship Committee will review the applications Friday, April 5th and present their report to the AASB Board of Directors at their Saturday, April 6th board meeting.

Leadership/Legislative Fly-in – Jenn coordinated the meeting materials that included sign-in sheets, name tags and printed materials. She also staffed the registration desk at the meeting.

Administrative Assistant Training – Jenn worked closely with the new Administrative Assistant and has offered to provide continued support as we transition.