Research indicates that the educational success of each child is dependent on many factors, including the roles that family and community play in the educational process. The positive benefits of parent and community involvement include not only higher test scores and grades, but also improvements in attendance, homework completion, improved attitudes and behaviors, graduation rates, and post secondary enrollment.

Community involvement in forms such as local expertise, financial support and volunteer services foster a positive attitude toward education and increased understanding of the school and the effectiveness of the teachers. This positive attitude in turn generates a feeling of pride in the school or district that can help a great deal when it is time for the school budgeting process or for other decisions to be made.

Likewise, the direct and frequent involvement of families with the school signals to both school and students that the educational process and their children’s success are important to them. When parents and schools operate from a place of mutual respect and responsibility, family involvement also generates positive attitudes about the school and contributes beneficially to the school’s effectiveness.

Often schools or teachers are comfortable letting parents and families take the lead in becoming involved in their children’s education. True partnerships require schools and teachers to examine ways in which they can initiate relationships with families.

School administrators are the nexus of family and community involvement. As administrators, we need to recruit business officials at schools around the state strive for efficiency, but are often stymied when it comes to creating an efficient budget process. Both rural and urban districts depend on local and state government for funding. In many cases, they do not have the statutory authority or ability to proactively secure revenue stream allocations. To get what they need, district administrators and board members must lobby and interact with their local and state government leaders. As part of this interaction, we must be mindful of our need to build greater confidence by outlining the potential and current realities for greater efficiencies.

Facing the first budget cycle in four years, districts have no indication of a cost-of-living or program increase to the Base Student Allocation (BSA) within the Alaska Public School Funding Program’s foundation formula for the next fiscal year. The foundation formula is the most critical funding source for public education in Alaska, often making up two-thirds or more of districts’ general fund resources. Since the foundation formula affects districts so dramatically, early notification of the Base Student Allocation amount provides the only means of efficient budgeting.

The foundation formula relies annually on changes to the state statute that are passed by the legislature and signed by the governor. Historically, increases through this
parents and community members to take active roles on the school's or district's behalf, just as we recruit teachers. Passively accepting family or community involvement will not benefit the school or district as effectively as a taking a strategic, proactive approach to meeting specific needs.

Administrators should make family and community involvement a part of the professional development provided for staff. Topics might include family dynamics, communication from school to home and home to school, and how to eliminate or reduce barriers to family or community involvement in their classrooms.

Communication—through correspondence and personal contact—is important to any effective parent and community involvement program. Written communication can include introductory and year-end letters, newsletters, as well as notes and letters home (especially positive ones). Personal contact can vary from back-to-school nights, open houses, parent teacher conferences, telephone calls, and even home visits.

One of my fellow administrators used to tell his staff, “The key to communication from school to home was that it took place early, and often.” Parents are much more likely to respond in a favorable manner if they are aware that an issue is occurring while there is still time for them to do something about it. Invite them to be part of the solution! Contacting parents after the fact only sets them up to find blame.

Consider creating an action team specifically to examine your school's family and community involvement programs, and ask the team to make strategic recommendations for improvement. And reach out! Numerous resources are available to help you move in a positive direction.

**Laying the Groundwork for Building Community Partnerships**

by Bruce Johnson, Executive Director, ACSA/AASA

Over the past decade, accountability for student academic performance, graduation rates, and capacity to enter college or the workforce with sufficient work habits and cognitive skills has become a gigantic state and national call to action. This elusive challenge is wrapped together with the concern that America's future as a world power is threatened if our public schools don't perform better.

For years, school administrators have embraced research findings that schools and school districts cannot deliver quality education without the full support and ongoing professional development of our teachers and staff. It is becoming increasingly apparent that our best efforts to provide teacher recruitment, training and ongoing support are not enough. More than ever before, there is a growing awareness that public education cannot meet the needs of all students in our highly complex world without the active involvement of parents and the community at large. Partnerships and the sharing of thoughtful responsibility must be seriously considered if all our students are going to graduate and move forward successfully.

Research over the past four decades shows that when school staff, families and community members work together to support children, their collaborative efforts lead to better educational and developmental outcomes. One Massachusetts school district (Lexington Public Schools) that has been investigating family and community engagement outlines three guiding principles for effective and lasting engagement:

- it must be continuous across a student’s life, from birth through early adulthood;
- it must be based on shared responsibility where schools and community commit to engaging families in meaningful and culturally and respectful ways to actively support student learning; and
- it must be carried out everywhere children learn, including homes, early childhood programs, schools, after-school programs, businesses, faith-based organizations, cultural centers, as well as in municipal, tribal and other civic organizations.
Recently, I’ve been struggling with a third-grade boy. He wears his unhappiness like a shield. His academic skills are suffering as he withdraws further and further within. I’ve been wondering, how can I help this fellow break his cycle of negative thinking?

One day, a parent representative from New York Life Insurance walked in and offered to be a business partner with our school. Did I see a way he could partner through his company? I thought of my boy who needed a coach, cheerleader, or both—and not once in a while, but regularly over a long period of time. Would he be game?

Now, every Tuesday, this gentleman spends nearly an entire afternoon encouraging, helping, reading with and guiding the young student. This partnership works on an individual level, making a huge difference for one child. Partnerships also make a difference for a school. This past weekend, at the Alaska Arts Education Consortium’s retreat for school administrators, I learned about the partnerships that Glacier Valley Elementary School forged to support a dynamic and rich arts program. Under the leadership of principal Ted Wilson and supported by the enthusiasm of music teacher and librarian Lorrie Heagy, this school community worked with parents to provide opportunities for the staff to plan integrated, art-focused lessons. From there the community sought sponsorships from local businesses to provide materials and musical instruments. I saw the school through the eyes of happy, confident student ambassadors, proud of the role the arts played in their education.

Sometimes partnerships make a difference for a district. At the same administrator’s retreat, Susan Paskvan from Yukon-Koyukuk School District shared her district’s strategies for providing meaningful arts education at remote sites. Working in partnership with the regional tribal organization, YKSD was able to provide opportunities previously unavailable. The Tanana Chiefs Conference, a Native nonprofit representing 43 villages in Interior Alaska, partnered with village tribal organizations and YKSD to provide after-school language and culture programs with funding from the American Recovery and Reinvestment Act. In YKSD’s nine villages, the after-school activities include teaching traditional songs, cultural sewing, hands-on Native language lessons, and traditional cooking.

And sometimes collaboration helps an entire state. The three-day retreat was supported by a partnership with the Alaska Arts Education Consortium, the Kennedy Center Alliance for Arts Education, the Alaska Department of Education and Early Childhood, the Alaska State Council on the Arts, the Association of Alaska School Boards, and the Alaska Council of School Administrators.

We know that if we dream big, big things can happen. We also know that if we don’t dream big, they surely won’t happen! The obstacles and hurdles to making big dreams come true can be overwhelming: much time is involved, the resource gap is huge, and where does one start?

The key, I’ve learned, is to ask for help. Individuals and organizations are ready to help if we share the dreams we have for our students.
These are exciting times for those of us involved in public education. Business and community leaders are asking how they can support principals in their efforts to provide a world-class education for students. There seems to be no end to the books, articles, speakers and advice for principals concerning school improvement. Indeed, more information is available for principals to read than principals have time to read it. So it is good to see so many asking, “How can we help?”

It is also good to begin hearing political leaders say that the school and the home share responsibility for children’s learning. This responsibility must be based on relationships of mutual respect, and the assets and expertise of all who are involved in the education of our young people must be acknowledged.

This is an ideal time for school leaders to form partnerships with community members and organizations. When you are asked, “How can we help?” I encourage you to start by reviewing our Alaska Council of School Administrators 2010-11 Joint Position Statement. Developed by AAESP, AASSP, ALASBO and ACSA, this document provides excellent talking points about what is important for the improvement of Alaska’s schools. The Position Statement is posted at alaskaacsa.org. School and community concerns are often addressed in statewide discussions, so as you meet with community leaders, it is important to talk about:

- Career and technical education
- Investing in innovation
- Early childhood education
- Comprehensive fiscal plan for education
- Preparing, attracting and retaining qualified teachers and administrators
- ESEA re-authorization
- Capital projects
- Foundation funding

Your professional organizations will continue these conversations in Juneau.

Looking ahead, the Alaska Principals’ Conference will be held in Anchorage, October 16-18, 2011. The Conference Planning Committee is working to provide us with a meaningful and inspiring experience. We can learn much from each other, and the 2011 Conference will offer an excellent opportunity for us to share the ways in which community partnerships have enhanced education in our schools.

The greatest potential for change comes from the combined efforts of all educational leaders in Alaska, working together for our young people.
Even with our best efforts for school improvement, we cannot do it all on our own. Collaboration, cooperation and communication with the community—from parents to businesses and corporations to local government—are crucial to the success and continuous growth and improvement of our schools. It is the responsibility of school leaders to build, foster and maintain positive, mutually beneficial working relationships between the school and the community. As districts draw near the end of the stimulus funds, we must rely on these partnerships to explore new ways of providing services and opportunities for our students. One important aspect of community relationships is the potential for mutually beneficial relationships with local businesses and corporations.

One way businesses can support schools is through the Alaska Education Tax Credit. Businesses can claim a tax credit for up to 50% of contributions up to $100,000, 100% of contributions from $100,000 to $300,000, and 50% of contributions from $300,000 to $10,000,000. This allows for a mutually beneficial financial relationship between businesses and schools. Schools can secure additional funds needed to provide programs and support to help students succeed, and businesses can help out while receiving a large tax savings.

NACTEC, Nome’s regional vocational school, has provided a great model of how schools and communities can come together to provide excellent educational opportunities, as featured in the Anchorage Daily News last December (community.adn.com/adn/node/154760). Students leave the program with skills that translate directly into jobs in the local economy.

NACTEC received funding this year from the Bering Straits Native Corporation, taking advantage of the Alaska Education Tax Credit. To pursue partnerships with local businesses, the Lake and Peninsula School district hired a career and vocational development coordinator this year also, with the hope of building a similar regional facility in Southwest Alaska.

As enrollment has steadily declined in the Lake and Peninsula School District, administrators have worked to build and maintain partnerships with businesses, Native Corporations, and other local entities. LPSD’s School to Life program, which provides life skills to students from all 13 schools, is another example of schools and businesses working hand in hand to prepare students for successful adult life. LPSD students travel to attend “Newhalen House” at the district’s largest site, then attend “Anchorage House” in Anchorage for the next two phases. At each phase students practice independent living, interview and application skills, and job shadow with local employers. The past two years, LPSD funded this program through a partnership with one of the region’s largest employers. Without this grant, an invaluable program would not be sustainable and a lifeline for students in tiny rural villages would be severed.

The State of Alaska is building a strong blueprint for improving public education, from Senate Bill 236 to the Career and Technical Education plan. Districts can align with the State’s efforts by partnering with businesses and regional corporations to offer educational programs and opportunities beyond what schools typically offer. These mutually beneficial partnerships represent untapped resources and could be a key element of school improvement.
The New Year provides an opportunity for all of us to reflect on the past year while making future commitments. It also gives us pause to think about our best hopes and dreams for supporting student success. I hope the holiday provided you with time to relax and recharge, and that your best hopes and dreams will be realized in 2011.

By the time you receive this ACSA Ed Bulletin, the 27th Alaska Legislature will be well underway and there are a number of ways principals can serve as effective advocates for issues we face in education in Alaska. Effective advocacy requires principals to be informed about key educational issues; to develop skills to effectively communicate your views on these issues; to develop the foundation early for a personal relationship with your local legislators; and especially to show patience and persistence and to have good timing. Like you, legislators are busy people. When meeting with them, they appreciate you being concise. Keep in mind that legislators not serving on the education and finance committees still like to be kept informed of your concerns and solutions. Above all, be sure to thank legislators for their past support of education issues, as they like to hear how past legislation has helped you in your role.

I recommend that you work closely with your district superintendent to understand local and statewide issues your district is concerned about. You offer a unique perspective as a school leader.

I’ve found that legislators are keenly interested in learning how proposed legislation may impact schools. Lawmakers often lack first-hand knowledge of the ways in which principals are addressing the very issues that legislation is intended to remedy. In your leadership role you have the ability to share stories of what works and what doesn’t when it comes to raising student performance and helping students succeed.

Each year, AASSP joins with AASA, AAESP and ALASBO to develop joint position statements on key educational issues. The new brochure developed by ACSA is also posted on our website for you to download. I encourage you to give copies of these documents to legislators when you speak with them. AASSP will advance these positions when we participate in the 2011 Principals Legislative Fly-in in Juneau on March 22-23, 2011.

The focus of this year’s ACSA Bulletin is Building Partnerships, and the theme in this issue is about Partnerships Within Communities. The article about the variety of partnerships in place at Manokotak School, a National Title I Distinguished School recently recognized for its excellence, and the article by AASSP President-elect Adam Mokelke, citing the partnership between Bering Straits Native Corporation and NACTEC, are especially noteworthy.

AASSP is interested in hearing about any partnerships you may have in place for your school. Please add AASSP to the mailing list for your school newsletter and/or e-mail us a link or an attachment about your school’s efforts. We would like to feature some of these examples of unique partnerships in future Ed Bulletins and on the AASSP website.

Finally, note that the Assistant Principal Conference will be held in Anchorage at the BP Energy Center on April 18-19, 2011. Conference registration and program details will be on the AASSP website by the time you receive this bulletin. Assistant principals often need their principal’s encouragement to attend. We hope to see you there!
AASA President’s Message
by Jim Nygaard, Superintendent, Cordova City Schools

Many of us are well into our second semester and a well established “school routine.” A routine can be helpful but an inflexible routine is often not in our best interest. We live in a state of constant activity, and those of us too firmly rooted in our routines are at risk of missing out on changing dynamics within our community. To maintain a strong and ambitious community partnership, we all need a gentle nudge to step out of our comfort zone and stop by a meeting not commonly attended, or pay a visit to a community preschool to see if there is anything the school district could do to assist with challenging youngsters.

Within our schools, we all have staff members who show signs of fatigue this time of year. The time span from the holiday break to spring break seems to get longer all the time. Fatigued staff could benefit from a few minutes of our attention as we are walking by. Better yet, we can deliberately position ourselves to be in contact with staff who will interpret our action as a comforting display of support.

Being visible and extending a helping hand to build local partnerships across our community is not new. We must maintain our partnerships through constant renewal. In a time of overwhelming technological advances—texting, emailing and Skyping—none share the spotlight like a good, old-fashioned “stopping by for a brief minute.” We cannot substitute the power of a face-to-face verbal exchange where you can read someone’s facial expression or a quick visit to observe a work environment to build a stronger relationship with any present day artificial communication.

In today’s world, maintaining partnerships within the community is as vital as it has ever been. We all know that economical challenges can change a community’s structure nearly overnight. Those of us who find ourselves so deeply engrained in our own routine and business can easily become part of the problem. Without realizing it, we turn our backs on vital partners.

What to do? Research overwhelmingly supports “managing by walking around.” When employees see us actively engaged with them and their work, we build better relationships. The same is true with community partnerships. By being visible and available in the community we see firsthand which activities are progressing and which are not. Typically we see why, and we can then become part of the solution.

Too often we get stuck managing from behind our desks. We need to get out, build partnerships, and where necessary reestablish partnerships that are growing stale. Time is precious, but with careful attention to building partnership our community and children will benefit. Let’s become an active community partner and have fun with it. By being proactive in our community, we will become more comfortable and successful with critical partnerships that will help build our district or school toward greatness.
Whether acquiring the necessary funding for a school project or rallying support for an after-school program, school administrators are finding community resources tougher to come by. The bleak economy has not helped. Businesses and households are tightening their belts. As many families take on additional jobs in order to make ends meet, dedicated volunteers face increasing time constraints. Community partnerships have seemingly become more difficult to develop, yet people still want to be asked to help and people still want to give.

Under these circumstances, how can school administrators find the community resources they need for their schools to succeed? The key lies in how folks are engaged. Community partnerships must be forged through organized recruitment efforts.

In Kodiak, thirty volunteers recently turned up to learn more about Junior Achievement. As part of a consultant training, each volunteer signed up to deliver five instructional hours of curriculum centered on work readiness, entrepreneurship, and financial literacy. That’s a combined total of 150 volunteer hours dedicated to reaching over 600 students. What’s more, these volunteers represented a dynamic workforce ranging from financial advisors and bankers to park rangers.

So how exactly did these individuals find their way to Kodiak High School in order to learn more about Junior Achievement and its experiential, hands-on programs?

Kodiak’s Junior Achievement Committee, comprised of five individuals within the community, was tasked with finding quality volunteers for the 2010-2011 school year. But it didn’t start there. The committee members had already volunteered in the classroom.

During the 2008-2009 school year, Junior Achievement programs were offered in only four classrooms. Last year the number grew to twenty classrooms with the help of staff from Anchorage’s Junior Achievement offices. At the end of the 2009-2010 school year, a survey was conducted to ask volunteers about their Junior Achievement experience and if they’d be interested in helping with the program again in the future. Additionally, volunteers were asked if they would like to be committee members to help organize, fundraise, and deploy volunteers throughout the community. Four respondents expressed interest in serving on the committee.

The survey was a useful tool that allowed people to respond without feeling pressured, resulting in volunteers and committee members who truly wanted to be part of the ongoing effort. New committee members believed in the program and its offerings, which also made them great ambassadors of the program. They had first-hand experience of the rewards of teaching students important business concepts.

Last fall, the current year’s program took shape through several committee meetings. During those meetings, the committee searched the Chamber Directory for prospective volunteers. Once a list of potential volunteers had been compiled, the committee organized its recruitment efforts by assigning each committee member a list of individuals to approach. Committee members were paired with prospects they were personally familiar with. This organization also ensured that no individual would be asked twice, minimizing recruitment efforts.

After volunteers had been successfully recruited, the committee chair collected email addresses and contact information for future correspondence.

The Kodiak committee is continuing to build its base of volunteers. Later this year, the group will charter flights to rural schools outside of the City of Kodiak to administer ‘JA in a Day.’ Volunteers are already jumping at the opportunity to visit Kodiak’s rural schools!
Upcoming ASDN Programs

In our most recent statewide professional development needs assessment, AAESP, AASSP and AASA requested more training on teacher evaluation. We are pleased to announce that the topic of our April 15 Spring Leadership Retreat is Evaluating Teacher Effectiveness: Trends and Issues, with internationally recognized presenter Dr. Al Bertani. The program will be held at the Anchorage Downtown Marriott Hotel from 8:30 AM to 4:00 PM. Register at regonline.com/akleader2011.

This year’s ASDN Annual Organizational Representatives Meeting is scheduled for Thursday, April 14 from 8:00 AM to noon at the Hotel Captain Cook. The purpose of the meeting is to review ASDN’s 2011 statewide professional needs assessment results and to set priorities for ASDN’s work during the 2011-2012 school year. School district, university and professional association leaders are encouraged to attend. Register at regonline.com/2011_asdn_annual_meeting.

This spring ASDN will sponsor four new webinar series:

• Developing and Using Common Assessment to Monitor Student Learning, with Deb Farrington and Julia Payne-Lewis, February 3, 17, March 3, 17. Register at regonline.com/developing_and_using_common_assessment_to_monitor.


• Reading Intervention Strategies for K-6 Students: Research-Based Support for RTI, with nationally recognized author and presenter Elaine McEwan-Adkins. February 22, March 1, 8, 15. Register at regonline.com/reading_intervention_886903.

• Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement, with Greg Cameron and Cherie Lyons from McREL, March 9, 16, 30, April 6. Register at regonline.com/works.

Contact ASDN for more information at asdn.org or call 907-364-3809.

The Need for Multiyear Formula Funding

process have not occurred until the end of the legislative session, often just three months prior to the start of the next budget year and long past the start of budget preparation. While ultimately benefitting districts, these much needed but untimely allocations create inefficient budget planning processes.

This inefficiency negatively affects not only schools but also each district’s community. Lacking reasonable expectations, most districts anticipate no increase in funding and therefore budget a deficit for the coming year because employee contracts, utilities and most other costs increase, year after year.

When district officials anticipate significant deficits early in the annual budgeting process, their predictions can often be misconstrued as crying wolf or claiming that the sky is falling. The conflict of timing between the budgeting process and legislative action causes employees to worry about possible layoffs and leads parents and community members to fear program reductions. These concerns are often, but not always, resolved by the legislature shortly before the start of the new budget year. Meanwhile, although districts are generally saved from the projected deficits, time has been wasted, community confidence in district staff has been eroded, and inefficiencies in local government have been perpetuated.

During fiscal years 2008-2011, Alaska school districts benefited greatly from a historic multiyear funding plan that increased funding and provided projected increases for future years to adjust for inflation and increasing program needs. Budget planning became timely and accurate. Any deficits were known and real, not guesses based on differences in budgeting and legislative schedules. District budget offices appreciated the resulting efficiency, and students and communities benefited.

The 27th Legislature has been in session since January 18, 2011 and is currently considering budgets. It is a perfect time to encourage legislators to think carefully about funding for K-12 education, and especially the value of multiyear funding. Additional funds to keep up with inflation and rising educational costs are also critically important. Consistent, multiyear funding will let district staff and the public know that they can count on efficiency and effectiveness in the management of public funds.
Denise Greene-Wilkinson is Candidate for NASSP President-elect in 2011

Denise Greene-Wilkinson, candidate for NASSP President-elect in 2011, has more than 30 years experience in education — 26 years in Alaska — and more than 20 as a principal in both middle level and high school. In 1993, Denise was given the opportunity to start Polaris K-12 School — the only urban K-12 school in Alaska.

Denise has been recognized as Alaska’s Principal of the Year three times — once for small schools, once for middle schools and once for high schools. She has also received a legislative citation from the Alaska State Legislature and was awarded the Anchorage School District Award of Excellence for Leadership, among others.

In addition to her duties as principal, she teaches educational leadership courses as an adjunct professor at the University of Alaska and serves as the Legislative Affairs chair for both elementary and secondary principals in Anchorage.

“I’ve been extremely fortunate to represent Alaska on the national level,” Denise said. “I believe in supporting our profession through service and advocacy, and hope to continue my efforts on behalf of Alaska and principals nation-wide as President-elect and then President of NASSP.”

An active member of the Alaska Association of Secondary School Principal’s since 1993, Denise has testified before numerous congressional committees and has participated in numerous panels and committees on both the state and federal levels. Denise has served on the NASSP Board since 2004 – with positions on the Steering, Finance and Audit, Policy and Position Statement, and CEO Search committees.

“I’m really looking forward to the NASSP National Convention in San Francisco and continuing my service to the organization and to the educators and students we serve,” Denise said.

Denise welcomes your comments and questions. She can be reached at wilkinson_denise@asdk12.org.

2011 Educational Association Events

<table>
<thead>
<tr>
<th>Event</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>February 25-28</td>
<td>NASSP National Convention San Francisco</td>
</tr>
<tr>
<td>March 6-8</td>
<td>AASA Legislative Fly-In Juneau</td>
</tr>
<tr>
<td>March 21-23</td>
<td>AAESP/AASSP Legislative Fly-In Juneau</td>
</tr>
<tr>
<td>March 26-29</td>
<td>AASB Legislative Fly-In Juneau</td>
</tr>
<tr>
<td>April 7 – 11</td>
<td>NAESP National Convention Tampa Bay</td>
</tr>
<tr>
<td>April 9-11</td>
<td>NSBA 71st Annual Conference San Francisco</td>
</tr>
</tbody>
</table>

Photos in this issue are courtesy of Bristol Bay Borough Schools, Juneau Borough Schools, Kenai Peninsula Borough Schools, Mat-Su Borough Schools, Pribilof Schools, and St. Mary’s Schools.
A brief review of Dosko's APOY application reveals he does not fit the stereotypes. Prior to coming to Kenai Middle School he was a K-12 principal in Tululksak and an elementary special education teacher in Idaho. What is clear from his list of experience and accomplishments is that he has a passion for coaching teachers to become better teachers and for coaching students to become better students. Dosko is credited with leading the development of a Student Progress Monitoring Program now in use by KMS staff that aids in identifying and helping struggling students. The foundation of supportive relationships fostered by this program has helped the school create a more personalized learning environment and has improved the school climate. This model is now used throughout the Kenai Peninsula School District.

As a committed educational leader, Dosko desires nothing but the best for every student. He expects school staff to understand students’ social and academic needs and to provide support for student success. Dosko models excellence through his commitment to self-improvement, effective communication, instructional leadership, and resolution of complex school issues.

Dosko’s Principal, Paul Sorenson, describes him as “one of the most dedicated and creative administrators I have had the opportunity to work with.” Citing “his attitude of camaraderie and his collaborative leadership style that is uniquely his own,” one KMS teacher went on to say, “Vaughn personifies why we, as teachers, get up in the morning and drive to KMS.” Adds one community member, “Once Mr. Dosko decides on a goal, he pursues it with an unrelenting determination, seeking every possible avenue regardless of conventionality until he finds success.”

AASSP will host its Spring Assistant Principal Conference at the BP Energy Center in Anchorage on April 18 and 19, 2011. For details, visit alaskaprincipal.org.
Alaska Schools Receive National Title I Distinguished School Status

Each year, members of the National Title I Association honor schools throughout the country for their innovation in helping low-income populations achieve high educational standards. This past December, the Alaska Department of Education and Early Development selected two schools to become National Title I Distinguished Schools for 2010: Manokotak’s Nunaniq School, and Two Rivers Elementary School, located 30 miles outside of Fairbanks in the Fairbanks North Star Borough School District.

To support and engage students in their learning, both schools have been using the federal Title I supplemental funds to implement a variety of research-based curricula and instructional strategies and programs. Both schools have also fostered supportive partnerships with other programs, organizations and community members.

Successful strategies used at Nunaniq School have included:

• Block scheduling for reading and math with differentiated instruction
• Targeted student interventions using direct instruction determined by individual performance data
• Providing each student in grades 7-12 with a laptop computer
• Implementing the PASS Program (Positive Alternative for Student Success) for at-risk high school students
• A Summer Academy with two sessions for students involved in subsistence activities

Two Rivers School’s strategies for success have involved aides, music programs, and a Learning Landscape program.

Both schools have extended the school day to provide supplemental instruction for all students.

BUSINESSES ARE CHAMPIONS FOR ALASKA’S SCHOOLS!

The Alaska Association of School Administrators is grateful for the sponsorship and financial support of the businesses that provide goods and services to public schools across Alaska.