



TITLE IV: Safe and Drug Free Schools Annual Program Report Anchorage School District

BOWMAN ELEMENTARY
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What methods did you use to report the results of your grant to interested members of the public? Some examples would be your school newsletter, parents' meeting, or your school web site.

I presented and discussed our SDFS grant at our Bowman Family Night. We had approximately 50 parents present. We also discussed how use the ideas their children are working on in school at home and throughout their life. Parents showed interest in continuing the program next year and in volunteering their support.

Major Accomplishment

Our Bowman Family Night was a hit! I targeted kindergarten through grade four to attend so that we could speak more specifically about how to build character and how the adults (assets) in their lives can help. I initially wanted a small gathering so that we could break into small groups and people would have an opportunity to be heard. More parents came than I initially thought we could accommodate however it worked out very well. The parents appeared very comfortable and willing to share in small groups. I started with a power point presentation explaining the grant and our school's goal of building character in our students. The parents then divided into 7 groups and each group discussed one of the character traits and how they can demonstrate and model this when they are with their children. After about 15 minutes we shared each group's findings.

While the parents were with me in the library, other teachers supervised the children in our multi-purpose room as they watched the Character Counts video on Responsibility. After the parent meeting we joined the children and the students acted out 3 plays from the Character Counts Play Books. The youngest group performed "The Boy Who Called Wolf", the middle age group performed 3 short skits on how to handle problems respectfully and the older students performed "One Little Thing" about citizenship and responsibility. Performers had brought in permission slips earlier in the week so I knew approximately how many would attend. Other students who showed up were given sentence strips to read into the microphone describing a character trait.

The best part of the evening was that everyone was involved from parents to students to staff members. At one point during the older student play I heard a voice I hadn't heard before performing. I looked up and the students, knowing I was busy, had filled in a couple students on parts where the performer hadn't shown up! I was pleased with the initiative and resilience, great job!! I was also told by some adults that they thought it was a different mix of people than they normally see at the parent events and that students who normally wouldn't get up and do this kind of thing, did!

One aside... at one point during the parent small groups I became nervous, thinking they weren't answering the question the way I wanted it answered. My principal very kindly told me to relax, that they were processing and talking and it was all good! I learned to let the process move itself and do its work! Great lesson for me.

Students Served

Elementary	500
Middle School	0
High School	0

Services and Activities Provided:

During this school year, our school provided the following activities:

- After-School or before-school programs
- Alternative education programs
- Community service projects
- Curriculum acquisition or development
- Drug prevention instruction
- Student support services (e.g., student assistance programs, counseling, mentoring, identification and referral)
- Teacher/staff training
- Violence prevention instruction

Specialized Program Use

Our school used the following specialized program(s):

- Cooperative Learning
- Peer helpers (e.g. Natural Helpers)
- Student assistant programs/Core team
- Red Ribbon Week
- The Great Body Shop
- Character Counts
- Kelso's Choice
- 40 Developmental Assets Framework

Coordination

Our school's drug and violence prevention program coordinates with the following other agencies and organizations for the services indicated:

Law enforcement officials

- Joint Service Delivery, Referrals

Community-based group for drug/alcohol/tobacco

- Public Awareness Activities

Parent group(s)

- Joint Service Delivery, Referrals
- Public Awareness Activities
- Advisory Council
- Fund Raising

Student and Parent Involvement

Students **were** involved in design, delivering, or critiquing drug or violence prevention programs.

Parents **were** involved in design, delivering, or critiquing drug or violence prevention programs.

Activity Reports

Parent Night for Building Character

Brief Description

I presented and discussed our SDFS grant at our Bowman Family Night. We had approximately 50 parents present. We also discussed how use the ideas their children are working on in school at home and throughout their life. Parents showed interest in continuing the program next year and in volunteering their support.

Needs Assessment

- a. School Climate Survey

Evaluation Methods

- a. Pre/post test through a show of hands of how many parents could name the 5 Pillars of Character at family night.

Data Summary

Bowman Elementary scored very well on the school climate survey. The one area of concern was bullying behavior which has been noticed by staff and parents occasionally. Any bullying is too much and we wanted to increase our students pride and empathy towards one another.

At the beginning of our evening with the parents I asked for a show of hands in how many could name all 5 of the Pillars of Character we work on at Bowman, no hands went up. When I asked who could name 3-4 of the Pillars, I had 5 parents raise their hands otherwise no one else could name any of them.

After our presentation, small group activity and group share 100% of the adults could name the 5 Pillars of Character, this was 90% improvement. They were also excited to work with their children at home. I had a few parents tell me they would be interested in helping promote this awareness at school.

Parents were given parenting materials purchased with our grant. These were very helpful for parents, easy to read and understand. One of the aspects that was helpful, the materials are age specific so parents could pick up which ever materials matched their child's age.

I had approximately 25 students perform Character Counts plays for their parents. I also had extra students who came that evening read a description of character from strips into the microphone so they could be involved. It was wonderful to see the kids work together and put the finishing touches on the plays.

Other Comments

It was exciting to see the parents talk to each other in the small groups. I had parents and staff come up after and say they felt very

comfortable and enjoyed the evening. I had one parent who has a counseling background volunteer for any support I might need in the future. I wouldn't have known this if we didn't have this opportunity in a smaller setting to touch base. I will be contacting some of the parents next fall to help implement this program even further.

Coordinator Addendum

Brief Description

I taught and coached Character Counts lessons in the classrooms so staff and students would have an understanding of building strong character and good judgement. I organized our family night, i.e. preparing a power point to guide our presentation, worked during lunches with students on plays for the evening, staffing teachers for the evening and keeping them informed, locating parents to assist, making sure we had food available, etc. The goal of the family night was to strengthen home/school ties and build common goals and language to wrap the students in.

Needs Assessment

- a. School Climate Survey

Evaluation Methods

Data Summary

I feel the students are doing a better job of communicating with each other in appropriate ways. Students are understanding the importance of being kind and caring to each other. In doing so they need to be respectful, responsible for what they do, trustworthy and fair, and good citizens! I wish we could have gone even further but I do know that the seeds planted this year will be there when we get back to school in the fall and we can continue building on them from there.

Other Comments

There have been many positive comments this year about furthering our SEL thinking in our school. It is fun for me knowing that Bowman already is well known as a caring school but as a staff we see the need to go further. The neat part is that the staff desires to go further. I am grateful to be working at a school where everyone genuinely cares about kids and has high expectations for behavior as well as academics.

Teacher coaching in classrooms

Brief Description

I taught Character Counts lessons in classrooms and then the teachers helped and then followed up with lessons and encouraged use of the ideas taught. The goal was to show how these traits can help us in our daily lives not just at school. It helps if everyone considers how to have a strong character i.e. Moms, Dads, teachers, store employees, policemen, etc.

Needs Assessment

- a. School Climate Survey

Evaluation Methods

- a. Written pre/post test defining the 5 Pillars of Character.
- b. Likert scale of how kind we are at Bowman

Data Summary

The students improved their knowledge of being respectful, responsible, caring, safe and involved by an average of 90%. Bowman's students have a better sense of the importance of being respectful to each other, being fair and caring. Our staff has worked very hard this year modeling, teaching, role-playing empathy and being kind to others. Many students in grades 3-6 participated in the pre/post tests but all students at Bowman were exposed to the materials purchased with our grant. We have found when the students have a clearer understanding of how to treat each other and how we ourselves act towards others then it is much easier to set expectations and for all students to be watchful for caring behavior and are encouraged to stand up against hurtful behavior. This is a process and I believe it takes 3-5 years to create a culture, in our case a culture of caring, respectful, helpful individuals. Bowman has always had high expectations for behavior and for a nurturing environment, this program offers us more materials with which we can continue to grow this empathic attitude. We do not want our school to be a place where bullying is easy to do or is even accepted. We want to plant the seeds of healthy, helpful attitudes, life lessons!!

When I was evaluating the data I was concerned when I saw one of the classes didn't have as much improvement as the others. This provided me with the opportunity to look at this group deeper. This was a class I didn't get to work with as much as I would have liked. It is a group with very strong attitudes and personalities. I have been called frequently to this class to work with individuals which may not have been the best use of my time. This provides me with information that gives me confidence in expecting regular class visits so that I do get to know these students and learn better how they are interacting.

Other Comments

Most classes did very well on the post tests and I felt they had a good understanding of it means to be respectful and caring. I had some older students make posters for the hallways to remind students of the Pillars of Character at Bowman. The students did comment on them and say they noticed them, They enjoyed seeing them and the creative design other students used.

Since this is my first year at Bowman and their first year with a counselor, the grant helped me get to know the staff and students. It also helped them approach me and ask for suggestions on how to help each other. It also gave us common language to use when talking to our parents.