



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

LAKE HOOD 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.

Lake Hood choose School leadership and Student Involvement for both the staff and student constructs. For the 2008 School Climate and Connectedness Survey (SCCS) the students mean response was 3.40 compared the Elementary score for the school district of 3.44. This was the only area in which we scored less than the elementary mean score.

For the staff, we did not have a large enough percentage for surveys returned to obtain valid results. It was decided that in past surveys, this was an area for improvement. We choose to continue with our efforts.

We involved the staff and students by continuing our Geoff Colvin Positive School Climate strategies by featuring student writing in the morning announcements and at home writing prompts that were displayed in the building,, a hallway display to highlight every student in the school, continuing with Kelso's Choices, and our school wide- discipline program.

Parents and the community were informed by various activities/ announcements made in the school and classroom newsletters, posters within the building, and our school website.

Major Accomplishment

The program that I consider to be exemplary was our Student Assistance Team (SAT). Using Safe and Drug Free Schools grant money, we were able to provide a SAT coordinator, who scheduled, sent reminders to teachers, collected CUM folders and attendance reports on each student set before the team, and facilitate all SAT meetings. Having a constant force guiding the team has made for a cohesive system that functions smoothly.

Overall, I feel that most of the great work that is happening at Lake Hood comes from the staff and volunteers. The gift of their time and efforts are what makes our community so strong and closely knit. Comments from the community, guest teachers and visitors to the building are glowing about the Lake Hood atmosphere.

Students Served

Elementary	81
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
- 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
- The Great Body Shop
- Kelso's Choice

- 40 Developmental Assets Framework
- Aggressors, Victims and Bystanders
- Lake Hood utilizes the Geoff Colvin approach to building school climate through a positive school wide behavior plan.
- Many classroom teachers use the class meeting model to help resolve conflicts or issues that arise in the school setting. Each of these depends on the teacher's style and the class's individual needs.

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

Health providers

- Joint Service Delivery, Referrals

Community-based group for violence prevention

- Joint Service Delivery, Referrals

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

Coordinator Addendum

Brief Description

Duties include, but are not limited to: attending all SDFS mini grant/coordinators meetings. Writing and reporting on mini grant Surveys as required Collecting data on activities Training staff on the 40 Developmental Assets Providing motivation/moral boosters at staff meetings Being available to parents, staff, community and students

Needs Assessment

- NA

Evaluation Methods

- NA

Data Summary

NA

Other Comments

NA

S.E.L. Babysitting Skill Building Class

Brief Description

Lake Hood's Social Emotional Learning (SEL) Babysitting Skill Building Class used the American Red Cross Babysitting Training Curriculum with 20 sixth grade students to learn safe and responsible babysitting practices. They also became familiar with the developmental stages of children, age-appropriate activities, emergency responses, and appropriate guidelines for themselves in this role.

One session of Lake Hood's SEL Babysitting Skill Building course was held this year. This year, we chose to focus on building the students' awareness of SEL standard 3A. With this standard, we wanted students to be able to predict how their own behavior affects the emotions of others.

Needs Assessment

- School Climate Connectedness Survey

Evaluation Methods

- Pre/post evaluation will be given to all students attending the class pertaining to SEL Standard 3A.

Data Summary

See attached table.

Other Comments

Overall, our percentages were lower than they have been in previous years. This data was interesting to me because there were some changes to the program this year. The first change was that we had a new school nurse who teaches the program. She is also new to the 40 Developmental Assets, so there was a learning curve there as well. Our previous school nurse did help Nurse April to get her footing and under way, but there is always a difference in styles.

The second big difference this year is that we did one session that had more students. With the data in, I would recommend doing two small sessions to allow for more discussion time and personal contact time.

Student Assistance Team (SAT) Building Coordinator

Brief Description

Building Coordinator scheduled, prepared for and documented all SAT meetings while assisting teachers with ideas, methods, and resources to help struggling (academically, behaviorally, emotionally) students within the school setting.

By assisting teachers, SAT helped set attainable behavioral/academic goals for struggling students. It will also provided resources for the teachers and family to help students achieve these goals, or qualify for related services to assist with the set goals.

Needs Assessment

- a. School Climate Connectedness Survey

Evaluation Methods

- a. Pre Questioner
- b. Staff post survey

Data Summary

See attached tables.

Other Comments

All Lake Hood students kindergarten through sixth grade are eligible for SAT services if a staff member saw a need for assistance. This year 61 students were referred to SAT.

SAT members met 1 time/week to focus on 2 students. Toward the end of the year, as case loads built for getting students the services that they might qualify for, special times were set up to accommodate these needs.

By reviewing the pre-questioner, it was clear that staff is doing all that they possibly can to ensure that students are given a positive learning environment where goals and expectations are clear, and where resources to help struggling students are utilized before seeking the teams assistance.

From reviewing the post questioner on effectiveness of strategies, it is clear that our SAT gives several strategies for classroom teachers to try that help with varying degrees of success.

It is also clear that our SAT has great follow-through on checking up with the progress of it's referred students and that a majority of the students that they see are ones that do need additional resources beside the classroom teacher.