



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

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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.

Information regarding the grant was posted on my school district web site. In addition, information regarding the grant and the outcomes have been posted at Lake Otis Elementary School.

### Major Accomplishment

The Junior Native Youth Olympics club continues to be a popular activity at Lake Otis. This has been an opportunity to offer an alternative sport as an after school club, as well as a culture-based activity that attracts many of our Native students. (It is open to all students, regardless of Native ancestry.) Students who participate have truly adopted the notion of striving for personal best and self-improvement.

### Students Served

Elementary	70
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
- Curriculum acquisition or development
- Parent education/involvement
- Services for out-of-school youth (school age)
- Student support services (e.g., student assistance programs, counseling, mentoring, identification and referral)
- Teacher/staff training
  
- Before and after school programs: guided and instructional computer lab, various sports (NYO, basketball, volleyball, flag football, backyard sports, floor hockey).
- Parent education/involvement: several family math nights, family literacy night.
- Services for out-of-school youth: home visits by intensive needs teachers to students who cannot attend school.
- Teacher/staff training: technology-related trainings, standards-based report card trainings, pre-service mandatory trainings.
- Alternative education programs: Indian Education, Bilingual instruction, intensive needs program, Title 1 reading and math instruction.
- Curriculum acquisition or development: Every Day Math, Houghton-Mifflin reading, standards-based report cards.
- Student support services: FSSC position, school counselor.

### Specialized Program Use

Our school used the following specialized program(s):

- Cooperative Learning
- Red Ribbon Week
- The Great Body Shop
- Character Counts
- RCCP Curriculum
- Student Support Groups
- Kelso's Choice
- 40 Developmental Assets Framework

- Aggressors, Victims and Bystanders
- Aggression Replacement Training

## 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

Parent group(s)

- Fund Raising

## Student and Parent Involvement

Students **were not** involved in design, delivering, or critiquing drug or violence prevention programs.

Parents **were not** involved in design, delivering, or critiquing drug or violence prevention programs.

## Activity Reports

### Junior Native Youth Olympics

#### Brief Description

Students in grades 1-6 participated in Junior Native Youth Olympics after school club, one day per week for an hour from December 2, 2008, through February 24, 2009. Approximately 35 students participated, with 30 of those on in regular attendance. Of those, 17 students participated in the Cook Inlet Tribal Consortium state-wide Junior NYO tournament, held in Anchorage February 20-22, at Begich Middle School. There was great family support during this three-day event.

Lake Otis PTA continues to support this program by providing healthy snacks and juice for the after-school practices, as well as providing fruit and water for students during the tournament days.

This activity included one addendum of \$250.00 for Michael Jones.

#### Needs Assessment

- SCCS

#### Evaluation Methods

- pre- and post-assessment questionnaires

#### Data Summary

As in previous years that the Lake Otis Junior Native Youth Olympics program has been supported with help from SDFS money, the 2008-2009 season began with the first practice serving as an information day. NYO games were presented with video and live demonstrations. The season schedule was provided. "Veteran students" discussed how practices are organized and described their experiences with the state-wide tournament.

A focus of this first meeting and of the games demonstrations was discussion of the origins of the Native games. We also discussed attitudes, how we present ourselves, nurture each other, and represent our school. The pre-assessment questions guided this discussion. All students had to complete a post-assessment questionnaire during our last meeting and celebration.

Students were asked about how the games were created, how to show during practices and the tournament respect to the cultures that created the games, and how we show respect to ourselves and our school during the practices and tournament.

There is an attachment table to further explain the information collected in the pre- and post-discussions.

#### Other Comments

1. Parent participation at the tournament was required. Parents had to provide transportation to the tournament at Begich Middle School. They were also required to wait with students for the various events to occur. This forced positive parent involvement and support — for the program AND for their students. Much like a track or swim meet, the wait time between events is long during the tournament. Lake Otis parents grouped together, met each other, talked together, and supported each others' children.
2. Parents must pick up their children after the Tuesday practices. Because it is after school hours, during the dark time of the Alaska year, parents must come inside to pick up their children. Students are not allowed to wait alone outside for their rides. They must introduce themselves to me the coach. When they learn that I am also the school counselor, suddenly the counselor doesn't seem like such a scary concept.
3. This activity targets the following SCCS constructs: respectful climate, school safety, caring adults, parent/community involvement, and student involvement. I believe it successfully addresses all of the constructs listed here. Students were respectful to team captains and adults. Parents and the greater school community are involved. Teachers came to the tournament to root on

our students. The PTA supports this event by helping with nutritious snacks. Students are very respectful to the culture of the games and to the judges during the tournament.

### **Lunch-time SEL activity-based clubs**

#### **Brief Description**

During the third quarter of the 2008-09 school year, six Lake Otis Elementary School staff members offered lunch-time activity-based "clubs," once per week, during lunch recesses. The activities included: card tricks and magic tricks, comic drawing, origami, movement and yoga-like exercises, guitar, and math club.

The clubs addressed the following Developmental Assets: other adult relationships, caring school climate, adult role models, creative activities, child programs, learning engagement, bonding to adults at school, planning and decision making, and resistance skills. In addition to teaching the activity and skill required for the club, the adult leaders led discussions regarding personal safety — specifically, discussing who to go to for a problem or emergency and what to do if a trusted adult breaks that trust.

The staff members who each receive \$115.00 addenda for their time over ten weeks are: Jeanne Jokela, Kevin Crowley, Kelly Melton, Joyce Lund, Jonathan Dykstra, and Yvonne Weiant. Also listed under this activity is the SDFS coordinator's addenda of \$300.00 for Michael Jones.

#### **Needs Assessment**

- a. Student, staff, parent/guardian climate surveys

#### **Evaluation Methods**

- a. pre-post discussions and interviews

#### **Data Summary**

In the pre-activity discussion, students were asked to list five adults that they trust and what to do if an adult breaks a trust. As in similar discussions with students, the answers were somewhat vague and/or generic — mom, dad, uncle, aunt, grandparent, neighbor, teacher, principal. Some people were listed specifically by name — past teachers, counselor, principal, aunt / uncle. Approximately 50% of the students gave specific names or specific people rather than general pat answers.

In the post-questionnaire, students were more specific when listing adults they trust, using specific names, specific school staff, and specific family members. Approximately 90% of students listed specific names or people rather than general pat answers. The non-specific answers of "aunt," "uncle," "my teacher," "a neighbor" were replaced with the specific aunt or uncle, a specific teacher or school staff member, and a known neighbor who the family knows.

In response to the question about adults on their "safe list" breaking their trust, students said they would: "tell a friend," "tell a (family member)," "not trust them anymore, or "tell a teacher." Again, students were more specific with who they would tell. About 15% of students gave a specific person who they would tell if an adult asked them to do something they knew was wrong or uncomfortable — this included a friend from their peer group. In the post-discussion, students seemed to understand the notion of listing a trusted adult to talk to on each finger and to keep going down the list of specific ADULTS to talk to if an adult breaks their trust. About 85% were able to list more than one adult they could go to either in school or within their families or neighborhoods.

Students also verbally listed qualities of a trustworthy person. Answers included: they care about you, they love you, they just do the right thing, they don't lie, they seem to listen. There was not much change here in the pre- and post-discussions. Perhaps this is due to talking about this regularly during classroom guidance lessons.

#### **Other Comments**

1. This is the second year that Lake Otis Elementary has offered activity-based clubs. All staff involved continue to feel that this is a worthwhile effort because it offered options to students. Teachers were able to get to know some of their students better and in a different type of "classroom climate."
2. Clubs were offered to students in grades 3 through 6. About 40 students participated on a regular basis. This is about half of the participation level for the 2007-08 school year's clubs. There are several possible reasons for the decline, including: sign up was before winter break and the clubs began after winter break; shortly after winter break ended, Anchorage suffered an ice storm that mandated several days off from school and a break in routines; and club reminders were not announced on a regular basis.
3. Staff members still feel that these clubs are worthwhile and support the idea of offering them again. Discussion of future clubs will include ideas for promotion and ideas for the types of clubs offered.