



## 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.**

School newsletters, teacher class newsletters

### Major Accomplishment

Our "Team Work with Computers" activity was a huge hit with the students who participated in it. The students got really excited when they could help other students with the computers and even show the teachers what they knew. Students also learned that if they did not work together they were not successful to complete a task. The students learned really quickly that the more they worked together the more they were able to accomplish on the computers!

One of the best parts of this activity was that the students used what they learned in this activity in other areas in their classrooms. They realized that is you work together you go more done!

### Students Served

<b>Elementary</b>	100
<b>Middle School</b>	0
<b>High School</b>	0

### Services and Activities Provided:

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

- After-School or before-school programs
- Community service projects
- Drug prevention instruction
- Parent education/involvement
- Special, one-time events (Please describe below)
- Student support services (e.g., student assistance programs, counseling, mentoring, identification and referral)
- Teacher/staff training

### 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
- RCCP Curriculum
- Student Support Groups
- Kelso's Choice
- School-wide bullying effort (Olweus Model)
- Aggression Replacement Training
  
- Free the Horses - Series of videos that teach children ages 5 to 9 to believe in themselves, their talents, and their dreams. This program was used by our part time school counselor.

### Coordination

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

U.S. Air Force

- 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**

### **Cooperative Games**

#### **Brief Description**

Children will practice cooperative skills through games. Students will work together to achieve a common goal. Students will practice following directions and listening to each other.

#### **Needs Assessment**

- a. SCCS, annual school report card

#### **Evaluation Methods**

- a. pre-post tests

#### **Data Summary**

See graphs

With having such young children complete the assessments, we learned that many of them did not understand how to answer them even with explanations. Many just circles certain numbers to make patterns. We had a better understanding of the success of this project by talking to the students one-on-one. If we do this activity again with kindergarten and 1st graders we make make picture assessments with happy faces and sad faces.

#### **Other Comments**

This activity was done for kindergarten through third graders. We had them divided into two groups. The kindergarten and first graders were together and the second and third graders were together.

In the older group the students enjoyed playing the board games/card games. We discovered many of the students had not played these games, such as Uno, Crazy 8's, Chinese checkers, checkers and Chutes and Ladders. We had the students who knew how to play the games help to teach those who did not know how to play them. This part was not always successful. The students who needed to learn how to play the games did not trust those who did and wanted to make up their own rules. This made the student teachers question their own knowledge. We also observed that these games did not keep their interest. We think this is due to the overload of fast paced, video and computer games that most of these kids play regularly at home. We did see success throughout the sessions of the interactions between the students. At the beginning they had a hard time communicating with each other, but by the end they were better at explaining their thoughts and needs.

The younger students had similar problems and many of them had different rules for the same games. They had a difficult time agreeing on what rules to play by.

### **Team Work with Computers**

#### **Brief Description**

Students will work on projects involving computers. They will assist each other to learn specific applications on the computers. They will practice working together to achieve a common goal.

#### **Needs Assessment**

- a. SCCS, Annual School Report Card

#### **Evaluation Methods**

- a. Pre-Post Tests

#### **Data Summary**

See graphs

With having such young children complete the assessments, we learned that many of them did not understand how to answer them even with explanations. Many just circles certain numbers to make patterns. We had a better understanding of the success of this project by talking to the students one-on-one. If we do this activity again with kindergarten and 1st graders we make make picture assessments with happy faces and sad faces.

#### **Other Comments**

This activity was enjoyed by the students and the teachers. The students enjoyed helping each other with the computer skills and being the "teacher" at times to help their fellow class members. Even though the statistical data does not really show the success of this program the teachers really saw a lot of growth from the students with working together to achieve a common goal and helping each other instead of just doing it for their own benefit. This is an activity we would like to see again at our school. The parents of these students also commented that they saw an increase of team work from their students and a desire to help others after the class was over.

### **Student Assistance Team Leader**

#### **Brief Description**

This person will train and lead the student assistance team at Mt. Spurr Elementary School. The team meets weekly to assist teachers with making specific plans to help students who are having problems within the classroom. Teachers will bring students files to the team to discuss how to assist the student with academic problems, social and behavior problems and other problems that are observed within the learning environment.

#### **Needs Assessment**

- a. SCCS , Annual School Report Card

#### **Evaluation Methods**

- a. Pre-Post Tests

#### **Data Summary**

See Graphs

After teachers went through the process of the Student Assistance Team (SAT) meeting they were much better able to understand all the paperwork involved. They also had a better understanding of just what the team could help teachers with.

#### **Other Comments**

We have tried this position in the past and it was only semi-successful. This year it has been much more successful and helpful to the school. This position has turned into a great resource for classroom teachers who are looking for helpful solutions to assist their students in being successful in the classroom. For a teacher to bring a student to the "Student Assistance Team" (SAT) there is a lot of paper work and documentation to complete. This position has made that task much easier. She has acted as the person you can go to to make sure you have all the information you need before you bring a child to SAT. This position also scheduled meetings and notified all people who needed to attend.

More than 25 students were brought to this team for help by 14 different teachers. Without this position many of these meetings would not have happened or all the necessary documentation would not have been included to make the best choices for these kids and get them the help they needed.