



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

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**Date** Thursday, October 30, 2008

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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.**

The results were expressed in the newsletter and school website.

### Major Accomplishment

I feel the learning experience of setting goals, while gaining physical fitness is something that is exemplary. Getting the students motivated wasn't difficult because they wanted to run with us. They were excited when they saw that we were excited. It was an infectious experience.

### Students Served

Elementary	60
Middle School	0
High School	0

### Services and Activities Provided:

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

- Alternative education programs
- Violence prevention instruction

### Specialized Program Use

Our school used the following specialized program(s):

- DARE
- Red Ribbon Week
- The Great Body Shop
- Character Counts
- RCCP Curriculum
- Kelso's Choice
- 40 Developmental Assets Framework
  
- Our school also uses the Conscious Discipline philosophy (Becky Bailey), as well as the Love & Logic philosophy. Both of these involve guiding students to develop empathy and problem solve on their own while developing a sense of self.

### Coordination

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

Alcohol/drug counseling and/or treatment agency

- Joint Service Delivery, Referrals
- Teacher, Staff Training

Law enforcement officials

- Public Awareness Activities

Health providers

- Teacher, Staff Training
- Public Awareness Activities

Social services providers

- Joint Service Delivery, Referrals
- Teacher, Staff Training

## **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**

### **Goal setting through the Mileage club**

#### **Brief Description**

Students were shown the course of a mile outside the school. They developed goals about how many miles they wanted to run and how many miles they wanted to run for next year. We talked about the mileage it takes to get to certain areas around Anchorage (so they could conceptualize how far they were running). They ran every day during recess and many of them far surpassed their original goals for themselves.

#### **Needs Assessment**

- a. SCCS -

#### **Evaluation Methods**

- a. pre/post-test

#### **Data Summary**

Students were given a pre-test and a post-test. They were asked how often they make short term goals and long-term goals. They were asked how likely they were to help a classmate that isn't their friend and how often they tell the truth. They were asked how often they pat themselves on the back or tell themselves "good job". They were asked how often they think of their future in a positive way and how likely they are to set goals for the future.

In the pre-test, 60% of students said they set short and long-term goals most of the time. 40% of students said they were very likely to help a classmate that wasn't their friend and 33% said they would sometimes help. 40% of the time students said they tell the truth most of the time and 40% said that they do some of the time. 40% of students said they would pat themselves on the back as much as they can and 33% said they would do it once a month if they were lucky. 50% of students said that they think of their future in a positive way, while 25% said they do once a week. And 70% of students said that they were very likely to set goals for themselves in the future, while 20% said they were somewhat likely to set goals for the future.

In the post-test, 65% of students said they set short and long-term goals most of the time. 50% of students said they were very likely to help a classmate that wasn't their friend and 35% said they would sometimes help. 40% of the time students said they tell the truth most of the time and 45% said that they do some of the time. 50% of students said they would pat themselves on the back as much as they can and 20% said they would do it about once a day. 50% of students said that they think of their future in a positive way, while 25% said they do once a week. And 70% of students said that they were very likely to set goals for themselves in the future, while 20% said they were somewhat likely to set goals for the future.

Overall the real changes in percentages came with a slight increase in the number of kids that said they set long and short-term goals, a small increase for the number of students who would pat themselves on the back, and a small decrease in the number of students who were likely to tell the truth.

#### **Other Comments**

The students that started the program were a bit skeptical about their ability to finish the running. It was fun to see them gain confidence and a real ability to conceptualize how goals work.

### **Empathy group**

#### **Brief Description**

We facilitated an empathy group which involved students learning about how others perceive them, as well as how their classmates are feeling. They were encouraged to explore empathy, self-esteem, conflict resolution, and friendship.

#### **Needs Assessment**

- a. SCCS -

#### **Evaluation Methods**

- a. pre/post-test

#### **Data Summary**

Students were given a pre-test and a post-test. They were asked how often they think about their classmates feelings, how often others describe them as caring, and whether or not they follow through on a goal once it is set. They were asked how well they relate to their classmates, how often they pat themselves on the back, and how often they think of their future in a positive way. In addition, they were asked how likely they were to join in when others are working on creative activities.

In the pre-test, 50% of students said they think of their classmates feelings most of the time and 30% said they think of them some of the time. 40% of students said that others would describe them as caring, while 25% said that some of the time people would describe them as caring. 40% of students said that some of the time, when they set a goal, they follow it through to the end, and 50% said that they don't do it very often. 60% of students said that they relate to their classmates most of the time, while 30% said that they did some of the time. 50% of students said that they pat themselves on the back about once a day, and 30% said once a week. 60% said they think of their future in a positive way about once a day, and 20% said once a week. 40% of students said that they would join in a group doing creative activities most of the time, while 40% said they would some of the time.

In the post-test, 50% of students said they think of their classmates feelings most of the time and 50% said they think of them some of the time. 40% of students said that others would describe them as caring, while 40% said that some of the time people would describe them as caring. 50% of students said that some of the time, when they set a goal, they follow it through to the end, and 30% said that they don't do it very often. 60% of students said that they relate to their classmates most of the time, while 40% said that they did some of the time. 60% of students said that they pat themselves on the back about once a day, and 30% said once a week. 60% said they think of their future in a positive way about once a day, and 20% said once a week. 40% of students said that they would join in a group doing creative activities most of the time, while 40% said they would some of the time.

Overall the real changes in percentages came with a slight increase in the number of kids that said they think of their classmates feelings some of the time, and a small increase in the percentage of kids that pat themselves on the back. Also there was an increase in the percentage of kids that could relate to their classmates some of the time. There was a decrease in the amount of students that would describe themselves as caring.

#### **Other Comments**

It was a real joy to see the kids picking up on the social cues of their classmates. They were able to learn about themselves and learn about what makes their classmates tick. This was fun to watch.