



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

TRAILSIDE ELEMENTARY SCHOOL
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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.

Staff meeting at school -We ordered new materials to make them available to all staff members. We announced this at a staff meeting and gave a mini-lesson of how to use them, and the benefits of teaching these skills.

Major Accomplishment

I believe the Creating Successful Futures, Phase II program and subsequent class were exemplary. Two of the counselors from the CSF program gave a 10 week social skills training program for a group of 10 of our targeted at risk students. The counselors also coordinated with the classroom teachers and shared the targeted skills each week to promote generalization of the skills. In addition, the counselors offered a class to the staff on how to teach and implement social skill lessons from the "Skillstreaming the Elementary School Child" book/curriculum. Therefore, the carry over of social skill instruction was great as many of the teachers continues to teach and reinforce prosocial skills after the 10 week program concluded.

Students Served

Elementary	200
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
- Community service projects
- Curriculum acquisition or development
- Drug prevention instruction
- Parent education/involvement
- 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
- The Great Body Shop
- 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:

Health providers

- Teacher, Staff Training

Parent group(s)

- Public Awareness Activities

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

Staff Course on Teaching Social Emotional Learning Skills

Brief Description

Many staff members at our school took the opportunity to participate in a course offered for Teaching Social Emotional Learning Skills. During this course, staff members learned how to role play decision making skills, teach social emotional lessons, and recognize behavior triggers in students. They also prepared lessons and taught these lessons within their classrooms both for the duration of the class, and throughout the remainder of the school year.

Needs Assessment

- a. School Climate Survey

Evaluation Methods

- a. Pre/Post Survey using Survey Monkey of all staff involved in the class

Data Summary

See table and data in email enclosure titled: Social Emotional Learning -Trailside

Other Comments

Throughout the remainder of the year, staff members have had informal discussions about teaching these Social Emotional Lessons and tools in our classrooms. While finding the time to teach these lessons can be a struggle, most staff members agree that it is important and relevant. Many staff members have noted witnessing their students use the language and skills taught on their own. Several staff members have also noted positive changes in some of the more difficult students to work with, giving credit to the skills being taught. Overall, the staff members that participated in this activity have noted growth and change among their students because of these skills and lessons.