



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

**WENDLER MIDDLE 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.**

Our school newsletter, found on our website and mailed to every student's family, contains announcements and summaries of all the activities which have come out of the Building Healthy Communities committee.

### **Major Accomplishment**

The BHC committee met and planned ahead for one year of school-wide themes, events and activities. One thing that was done this year was to use food as a way to unite, connect and relax the students, parents and teachers. There was a pancake breakfast served by staff members during the fall. During first semester parent conferences, a luncheon/dinner was on-going in the multi-purpose room so that families could stay and eat with their kids and teachers, and feel relaxed. Before the SBA tests in April, a breakfast was served each morning for students, by staff. These events were supplied by individuals and school-business partners. They brought together various constituents groups, and helped in an highly positive way to improve the student climate at Wendler.

### **Students Served**

<b>Elementary</b>	0
<b>Middle School</b>	700
<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
- Curriculum acquisition or development
- Drug prevention instruction
- Parent education/involvement
- Security equipment
- Security personnel
- Special, one-time events (Please describe below)
- Student support services (e.g., student assistance programs, counseling, mentoring, identification and referral)
- Teacher/staff training
- Violence prevention instruction
  
- Quarterly dances.
- Spirit weeks
- Breakfasts, luncheons
- School-wide assemblies (Alaska Wild on "Staying in School," Military Appreciation, East high School Dance Contempo Performance,
- Student-Staff competitions ("Wacky Olympics, Volleyball, Basketball)
- Sports
- Orchestra/Band/Choir concerts
- Yearbook
- Diversity Assembly (multi-cultural performance extravaganza)
- Community service opportunities
- Recycling
- Parent Involvement
- School-Business Partnerships
- NJHS

## Specialized Program Use

Our school used the following specialized program(s):

- Cooperative Learning
- Peer Educators/Cross Age Teaching
- Student assistant programs/Core team
- Life Skills Training
- Community of Caring
- Student Support Groups
- 40 Developmental Assets Framework
- Meeks-Heit Violence Prevention Curriculum
- Aggressors, Victims and Bystanders
- Media Literacy
- Change of Heart
- Partners in Learning
  
- AVB (Aggressors, Victims, Bystanders) training
- CADFY
- Service Learning
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## 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

- Teacher, Staff Training

Law enforcement officials

- Joint Service Delivery, Referrals
- Teacher, Staff Training
- Public Awareness Activities

Health providers

- Joint Service Delivery, Referrals
- Teacher, Staff Training
- Public Awareness Activities

Social services providers

- Joint Service Delivery, Referrals
- Teacher, Staff Training
- Public Awareness Activities

Community-based group for drug/alcohol/tobacco

- Joint Service Delivery, Referrals
- Teacher, Staff Training

Community-based group for violence prevention

- Joint Service Delivery, Referrals
- Teacher, Staff Training
- Public Awareness Activities

Parent group(s)

- Joint Service Delivery, Referrals
- Teacher, Staff Training
- Public Awareness Activities
- Advisory Council
- Fund Raising

## 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

### SEL Training for Building Healthy Communities Staff

#### Brief Description

SEL training for the Building Healthy Communities (BHC) committee to inform them as they planned and implemented a full-year schedule of themes and activities designed to promote peer environment at Wendler Middle School. These activities included light competitions in service projects and fund-raising; student-led events such as dances and spirit week; and school-wide activities such as assemblies and student-staff competitions including volleyball, basketball and "Wacky Olympics,"

#### **Needs Assessment**

- a. The 2008 School Climate and Connectedness Survey (SCCS) was the basis for needs assessment which led to this project.

#### **Evaluation Methods**

- a. A 20-question pre-test and post-test was administered before and after SEL training to assess participants knowledge.

#### **Data Summary**

Table is attached to a subsequent email: SDFS.Wendler.Table.doc

There were 7 staff members who were trained. None of them could complete the pre-tests because they did not know anything about SEL. Effectively, their Mean Knowledge Score was 0%. Only 3 of the 7 returned their post-tests. The response rate invalidates the results which was a Mean Knowledge Score of 40%

It is unfortunate that there is no usable outcome data. This can be resolved next year by requiring participants in future grants to submit pre-tests and post-tests before receiving any stipends.

#### **Other Comments**

The high percentage of students who dressed up for Spirit Week or attended the dances indicates a strong connection to the school. The shared meals between students, staff and families helped forge a cohesiveness among Wendler constituents.

Clearly, the activities of the BHC were paramount to creating a positive and strong connection among the students. Continued funding of this committee's activities is paramount to maintaining and increasing a strong sense of school connectedness and positive school climate.