



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

WHALEY 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.

We shared information to parents, staff, and students through the school newsletter, personal conferences or phone calls to parents, school newspaper, as well as staff meetings. We discussed with students on a regular basis how to get connected within the community. We offered brochures within the Healthy Lifeskills Room about different community resources out there to support our families in need.

### Major Accomplishment

We concentrated on improving community involvement and resources for our students and families within our Healthy Life Skill Room. The School Social Worker and I worked congruently to promote community awareness amongst our students. We provided brochures and information for students to share with their families so that they do not end up in situations that lead to risky behaviors and choices.

We wanted to provide our students with the ability to know where to go to for support when in need. We taught the students ways to identify peer, home, and school resources that they can access to help solve a problem or situation that they or their family may be in.

Through the process of the school social worker and counselor working with students and parents before, during, and after school hours, we were able to help with connections to our resources in the community for them to access. We were able to help many of our students and their families get involved in community resources to assist them before they became homeless, which in turn, lowered the risky behaviors in our students and therefore providing a safe school environment for all students that attend Whaley.

We kept data on the visits to the Healthy Lifes Skills Room each month for various reasons that we felt were in connection with the lack of community resources when a student and their family were in need. Our data collected started in September and went through April. We were able to keep percentages of visits for each month based on the need. Our visits for hunger purposes were between 78-120 visits with a 22%-26% average. Our visits for sleep issues were between 20-65 visits with a 4%-14% average. Our visits for hygiene issues were between 100-137 visits with a 23%-27% average.

What we found through our Pre/Post survey is that through this program the students became more aware of community resources and where in their schools to get assistance with finding resources. They also learned how to ask the right questions to get them connected with the right resource. Our scores were showed improvement in all areas.

We had the students rate a 1 to 5 with 1 being least effective and 5 being most effective. Questions of the pre/post survey as follows:

1. I know what type of resources in the community are available to me? 1 3
2. I am confident in finding the resources I need for whatever situation I might be in? 1 4
3. I feel comfortable sharing these resources with my parents/guardians? 1 3
4. The Healthy Life Skills Program has really helped me be successful? 1 5
5. I know where to go in my school to find resources for me in the community? 3 5
6. I know who to talk to at my school to help me get connected with community resources 2 5

### Students Served

Elementary	32
Middle School	31
High School	44

### Services and Activities Provided:

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

- After-School or before-school programs
- Alternative education programs

- Parent education/involvement
- Services for out-of-school youth (school age)
- Student support services (e.g., student assistance programs, counseling, mentoring, identification and referral)

## 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
  - Red Ribbon Week
  - Other Conflict Resolution Program
  - Student Support Groups
  - 40 Developmental Assets Framework
  - Media Literacy
- We utilized the Why Try Program school wide. Our grant concentrated alittle on all the metaphors of this program, however, "The Plugging In" was really what this grant wanted to impact. Where and how to go about getting help and connecting with resources so that you do no end up making risky choices.

## 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
- Public Awareness Activities

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
- Public Awareness Activities

Community-based group for violence prevention

- Joint Service Delivery, Referrals
- Public Awareness Activities

Parent group(s)

- Public Awareness Activities

## Student and Parent Involvement

Students **were** 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

### Healthy Life Skills Program

#### Brief Description

We utilized the nurses office and the counseling offices as the Healthy Life Skills Room. When students utlized these areas we would offer information for them to share with their families on where to go for support if needed. We offered information on community activities, areas to get help with food, clothing, or housing, and where families could get help as far as outside shelters and counseling if needed.

This program was a way to improve our community involvement as well as help student and parents utilized community resources and therefore reduce risky behaviors

**Needs Assessment**

- a. SCCS School Report Cards
- b. Attendance Reports-students tend to be absent more when homeless or family in crisis.

**Evaluation Methods**

- a. Pre and post surveys
- b. Student, staff, and family interviews

**Data Summary**

**Other Comments**

**Coordinator Addendum**

**Brief Description**

As the coordinator of this grant, I continued to encourage staff members to utilize ASSETS with the students, wrote and tallied the pre and post surveys, attended SDFS meetings, and oversaw all aspects of this grant.

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