

HANSHEW 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.

Grant reporting included speaking to our SAT (Student Assistance Team), counseling department, ISS teachers as well as individual parents and students. The security staff, administrators and the Prevention Intervention Coordinator (PIC) also spoke with students and parents in regards to the curriculum.

Major Accomplishment

Hanshew held it's second annual Family Fun Night and Open House. It was a busy fun filled night for current Hanshew students and parents as well as our incoming 7th grade students (currently in 6th grade). It was great! Incoming and current students and families were treated to dinner and then spent the night completing a scavenger hunt, doing experiments in the science classes and learning what there is to do here at Hanshew. We had all curriculum areas covered as well as every sport, club, and activity students can be involved in. Our music groups performed and a great night was had by all. Our world famous "Fashion Show" video was shown and students practiced opening lockers and played Jeopardy. It was a fun night and a huge hit. This has become a wonderful tradition for our school and a great way for us to open our building to our school community and families.

Students Served

Elementary	0
Middle School	39
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
- Conflict resolution/peer mediation
- 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

We had our Family Fun Night Open House in February where families were invited to have dinner and join in activities in different curriculum/elective areas.

Also, for our students who earned a 4.0 for the 3rd quarter we celebrated with a big catered breakfast for them and their parents in April, it was great!

Specialized Program Use

Our school used the following specialized program(s):

- Student assistant programs/Core team
- Red Ribbon Week
- 40 Developmental Assets Framework

Aggressors, Victims and Bystanders

Prime for Life

N/A

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

Advisory Council

Law enforcement officials

Joint Service Delivery, Referrals

Teacher, Staff Training

Health providers

Joint Service Delivery, Referrals

Teacher, Staff Training

Social services providers

Teacher, Staff Training

Public Awareness Activities

Parent group(s)

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

Ripple Effect

Brief Description

With the SDFS mini-grant money that Hanshew received we were able to purchase three (3) more copies of the Ripple Effect curriculum. Two of the copies were added to our ISS room and our Prevention-Intervention Coordinator works on the lessons with students. The other copy is going to be for the counseling department to use.

Needs Assessment

Ripple Effect Log--used to document who used the program and for what lessons

SCCS

Evaluation Methods

SCCS (Student Climate and Connectedness Survey)

Pre/post

Data Summary

HANSHEW MIDDLE SCHOOL

RIPPLE EFFECT LOG

Name of Student	M/F	Offense	Date of Program	Section of Program	Recidivism Y/N *	(P) Prevention (I) Intervention
Lexi L.	F	Dangerous actions	2/2/10	Controlling impulses	Yes	I
Paul X.	M	Reckless behavior	2/2/10	Controlling impulses	No	I

Petr S.	M	Unsafe behavior	2/9/10	Stopping reactions	Yes	I
Duncan C.	M	Failure to comply with plan for success	2/9/10	Controlling impulses	No	I
Alexandria E.	F	Left lunch w/o pass-ignoring authority	2/9/10	Dealing with impulses	No	I
Matt B.	M	Profanity towards teacher	2/9/10	Managing inside triggers	Yes	I
Petr S.	M	Unsafe behavior	2/11/10	Stealing	Yes	I
Lee W.	M		2/11/10	Hating oneself	No	P
Carlos C.	M	Truancy	2/11/10	Truancy	No	I
Terryl S.	M	Truancy	2/11/10	Truancy	No	I
Aaron VV.	M	Harassment/ Disruptive beh.	2/16/10	Harassment/ Control urges	Yes	I
Kale S.	M	Harassment	2/16/10	Harassment	Yes	I
Fred B.	M	Dangerous actions	2/18/10	Controlling impulses	No	I
Britni W.	F	Profanity		Coping with changes	No	I
Lily G.	F	Inappropriate behavior	2/18/10	Take control, stop following	No	I
Johan S.	M	Disruptive behavior	2/18/10	Controlling impulses	No	I
Arial M.	F	Harassment	2/18/10	Bullying	Yes	I
Alyssa E.	F	Lying/disrespect	2/23/10	Apologizing	No	
Kale S.	M	Harassment	2/25/10	Harassment	Yes	I
Valbona I	F	Truancy	2/25/10	Truancy	No	I
Kasey E.	F	Reckless & Unsafe behavior	3/1/10	Controlling impulses	No	I

Fred Bahr	M	Harassment	2/3/10	Emotional immaturity	No	I
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Bailey K.	F	Obscenity	3/30/10	Homosexuality	No	I
Brandon K.	M	Unsafe behavior	3/30/10	Drugs	No	I
Tyler MB.	M	Dangerous actions	3/30/10	Bullying	Yes	I
Travis L	M	Reckless & Unsafe behavior	4/1/10	Fighting	No	I
AJ P.	M	Physical contact	4/13/10	Fighting	No	I
Travis L	M	Physical contact	4/13/10	Fighting	No	I
Deonte W.	M	Harassment	4/13/10	Harassment	No	I
Dana K.	F	PDA-2 nd offense	4/15/10	Relationships	No	I
Brenneth S.	M	Reckless & Unsafe behavior	3/1/10	Controlling impulses	No	I
Kevin RW.	M	Inappropriate behavior	3/1/10	Cussing	No	I
Lexi L.	F	Dangerous actions	2/3/10	Impulsiveness	Yes	I
Fred B.	M	Profanity	2/5/10	Homosexuality	No	I
Britni W.	F	Disruptive behavior	2/8/10	Drug/alcohol parent use	No	I
Patrick M.	M	Profanity towards teacher	2/8/10	Cussing	No	I
Ileah W.	F	Profanity	2/8/10	Expressing feelings in a healthy way	No	I
Daniel A	M	Unsafe behavior	2/22/10	Using self control	Yes	I
Ian A	M	Unsafe behavior	2/22/10	Using self control	Yes	I

Out of 39 students who used the Ripple Effect from February through April, 27 of them or 69.2% did not get in trouble for the same offense. 12 out of 39 students or 30.7% did get in trouble for the same offense. One aspect that we are very proud of is that out of the 7 students who worked on Ripple Effect for profanity or obscene language only 1 out of those 7 students committed the same offense of using obscene language/profanity. An area that we really need to keep working on is the area of reckless and unsafe behavior. Out of the 8 students that received Ripple Effect training for reckless and unsafe behavior 4 of them (or 50%) committed the same offense. Three (3) students worked with our PIC coordinator who committed Truancy. After completing the Ripple Effect none of those students committed that offense again, that is a 100% success rate!

Other Comments

This year I was pleased to be able to provide Hanshew with more copies of the Ripple Effect curriculum. The curriculum arrived in January and got set up with ISS and our PIC coordinator to start in February 2010. The

copy for the counselors to use has been more problematic. Because of persisting server issues here at Hanshew and some electronic difficulties with the laptop, counselors have not been able to use the Ripple Effect curriculum yet.

Hanshew participated in statewide testing both in February for our 7th graders and April for 7th and 8th graders. During this time students were not doing Ripple Effects. Student that had ISS prior to testing worked on test taking strategies and ways to prepare for the test with our ISS teacher.

While we only had this curriculum for a short time and in limited access we are very pleased with the results we are seeing. The counseling department is anxious to have our own copy so we can work with kids as they come down to the office. Having as many resources available to our student population as possible is something that we strive to improve on and look forward to seeing continuing success through prevention and intervention tools such as the Ripple Effect curriculum.