

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 used a pre/post survey with the students to see if they were involved with people that involved themselves with alcohol and drugs. We had the students take the survey and then Mr. Williams and I spent sometime with the students talking about the issues that lead to risky behaviors. We also had some probation officers come it to talk to the students about the choices that they make that can affect them for the rest to their lives.

Major Accomplishment

This year we concentrated on helping our students really see how the choices they make can affect their lives indefinitely. We did have trouble getting people in to talk to the students. Our main problem was not getting people interested in coming to talk to our students, it was timing and scheduling conflicts. Kent Williams and I worked together to do some drug/alcohol prevention lessons with the students. We met with our students one on one, in groups, and by class. We also worked with many of the local community agencies and had them come in after school one night and be available to talk to parents and students about the services that they provide for the community. We also had both the adult and juvenile probation officers come in to talk to the students about the choices that they make and how that affects them in the future.

Whaley will continue to have issues with connections, risky behaviors, and self-esteem issues because we are an alternative program for students that were placed at Whaley from their neighborhood schools. Our job is to help them work on skills to be able to return to their neighborhood school. I would like to continue with this grant next year and try to get more community members involved in our school with our students. I have noticed that the students that are supported more tend to get out of Whaley and move back to their neighborhood schools to do better things. The connections that we made this year has really helped many students and when given the post survey changed their outlook on choices they made as far as hanging out with people involved in alcohol and drug use. The numbers didn't go down as drastically as I would of liked, but any change in a positive manner helps.

We did see a great decline in suspension rates both in and out of school. We saw more academic involvement by the students, staying in class and learning. One thing I would like to continue next year is to get those students that are considered loners, non-trouble makers, quiet individuals get more connected with staff members.

Students Served

Elementary	10
Middle School	35
High School	50

Services and Activities Provided:

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

- After-School or before-school programs
- Alternative education programs
- Community service projects
- Drug prevention instruction
- Parent education/involvement
- 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 invited community agency members to join us for parent/teacher conferences to be available to talk to parents and students about services provided. We had The ARC, Hope, Denali Family Services, Good Samaritan, and DVR available for both parents and students to talk to. This was the first time that we actually tried this method and it worked out well. We will continue this next year and plan for an increase in parents and students getting involved with agencies that can help them deal with issues that lead to risky behaviors and choices.

Our English teacher did have people from the community come in and do some slam poetry and readings of poetry to the students in her class. This enabled students to see everyday people and staff members express themselves through writing. We have many students that want to express themselves and do not know how, which then leads them to make choices that are not positive to express themselves. This allowed students to see a Disc Jockey, Social Worker, Teacher, Athlete, and community speaker come in and express themselves through their writing. They were able to share their story and how writing has helped them make good choices. This was extremely beneficial for our students because many people in their lives have either given up on them or are engaged in negative behaviors.

Specialized Program Use

Our school used the following specialized program(s):

Cooperative Learning

Peer Educators/Cross Age Teaching

Life Skills Training

Red Ribbon Week

Student Support Groups

40 Developmental Assets Framework

Aggressors, Victims and Bystanders

We use the Why Try Program which is utilized in the neighborhood schools Affective Education Classes. The Why Try Program utilizes everyday life choices and works through a set of metaphors that go with the curriculum provided. When this program is taught by a person that buys into it, the students definitely get more out of it than when it is taught by someone that does not buy into it.

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 violence prevention

Public Awareness Activities
 Community Agencies throughout Anchorage
 Joint Service Delivery, Referrals
 Public Awareness Activities
 Poetry read and written by community members
 Joint Service Delivery, Referrals
 Public Awareness Activities

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

Guest Speakers that are involved in the legal system.

Brief Description

We had adult and juvenile probation officers come in and talk to our students about choices that they make and how that affects their future. Many of our students are involved with the legal system, but are not aware that the choices they make can affect their future until it is too late.

Needs Assessment

Annual School Report
 Annual School Report Card

Evaluation Methods

Pre/Post Survey
 Student/Staff Interviews

Data Summary

We had the students fill out a pre survey relating to people they may know with risky behaviors. Most of our students tend to participate in the behaviors if they know someone that also participates in the risky choices. Kent and I spent time doing drug/alcohol awareness and preventative lessons with the students. We also had both an adult and juvenile probation officer come in and talk with the students. Our SRO's also talked with students one on one when needed to encourage them to make better choices. We found that after our lessons, working with individual students and groups of students, some of our data showed an improvement of students tending to find more positive choices to make and stayed away from people they knew that participated in alcohol/drug affiliated behaviors. Attendance improved and students wanted to work towards returning to their neighborhood schools to participate in positive school activities. The pre/post survey results are as follows:

Question	Pre/Survey	Post Survey
1. Have you participated or do you plan to participate in any of these school activities next school year?	Sports 20% Music 10% Drama 20% Journalism 25% School Clubs 10% Non-School Activities 65%	Sports 45% Music 15% Drama 25% Journalism 45% School Clubs 15% Non-School Activities 40%
2. How often do you miss school?	Very Rarely 5% Infrequently 5% 2-3 days a semester 50% Few days every month 55% Every Week 80%	Very Rarely 7% Infrequently 15% 2-3 days a semester 40% Few days every month 50% Every Week 50%
3. Have you thought about or know if someone who has thought of dropping out of school during the past year?	No, never considered 10% Yes considered it, but not seriously. 15% Seriously considered 75%	No, never considered 10% Yes considered it, but not seriously. 15% Seriously considered 45%

4. How many times have you changed schools during the last 12 month?	All students stayed at Whaley all year.	All students stayed at Whaley all year.
5. Where have you learned about the dangers of drugs and drinking?	Family 5% School 75% Other kids 10% Religious Centers 5% TV, Movies, Newspaper 2%	Family 5% School 75% Other kids 15% Religious Centers 5% TV, Movies, Newspaper 2%
6. Rather than talking with an adult about drug or alcohol related problems, would you prefer to talk to another student, such as a Peer Helper or Peer Mediator, who is trained to assist?	Yes 75% Not Sure 20% No 5%	Yes 75% Not Sure 20% No 5%

Question	Pre	Post
1. Are you willing to change your behaviors by what you learn from an outside speaker?	Yes 10% No 90%	Yes 65% No 10%
2. Do you believe that having speakers come in to talk to your classes inspire you to make better choices?	Yes 25% No 75%	Yes 50% No 50%
3. Do you believe that having adult speakers or student speakers come in and talk about choices that they make impact you more?	Adults 25% Students 75%	Adults 30% Students 70%
How has the speakers we have had this year impact choices you make or plan to make dealing with risky behaviors?	Really impacted 0% A little impact 0% None 0%	Really impacted 60% A little impact 35% None 5%

Other Comments

The staff and students really were involved and attentive when the poetry speakers were speaking to the class. The students were able to ask questions and afterwards were able to try to express themselves through poetry. Some students really bought into it and some didn't. Overall though, the impact was very positive. About 75% of the students learned to express themselves through some type of writing.