



The Anchorage School District

Safe and Drug Free Schools
Program

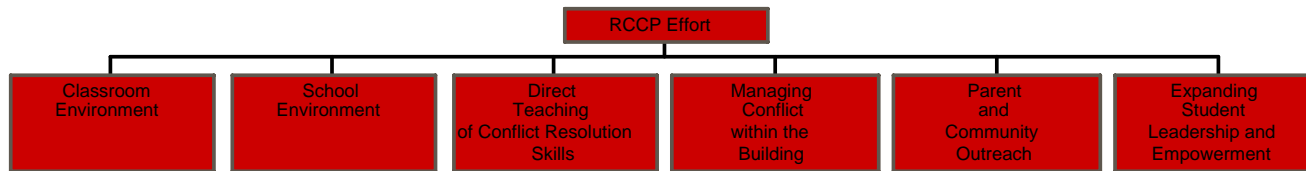
SDFS Mission:



- ⌘ The ASD SDFS Program participates in our community's responsibility to prepare socially and academically successful young people by offering services and resources that promote positive youth development

Resolving Conflict Creatively

Major Components



Classroom Environment



- ⌘ Use of “best practices” by teacher(s) and assistants
- ⌘ Students have a sense of success and welcoming
- ⌘ Variety of teaching styles used to appeal to all forms of learning
- ⌘ Teacher(s)/staff consistently show respect in words and actions to all students
- ⌘ Helping teachers to intervene in ways that move from punishment to problem solving - young people become more skillful

School Environment



- ⌘ Developing collaborative partnerships between constituents, including staff/faculty team work
- ⌘ Examining school layout and physical environment
- ⌘ School-wide written/unwritten policy focusing on pro-social values
- ⌘ Creating a “Peaceful School” norm which is increasingly expanded and maintained by students and staff
- ⌘ Developing a common language that promotes problem solving, talking it out and personal responsibility

Direct Teaching Conflict Resolution Skills

(Social and Emotional Competency)



⌘ Students

⌘ Faculty - including training and coaching in collegial team building and effective leadership

⌘ Staff

⌘ Parents – “Peace In The Family” classes

Managing Conflict Within the Building



- ⌘ Discipline procedures are respectful and productive
- ⌘ Well known procedure for students to get help managing interpersonal conflict with peers
- ⌘ Well known procedure for students to get help managing interpersonal conflict with faculty and staff – vice versa
- ⌘ Well known procedure for faculty to get help managing interpersonal conflict with parents – vice versa

Parent and Community Outreach



- ⌘ Parents/guardians feel they and their children are welcome in the building
- ⌘ Parents/guardians trust that the school staff/faculty believe all students can succeed (high expectations/high support)
- ⌘ Opportunities for the school community members to voice concerns and come to collaborative agreements and solutions
- ⌘ Offers a forum to facilitate dialogue among community staff, parents, and student groups

Expanding Student Leadership and Empowerment

(will vary greatly depending upon grade level)

- ⌘ student voice is built into the system; i.e. through participation in committees and task forces
- ⌘ the “invisible middle” of students (get neither negative or positive attention) have increasing opportunities for participation
- ⌘ creating more opportunities for students to serve within school and the larger community