



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

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**AIRPORT HEIGHTS ELEMENTARY**  
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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.**

Staff meetings and school newsletter.

### Major Accomplishment

As a first year counselor who took on writing this grant, I can't say that any component of it was exemplary but it was a learning process I was proud to participate in and it gave me more constructive ideas for next time. The highlight of our project was the mini-mentorships in which teachers paired with our most at risk students and spent at least two minutes a day for eight weeks talking with them about something positive or unrelated to discipline. Many teachers and students reported building rapport that hadn't been there beforehand.

### Students Served

Elementary	47
Middle School	0
High School	0

### Services and Activities Provided:

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

- Conflict resolution/peer mediation
- Special, one-time events (Please describe below)
- Student support services (e.g., student assistance programs, counseling, mentoring, identification and referral)
- Teacher/staff training
  
- We did two days of team-building activities with Trailside Discovery.

### Specialized Program Use

Our school used the following specialized program(s):

- Cooperative Learning
- Student assistant programs/Core team
- Red Ribbon Week
- The Great Body Shop
- RCCP Curriculum
- Student Support Groups
- Kelso's Choice
  
- NA

### Coordination

Our school's drug and violence prevention program coordinates with the following other agencies and organizations for the services indicated:

Law enforcement officials

- Public Awareness Activities

## **Student and Parent Involvement**

Students **were not** 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**

### **Community Building Intervention Across the Curriculum**

#### **Brief Description**

We targeted the two classrooms with the highest number of office referrals (one primary, one intermediate) and created additional weekly SEL lessons taught by dedicated teachers from the building, set up mini/mentors by pairing the most at risk students with these same teachers, and participated in two team-building 1/2 days with Trailside Discovery.

#### **Needs Assessment**

- a. SCCS Office Referrals

#### **Evaluation Methods**

- a. Pre-post tests
- b. Observations/interviews

#### **Data Summary**

This was a major learning experience for everyone involved. According to our pre/post test data there was no significant change in behaviors or attitudes as a result of our intervention and I think this is accurate. The negative culture in these two classrooms is a major reflection of the two teachers in charge who were resistant to embracing the different teaching methods demonstrated and/or the SEL components of the curriculum. One of the teachers often tried to use this time as "planning time" and would leave the room instead of participating. What the data doesn't show, and what I see as the main positive outcome of this project, is that these students developed relationships with teachers outside their main classroom.

Data will be sent via email.

#### **Other Comments**

Again, overall we were not successful in changing the culture of these classrooms. It taught me, as a first year counselor, how powerful the classroom teacher is in creating an environment that either breeds respect and responsibility or chaos and disharmony. The most positive outcome for everyone involved was the mini/mentorships in which the dedicated teachers checked in with the at/risk students for two minutes a day. This led to positive relationships for some students who spent the rest of their time in conflict with their teacher or peers.

### **Coordinator Addendum**

#### **Brief Description**

We targeted the two classrooms with the highest number of office referrals (one primary, one intermediate) and created additional weekly SEL lessons taught by dedicated teachers from the building, set up mini/mentors by pairing the most at risk students with these same teachers, and participated in two team-building 1/2 days with Trailside Discovery. As coordinator, I recruited faculty, designed the lesson schedule, helped with SEL lessons, scheduled with Trailside, set up mentor/mentee matches, met with my mentees, and administered pre/post tests.

#### **Needs Assessment**

- a. SCCS Office Referrals

#### **Evaluation Methods**

- a. Pre/post tests
- b. observations/ interviews

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