



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

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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.

Denali's peer mediation program results were reported to our larger community in a number of ways. We held a recognition assembly for the mediators, inviting community, staff and parent supports of the program to be recognized alongside the peer mediators themselves. This included Central Lutheran Church, which provided our training site; Parent volunteers, including three parents who are providing year-long support to peer mediation; and staff, who commit a day to assist with training. Results were also published in our school newsletter and website. Special recognition was provided to our school/business partner NECA/IBEW, which provides a celebration barbecue for the mediators each year. They recently received the STAR school/business partner of the year award for their support of many Denali programs, including peer mediator training.

Major Accomplishment

The training itself was exceptional this year. The activities and practice learning provided runs very smoothly, thanks to significant adult support and the assistance of two social work interns, who help to organize the training. Three parent helpers, who committed to serve the program throughout the year, have been particularly effective in their efforts to support this program. One is a fully trained and experienced adult mediator and another is a former judge. All three helped students see the value of peer mediation skills beyond the school setting, helping them look forward to their future, when they will be able to employ these skills in their family, community and work lives. These parents also designed a mediator gathering in the spring, to help students assess the program and make recommendations for improvement, including plans to establish a "mentor mediator" role for next year.

Students Served

Elementary	360
Middle School	0
High School	0

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
- Conflict resolution/peer mediation
- Curriculum acquisition or development
- 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

- Girls' Circle for 3rd and 6th grade girls.
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- Implementation of seminar learning in primary and intermediate grades, utilizing high school interns to support the teachers in their provision of seminar to their students.
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- Providing students with an opportunity to be flag bearers for the Mayor's Diversity Dinner.
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- Development of student government at Denali for the first time in many years, including the following projects: Malawi Children's Village fundraising, recycling at Denali, Salvation Army donation collection and a reader's theater presentation.
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- Developing a parent night, exploring issues of Internet Safety with a guest presenter from the Anchorage Police Department.
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Specialized Program Use

Our school used the following specialized program(s):

- Cooperative Learning
- Peer Educators/Cross Age Teaching
- Peer helpers (e.g. Natural Helpers)
- Student assistant programs/Core team
- Life Skills Training
- The Great Body Shop
- RCCP Curriculum
- Student Support Groups
- RCCP Peer Mediation
- Kelso's Choice
- 40 Developmental Assets Framework
- Aggressors, Victims and Bystanders
- School-wide bullying effort (Olweus Model)
- Aggression Replacement Training

- Connected and Respected curriculum
- Kelso's Choices
- Cool Cat
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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

Law enforcement officials

- Joint Service Delivery, Referrals

Health providers

- Joint Service Delivery, Referrals

Social services providers

- Joint Service Delivery, Referrals

Community-based group for drug/alcohol/tobacco

- Joint Service Delivery, Referrals

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

Conduct Peer Mediation Training for approximately 40 Denali students.

Brief Description

To conduct a three-day peer mediation training utilizing the RCCP model for approximately 40 Denali students. Through group instruction, role plays and small groups, these students were taught the 17 steps for conflict resolution. They learned the concepts of I-Messages, Win-Win Solutions, Active Listening, the Feelings Escalator and Anger Thermometer. Students also learned the meaning of terms such as disputants, mediation, conflict and paraphrase.

Needs Assessment

- a. ASD School Climate and Connectedness Survey

Evaluation Methods

- a. peer mediation pre and post test

Data Summary

The data is summarized in the attached table of selected peer mediation pre and post test responses.

Other Comments

Six months after our peer mediation was completed, Denali's peer mediation parent supports prepared a survey for students in the program to voice what was and was not working about the program. It was rewarding to see in their own words the meaning that peer mediation has had for so many students. They wrote, "it makes me feel good to help other people" and "I like helping others." The few students who voiced that they no longer liked being a mediator, uniformly stated that there are too few problems on the playground to mediate. An idea proposed for next year would be to use these experienced mediators to serve as mentors for the newer mediators.

Another nice outcome from the training was the creation of a peer mediation bulletin board by one of our social work interns. The centerpiece of the board is a photo including all the mediators. It also includes the weekly schedule and its accessibility to the lunchroom allows students to check for their duty times. Posters on the board give details about win-win, I-Messages and the anger thermometer, so that these concepts can be shared with the whole student body. There is also a Mediator Spotlight section, which includes a photo of a mediator or mediator pair and their story of mediation and what it means to them. These spotlighted students have been rotated through the bulletin board during the course of the year.