



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

**EAGLE RIVER 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.**

The results of our Respect and Responsibility Club will be going out in the May edition of our school newsletter, The Eagle Eye. This newsletter goes to every student and a separate copy gets mailed to parents/guardians.

**Major Accomplishment**

Here at Eagle River Elementary, we accomplished something this year that we have never done before, and we are extremely proud of it. Our Student Government Executive Branch (President Gabby in grade 5, Vice-President Alexandria in grade 4, and Secretary Lauren in grade 6) have been leading our monthly Student of the Month assemblies since November. In November, the Principal (Nicole Sommerville) and our Student Government advisor (Diana Byerly) started having the girls do part of the assembly like the pledge and reading the names of some of the kids getting awards. By the January assembly, the girls were leading the assembly 100% with no adult help. For the latest assembly in April, Superintendent Comeau as well as two Military Generals and 75 parents attended the assembly. The girls handled it with poise and confidence, and every adult in the room was impressed. The girls even plan skits for the assemblies that teach a social skill as rumor-spreading and cussing.

**Students Served**

<b>Elementary</b>	200
<b>Middle School</b>	0
<b>High School</b>	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
- 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
  
- Parenting classes after school provided by a local social service agency. I am unsure how many parents attended on a regular basis.

**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
- Other Conflict Resolution Program
- RCCP Curriculum
- Kelso's Choice
- 40 Developmental Assets Framework
- Aggressors, Victims and Bystanders
- Aggression Replacement Training
  
- Micro Society--used as a type of peer mediators as well as S.E.L. learning opportunities. Micro Society is a program in which

students from all classes and grades cross twice a week to be part of "society" called Eagleville. Students learn how to start and run a business, use a bank, pay taxes, be part of a government.

## 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

- Public Awareness Activities

Law enforcement officials

- Public Awareness Activities

Health providers

- Public Awareness Activities

Social services providers

- 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

### R & R Club (Respect and Responsibility Club)

#### Brief Description

The Respect and Responsibility Club (R & R Club) was a recess group for students referred by teachers for either behavioral issues or academic issues related to work completion. The focus of the group was on responsibility. During their recess time, referred students met with a designated staff member to discuss responsibility using lessons from RCCP. At the end of the 25 minute group, students were handed a slip which was their pass to go back to class stating they had completed the group for that day. On the slip, students were to identify one way in which they had learned to be more responsible. Students could be referred as many times as the teacher thought was necessary. The R & R Club met every Monday, Wednesday and Friday from November 3-April 30th.

#### Needs Assessment

- a. School Climate and Connectedness Survey

#### Evaluation Methods

- a. Pre-Test and Post-Tests (depending on grade level (one for K-2, one for 3/4, and one for 5/6)
- b. Report cards-specifically work completion
- c. data collected from teachers on how many students were referred each quarter

#### Data Summary

Though it was not the initial intention of this activity, several teachers targeted specific students throughout the year on which to keep data. One 2nd grade teacher stated, "Unfortunately, the R&R Club has not changed the homework behavior of the 3 students I targeted. They continue to not do their homework". Another teacher of a 2/3 grade split class stated, "4 second graders have shown improvement and 4 have not shown any improvement. 5 third graders have definitely improved and 5 have not shown any improvement". A sixth grade teacher sent students 30 times to the R&R Club from November to February, and 15 students from February to April 30th. He stated, "It seems to have lost its potency. The kids do not see it as an opportunity to get work done and learn about responsibility, but more as a fun activity. It has lost its motivational appeal".

There was some positive feedback from teachers, however. One 5/6 combo teacher submitted data showing that from November 3 to December 15th, percentage of worked turned in was 77.7%, whereas from January to April 30, that percentage increased to 81.4%. That teacher stated, "I believe that the R&R Club was the factor in that percentage increase. I was so glad to have that option available to me". Another teacher's data showed that with her 1st/2nd grade combo class, the first graders had 80% work completion prior to the R&R Club, and 98% after the R&R Club was utilized for several months. Her second graders had less than 60% work completion prior to the R&R Club, and 75% after using the R&R Club.

Each student who participated in the R&R Club was given a pre and post questionnaire. They were to check a box on that questionnaire indicating whether or not they felt the time spent would help them to be more responsible for themselves in the future. This was also their pass to return to class. For the question, "What are some ways I can show responsibility", on the pre-test 78% of 5/6th graders wrote only answer as compared to 86% wrote 2 or more ways on the post-test. 67% of 3/4th graders answered only one way on the pre-test as compared to 74% stating at least 2 ways on the post-test. For the K-2nd graders, only 37% answered that question by themselves on the pre-test, whereas 56% were able to give an answer on their own on the post-test. For the question, "I feel the R&R Club has taught me how to be more responsible for myself in the future", 89% of 5/6th graders answered "yes"; 95% of 3/4th graders answered "yes"; 92% of K-2nd graders answered "yes".

#### Other Comments

We collected data for rate of recidivism on this activity by having teachers keep track of which students they sent to each session. With

that data, we were able to see which kids were “repeat offenders” and which kids attended only once. The data collection was much more precise in the first few months of the Club, but seemed to be a little too daunting a task for many teachers by the end. Approx. 40% of the kids who attended the R&R Club attended at least 10 times from November 3-April 30. Approx. 55% attended at least 5 times and 75% attended more than once.

I believe the R&R Club served a purpose at our school this year, but we will probably not do it again next year.