



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

**ROMIG MIDDLE 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.

School newsletter, CARE team meetings, school web site

Major Accomplishment

The Girl's SEL group brought together girls from different cultures, backgrounds, and social groups. After an initial rocky start because girls tried to establish a pecking order, the group ended up as a model of cooperation, respect, and thinking about the needs of others in the group.

Students Served

Elementary	0
Middle School	150
High School	0

Services and Activities Provided:

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

- Conflict resolution/peer mediation
- Curriculum acquisition or development
- Drug prevention instruction
- Student support services (e.g., student assistance programs, counseling, mentoring, identification and referral)
- Violence prevention instruction

- N/A

Specialized Program Use

Our school used the following specialized program(s):

- Red Ribbon Week
- Student Support Groups
- 40 Developmental Assets Framework
- Aggressors, Victims and Bystanders
- Prime for Life

- N/A

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

Community-based group for drug/alcohol/tobacco

- Joint Service Delivery, Referrals

Parent group(s)

- Joint Service Delivery, Referrals

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

Girl's SEL Social Skills Group

Brief Description

Prevention/Intervention activity for 18 female students one time monthly to build school connectedness and social skills.

Needs Assessment

- SCCS

Evaluation Methods

- pre/post survey

Data Summary

SEPARATE DATA OUTCOME TABLE SENT TO SDFS

Activity # of Students Pre-test Post Test Increase/Decrease Identify 4 steps in AVB Think First Model* 17 0/17 = 0% 4/17 = 24% + 24% Complete assertiveness feelings formula appropriately** 17 5/17 = 29% 15/17 = 88% + 59%

*This demonstrates an increase in understanding how to manage behavior/emotions through peaceful conflict resolution.

**These students were able to describe a difficult situation, identify emotional reaction to that situation, identify why there was an emotional response, and make a plan in case the situation occurred again. Demonstrates an awareness of personal traits and emotions.

Other Comments

Several students who were very disenfranchised with school and had no friends formed relationships with other students. They grew in their ability to work as a team and be respectful with each other in various situations including dialoguing, planning and projects undertaken.

SEL Grief Management Group

Brief Description

Conduct group for student who have had the loss of a loved one or family member in order to help them identify the stages of grief and their own personal and cultural ways of coping with grief.

Needs Assessment

- staff / student / parent identification

Evaluation Methods

- pre / post assessment

Data Summary

SEPARATE DATA OUTCOME TABLE SENT TO SDFS

Other Comments

Students grew in their willingness to talk about their loved ones who had died. They all began to explore their family and cultural grief practices. The final activity of building small stone monuments called "Inukshuks" was well received by all. The Inukshuk today is a tangible symbol of communication - speaking about our concerns for one another and expressing our dependence on one another. It invites individuals to contribute personally to the group and to speak with one another on a higher level about what really matters.

SEL Anger Management Group

Brief Description

Empower, encourage, and affirm selves and others through their interactions.

Needs Assessment

- a. SCCS

Evaluation Methods

- a. pre - post survey

Data Summary

SEPARATE DATA OUTCOME TABLE SENT TO SDFS

Activity # of Students Pre-test Post Test Increase/Decrease Identify 4 steps in AVB Think First Model* 8 0/8 = 0% 7/8 = 88% + 88% Complete assertiveness feelings formula appropriately* 8 0/8 = 0% 8/8 = 88% +100% Complete acronym for H.A.L.T. ** 8 0/8= 0% 8/8 = 100% + 100%

*This demonstrates an increase in understanding of how to implement peaceful conflict resolution.

** In the post survey all of the students were able to describe a difficult situation, identify emotional reaction to that situation, identify why there was an emotional response, and make a plan in case the situation occurred again. This indicates an increase in interpersonal competence and planning and decision making skills.

*ere was an 100% increase in the number of students who could complete the words for the H.A.L.T. acronym (hungry, angry, lonely, tired). Understanding these states as possible triggers for anger makes it easier for the students to be aware when they are more vulnerable to anger and other destructive emotional responses.

Other Comments**AVB, Assets, Diversity Activities****Brief Description**

Reading the book "Touching Spirit Bear" in Language Arts class.

Needs Assessment

- a. SCCS

Evaluation Methods

- a. pre - post test

Data Summary

SEPARATE DATA OUTCOME TABLE FAXED TO SDFS

Activity # of Students Pre-test Post Test Increase/Decrease Identify 4 steps in AVB Think First Model* 13 5/13 = 39 % 12/13 = 92 % + 53 % Identify behavior as related to their culture* (scale 0-4) 13 14/52 = 27 % 35/52 = 67 % + 40 % Identify behavior of others as related to their culture *(scale 0-4) 13 17/52 = 33 % 29/52 = 56 % + 23 %

- demonstrates an ability to manage behavior/emotions and understand peaceful conflict resolution.

**demonstrates an awareness of cultural issues and respect for human dignity and difference

Other Comments**SEL Teen Issues groups****Brief Description**

Romig co-facilitated a cancer support group with oncology S/W from Alaska Regional Medical Center. Recognize students who have a parent deployed in the military.

Needs Assessment

- a. Staff identification.

Evaluation Methods

- a. Staff/student interviews

Data Summary

SEPARATE DATA OUTCOME TABLE FAXED TO SDFS

Activity # of Students Pre-test Post Test Increase/Decrease Record experiences in journal* 8 0/8 = 0 % 4/8 = 50% + 50 %

- Several of these students shared from these journals in class which resulted in several other students disclosing their own experiences. By the time groups ended most of the students were able to share and were able to participate in group activities together with a high degree of comfort.

Other Comments