

Specialized Program Use

Our school used the following specialized program(s):

- Cooperative Learning
- Peer Educators/Cross Age Teaching
- Get Real About Violence
- Student assistant programs/Core team
- DARE
- Life Skills Training
- Red Ribbon Week
- Second Step
- The Great Body Shop
- Other Conflict Resolution Program
- Character Counts
- RCCP Curriculum
- Student Support Groups
- RCCP Peer Mediation
- Kelso's Choice
- Other Peer Mediation
- Meeks-Heit Violence Prevention Curriculum
- Aggressors, Victims and Bystanders
- School-wide bullying effort (Olweus Model)

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
- Public Awareness Activities

Law enforcement officials

- Joint Service Delivery, Referrals

Community-based group for violence prevention

- Joint Service Delivery, Referrals

Student and Parent Involvement

Students **were** 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 through service learning

Brief Description

This project, Warmth for Winter, began with fourth grade students but was extended to include other students who asked to participate. Students made items to be distributed to the homeless. In the process they learned how to work together for the good of those less fortunate than themselves. They taught others how to make these items as a community. They were able to communicate more effectively, to set goals, and to be of service to each other. The scarves which they made helped those without homes have a warmer winter.

Needs Assessment

- a. School Climate Survey

Evaluation Methods

- a. pre/post

Data Summary

See attachment

Other Comments

The number of student involved in school leadership/school involvement increased as students became aware of the project taught by Ms. Young. Older siblings taught younger siblings how to crochet, thus increasing the number of products to be distributed in the community. Although the project was to end in March, it continues because student interest remains high..

Handling upsetting emotions using Second Step and Connected and Respected

Brief Description

Kindergarten students were taught how to name and handle their strong emotions using the Second Step Curriculum and Connected and Respected. The goal was to have children use words to solve problems themselves before getting adult help and to lessen tattling.

Needs Assessment

- a. School Climate Survey

Evaluation Methods

- a. Pre/Post Tests

Data Summary

See attachments.

Other Comments

The results of the pre/post test indicated students tend to use their words and ask for adult help, rather than use violence to solve problems. Students were observed talking to each other, moving away from the problem, and tattling less. They seem to be more mature this spring in handling their conflicts.