



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

**SCENIC PARK ELEMENTARY
3933 PATTERSON ST
ANCHORAGE, ALASKA 99504
(907)742--1650**

Coordinator CYNTHIA HILL
Phone Number (907) 742-1650
Email Hill_Cynde@asdk12.org
Date Monday, October 27, 2008

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.

We used our school newsletter to report the success of our school wide recess activities.

Major Accomplishment

In order to build a more safe and positive school climate for our students, we decided to be proactive. We targeted our recess activities when we have had the most reports of conflict among our students. We established a recess committee to enlist the help of staff, PTA, and students in addressing this need. We were able to give students 11 different alternative recess activities that helped them build friendships and make positive connections with adults and students throughout the school. On days when students had club activities our office referral numbers were reduced by 75% as a result of these positive alternatives. Our year-end survey of students indicated that students are now able to identify three adults in the school they feel supported by, know positive strategies to resolve problems, and are empowered by ways to help our school.

Students Served

Elementary	378
Middle School	0
High School	0

Services and Activities Provided:

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

- For this grant our school determined to guide students toward positive experiences during recess, on and off the playground. We wanted to give them opportunities for success and ways to build their social connections with students and adults in our school.
-
- 1. We established 11 alternative lunch recess activities and clubs to offer our students. The activities included Library Club, Lunchtime Legos, Math Games, Board Games, Open Gym, Movies, Health Clubs (yoga, line dance, sports instruction, etc.), Knitting Club, and Chess 'n' Checkers Club. These activities were sponsored by staff members. We also have regular parent volunteers on the playground to help guide more structured playground games.
-
- 2. We trained a dozen student recess leaders who referee playground sports: soccer, kickball, and one-hand-touch football.
-
- 3. We encouraged positive behavior choices on the playground by posting photographs of positive playground student role models on our Scenic Park Recess Heroes bulletin board.
-
-

Specialized Program Use

Our school used the following specialized program(s):

- The Great Body Shop
- Kelso's Choice
- 40 Developmental Assets Framework

Coordination

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

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

Student Recess Leaders

Brief Description

Student Recess Leaders will lead other students in positive playground activities and/or act as referees in games such as kickball, one-hand-touch football, and soccer. These students will participate in initial and regular training to qualify as student leaders.

Needs Assessment

- a. Annual school climate and connectedness survey

Evaluation Methods

- a. Student Recess Leader Training Assessment pre-test and post-test
- b. Student interviews

Data Summary

Student recess leader training pre-test and post-test indicated that student leaders positive responses increased in the following categories:

- students treat them with respect: + 30%
- think student playground behavior is good: +40%
- enjoy the work done with other students: +75%
- feel well-trained to referee playground games: +95%
- get along well with my peers: stayed the same
- students respect my authority: +95%
- feel well-trained to help students choose positive play at recess: +80%
- feel prepared to handle challenging students: + 45%
- I communicate in a positive way with students: +30%

Other Comments

Jake, one of our student recess leaders reported that soccer games on the playground have become “more fair” and students can have “more fun” because of the student referees on the playground. Noon supervisors report that student leaders are helping their peers use Kelso’s choices to solve small problems that arise on the playing fields. Mrs. Pollard has observed that student recess leaders are excited about the difference they are making as leaders at our school as they ensure others have fair play, even teams, and positive tools for resolving concerns.

Scenic Park Recess Heroes bulletin board

Brief Description

Our Scenic Park Heroes bulletin board will be in the lunch room to help highlight positive student role models. The bulletin board serves as a celebration of good student choices and a model for students to make good choices for appropriate play and peaceful conflict resolutions.

Needs Assessment

- a. annual school climate and connectedness survey

Evaluation Methods

- a. student interviews

Data Summary

Other Comments

Staff and parent volunteer training to build a safe and positive school climate

Brief Description

Proposed activity: Three staff and parent volunteer training sessions will build a more positive, safe school climate. Trainings will introduce, monitor, and evaluate our recess program for increased school safety. We will emphasize creating positive options for appropriate recess play.

Amended activity: We created a recess committee to generate positive alternatives to unstructured recess on the playground. The staff and parents who were on the committee determined that our students would benefit from having a variety of activities to choose from, including a chess and checkers club, a knitting club, game rooms, library lunch club, open gym, health club, and a movie room. The committee met several times to plan, monitor, and evaluate our recess program.

Needs Assessment

- a. annual school climate and connectedness survey

Evaluation Methods

- a. lunch recess office referrals
- b. Pre/post

Data Summary

The office reported that on club days, referrals dropped a dramatic 75%.

Other Comments

Students who are especially at risk for office referrals were encouraged to participate in alternative clubs or activities that offered more structured play. In these clubs and activities the children who were regularly involved in conflicts were found to be successfully engaged where they could practice following game rules, friendship building across grade levels, and connecting positively with other adults in our building. Instead of recess being occasions for failure, they built assets!