



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.

We share information by phone call and newsletters. We also have many family night activities throughout the year as well as awards assemblies.

Major Accomplishment

Taku Elementary Mediator Program 2008/2009 helped out students help their fellow students solve conflicts between each other peacefully.

Students Served

Elementary	52
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
- Conflict resolution/peer mediation
- Curriculum acquisition or development
- Parent education/involvement
- Security equipment
- Student support services (e.g., student assistance programs, counseling, mentoring, identification and referral)
- Teacher/staff training

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
 - RCCP Curriculum
 - RCCP Peer Mediation
 - Kelso's Choice
 - 40 Developmental Assets Framework
 - Aggressors, Victims and Bystanders
 - Aggression Replacement Training
- We also implemented our school-wide discipline plan with clear behavior expectations and clear consequences throughout the year. Positive behaviors throughout the year were reinforced during a monthly awards ceremony.

Coordination

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

Law enforcement officials

- Joint Service Delivery, Referrals

Health providers

- Joint Service Delivery, Referrals

Social services providers

- Joint Service Delivery, Referrals

STAR

- 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

Taku Elementary School Mediator Program 2008/2009

Brief Description

Thirty one new mediators with twenty one returning mediators attended a two day mediator training. Day one was all day and into the evening and day two was only the morning. Six staff members helped with the training/coaching of the mediators. Addenda for two certificated staff members and special activity agreement for a classified staff member. All food provided to mediators and staff was given through donations from the Anchor Park United Methodist congregation. Another cost involved transportation from school to the church for the two days of training.

Needs Assessment

- a. School Climate and Connectedness Survey

Evaluation Methods

- a. Pre/post evaluation of Resolving Conflicts Creatively skills for mediators attending the two day training.

Data Summary

(See email enclosure titled Taku Elementary Mediator Program 2008/2009.)

Student mediators demonstrated an increased understanding of the sequenced steps necessary to help peers resolve interpersonal conflicts in constructive ways. The initial part of the pretest showed 32% correct answers from 52 mediator candidates whereas the post test showed 66% correct answers from 48 of the 52 mediator candidates. Comparison between the pre and post tests resulted in a 34% improvement of mediation skills.

Secondly, student mediators demonstrated an increased understanding of the three things that must be agreed upon by disputants in order to help the disputants resolve interpersonal conflicts in constructive ways. The pretest showed 21% correct answers from 52 mediator candidates whereas the post test showed 90% correct answers from 48 of the 52 original participants. Comparison between the pre and post tests resulted in a 69% improvement of mediation skills.

Thirdly, student mediators demonstrated an increased understanding of the necessity and limitations of the mediation role. The pretest showed 76% correct answers from 52 mediator candidates whereas the post test resulted in 94% correct answers from 48 of the 52 original participants. Comparison of the pre and post tests resulted in an 18% improvement of mediation skills.

Other Comments

Mediators requested the help of mediator coaches when they had problems with their peers on the playground. As a result, adults were able to address these concerns with the peers as a way reinforce the importance of mediators as peace keepers on the playground. Some of the mediations proved to be challenging for mediators but they were able to follow them through until a peaceful solution was obtained. Out of 34 mediations this year 32 of them were resolved without adult help. Most recesses had zero mediations. As a result, mediators would periodically tell adults they had nothing to do because there were no mediations. Adults reinforced the importance of mediators and their role because just having them present on the playground reminds peers that they can solve their own problems peacefully.