

## DENALI 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.**

Peer mediator training, events and activities are reported on the school website and occasionally, in the newsletter. These events are also discussed in parent meetings involving Denali's two parent organizations. These organizations, the Denali PTA and Montessori Advisory Committee, and our school/business partnership (NECA/IBEW) have been very supportive of peer mediation.

### **Major Accomplishment**

One project I consider to be exemplary is the West Fairview Campfire after-school program. As reported elsewhere in this grant, Denali's unique after-school program was created through partnerships between the Municipality of Anchorage, Campfire, AFACT (Anchorage Faith in Action Congregations Together), the Lunchbox Program, Central Lutheran Church, and Denali Montessori Elementary School. Neighborhood students who reside in West Fairview are eligible for free after-school care. The students meet in the counseling classroom after school where they are provided a meal from the Lunchbox Program. Campfire staff escort the students three blocks to the church, where they engage in pro-social activities, including supervised outside play, homework support, group games and activities and occasional field trips to local gymnasiums, pools, the municipal library and cultural sites. Since this program was introduced, many of the problems commonly associated with "latchkey" children have been virtually eliminated. The school now receives very few reports of bullying, violence or antisocial behavior in the neighborhood, which used to spill over to the classroom when students brought strong feelings in the next day from events that happened in the neighborhood after school the previous day.

### **Students Served**

<b>Elementary</b>	300
<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
- Alternative education programs
- Community service projects
- Conflict resolution/peer mediation
- Curriculum acquisition or development
- Drug prevention instruction
- 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
- Violence prevention instruction

We have a unique after-school program created through partnerships between the Municipality of Anchorage, Campfire, AFACT (Anchorage Faith in Action Congregations Together), the Lunchbox Program, Central Lutheran Church, and Denali Montessori Elementary School. Neighborhood students who reside in West Fairview are eligible for free after-school care. The students meet in the counseling classroom after school where they are provided a meal from lunchbox. Campfire staff escort them three blocks to the church, where they engage in pro-social activities, including supervised outside play, homework

support, group games and activities and occasional field trips to local gymnasiums, pools, the municipal library and cultural sites.

Special one time events include a multicultural assembly and a Peace Concert fundraiser for Denali's sister school in Malawi.

Denali is a public Montessori school, so the whole school is infused with Montessori values of peace and celebration of diversity.

Girls' Circle Groups were held throughout the year for 3rd and 6th graders. The 3rd grade groups were reformulated to apply to mixed gender groups, which were very successful.

Student Government continues to operate at Denali, and has sponsored service learning opportunities, including the making and selling of "Haiti House" pins, which earned over \$2,000 for Partners in Health in Haiti and sponsorship of a family dance for the school.

### **Specialized Program Use**

Our school used the following specialized program(s):

- Cooperative Learning
- Peer Educators/Cross Age Teaching
- Peer helpers (e.g. Natural Helpers)
- Student assistant programs/Core team
- Life Skills Training
- Red Ribbon Week
- The Great Body Shop
- Character Counts
- RCCP Curriculum
- Student Support Groups
- RCCP Peer Mediation
- Kelso's Choice
- 40 Developmental Assets Framework
- Aggressors, Victims and Bystanders
- Aggression Replacement Training
- Conscious Discipline.

Montessori methods of conflict resolution, including the peace mat, Honoring the Light of the Child curriculum and activities.

### **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

- Teacher, Staff Training

Health providers

- Joint Service Delivery, Referrals

Social services providers

- Joint Service Delivery, Referrals

Parent group(s)

- Joint Service Delivery, Referrals

- Teacher, Staff Training

## 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

### Conduct Connected and Respected course for teachers.

#### Brief Description

I was the lead facilitator for the Resolving Conflict Creatively Program: Connected and Respected class run through the UAA PACE program and held at Denali. This course will build foundations in communication, problem solving and conflict resolution through “Connected and Respected” (2007 updated RCCP curriculum); raise awareness about the way individuals deal with conflict; and practice strategies for teaching young people to increase their Social and Emotional awareness and skills. Twelve professional educators, including eight Denali staff completed the class.

#### Needs Assessment

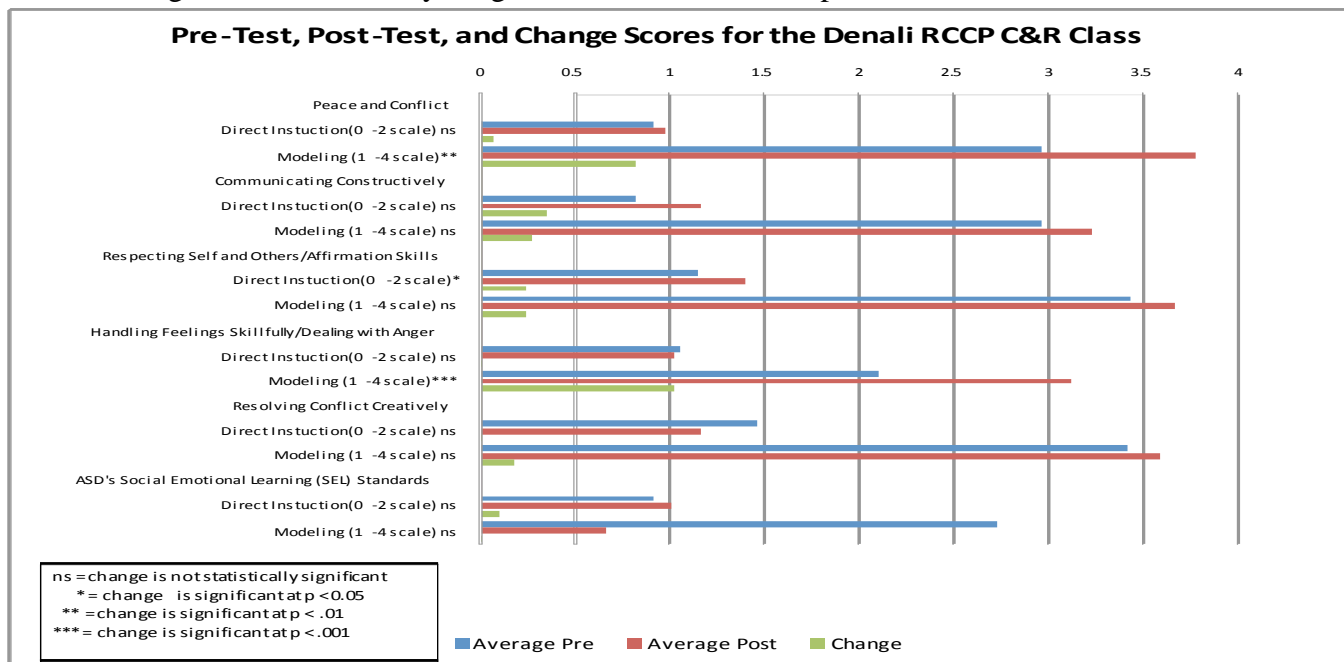
Anchorage School District Climate and Connectedness Survey

#### Evaluation Methods

Resolving Conflict Creatively Program: Connected and Respected Pre- and Post-Class Inventories

#### Data Summary

The Resolving Conflict Creatively Program: Connected and Respected Pre- and Post-Class Inventories chart



indicates that participants in the class made the strongest gains in the area of modeling, with significant changes for the following two areas: Peace and Conflict and Handling Feelings Skillfully/Dealing with Anger. This is valuable to our school because, as Albert Schweitzer once said, “Example is not the main thing in influencing others. It is the only thing.” Denali staff report that participation in the Connected and Respected class has helped them recognize their own strong feelings to circumstances they encounter in their classroom. They are using the tools and awareness from the class to model ways for their students ways to manage strong feelings and deal with conflict productively. These finding support our goals to support students in their use of positive communication and social skills to interact effectively with others and to assist them in acquiring skills that will help them to prevent, manage, and resolve interpersonal conflicts in constructive ways.

#### Other Comments

Participants have commented that since they began teaching the Connected and Respected lessons in their classroom, they see children getting along better and communicating with one another more effectively. Teachers have also stated that they have used the skills in their own interpersonal relationships and to promote self care, which they have appreciated greatly.

## **Kelso's Choice Lessons**

### **Brief Description**

Denali purchased the Kelso In Action DVD, which has videos appropriate for both Primary and Intermediate students. All of the students were taught lessons, which included presentation of the age-appropriate video for their class.

### **Needs Assessment**

Anchorage School District Climate and Connectedness Survey

### **Evaluation Methods**

Kelso Pre and Post Tests

## **Data Summary**

I1	I1	I1	I2	I2	I2	I3	I3	I3	I4	I4	I4	I5	I5	I5	IP6	I6	I6
Pre	Post	Diff	Pre	Post	Diff	Pre	Post	Diff	Pre	Post	Diff	Pre	Post	Diff	Pre	Post	Diff
3	9	50%	9	11	17%	1	6	42%	7	9	17%	5	11	50%	5	10	42%
8	10	17%	1	10	75%	6	11	42%	9	11	25%	6	9	25%	8	10	17%
7	7	0%	5	8	25%	3	10	58%	6	11	42%	4	7	25%	8	9	8%
9	11	17%	7	8	8%	2	3	8%	6	12	50%	6	9	25%	7	11	33%
5	11	50%	5	5	0%	7	11	33%	8	10	17%	7	9	17%	7	11	33%
7	7	0%	9	10	8%	9	9	0%	8	11	25%	6	10	33%	5	10	42%
8	12	33%	5	9	33%	4	7	25%	8	11	25%	7	11	33%	0	11	92%
6	5	-8%	6	11	42%	7	11	33%	3	3	0%	3	11	66%	7	9	17%
6	11	42%	6	11	42%	8	10	17%	9	10	17%	4	8	33%	8	12	33%
5	8	25%	4	11	58%	7	11	33%	2	10	66%	7	10	25%	6	10	33%
11	12	8%	5	11	50%	6	10	33%	9	12	25%	10	11	8%	6	8	17%
8	11	25%	7	10	25%	1	7	50%	2	3	8%	8	10	17%	4	7	25%
9	12	25%	4	9	42%	7	8	8%	7	9	17%	6	11	42%	5	6	8%
9	12	25%	8	7	-8%	3	9	50%	7	9	17%	9	11	17%	3	7	33%
9	12	33%	5	11	50%	8	11	25%	6	11	42%	9	10	8%	6	9	25%
3	6	33%	7	7	0%	8	9	8%	9	11	17%	7	12	42%	6	10	33%
4	4	0%	3	10	58%	6	12	50%	2	9	58%	6	12	50%	6	11	42%
3	6	33%	8	10	17%	3	8	42%	4	5	8%	4	7	25%	8	10	17%
			9	12	25%							7	10	25%	10	12	17%
			6	10	33%							8	11	25%			
			4	6	17%							2	10	66%			
			6	10	33%							7	10	25%			
		<u>23%</u>			<u>28%</u>			<u>31%</u>			<u>26%</u>			<u>31%</u>			<u>30%</u>

All of the Intermediate classes showed improvement on their Kelso Test scores, with a range of increases in their score percentages from 23%-31% and an average improvement of 28% points. The Primary class results were more mixed. Four of the seven classes had scores in a similar range to those seen with the Intermediate group - with a 22-29% point gain after viewing the Kelso video and participating in the class. One class had a much higher point gain of 34%, while another had a low point gain of 12% and the final class actually had a lower score on the Kelso test after the class and the viewing of the video, resulting in a percentage point change of -4%.

These results are consistent with my experiences with the classes that were evaluated. The video was very helpful for our Intermediate group, the majority of which have been at Denali since Kindergarten and had, therefore, been exposed to Kelso principles of “big” and “little” problems and could still recall many of the Kelso’s Choices. The video was a good opportunity for them to relate the skills to the more sophisticated situations and challenges they face as preteens.

For the majority of primary classes, the video and lesson helped them revisit Kelso principles they had recently learned in Kindergarten. They found the movie engaging and most (5 out of 7 classes) clearly left with a better understanding of the Kelso Choices and the distinction between problems they could handle on their own and those they need an adult to help them resolve. One class with a low percentage point gain had quite a few students who scored equally well for both the pre and post test. Therefore, their overall increase was lower, but they still demonstrate a good understanding of the Kelso skills. Many of the students in the final class did poorly both times, or did not do as well in the pre-test administered in the counseling room as they did on the post-test in their own room. This is a class that often has difficulties with their lessons.

Having the ability to distinguish big from small problems and learning the Kelso’s Choices will help our students to resolve conflicts they encounter in school, home and community. The videos also provide students with excellent examples of students utilizing appropriate communication skills with peers. Both of these areas of skill development address the goals our school has set in response to results of the ASD Climate and Connectedness Survey.

### **Other Comments**

Kelso’s Choices are infused throughout our building. Many classrooms have posters up (more now that we purchased a number with this grant). We have quite a few returning Creating Successful Futures students who are very familiar with the program, and our peer mediators reference Kelso’s Choices as they work the mediation steps, especially in the creative problem-solving phase. It is greatly appreciated that we now have a Kelso resource that is useful for all ages of students in our building

## **Peer Mediation Training**

### **Brief Description**

We were able to train 35 new peer mediators for Denali’s peer mediation program. The grant allows us to include staff from our building at the training for each of the three days, both to provide supervision for the students and to spread the program modality throughout staff at Denali. We rotate staff through the program each year to include Kindergarten, Primary and Intermediate staff, along with specialists. The training is quite comprehensive, and includes the 17 steps of mediation, along with communication and conflict resolution skills and themes, such as active listening, win-win, the conflict escalator, assertive communication, and I-messages. The training also provides for many team-building activities and parent involvement and is greatly enjoyed by all who participate.

### **Needs Assessment**

Anchorage School District Climate and Connectedness Survey

### **Evaluation Methods**

Peer mediation pre and post test

### **Data Summary**

	<b>Student Pre-Test Results</b>	<b>Student Post-Test Results</b>	<b>% Gain/Loss</b>
	80	80	0
	50	80	30
	70	60	-10
	50	90	40
	40	70	30
	40	100	60
	40	100	60
	70	90	20
	50	100	50
	50	90	40
	70	80	10
	50	90	40
	80	100	20
	40	80	40
	40	90	50
	40	90	50
	80	100	20
	40	90	50
	40	90	50
	90	100	10
	50	70	20
	40	90	50
	50	90	40
	40	40	0
	70	100	30
	40	100	-30
	80	100	20

Average	55%	84%	30%
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Please see attached Denali Peer Mediator Pre and Post Test Chart, which illustrates that students improved from an average score on the pretest of 55% to an average score of 84% on their post test. The test measured students' understanding of the general principles of conflict resolution, knowledge of the mediation steps and categories, active listening and paraphrasing. Student mediators, which comprise approximately 75% of the Intermediate students at our school, have acquired skills through RCCP that support their use of positive communication and social skills to interact effectively with others and increase their ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.

**Other Comments**

This year's training went very smoothly. Their knowledge of communication skills and conflict resolution strategies has benefits for our playground, for the individual students and in their classrooms, as they practice the skills the use in mediation during everyday issues that crop up around the school.

A highlight of the year's mediation program has been an opportunity for some of our students to model peer mediation for 2nd and 3rd grade students at Wonder Park Elementary School, which is hoping to start a peer mediation program at their school next year. The Denali students were confident, competent and enthusiastic about the program and their presentation was very well received by the Wonder Park students and counselor.

**Coordinator Addendum**

**Brief Description**

Mini-grant coordinator.