

WONDER PARK 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.

School newsletter, staff meetings, parent representative.

Major Accomplishment

For the past two years our SEL efforts have focused on staff training. This year, in addition to RCCP, Connected and Respected, training included: the Becky Bailey Conscious Discipline DVD series and collaboration; noon duty and cafeteria weekly sessions; and staff mediation training.

Staff met twice a month for staff meetings on Thursday. The alternate Thursdays we worked with the Conscious Discipline series one week and met with grade-level teams the alternate weeks to collaborate. Collaboration provided time for staff to connect, learn together, share what was working for them, network, and coordinate efforts. Noon duty and cafeteria training focused on Connected and Respected language, concepts, and skills; mediation; safety issues; and helpful/hurtful language. This also provided a forum for playground and cafeteria issues to be discussed and resolved. Staff mediation training assisted participants to be clear about how to facilitate students solving their own problems, thus empowering students, as well as provided a committee that is supporting the implementation of the peer mediation process. In addition, the teachers who took the class, have set up a mediation schedule during their planning times and are mediating student conflicts. This week one of the teachers in the building asked if he could join a class during their family circle, because he needed a mediation with the class due to classroom disruptions. They solved their problem during the mediation and came up with agreements all agreed were fair. One teacher stated the entire staff needs to be trained in mediation, because mediation and RCCP together are life changing.

Students Served

Elementary	303
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
- Community service projects
- Curriculum acquisition or development
- Drug prevention instruction
- Parent education/involvement
- Security equipment
- Services for out-of-school youth (school age)
- 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
- 5th grade team building: The Begich P.A.C.E. students facilitated interactive team building with our 5th graders at the beginning and end of the year.
- Alaska-Wild Football team: presentation on respect and importance of staying in school.
- Alaska Aces: presentation and support for reading and student hockey game with Aces players.
- Fruit & Vegetable: a grant for Title 1 schools for daily fruit and vegetable snacks. The nurse also did a fruit and vegetable competition for fruit and vegetable prizes.

Random Acts of Kindness: The counselor facilitated a lesson in all classes, taught the students a rap, and students who were caught in a kind act by other students names were put on a bulletin board with an explanation of the kind act.

Pennies for Patients: fund raiser and competition among classes.

Hearts for Haiti: 5th grade fund raiser students made hearts and sold them. Students and staff who purchased them decorated them on both sides, and they were taped to the windows throughout the building.

Running Club: after school activity. Students participate in community-wide run at the end of the year with participating schools.

Morning Basketball

Jump Rope for Heart: fund raiser

Recycling: 5th grade classes

Clark M.S. student presenters: student talked with the 5th grade classes about what it is like to be in middle school, and answered questions.

Peer Mediation Presentations: Peer mediators from Muldoon and Denali elementary schools presented to our 2nd through 4th grade classes as an introduction to our peer-mediator program.

Specialized Program Use

Our school used the following specialized program(s):

Cooperative Learning

Student assistant programs/Core team

Life Skills Training

Red Ribbon Week

The Great Body Shop

RCCP Curriculum

Student Support Groups

RCCP Peer Mediation

Kelso's Choice

Aggressors, Victims and Bystanders

Aggression Replacement Training

AVB above was adapted for elementary students. The students are using the AVB language in the school.

Pre-School Autistic Program

Pre-School Special Education Program

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

Health providers

Joint Service Delivery, Referrals

Social services providers

Joint Service Delivery, Referrals

Parent group(s)

Advisory Council

RCCP

Teacher, Staff Training

Conscious Discipline

Teacher, Staff Training

Mediation

Teacher, Staff Training

Gang Awareness

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

RCCP Connected and Respected Implementation

Brief Description

Twenty-two people participated in the Resolving Conflict Creatively Program, Connected and Respected class that was held at Wonder Park Elementary from March 21 through April 2010. There were four certified staff and the remaining staff included: TAs, the office receptionist, the FSSC Coordinator, the nurse, and bilingual tutors. Staff taking the class for credit also taught four Connected and Respected lessons in the classroom. All staff will be using the Connected and Respected language in their classrooms and in the building. There have been three classes taught in our building with grant funding to date. To date, all staff but three have been trained in the Connected and Respected curriculum. Next year, all trained teachers will be teaching a minimum of 25 lessons in their classrooms from the curriculum, and staff as a whole will continue to build on the RCCP Connected and Respected concepts, knowledge, and skills.

Needs Assessment

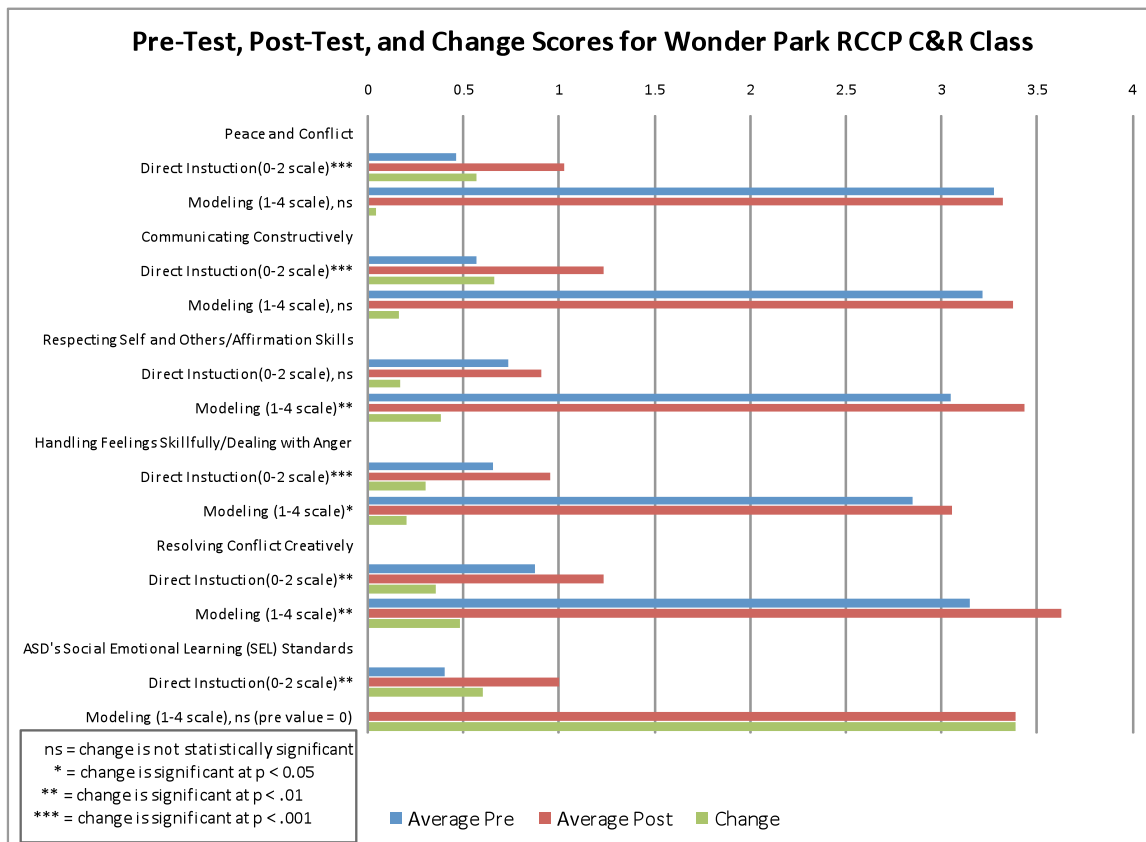
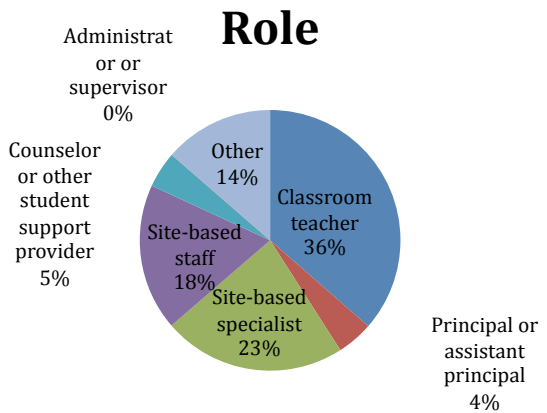
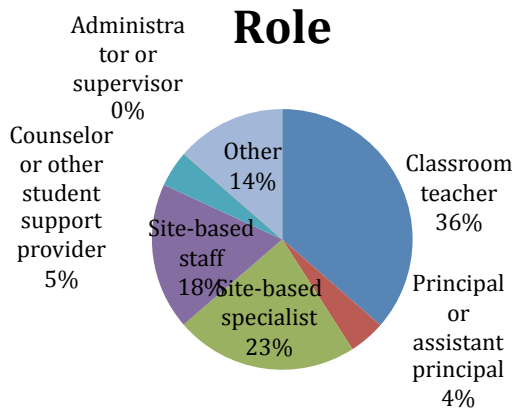
Climate and Connectedness Survey

Evaluation Methods

Pre and Post Tests

Data Summary

Participation in the Pre- and Post-Class Inventories Twenty-two respondents (a 100% response rate) completed the pre-test between March 21 and April 6, 2010. Twenty respondents completed the post-test (a 91% response rate). All 20 post-test respondents also took the pre-test, and so all are included in the change score analysis. Because there were more respondents at pre than at post, the demographic information presented on the table is based on pre-test participation. (Insert table: Race and Ethnic Composition: Wonder Park RCCP C&R Class) Demographics Of the 22 respondents to the pre-test, 3 were male and 19 were female. There was one respondent who identified as Alaska Native, three as Asian, one as Hispanic, one as black, and 15 who identified as white. Most respondents were classroom teachers, who were experienced educators, with an average of 5.5 years of experience. The distribution of roles is presented in the table. (Insert table: Roles) Pre-Test, Post-Test, and Change Scores The pre- and post-class tests included items based on the major content areas covered in the RCCP C&R course: Peace and Conflict, Communicating Constructively, Respecting Self and Others/Affirmation Skills, Handling Feelings Skillfully/Dealing with Anger, and Resolving Conflict Creatively. For each content area, we asked two types of questions: • Direct instruction: whether respondents have taught this skill or concept through delivery of explicit lessons, through infusion into the curriculum, or not at all (2, 1, or 0 points, respectively) • Modeling: whether others observing the respondent would see this skill or concept in their behavior rarely, occasionally, sometimes, or consistently (1, 2, 3, or 4 points, respectively) Additionally, the online inventory contained an item asking about the ways in which respondents have supported students' development of social emotional competencies based on ASD's SEL standards. For each content area, average scores were calculated for all pre-test and post-test respondents, and a change score was calculated by subtracting the pre-test score from the post-test score. For every area, scores improved at post-test and all change scores were positive. Despite the short interval between the administration of the pre-test and the post-test, t-tests comparing the pre- and post-test scores for the 14 individuals completing both inventories indicated significant change in both instruction and modeling. Instruction improved significantly for all content areas except Respecting Self and Others/Affirmation Skills; modeling of RCCP Connected and Respected skills improved for Respecting Self and Others/Affirmation Skills, Handling Feelings Skillfully/Dealing with Anger, and Resolving Conflict Creatively.



Other Comments

Verbal feedback to the counselor from staff regarding this year's RCCP Connected and Respected training was positive and included the following. Thank you so much for putting this class together for us (from several participants). This class has helped me be more patient with my kids at home. I'm not a teacher, and I sometimes feel alone; it is so nice to take this class and get to know everyone. I hardly ever see everyone, and it was really fun getting to know them. What can I say about the class; it is the best! The class is so much fun; it is over before we know it. We are up and moving and it is interactive; I love it. One teacher, who had transferred after many years from another school cried, because she was so touched by how welcoming everyone was. The one teacher who really didn't want to give up his Saturdays admitted the class was extremely worthwhile with a big smile on his face. Staff frequently stopped me in the hall to tell me about a skill they are teaching from the curriculum and how the students responded. Students are beginning to use I-messages during conflicts, and it is a delight to see this happening during mediations

Written feedback on the following questions at the conclusion of the class included:

Was there anything about the class that you found particularly helpful or useful to you in your work? • It was very helpful and I'm glad that I took that class. • Everything. • Lessons from the Resolving Conflict Creatively book. • Patty and Mary gave us wonderful ideas to use in class. Most of all we had a chance to practice those skills. • It was great to have so many activities that we can do directly with our own classes! => • I love the using of "I messages" in my classroom. I'm glad this can also be applied to my students with special needs! Do you have any other comments about the RCCP C&R class you took? • The instructors were great and I enjoyed everyone and got to know their hobbies as well. • The class about RCCP was excellent. • I wasn't sure about this class. But, I'm so glad I had a chance to take it. • I loved being able to move around. It felt like the time flew by! • Learning and insights were overwhelming; I wish I have enough time to go through all the lessons in the book; thank you for offering this great training! Fifth grade-students in the RCCP group reported that the lessons are helpful. They stated sometimes students are using the skills and sometimes they aren't, but they shared that students are doing better standing up for themselves in fair and respectful ways. They stated especially liked the role plays and family circles (two teachers are implementing RCCP concepts and lessons into their family circles