



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

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**URSA MAJOR ELEMENTARY**  
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**Date** Friday, October 17, 2008

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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 will report the results of our grant in our school newsletter.

### **Major Accomplishment**

This is the first year we formally implemented the Peer Mediation Program. We trained 24 students in grades 4th through 6th grade. Students in 4th through 6th grade nominated students from their class that they thought would make good mediators. These students were specially chosen because they displayed good character, conflict resolution skills and were role models in the classroom. Two boys and two girls from each class were nominated and trained. We were fortunate to have three mediator coaches from our school, Mr. Walsh, Mrs. Green and Mrs. Christianson. Having support from the school and staff allowed this program to be successful. Teachers agreed to have students miss approximately 20 minutes of classroom time per week so they could mediate on the playground. We will definitely look at doing this program again next year.

### **Students Served**

|                      |     |
|----------------------|-----|
| <b>Elementary</b>    | 414 |
| <b>Middle School</b> | 0   |
| <b>High School</b>   | 0   |

### **Services and Activities Provided:**

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

- Community service projects
- Conflict resolution/peer mediation
- Drug prevention instruction
- Parent education/involvement
- Student support services (e.g., student assistance programs, counseling, mentoring, identification and referral)
- Teacher/staff training
- Violence prevention instruction

### **Specialized Program Use**

Our school used the following specialized program(s):

- Cooperative Learning
- Student assistant programs/Core team
- DARE
- Red Ribbon Week
- The Great Body Shop
- Other Conflict Resolution Program
- RCCP Curriculum
- RCCP Peer Mediation
- 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:

Alcohol/drug counseling and/or treatment agency

- Public Awareness Activities

Law enforcement officials

- Joint Service Delivery, Referrals

Health providers

- Public Awareness Activities

Social services providers

- Public Awareness Activities

Community-based group for drug/alcohol/tobacco

- Public Awareness Activities

Community-based group for violence prevention

- Public Awareness Activities

Parent group(s)

- 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**

### **Coordinator Addendum**

#### **Brief Description**

Pam Christianson, School Counselor at Ursa Major coordinated the SDFS grant for 08-09. Coordination included attending the SDFS meetings, writing the grant proposal, monitoring the SDFS grant, collecting the data and writing the end of year report.

#### **Needs Assessment**

- SCCS Construct Peer Climate

#### **Evaluation Methods**

- N/A

#### **Data Summary**

N/A

#### **Other Comments**

N/A

### **Peer Mediator Training**

#### **Brief Description**

Twenty four students attended a one day training to learn the steps of mediation. The training was shortened because students learned many of the skills through guidance lessons in the classroom. Students practiced the skills of active listening, paraphrasing, understanding another person's feelings and how to seek a win-win solution. Students learned all the steps of mediation and then were partnered with another mediator and practiced mediations with two other disputants. The mediators then went to each classroom and talked to students about the mediation process and demonstrated an example of a mediation. Teachers and noon duties were also trained about the mediation process and what situations they can send to the mediators. Mediators met monthly to discuss issues that may have come up on the playground and also further training was given at that time. Ursa Major Mediators had the great honor of participating in their first Mediator Rally.

#### **Needs Assessment**

- SCCS Construct Peer Climate

#### **Evaluation Methods**

- Pre/Post Skill Evaluation

#### **Data Summary**

School: Ursa Major Elementary School Pamela Christianson, Counselor Activity: Peer Mediation Number of students 24

Questions Pre/correct Post/correct Difference/Improvement 1. The steps for mediation Section I is about: 18/24 23/24 Some improvement 2. The steps for mediation Section II is about: 14/24 21/24 Significant improvement 3. The steps for mediation Section III is about: 18/24 20/24 Some improvement 4. The steps for mediation Section IV is about: 18/24 22/24 Some improvement 5. How many rules do the students agree to: 10/24 24/24 Significant improvement 6. Paraphrasing means you repeat what someone has just said to make sure you heard them correctly. 18/24 24/24 Some improvement 7. Reflecting feelings means that you take a mirror and show the person what they look like. 19/24 23/24 Some improvement 8. As a mediator, it is important that you: 9/24 20/24 Significant improvement 9. After mediating a conflict it is important to fill out a report form. 1 16/24 24/24 Some improvement 10. Active listening means that you: 7/24 17/24 Significant improvement

#### **Other Comments**

Students demonstrated solid mediation skills out on the playground. Mediators completed mediator reports which were placed in a binder. The mediation reports were viewed by the coach to make sure that the mediations were running smoothly. The counselor went out during recess and observed the mediators and mediations with students. Overall, we feel that our Peer Mediation was successful considering it was our first year implementing the program. The coaches and mediators met and brainstormed ways that we can improve the program. Some of the suggestions include:

Minimum of a two day training with 1/2 day follow training after mediating for two weeks. Check in and check out with the specific mediator coach for that day. Mediation training in January with actual mediations starting in late January or early February.

Overall the Peer Mediator program was successful. The program takes a great deal of time but is well worth the payoff in reduced number of office referrals and improved peer relationships.