



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

**URSA MINOR 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.

To report the results of our grants we provided information in our newsletters, PTA meetings, staff meetings and the Parent Advisory Council meetings.

Major Accomplishment

This is the first year for Ursa Minor Elementary to have a peer mediation program. With a whole school population of 285, 21 students were selected to be peer mediators. These 21 student are from the fourth, fifth and sixth grades. By using peer mediation we have focused on students teaching other students to resolve conflict in a safe and respectful manner. Parents and staff at Ursa Minor Elementary know how important it is for students to resolve interpersonal conflicts in constructive ways, understand that conflict is a natural part of life and recognize there are many ways to solve conflicts and practice solving problems.

Students Served

Elementary	285
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
- Curriculum acquisition or development
- 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

- none

Specialized Program Use

Our school used the following specialized program(s):

- Cooperative Learning
- DARE
- Red Ribbon Week
- The Great Body Shop
- Character Counts
- RCCP Curriculum
- Student Support Groups
- RCCP Peer Mediation
- Kelso's Choice
- Other Peer Mediation
- 40 Developmental Assets Framework

- none

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

Law enforcement officials

- Joint Service Delivery, Referrals

Health providers

- Joint Service Delivery, Referrals

Social services providers

- Joint Service Delivery, Referrals

Community-based group for drug/alcohol/tobacco

- Public Awareness Activities

Community-based group for violence prevention

- Joint Service Delivery, Referrals

Parent group(s)

- Advisory Council

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

Peer Mediator Program

Brief Description

Twenty-one students attended a day and a half training to learn the steps of mediation. The skills that were taught included active listening, paraphrasing, empathy, creative questioning and win-win solutions. The mediators worked with partners and were available to all students during lunch recess to assist students with conflicts. Peer mediation training teaches them how to help students talk through their conflict and reach a win-win solution. The mediators met once a month to work through problems or concerns.

Needs Assessment

- a. School Climate and Connectedness Survey

Evaluation Methods

- a. Pre/Post skill evaluation

Data Summary

Twenty one mediations occurred during a 19 week period leaving an average of 1.1 mediations per week. This will be the baseline in the future since there has not been a peer mediation at this school. Ninety percent of the mediators increased their test scores and ten percent of the mediators received one hundred percent on the pre and post test.

1. The steps for mediation Section I is about: introducing yourselves as mediators and stating the rules. 71% pre, 90% post, improvement-increase of 19 percentage points.
2. The steps for mediation Section II is about: listening, paraphrasing the problem and reflecting feelings. 67% pre, 95% post, improvement-increase of 28 percentage points.
3. The steps for Mediation Section III is about: looking for solutions to what could have been done differently and what can be done now. 71% pre, 90% post, improvement-increase of 19 percentage points.
4. The steps for mediation Section IV is about: having the students do the solution they agreed to. 76% pre, 95% post, improvement-increase of 19 percentage points.
5. How many rules do the student (disputants) agree to: 4. 43% pre, 100% post, improvement-increase of 57 percentage points.
6. Paraphrasing means that you "repeat" what someone has just said to you to make sure you heard them correctly: true. 52% pre, 95% post, improvement-increase of 43 percentage points.
7. Reflecting feelings means that you take a mirror and show the person what they look like: False. 90% pre, 100% post, improvement-increase of 10 percentage points.
8. As a mediator, it is important that you: none of the above. 38%pre, 86% post, improvement-increase of 48 percentage points.
9. After mediating a conflict it is important to fill out a report form: true. 76% pre, 100% post, improvement-increase of 24 percentage points. 10.. Active listening means that you: all of the above. 57% pre, 67% post, improvement-increase of 10 percentage points.

Other Comments

Our mediation data reflect that playground referrals are low and we feel that by using peer mediation it prevents students from receiving an office referral. Students who have used mediators stated that they felt safe and were able to resolve their conflicts peacefully. Staff of Ursa Minor agree that the Peer Mediation program is a valuable program for students to be using. To increase our peer climate using peer mediation, this demonstrates that students will respect and listen to one another. Peer mediators are great role models for student, parents and staff.