

CAMPBELL ELEMENTARY

7206 Rovenna St Anchorage, AK 99518 907742--556

Coordinator BRIAN BURKE

Phone Number (907) 742-5580

Email burke_brian@asdk12.org

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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.

Quarterly recognition and awards assembly, Campbell Cubs newsletter, PTA meetings and mediator meetings.

Major Accomplishment

RCCP Peer Mediator Program. New three day trained mediators-45 Continuation of previous mediators-20

Students Served

Elementary	65
Middle School	0
High School	0

Services and Activities Provided:

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

Conflict resolution/peer mediation

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

One time event-3 day intensive RCCP mediator training for 45 students off campus.

Schedule of mediator duty updates.

Monthly mediator meetings and recognition.

Refresher training and mediator classroom visits.

Mediator Rally participation.

Specialized Program Use

Our school used the following specialized program(s):

Cooperative Learning

Project Achieve

DARE

Red Ribbon Week

Character Counts

RCCP Curriculum

Student Support Groups

RCCP Peer Mediation

Kelso's Choice

40 Developmental Assets Framework

Stop and Think-Making Good Choices

Conscious Discipline

Counselor offered student support groups

DARE Safety Tips with Retro Bill

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

Advisory Council

Health providers

Joint Service Delivery, Referrals

Teacher, Staff Training

Public Awareness Activities

Community-based group for drug/alcohol/tobacco

Advisory Council

Community-based group for violence prevention

Advisory Council

Parent group(s)

Public Awareness Activities

Advisory Council

Fund Raising

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

Coordinator Addendum

Brief Description

RCCP Peer Mediation Training Maintaining Peer Mediation Program through the conclusion of 2009-2010 school year.

Needs Assessment

Pre-test of the steps of a conflict resolution process.

Evaluation Methods

Post-test of the steps of a conflict resolution process.

Data Summary

School: Campbell		Brian Burke		
Activity: Peer Mediation Training		Number of students 40		
Questions	Pre	Post	Difference/Improvement	
1. The Steps for Mediation Section I is about: introducing yourselves as mediators and stating the rules.	18	38	20	50%
2. The Steps for Mediation Section II is about: listening, paraphrasing the problem, and reflecting feelings.	28	37	11	28%
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.	29	40	11	28%
4. The Steps for Mediation Section IV is about: having the students do the solutions they agree to.	33	37	04	9%
5. How many rules do the students agree to?	14	37	23	58%
6. Paraphrasing means that you "repeat" what someone has just said to you to make sure you are hearing it correctly.	24	35	11	28%
7. Reflecting feelings means that you take a mirror and show a person what they look like.	37	37	0	0%
8. As a mediator, it is important that I do not take sides, come up with my own solutions to other students' problems nor break up fights.	11	28	17	43%

9. After mediating a conflict, it is important that I fill out a report form.	28	37	09	22%
10. Active listening means that I look at the person who is talking, do not interrupt, and to paraphrase and reflect feelings.	22	28	06	15%

We felt that the results of our post-test demonstrated significant growth in all aspects of peer mediation skills from 9% up to 58%.

Other Comments

The noon duties observed a continued minimum numbers of conflicts on the playground for the 2009-2010 school year. Mediator participation was met with enthusiastic support from the school community. The PTA and several parent volunteers also offered support.