

EAGLE RIVER 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.

At Eagle River Elementary, we send home a monthly newsletter, The Eagle Eye, to parents. We also use the mass telephone system to inform parents of events happening at our school.

Major Accomplishment

This year, we started a Community Service component to our school. Every class was expected to complete some sort of community service work and keep a class log on their experience and feelings about their service. Some examples are: a kindergarten class collecting donations for Claire House; a 6th grade class organizing a blood drive for the blood bank; a 2nd grade class doing a hat, sock, and glove drive for needy families in the Eagle River area; and a 4th grade class did Pennies for Patients.

As a whole school, our community service projects included our school-wide recycling program and Quarters for the Quake where our school raised over \$1800 for the earthquake survivors of Haiti.

In addition, we continued to have our Student Government executive branch kids run every single assembly this year. The Principal would be there to help with name pronunciation, but the students ran the assemblies by themselves. They do an amazing job, the other students listen and are respectful, and it gives all students a sense of ownership in their school.

Students Served

Elementary	45
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
- Conflict resolution/peer mediation
- 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

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
- Red Ribbon Week
- The Great Body Shop
- Other Conflict Resolution Program
- RCCP Curriculum
- Student Support Groups
- 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:

Law enforcement officials

Joint Service Delivery, Referrals

Teacher, Staff Training

Public Awareness Activities

Health providers

Joint Service Delivery, Referrals

Teacher, Staff Training

Social services providers

Joint Service Delivery, Referrals

Teacher, Staff Training

Parent group(s)

Public Awareness Activities

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

Peace Mediators

Brief Description

Question	Pre Test	Post Test	% Change
The first step of mediation is:	72% correct	100% correct	28%
The second step of mediation is:	66% correct	100% correct	34%
The third step of mediation is:	61% correct	94% correct	33%
The fourth step of mediation is:	61% correct	100% correct	33%
Active listening means that I:	83% correct	94% correct	12%
Paraphrasing means the you repeat what someone just said-true or false	77% correct	100% correct	23%
As a Mediator it is important that I:	61% correct	94% correct	33%
Reflecting feeling means that:	55% correct	100% correct	45%

Peace Mediators. 22 students were trained; 18 completed the program. Training was done using the RCCP elementary school manuals. Also included in the training were concepts from Kelso's Choice and Getting Along Together curriculum which includes Conflict Stoppers and the Peace Path. Two Mediators are on the playground daily at recess. They have a Peace Mediator backpack and clipboard for the conflict forms. They have on Peace Mediator shirts or vests so they are easily identified by other students. Once a month throughout the year, the whole group met with the coordinator to see how things were going. They discussed issues that had come up and how they can help the students with conflicts.

Needs Assessment

School Climate and Connectedness Survey

Evaluation Methods

Mediation Training Pre and Post Test

Data Summary

Peace Mediators has empowered the students involved to create peaceful solutions to end minor recess problems and has given all students the tools they need to be successful at minor conflict resolution without needing an adult. Having the Peace Mediators on the playground has decreased the number of incidents requiring adult intervention. Instead of going straight to an adult for a minor problem, the students find a Mediator and work through their problems between themselves. Incidents requiring adult intervention has decreased by 20% as per office referrals from noon duties during recess times. According to the Mediation Training Pre and Post tests, students were able to identify the four steps of mediation 32% more from the pre to the post test. 23% more students were able to state what “paraphrasing” meant on the post test as compared to the pre test. 45% more students were able to define and demonstrate the term “reflecting feelings” on the post test as compared to the pre test. 12% more students were able to define and demonstrate “active listening” on the Post test as compared to the Pre test. On the question that asked, “As a Mediator, it is important that I...”, 33% more students correctly answered “come up with a solution to other students’ problem” on the Post test than on the pre test.

Other Comments

According to the Peace Mediator Coordinator, the highlight of the year for the students was the assembly to announce the Peace Mediators. The students were very proud and have gained responsibility and maturity because of this program.

Coordinator Addendum

Brief Description

Coordinator addendum. The grant coordinator wrote the grant, managed all grant activity, and completed end of year report.

The Partnership, Attitude, Community, and Empowerment (P.A.C.E.)program

Brief Description

The Partnership, Attitude, Community, and Empowerment (PACE) Program was renamed by the students involved as the “game buddies” group. This activity did not go exactly as written in the grant application but it became a powerful group none the less. Due to scheduling and family commitments, we were never able to make it to the Super Saturday’s provided by the district. Instead, once a month, five 6th grade girls and two 6th grade boys learned an SEL game from the Counselor then accompanied her to the Kindergarten and 1st grade classes to help teach/play the game with the younger students.

Needs Assessment

School Climate and Connectedness Survey

Evaluation Methods

PACE Group Pre and Post Tests

Data Summary

Question	Pre Test	Post Test	% Change
How often do you think about how your classmates are feeling?	12% “most of the time”	85%	14%
How often do others describe you as caring?	71% “most of the time”	71%	0%
How well do you feel you relate to your classmates?	57% “most of the time”	71%	14%
How likely are you to join in with your classmates on a group activity?	100% “most of the time”	100%	0%
I feel that playing cooperative games with my classmates help me get along with them	57% “most of the time”	100%	43%

Being a role model to others has helped me feel confident and be a positive influence for my peers	85% “most of the time”	100%	15%
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The first time the older students went to the Kindergarten class to help teach the game, they were a little shy and unsure and played more than taught. But as the year progressed, the older kids began to take on a “teacher” role and would correct behaviors and guide the game just like the Counselor would. It was amazing to watch this transformation in the older students and the younger students loved learning from older peers. The data gained from the PACE Group Pre and Post tests did not accurately reflect how much change this program made in our school. The positive attitudes, behaviors and skills the students in the group showed was difficult to prove with the Pre and Post test questions. The first 4 questions scored high on both the Pre and Post tests: Question 1-71% answered “most of the time” on the pre test compared to 85% on the post test. Question 2—71% answered “most of the time” on both the pre and post tests. Question 3—57% answered “most of the time” on the pre test compared to 71% on the post test. Question 4—100% answered “most of the time” on both the pre and post tests. Question 5 was where we saw the most change. The question asked, “I feel that playing cooperative games with my classmates helps me get along with them. On the pre test, 57% answered “most of the time” as compared to 100% on the post test. The kids really learned the value of cooperative games through this group. On question 6, 85% of the kids answered “most of the time” on the pre test and 100% on the post test, demonstrating that kids truly do rise up to be a positive role model when they are given the opportunity and trust of an adult.

Other Comments

The students in the “game buddies” group did an amazing job. They learned and practiced leadership skills, positive role modeling, social-emotional learning skills, and demonstrated cooperative behaviors for the younger students. This experience carried over into their same age peer group as well. The students used the skills they learned and became positive leaders among their friends. Several times, they were overheard saying, “guys, c’mon, we have to show the little kids how to act.” That is a success!