

## MULDOON ELEMENTARY

525 Cherry St Anchorage, AK 99504 907742-1460

**Coordinator** HEIDI HERMANSEN

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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.**

Newsletter, PTA, morning announcements, participation at Mediator Rally

### **Major Accomplishment**

The Alaska Native Heritage Center met weekly with 3rd graders, teaching dancing, crafts, Native ways and stories every Friday.

Firefighters from Fire Station 6 volunteered their time monthly to read to children in all classrooms.

All-School Cheerleaders were established this year. These students, led by 4th grade teacher Celeste Long, practiced during lunchtime and led cheers at regular morning Pep Assemblies. Cheers were always about Muldoon pride and academic success.

Now in its 8th year, the Teen Mentor program with Bartlett continues to flourish, with some of the strongest teenage volunteers yet. Lydia Lantz of Bartlett, a first-year teacher, voluntarily committed to recruiting and supporting high school students who met for one hour weekly with 25 Muldoon elementary students. The relationships established have clearly impacted self-esteem of the elementary children, as well as the teens.

Jr. Achievement Day exposed all students to a wide view of careers and community development. Professionals from the community taught JA classes the entire day.

### **Students Served**

<b>Elementary</b>	415
<b>Middle School</b>	0
<b>High School</b>	0

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

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

After-School or before-school programs

Conflict resolution/peer mediation

Curriculum acquisition or development

Drug prevention instruction

Parent education/involvement

Security equipment

Student support services (e.g., student assistance programs, counseling, mentoring, identification and referral)

Teacher/staff training

CSF II

CIT/H

Monthly Family Breakfasts

Math and Science Nights

Fall Carnival

Dr. Seuss Night

Family Movie nights

Salvation Army canned food drive

Fundraiser for family in need

Author Day (Shelley Gill)

Poetry Writing workshop for kids (Kima Hamilton)

### **Specialized Program Use**

Our school used the following specialized program(s):

- Cooperative Learning
- Student assistant programs/Core team
- DARE
- Life Skills Training
- Red Ribbon Week
- Second Step
- The Great Body Shop
- RCCP Curriculum
- Student Support Groups
- RCCP Peer Mediation
- Kelso's Choice
- 40 Developmental Assets Framework
- Conscious Discipline
- Sunburst Anti-Bully Kit
- Be Cool

### **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

- Teacher, Staff Training

Retired Seniors Volunteer Program (RSVP)

- Joint Service Delivery, Referrals

### **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**

Grant coordinator was responsible for the following: writing mini-grant application, creation and distribution of pre/post grant assessment tools, tallying assessment data, attendance at mandatory coordinator meetings, co-leading mediator training, participating with mediators in annual mediator rally, and writing end-of-year mini-grant summary.

##### **Needs Assessment**

N/A

##### **Evaluation Methods**

N/A

##### **Data Summary**

N/A

##### **Other Comments**

We at Muldoon Elementary are grateful for the types of experiences the SDFS mini-grant has encouraged and fostered. Many children have benefited this year from seeing themselves as leaders, as positive people, as kids who are free to care about others. This alone is enough to celebrate!

## Peer Mediation Program implemented with 3-day Mediator Training

### Brief Description

A three-day mediator training for over 40 students was held in October at the Muldoon Boys & Girls Club. Training, led by new-to-Muldoon Elementary but seasoned peer mediator facilitator Skip Foster, followed the RCCP 3-day training format, with one exception. Skip added another component to the peer mediation process. While two mediators were assigned to each recess to help with conflict resolution, two additional mediators were trained to lead games and activities during recess. Three adult staff facilitated the 3-day training. At the completion, students were given uniforms, vests and personalized lanyards with mediation steps.

### Needs Assessment

Needs assessment based on staff responses in the category "Risk Behaviors" (student delinquency) on the 2009 School Climate & Connectedness Survey, with a score almost twice as high as other elementary schools. Mini-grant was used to give students pract

### Evaluation Methods

Pre/Post "Mediator Training" Assessment

### Data Summary

12 questions were asked before and after the mediator training. There was significant increase of correct answers to several questions, moderate increase in all others with the exception of decrease in correct answers for one question.

Significant increase: 44% improvement in how to "Set the Stage" (74% responded with correct answer); 38% increase in Rules of Respect (60% correct); 24% increase in "Looking for Solutions" (91% correct); 15% increase in duties of a mediator (21%).

Moderate increase: 8%, recognizing conflict (47% total correct answers); 5%, meaning of "paraphrasing" (79% correct); 5%, meaning of "reflecting feelings" (72% correct); 5%, techniques of coaching recess games (42% correct); 4%, "Resolution" step (51% correct); 3%, regarding "Getting the Stories Out" (81% correct); 3%, final mediation step "Paperwork" (77% correct).

The one question that showed a decrease in correct knowledge from pre to post was 5% fewer students understood that active listening included all of the following steps: look at the person who is talking, don't interrupt, paraphrase and reflect feelings (from 26% correct to 21% correct). This is obviously an area that will be taught differently next year.

School: Muldoon Elementary 2009-2010		Heidi Hermansen	
Activity: 3-day Mediator Training		Number of students: 46	
Questions	Pre	Post	Difference/Improvement > = increase; < = decrease
1. In <i>Setting the Stage</i> mediators: c. introduce yourselves and explain the Rules of Respect	30%	74%	>44%
2. In <i>Getting the Stories Out</i> mediators: b. ask "what happened" and listen carefully	78%	81%	>3%
3. <i>Looking for Solutions</i> in mediation is about: a. showing Kelso's Choices, helping students find solutions right here and now	67%	91%	>24%
4. In <i>Resolution</i> mediators: b. ask "Is the problem solved?" and congratulate students	46%	51%	>4%
5. How many Rules of Respect do students agree to? a. 3	22%	60%	>38%
6. Paraphrasing means that you "repeat" what someone just said to be sure you heard correctly. a. True	74%	79%	>5%
7. Reflecting feelings means that you hold up a mirror and tell a person what they look like. b. False	67%	72%	>5%
8. As a mediator, it is important that you: a. take sides, b. come up with your own solutions, c. break up fights, d. none of the above	6%	21%	>15%

9. The final Mediation Step is <i>The Paperwork</i> . a. True	74%	77%	>3%
10. Active listening means that I: a. look at the person who is talking, b. don't interrupt, c. paraphrase and reflect feelings, <b>d. all of the above</b>	26%	21%	<5%
11. Circle the statement about conflict that is NOT true: d. Conflict means everybody agrees	39%	47%	>8%
12. Which technique is not part of coaching recess games: c. Talk through a bullhorn	37%	42%	>5%

### Other Comments

Mediators were active during all grade level recesses. Each morning the principal announced names of who was "on duty" that day so the entire school knew who to look to.

Comments:

"The mediator students in my 5th grade gained so much self-confidence working with a variety of students - grade levels and culture groups. In turn, this increased their classroom participation, cooperative group, academic and social skills."

One teacher reported that a group of 4th grade mediators told her "We've got really great friends now that we're mediators." They had become good friends with each other, and also with students they never knew from other grade levels.

Another teacher stated: "The shy students who at the beginning of the year were quite reticent, became outspoken as mediators. They blossomed."