

Is this more work for the teachers?

No, none, absolutely not.

What should be referred to mediation?

Our mediators are prepared for post-high school real-life issues, because we really never know precisely which issues will emerge in the mediation room.

Please do not hesitate to refer any of the following issues.

- Relationship issues
- Friendship issues
- Student confrontations
- Personality conflicts
- Behavior which demonstrates a lack of respect
- Peer-pressure
- Rumors
- Behavior outbursts
- Class issues
- Miscommunication
- Fighting
- Prejudice
- Gossip
- Anything annoying

We are prepared to handle in a safe, controlled report-out-to-authorities manner any appropriate themes which expectantly emerge, such as those relating to harm to a student, suicidal tendencies and bullying/harassment.

Should I refer first to
mediation or to administration?

Our purpose is in part to alleviate unnecessary load from the administrators' desk. If you refer to the program and we determine it to be beyond our purview, we'll immediately pass it along to the appropriate administrator.

Why refer to mediation?

There are several reasons why a teacher should embrace the mediation program as an avenue for dispute resolution between students.

- ↳ Mediation allows for immediate, professional and meaningful intervention.
- ↳ Referring to administration likely will be accompanied by discipline on the students; channeling this through mediation will navigate around this concern.
- ↳ Trying this first changes the tone of any future call home. To make a discipline call home without such intervention effort invites a tense conversation wherein the teacher may absorb the brunt of surprised, hostile parents; by trying mediation you could frame the conversation as 'Suzie had a chance to resolve this in a respectable manner, and she chose not to...' and your deliberations with the parent would be as an collaborative ally.
- ↳ This also makes a future conversation with an administrator easier, so if you're challenged as to what interventions you attempted, you have one to illustrate that you did not turn a blind eye to the matter.
- ↳ Most of the time the mediators can get to the root of an issue their fellow students are wrestling with when an administrator can not. In other words, through mediation a solution to the situation is much more likely.

What about my attendance?

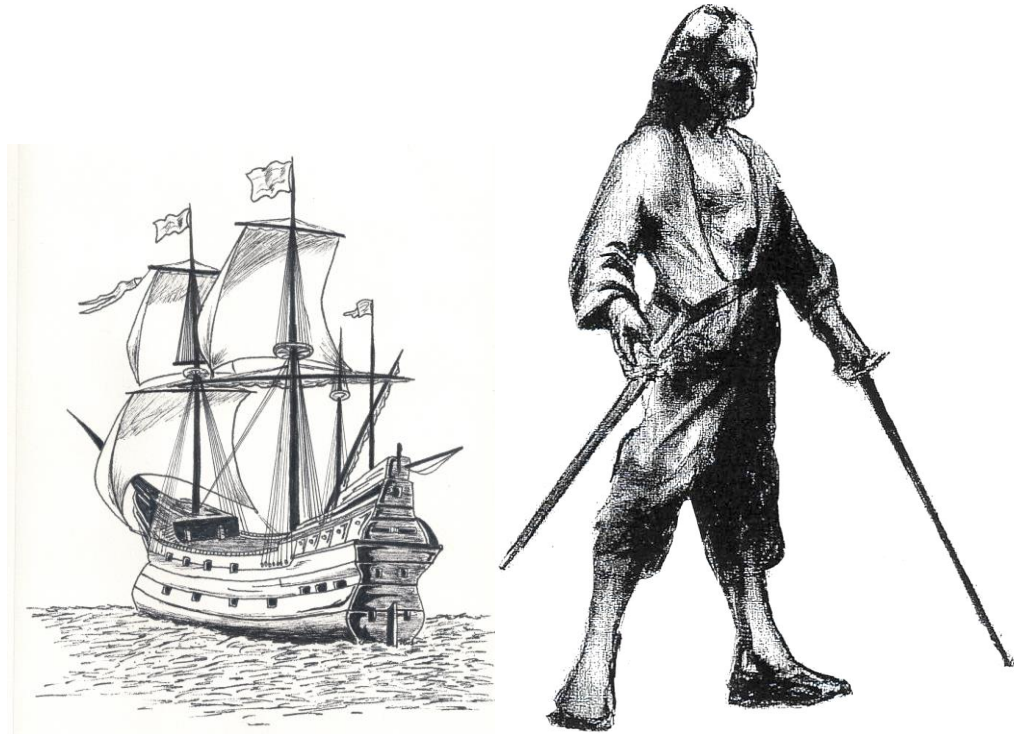
Mark any students who are absent, absent. The Program Coordinator will school-related excuse any students who were in the mediation process.

To refer to the mediation program, contact Mr. Cornet

At a minimum, all he needs are the students' names. Call, email or send the names to him; referral forms are available outside his classroom.

The Student-Mediation Dispute Resolution Program At Phoenix High School

Teacher and Staff Informational Flier



"The oldest continuously active program between Sacramento and Seattle"

Professional – Accountable – Academically Rigorous – Successful – Respectful
Established Summer 2000

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Precisely, what is the Mediation program?

The Student-Mediation Dispute Resolution Program at Phoenix HS was created in the summer of 2000, and today is the oldest continuously active autonomous program between Sacramento (California) and Seattle (Washington). It has received regional recognition for its success, and representatives of it have lead presentations to professional audiences at conferences hosted by the Oregon Department of Education the Oregon School Boards Association, and Southern Oregon University. Representatives have received recognition from US Senators and House members.



Here is some basic information about it:

Vision Statement: To saturate the high school campus with students who have a background in conflict identification and dispute resolution skills, all the while maintaining a smaller highly-trained group of student-mediators who will actually handle the serious disputes in a controlled mediation atmosphere.

Mission Statement: The mission of the program is to contribute to the transformation of our school into a safer, more culturally sensitive and effective institution.

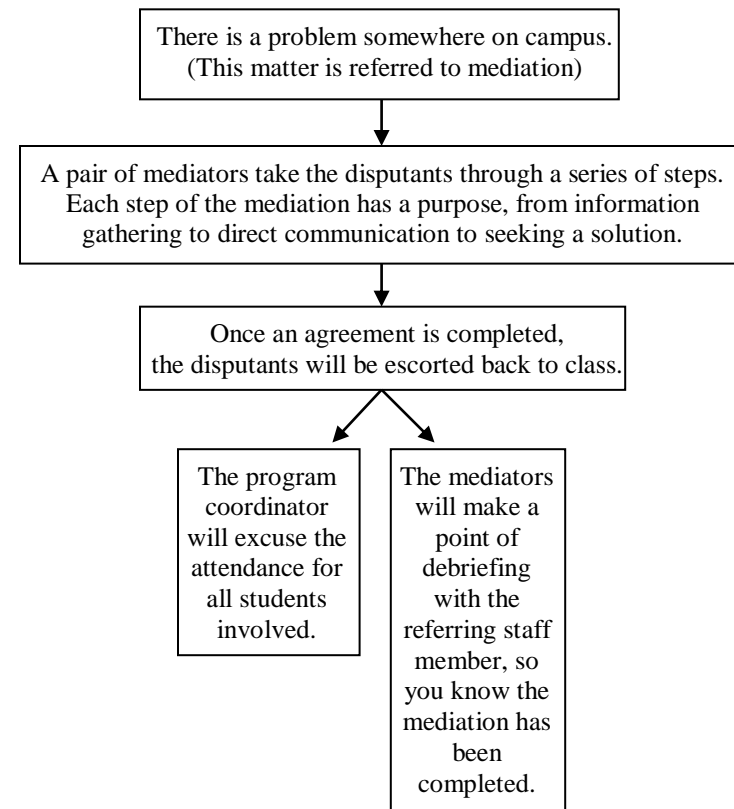
Through our efforts, we will strive . . .

- ✧ To encourage young people to become initiative-taking leaders in the school
- ✧ To help students and educators view conflict as an opportunity for personal and institutional growth.
- ✧ To teach students the skills to resolve conflict non-violently and collaboratively.
- ✧ To mediate challenging conflicts at the request of a concerned party.
- ✧ To disseminate an approach to problem solving that values diversity and respects differences of opinion.
- ✧ To provide students with knowledge, experience and the materials necessary to integrate collaborative conflict resolution processes into their personal lives and future endeavors.

- Just what do we do?**
1. Mediate conflicts between students
 2. Crisis intervention; we're available to respond as needed
 3. Educate other students as we pass along our skills to them.

Preparatory Trainings: Student-Mediators receive a wide variety of skill trainings before they can mediate a situation. These trainings cover situational possibilities which might emerge (depression or self-injury), broad themes which may be touched upon (sociological foundations of conflict), and specific skills (like questioning and being attuned for non-verbal communication cues). At a minimum, all full-time student-mediators have completed 13 hours of skill trainings, six different types of trainings, numerous practice mediations, and are expected to maintain respectable grades.

What are the major stages in the process?



If necessary, the mediators will pause the mediation and refer-out to administration should the situation topics become serious enough.

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