

The Student-Mediation Dispute Resolution Program



This collection of materials is designed to present an overview of our programs' organizational structure, skill/technique training strategies for students, documentation samples with an emphasis upon legal accountability awareness, and both the benefits and overall impact of this program as applicable to Phoenix High School in southern Oregon.

This material is orientated toward students, educators and professionals in the field of school-based mediation. Professional entities should feel free to utilize any of the ideas originating from this program to enhance their own mediation efforts, citing this program as the source if appropriate.

Mr. John Cornet
Student-Mediation Dispute Resolution Program Coordinator
Phoenix High School, Phoenix-Talent School District
745 North Rose Street, Post Office Box nr.697
Phoenix, Oregon 97535-5704

John.Comet@Phoenix.K12.Or.Us 541-535-1526 541-535-7511 (fax)

Student-Mediation Dispute Resolution Program

Program Overview

| | |
|--------------------|--|
| Page 2 (this page) | Program Overview / Table of Contents |
| Page 3 | Overview of the Student-Mediation Dispute Resolution Program at Phoenix HS |
| Pages 4-9 | About Phoenix HS; brief history of the Phoenix HS program |
| Pages 10-11 | Details of the Mediation Programs' structure, vision/mission statement, discipline, etc. |
| Page 12 | What types of issues are referred to mediation at Phoenix HS? |
| Page 13 | Excerpts from the Phoenix HS 2007-2008 Student/Parent Handbook |
| Pages 14-15 | Unique specifics of the Phoenix HS program |
| Page 16 | September Staff Briefing |

Material used for Teaching the Mediation Process and Related-Skills Training

| | |
|-------------|---|
| Pages 18-20 | Training Opportunities for Student-Mediators |
| Pages 21-23 | Calendar of Mediation Trainings for 2006-2007 |
| Page 24 | Organizational Sample / Accumulation of Mediation Minutes and Levels (spreadsheet) |
| Pages 25 | Organizational Sample / Quick lookup schedule (spreadsheet) |
| Page 26 | Skill Training Curriculum Sample / Clearness Committee Training |
| Page 27 | Skill Training Curriculum Sample / Program Overview Seminar Agenda |
| Page 28 | Skill Training Curriculum Sample / Basic Mediation Training Agenda |
| Page 29 | Skill Training Curriculum Sample / Psychological Prompts for Conflict Training Agenda |
| Page 30 | Skill Training Curriculum Sample / Sociological Prompts for Conflict Training Agenda |
| Pages 31 | Skill Training Curriculum Sample / Confidentiality and Legal Considerations Training Agenda |
| Page 32 | Skill Training Curriculum Sample / Suicide Intervention Training; the In-Crowd and Social Cruelty Training |
| Page 33 | Skill Training Curriculum Sample / Cultural Considerations Workshop Agenda |
| Page 34 | Skill Training Curriculum Sample / Gangs and Conflict Resolution Training Agenda |
| Pages 35-39 | Skill Training Sample / Mediation Disputes Workshop Scenarios |
| Pages 40-43 | Skill Training Sample / Athletic Team Disputes Workshop Scenarios |
| Pages 44-46 | Skill Training Sample / Mediating Across Cultures Workshop Scenarios |
| Page 47 | Skill Training Sample / Extracurricular and Co-curricular non-Athletic Club Workshop Scenarios |
| Pages 48-49 | Skill Training Sample / Practice Mediation Scenarios for Middle Schoolers (orientated toward Middle School) |
| Pages 50-51 | Skill Training Sample / Practice Mediation Evaluation checklist |
| Pages 52-53 | Skill Training Sample / Situation-Specific Preparatory Meetings for Veterans |
| Page 54 | Mandatory Reporting Expectations and Debriefing Guidelines |
| Page 55 | Bullying/Harassment Clarification Document |
| Page 56 | Hidden Rules of SocioEconomic Class handout |
| Page 57 | Circle of Conflict |
| Pages 58-60 | Phoenix Mediation Conference |

Mediation Documentation

| | |
|-------------|---|
| Pages 62-64 | The Mediation Process / Recommended Script for Student-Mediators |
| Page 65 | Mediation Process Documentation / Referral-to-Mediation forms |
| Pages 66-67 | Mediation Process Documentation / Issue Synopsis-Summary & Resolution Agreement forms |
| Pages 68-69 | Mediation Process Documentation / Record of a Mediation Session & Voluntary post-Mediation survey |
| Pages 70-73 | Effectiveness/Demographics: Mediation Program Comprehensive Statistics, Fall 2000 – Spring 2015 |

Miscellaneous – Sub-Programs, Newsletter Announcements, Informal Letters, etc.

| | |
|-------------|--|
| Page 75 | Requirements to Earn Southern Oregon University Academic Credit |
| Pages 76-80 | Sample of letters in support of the program and Veteran Student-Mediator announcements |
| Page 81 | Example of 'Program Senior Recognition Certificate' and 'Phoenix Mediation Conference Certificate' |
| Page 82 | Program announcement flier for Parent-Instructor Conferences |

Miscellaneous – Press reports, Outreach Efforts, Alumni and Program Recognition

| | |
|-------------|---|
| Pages 83-85 | Our programs' Professional Outreach Philosophy and Conferences at which we've presented |
| Pages 86-87 | Outline for Professional Conference Presentation (from 2009) with travel itinerary (from 2007 presentation) |
| Pages 88-91 | Alumni Notes |
| Pages 92-96 | Program Regional/National Awards and Recognition, and Individual Program Statistics |

Please see the packet of Supplemental Articles for additional readings used in support of this program

Overview of the Phoenix High School Student-Mediation Dispute Resolution Program

A dispute manifests itself somewhere on campus

*A teacher or athletic coach has a concern he/she wants dealt with. This concern may be interpersonal or academic.
*Counselors might refer

*A student is aware of of a situation or is themselves involved in a dispute, and they seek out the Mediation program.

*A parent expresses concern about a student, and this concern is relayed to a school official.

*The conflict comes to administration, and Mediation is used as an alternative to discipline.

The referral form is given/mailed to the Mediation Program Coordinator



The Mediation Program Coordinator retrieves a pre-prepared file folder. (This contains blank mediation forms, two mediation scripts, at least one harassment form, and class schedules for the Disputants.)



The Mediation Program Coordinator gives the file to two assigned Student-Mediators



(If necessary) the Student-Mediators will brief with the referring teacher before proceeding



The Student-Mediators will pull the Disputants from class, bring them to the Mediation Room, and conduct the mediation



The mediation can take on a variety of combinations of Disputants. The most common is a 2-person mediation or a 1-person Caucus.



If there is any threat, then the Disputants are to report the incident to Administration and police (if appropriate) immediately.



With the conclusion of the mediation, the Student-Mediators will escort the Disputants back to their respective classrooms.



The Student-Mediators return to the referring teacher and verbally debrief the mediation with them, emphasizing the contractual agreement the Disputants signed.



The Mediation Program Coordinator will also receive a debrief of the mediation.



The Mediation Program Coordinator will excuse all mediation-related absences through the Phoenix High School attendance office (Teachers are instructed to mark as 'Unexcused Absence' all students not in class due to mediation) and will update all mediation-related statistics within the program structure



Within two weeks, the Student-Mediators will casually do a follow up with the Disputants in a Caucus format to checkup on how things have been going since the contract was agreed to.
The Program Coordinator will also send out a written (optional) evaluation to Disputants

About Phoenix High School

Phoenix High School is located along Interstate 5 in southern Oregon, book-ended by the Ashland School District to the south (Ashland High School has about 1,100 students) and the Medford School District to the north (the two Medford high schools average 1,800 students apiece). The Phoenix-Talent School District pulls from three different cities: Talent, Phoenix and south Medford. Phoenix – a one stop-light, many stop-sign town – is in the growing metropolitan region of the Rogue Valley with sizable rural lands.

In November 2012, our school had 744 students, 65% of whom qualified for free and reduced lunch, 5% were English Language Learners who were enrolled in English Language Development classes, 6% migrant, 27% Latino, 13% received services from the special needs program, and 6% were homeless.

Unfortunately, the schools' regional reputation continues to reflect decades-old realities. In contrast to its "conservative, strained socioeconomic and poor educational" reputation (the quote reflects how the school was described to Cornet c.1999), it is projected today to be about 50%-50% liberal-conservative, and visibly maintains adherents of the Jewish, Christian, Mormon and other faiths as well as agnostics. College credit courses were added to the schools curriculum about 1995 and Advanced Placement courses in 2005. Student reading levels at the high school typically range from as low as the third grade to as high as the collegiate freshman level. When considering the schools demographic breakdown and the issues we face educationally and in terms of student disputes, in many respects Phoenix High School remains a representative cross section of the diversity found in many parts of the United States.

History of the Phoenix High School Student-Mediation Dispute Resolution Program

As the 1999-2000 academic year was winding down, Assistant Principal Dale Sauer approached Social Studies teacher John Cornet and wondered if he would be interested in creating a peer-mediation group. Cornet pondered it for a short while, and after agreeing he spent the summer of 2000 formulating the structure and internal mechanisms of what would become the Student-Mediation Dispute Resolution Program at Phoenix HS.

Cornet formulated a target of what he wanted the program to 'look like' after four years, and he devised annual stepping-stone targets in the pursuit of this eventual goal. The program was organized from its inception as being multi-tiered in its training opportunities, and those opportunities would emulate from both on-campus classroom and off-campus learning opportunities. The following is a synopsis of the transformation of the program from its original organization to the present, with brief commentary as to why certain decisions were made. For a complete demographic statistical breakdown for the programs participants pertaining to each semester of the program, please refer to the programs comprehensive statistics.

First Year: 2000-2001

Phoenix HS supported the creation of an Advance Sociology course, taught by John Cornet, for there to be frequent and regular contact between students and the Program Coordinator to help jumpstart the mediation program. It is through here where students received regular exposure to conflict-related issues and strategies in which to approach them.

Determined efforts were made to gain a wide cross-section (athletes, theater, minority, etc) of the schools population involved as representatives within the program continued to recruit additional members.

A Medford-based non-profit organization, Mediation Works, which has a history of working with Rogue Valley public schools, was hired to provide two multi-hour training's each year, once in the fall and another in the spring.

Conflict resolution skill training's were all conducted during class time, even if it meant taking students out of academic classes for part of the day.

The head of the theater arts program at Phoenix HS made available his students for impromptu acting as disputants so that the mediators may better hone their skills during realistic practice mediation's.

In this first year there was no minimum number of training minutes or levels required to do mediation. Instead, students were elevated to Veteran-status as a reflection of the skills demonstrated to the Program Coordinator.

Originally there was a structure for an arbitration decision-making process parallel to the mediation program, although the arbitration procedure will be abandoned by early-Spring due to an apparent lack of need and Cornet's decision to focus on refining and improving the mediation process itself.

There was no operating budget for the program, nor stipend provided for the Program Coordinator in this first year.

The most prominent problem which stemmed the programs effectiveness was less about the students and more regarding the staff. The administrators verbally expressed appreciation that the program existed, but were not willing to utilize it for anything other than minor issues they did not wish to be annoyed by, such as small rumor-mill topics. Furthermore, the teaching staff had reluctance for two reasons: first, they (and administrators too) were hesitant to trust teenagers to be in positions of responsibility, and secondly, there have been so many false-starts for all kinds of co-curricular programs in the past which quickly dissolved that they were not sure how much to get excited about the potential a mediation program held.

We had 58 mediation referrals in this academic year.

Second Year: 2001-2002

Beginning in September 2001, Veteran Student-Mediator status would require a minimum of 600 minutes for those who were new to the program, while those Veterans from the founding year of the program were grandfathered into the year as Veterans with three months to meet the increased time requirements.

There was a major outreach effort, tapping into the honors student population. This is also when the program's goals and mission statement were formalized.

By January of 2002 Veteran Student-Mediators were being more actively engaged in the skills training of other new students in the program. This was in no small measure in response to the uncertainties of statewide funding, and the realization that we would need to be self-sufficient should our funding dry up.

Conversely, we ceased to use the impromptu acting of the theater arts students only because it was sometimes unclear at the beginning of a mediation whether it were real or not.

Students were required for the first time to individually go to their teachers and teach them about the program.

The minimum grade requirement (B-) for Veterans was also introduced in this academic year.

A stipend for the Program Coordinator was introduced, at \$1,000 for the entire academic year. There was still no formal supply or training budget for the program, but John Cornet was told money could be pulled together from numerous other sources if needed.

What proved very helpful was that one nay-saying administrator from the prior year had retired and been replaced by a newly arrived Assistant Principal in charge of disciplinary referrals who came from a school district which had a strong mediation program. He therefore saw the potential for it and channeled several of the discipline issues our way.

In spite of this, the number of referrals was still hampered by an apprehensive staff. The younger teachers were most likely to refer student issues to mediation, while the older staff continued to be the most reluctant.

We had 45 mediation referrals throughout the academic year. There was also an additional 13 mediation's we did at Phoenix Elementary School in a fifth grade dual-language class.

Third Year: 2002-2003

Beginning in September 2002, the minimum required training time for all Veteran Student-Mediators increased to 800 minutes, with the previous years Veterans having three months to meet this enhanced requirement.

In the late-Winter, following a joint meeting between the Superintendent, district curriculum director, Phoenix HS building administrators, John Cornet and the Mediation Works representative in charge of school programs, at John Cornet's insistence the Phoenix HS Student-Mediation Dispute Resolution program gained complete independence from Mediation Works, thereby becoming an autonomous entity. While several reasons contributed to this decision, it was due mostly to an irreconcilable difference in both the immediate- and long-term vision John Cornet and Mediation Works had for teenage mediation generally, and the Phoenix HS mediators in particular. With this, Cornet further empowers his Veteran Student-Mediators to take a more active role in teaching skills within the program, something which had begun over a year earlier. It is in the latter part of this academic year when the program really came in on its own and charted the path it was originally conceived for.

The program begins to develop a modest regional reputation, as it was sought out to present at an educators Conference at Southern Oregon University (the third of four consecutive years we did so) and to participate in a teleconference hosted through Southern Oregon Educational Services District.

We had 71 mediation referrals throughout the academic year, resulting in 152 caucus/mediation situations.

Fourth Year: 2003-2004

Several new training topics are introduced, as the mediation program reaches toward its full potential.

Effective in February 2004, a specific prerequisite of training workshops and seminars is required for all Veteran Student-Mediators, with the previous years Veterans allowed a three month window of time to meet the new requirements. This new requirement specifically mandates the three training's – basic skills, cultural considerations and program overview – as well as two additional workshops or seminars in a mediator's pursuit of the 800 minute minimum. This is also when the three-level system for Veteran Student-Mediator eligibility is refined to encompass a combination of training minutes, levels and practice-mediation's.

The stipend for the Program Coordinator was raised to \$1,300 for the entire academic year, with an unspecified amount available for training's and supplies.

A few Veteran Student-Mediators (who have a history with Mediation Works from their middle school years) continue to assist Mediation Works with their training at middle schools in school districts throughout the valley, but the organization is not in any way active in training Phoenix HS students.

We had 38 mediation referrals throughout the academic year, resulting in 79 caucus/mediation situations.

Fifth Year: 2004-2005

The program is going strong at Phoenix HS. There was a renewed effort to advertise the mediation program to our student population. We were allowed to put a permanent wall display announcing the program in the Commons for the first time, and also got the old photography room designated as a mediation-only conference room.

By mid-year a new schools liaison at Mediation Works invites more of the Phoenix HS Student-Mediators to participate in assisting the organization in teaching skills at two middle schools. This begins to gradually reunite Mediation Works and Phoenix HS in a collaborative enterprise after nearly two years of separation, but this time in a relationship akin to professional equals rather than instructor-pupil.

At the outset of the school year, following the Beslan Massacre in the North Ossetia region of Russia, wherein armed terrorists killed over 370 (186 of whom were students in grades 3-12) and wounded another 783, the Mediation program facilitated a large banner for students to sign and sent it to the region along with both English- and Russian-language condolence and support letters.¹

We had 43 mediation referrals throughout the academic year, resulting in 90 caucus/mediation situations.

Sixth Year: 2005-2006

By April 2006, the program puts on paper the formal Professional Outreach philosophy it has long held but rarely expressed in writing.

We also have re-engaged with Mediation Works, assisting them with volunteers to aid in their trainings as needs arise. At the suggestion of Mediation Works and a request from a North Medford HS teacher, some Phoenix HS Student-Mediators over the summer go to North Medford HS to meet with that school's administrators to encourage them to support the establishment of a mediation program there.

Noticed in May 2006, a decrease of students involved in the mediation program prompts some worry about the long-term prospects of the program, to which the Student-Mediators respond with a major recruiting effort spanning the end of this and the beginning of the following school year.

We had 48 mediation referrals throughout the academic year, resulting in 111 caucus/mediation situations.

Seventh Year: 2006-2007

We entered our seventh year in existence with the largest number of highly trained Veteran Student-Mediators in program history, but also with the smallest number of active Probationary and Intermediate Student-Mediators since the programs inception. This disproportionate percentage continues to be cause for concern.

In October 2006 the school counselor asks the mediation program to devise some way to ease the transition of new students into the school. We offer a proposal which will slightly expand the responsibilities and obligations of the mediation program in a way consistent with the Student-Mediators skills and the programs' place in the schools' culture.

A dialogue begins among the Veteran Student-Mediators addressing to what extent our program should hold to the letter of the law relative to the reporting procedures we use. In other words, if we do a minimum of what the law demands, student-mediators ethically would be viewed no differently than attorneys and psychologists and therefore will not be allowed to report to the Program Coordinator, debrief to the referring staff member or report out concerns, all of which are the cornerstones of the program from its initiation. While no change is foreseen, this dialogue is nonetheless ongoing among Veterans.

Representatives of the program participate in the two largest professional venues for us thus far, presenting at the Oregon Mediation Association Conference in November 2006 and at the Closing the Achievement Gap Conference, sponsored by the Oregon Department of Education, in May 2007.

Following an early-morning vehicle accident in eastern Oregon, in which two Phoenix HS alumni were killed and both an alumni and current student were seriously injured, the student population was in shock and grief. Seeking students who were trained in active listening, who knew both when to speak and when it was appropriate not to, and who were responsible and mature, the principal asked Veteran Student-Mediators to spend the latter half of their school day in the hallways, being available to keep an eye out for grieving students and to assist as possible. This represents a new role for the Veteran Student-Mediators in emergency situations.

The stipend for the academic year is raised to \$2,000, with a supply and transportation budget amount of \$800.

A proposal is made to the communications department at Southern Oregon University, to see if they would be willing to make their academic college credit available to students who advanced far through the program while demonstrating a high level of expertise. This will be authorized in June 2007.

We had 49 mediation referrals throughout the academic year, resulting in 116 caucus/mediation situations.

Eighth Year: 2007-2008

The summer of 2007 witnessed a community service initiative wherein many members of the mediation program got together in July to refurbish a nature gazebo in Central Point which had been vandalized over the prior decades. This volunteerism was covered on the front page of the regional newspaper.

¹ In December 2009 we received a letter from Russia which shared that this banner continued to be displayed in the Beslan Baptist Church, one of the religious groups which offers continuing support to the survivors and victims families.

The academic year began with a renewed focus upon strengthening the number of student and staff referrals, recognizing that achieving the latter may result in lessening the number of administrative referrals. Success was realized quickly, as the first two months yielded more staff- and student-referred mediations than any of the previous three semesters.

There were two major multi-student mediations which were prefaced by Situation Specific Briefings. One of these involved a dozen girls whose origins of conflict stem to the fifth grade, for which the principal researched and got some valuable (non-confidential) historical information to present to all the mediators in our preparations; the second mediation involved two dozen students from a first-year teachers' class, all with their own issues which holistically disrupted the education in the course. This would be the first time at the high school level where the Mediators mediated an entire class. During a fire alarm, at which point the entire student population was grouped together in the large commons area, the student-mediators scattered themselves throughout the crowd to listen for the emergence of and dissuade conflict from occurring. This represents the first time the program partook in such a troubleshooting leadership role of this magnitude. At the Martin Luther King Jr Service Assembly, the principal presented the Mediation program a framed certificate in recognition of the impact the program has had in its' eight year history.

The concept of restorative justice becomes the buzzword of the mediation field regionally. That is, the concept of a dispute resolution process which brings a voice to the victim as the matter moves toward resolution. We find quickly that our program had encompassed this philosophy since its inception.

We had 59 mediation referrals throughout the academic year, resulting in 138 caucus/mediation situations.

Ninth Year: 2008-2009

The Mediation program has entered the twenty-first century! In an effort to maintain contact with the Veteran alumni of the program, we have created a Facebook group page! All people who were at any time members of the program are welcome to join it, although those were Veterans during high school are the ones we most try to encourage to join. Within one week, this alumni group page already had over thirty former members join! Fifty had joined within a month. It is comforting to know present and former students continue to identify with the program, so much so they have the pride of associate it with themselves in their off-campus lives.

With the outreach to our alumni through the Facebook page, the status/level of 'Honorary Veteran' is created to reference alumni who were members of the Veteran corps of the program but have since graduated.

The number and frequency of mediations in the first three months of the school year is sparse, a phenomenon we attribute in part to the Principal and on-campus police officer having spoken to every English class about repercussions for certain behaviors, in conjunction with a measurable reduction in behavioral detentions campus wide.

Representatives of the program lead presentations to professional audiences at conferences sponsored by the Oregon Mediation Association, the Oregon School Board Association and a pair of presentations to graduate students at Southern Oregon University. At the Oregon School Board Association Conference, four mediators met Oregon Governor Ted Kulongoski, who spent a quality twenty minutes speaking with us about education broadly and our program specifically. Veterans in the program embrace the idea of hosting a regional Mediation Conference, wherein students teach students in a forum geared toward high school and more advanced issues. This idea had been considered by Mr. Cornet for several years, but only acquired traction when Veteran Kelsey Lape raised the idea in the spring of 2008. When presented to this years' Veterans, there was overwhelming support and excitement. A day-long schedule is constructed with Veterans assigned to teach specific lessons, and we begin to get word out in November. The Conference was scheduled for the Friday following the recognition of Martin Luther King Jr's birthday in January, which is also a non-school day due to the end of the semester (it is an in-service grading day for teachers). In preparation we...

- ✦ Make the only known complete list of high school mediation programs by telephoning every school in Oregon with a student population of 450+., inquiring whether or not they have a program.
- ✦ For the first time we sent seven student-mediators to participate in the Peacemakers Conference in Portland
- ✦ Give a pair of presentations to graduate students from Southern Oregon University's Masters of Arts in Teaching program inviting them to the Conference at the end of our presentation, and communicated with the University of Oregon law school's professional mediation program
- ✦ Invited representatives of Mediation Works, a Medford-based community resolution nonprofit to participate
- ✦ Extended invitations to a limited number of middle schools, all of which had preexisting established mediation programs, as well as all of the identified high school programs in the state
- ✦ Created a day-long student-led schedule which alternates four sessions of instructional workshops (16 distinctly different workshops are available) with practice mediations (four workshop sessions in all). (The original schedule involved five sessions with five practice workshops, but this was shortened to accommodate schools traveling from a distance.)
- ✦ Veteran's conferred on and created original curriculum plans for each instructional workshop.

On 23rd January 2009 we hosted 100+ high and middle school students, representing seven schools from Jackson, Josephine and Willamette counties. The farthest traveled were middle school students from the Eugene area. It was very successful, as our Veteran Student-Mediators took the lead in all aspects of the conference.

Mediations over the second half of the semester slowed considerably.

We had 21 mediation referrals throughout the academic year, resulting in 60 caucus/mediation situations.

Tenth Year: 2009-2010

Our usual outreach and recruitment efforts were stymied from the outset by a principal-mandated 'no interruptions to class time', which meant we could not send notes or make mediation announcements over the intercom during class time, not to mention we pull disputants out of class without prior teacher approval. This has an adverse effect on the program, which usually hits the ground running with the first day of school. Specifically, our success in the past was predicated on our immediate response, trying to get to students before they could gain a following. We witnessed some referrals which, since we could not respond immediately, was magnified in conflict and led to a fight before we could even do the first mediation, thereby bypassing us for administrative referrals. Furthermore, what in the past could be resolved in 40 minutes we stretched out over three or four class periods, an unnecessary and counterproductive length of time, one which posed a risk to the mediators' academic progress. We tried to accommodate this administrative mandate through a half dozen mediations and, once it proved unworkable, received permission from the principal to return to the manner in which the program operated in the past. Nevertheless, this experiment hampered our early-year efforts and weakened the program. Normally we receive 80% (about twenty-three students) of those new to the program by the end of September; by this date we had none, and by November we had only seven new mediators join the program. However, following an intense outreach program, by February 2010 the program enjoyed a record number of participants and the number of mediations approached average.

Mr. Cornet, the founder and coordinator of the Student-Mediation Program at Phoenix HS, was honored by being named a recipient of the 'Imagine Award for Community Peacemaking'.

It was our intention to host the Phoenix Mediation Conference for a second year. However, when making contact with high and middle schools it clearly became evident that many would be unable to attend due to the financial stress affecting schools and their subsequent mediation programs resultant from the national recession.

Peacehouse sought out our program to better understand how successful student-based program works and brainstorm responses to address the hesitation other schools have in this regard, and also to see if we would consider channeling a 'Not In Our Town' type of program through the auspices of our program.

All of the referral and documentation forms are revised for the fourth time, three years after the most recent revision.

The program responded to the tragedy of Chelsea King (a senior, mediator and runner, of Poway HS in southern California) by sending an expression of condolences and Cornet created a skills training revolving around grief.

Eleventh Year: 2010-2011

Struggles with recruitment and retainment of new students into the program continue. It has been three years since the middle school program – which did not feed directly into our program yet which did nevertheless offer students at the lower levels a sense of what mediation is – dissolved due to budget cuts and this may have been having an impact. The program persisted with quality and professionalism due to the talents and commitments of the established Veterans in the program, yet for the first time ever not a single new student was elevated into Veteranhood during the year.

Representatives presented again at the Oregon School Board Association Conference in Portland, and hosted Grants Pass HS students for a full-day training (led by our students) on mediation. We also were consulted by Weed HS (California) and Orchard Hill Elementary School about the starting of their own programs.

Twelfth Year: 2011-2012

We confronted a situation mid-way through the year wherein our Veterans were either all freshmen or AP/honors students, and given a confluence of events (examinations, field trips, sports), when a time sensitive mediation was referred there was no one available. It therefore became necessary to initiate the expedited process into Veteranhood. Five freshmen students were selected; they had engaged in at least five Levels and had completed anywhere from two-thirds to one-quarter of the required training minutes. This process involves putting them in the middle of a real mediation led by an experienced Veteran; they were to participate as they felt comfortable doing, but the primary goal was to gain experience. They also met with every Veteran in the program, wherein they heard all their battle stories and strategies and experiences. The expedited path is designed to elevate particularly promising students into Veteranhood within two weeks, and is only used when there is a dearth of Veterans.

The program was contacted via Facebook by a worker from a non-governmental organization, asking for any ideas which might assist in a situation they're developing. An excerpt of the email is as follows:

"I am working for a non-governmental organization (NGO) in Malaysia called Tenaganita. It is an NGO working with migrants, refugees and human trafficked victims. One of our umbrella projects is a Burmese woman cooperative, and through that co-op we occasionally organize trainings and workshops for the women. Currently, we have just started a comprehensive training on leadership. This is where you guys come in.

First some background information. The situation in Malaysia is extremely difficult in regards to refugees and more so for women refugees (I am strictly speaking in context of Burmese refugees, although Malaysia does have refugees from elsewhere as well). Refugees are not recognized by the Malaysian gov't. They are at risk for arrest, detention, exploitation, and being sent back to Myanmar. It is worse for the women because 80% of women in the Burmese community are in a domestic violence situation. Ergo, domestic violence and the notion that women are subservient to men is very institutionalized within their culture.

Currently, as part of the leadership training I am putting together a conflict management and mediation training to implement into the program. I have started the tool kit; however, I figured it would be wise of me to utilize the resource I have in Cornet and his connections. I need to incorporate both conflict management/mediation as it arises within the co-op; i.e. differences of opinion, arguments between the women, etc, and also, between the women and the men. This

women co-op that has become a huge success is starting to see a more negative response from the men in these communities. Not just from husbands but also refugee organizations that are run mainly by men (these organizations are essential to the safety of the communities, because they maintain clinics, link refugees with UNHCR, report on raids, arrests, and abuses of the refugees by police, etc. Therefore a backlash of anger taken out on the women by these organizations has a huge impact on the women and their ability to work). We also face the challenge that none of these women have any previous education, they've never been in a classroom setting, and the notion of standing up to a male counterpart seems ludicrous to them.

It is a difficult challenge and I appreciate any input you can give me on what you think I should implement into the training, or possible activities to add to the tool kit."

Given the possibility that the Malaysian and Myanmar governments may be monitoring the internet and social media sites, this communication was conducted by email through the group's facebook page, but not posted on the facebook wall. Cornet and the Veterans discussed this and formulated a response which emphasized the concepts of restorative justice, respect, cultural considerations and self-advocacy, and when requested we sent our program materials, including training topics and curriculum. We also put the author in contact with a few hand-picked and trusted professional mediators who may have other ideas to supplement ours. This is the first time our program was utilized to offer input to a transnational dispute.

Thirteenth Year, 2012-2013

The number of mediation referrals this year was hampered by the nearly-yearlong absence of our on-campus police officer, who has long been a strong advocate for our program. Consequentially, the mediations referrals were reduced, and came in fits and starts. This was not necessarily a bad thing early on, as we had a good but young group of Veteran Student-Mediators. However, as they grew more ready for 'prime time' the inconsistency of mediation referrals was increasing in concern.

Following the horrific shootings at an elementary school in Connecticut, the Mediation Program instituted its emergency procedures to support our students. Mediators removed from their classes and gathered in the choir room to provide support through active listening to anyone in our student population who had need.

We hosted the administrative staff of Pleasant Hill HS (near Eugene) and offered suggestions as they contemplated how to establish a peer-mediation program.

Mr. Cornet has taken the prior two years to consolidate the mechanisms of the program into a manuscript, with the intent of sharing it with emerging programs which are out of the area. While at a conference in June scoring national AP Government examinations, he shared it with several instructors.

In an assessment of the Oregon Safe Schools & Communities Coalition and the Oregon Public Health Division, Phoenix HS was rated in the top tier of school in its challenging anti-gay bullying, ranking considerably better than neighboring schools in Ashland and Medford. The Superintendent explicitly mentioned the value of the Mediation Program is the support we offer our students.

Fourteenth Year, 2013-2014

The number of mediations has rebounded back to "normal" levels. The program welcomed three schools who sent student and staff representatives to learn of our program.

Fifteenth Year, 2014-2015



Student-Mediators sightseeing at Multnomah Falls, east of Portland, Oregon along the Columbia River
(Our tradition is to visit this waterfall every time the program heads toward Portland)

Student-Mediation Dispute Resolution Program

The Student-Mediation Dispute Resolution Program at Phoenix High School is multi-tiered, and thus it is necessary to clearly articulate the complex dynamics of the program.

Vision for the program: 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 Student-Mediation Dispute Resolution 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.

(*Thanks to School Mediation Associates, Massachusetts, online at www.schoolmediation.com, who authorized us to adapt their mission statement to our program goals)

There are three main classification groups of student-mediators

1. *The “Veteran” Student-Mediators*

This is the main group of about 15-22 select student-mediators who are the most trained and experienced. They have taken ownership of the program, actively strive to learn conflict resolution tactics through both on-campus and off-campus opportunities, and whose learned skills enable them to best deal with disputes. They therefore receive the authentic disputes to mediate and resolve.

To be considered a Veteran Student-Mediator, a student must have positive evaluations on their conduct and performance in practice mediations, in addition to meeting one of the following criteria:

- ✧ 1000 minutes (16 hours, 40 min) of mediation-related training, Level V expertise and 4 practice mediations.
- ✧ 900 minutes (15 hours) of mediation-related training, Level VI expertise and 5 practice mediations.
- ✧ 800 minutes (13 hours, 20 min) of mediation related training, Level VII expertise, and 6 practice mediations.

(Note: “mediation related training” is an accumulation of the non-classroom and practice training opportunities)

The following training workshops/seminars must be among the Levels completed for Veteran-status:

- ✧ Basic Mediation Training Workshop
- ✧ Phoenix HS Dispute Resolution Overview Seminar
- ✧ Cultural Considerations: Mediating Across Cultures Workshop
- ✧ Confidentiality and Legal Considerations Seminar
- ✧ A workshop, seminar or qualified classroom course of the Student-Mediators’ choice

2. *The “Intermediate” and “Probationary” Student-Mediators*

This is a large group which is currently training but lack the experience and/or qualifications to enter into the Veteran status. These students will continue to receive training throughout the year in practice mediations and scheduled skills trainings with the idea of gradually elevating some into the Veteran Student-Mediator status as they meet those requirements. Here we hope to put mediation-minded students throughout the campus and in every classroom.

**** *The “Honorary” Student-Mediators***

These are Veterans who have graduated from the Phoenix HS program; they are viewed as Elders in the eyes of the program.

There is an expedited process to enter Veteranhood, which is rarely used. If we have too few Veterans given the demands of mediation, we’ll identify anyone who has over half the trainings and put them in real mediation settings as active observers, as well as providing subsequent briefings with experiences Veterans. The goal is to elevate them into unconditional Veteranhood within weeks.

To be successful, we must make continuous efforts to advertise the program to the school's population

In a typical academic year, we strive to do the following in these approximate timeframes:

- (in September and February) Student-Mediators will individually brief with staff, *aka* 'Staff Briefings'; Student-Mediators will go to teachers and administrators during their preparation period and respond to any questions/inquiries and remind them of the structure of the program.
- (in September and January/February) Student-Mediators will speak for 5 minutes to students in freshman and sophomore English classes, presenting in brief about the benefits of mediation and about how to refer situations to mediation. They will also make a point of inviting all students to join the program.
- (in September, December and May) A flier with detailed information about the program will be made available for picking up at Parent Conferences
- (in February) A flier with detailed information about the program will be mailed home with report cards
- (in the Spring) Student-Mediators will present on the program to the School Board once a year
- (in the Spring) Outreach efforts to the middle school mediators
- (throughout the school year) A visual display about the program will be maintained in the school commons area.
- (throughout the school year) Regular media reports on the Phoenix High television broadcast (x1/month)
- (throughout the school year) Regular intercom announcements of skills training opportunities (x8-10/month)
- (throughout the school year) As students join the program, a letter delineating the program will be sent to parents.
- (throughout the school year) When students become Veterans, a letter of congrats will be sent to parents.

Ethical behavioral expectations for all Student-Mediators:

- Student-Mediators will support confidentiality at all times.
- Student-Mediators will ensure that all disputants are informed about the mediators' role and the nature of the mediation process, and that all disputants understand the terms of the agreement.
- Student-Mediators will protect and honor the voluntary participation of each disputant
- Student-Mediators will conduct the mediation process impartially (ie, they may not show favoritism).
- Student-Mediators will thoroughly report out to the Program Coordinator anything which hints of a threat to the disputant or to others.
- Student-Mediators will refrain from offering advice of any sort, even if requested by a disputant to do so.
- Student-Mediators must recognize the range of their skills, and should withdrawal if they do not feel they can maintain their professional objective duties on that particular dispute matter.
- Student-Mediators will not intentionally use the mediation process to avoid their own or any disputants' academic obligations.
- Student-Mediators will not in any way make efforts to coheres or manipulate disputants.
- Student-Mediators will not in any way misrepresent the discussion or content of a mediation in their written documentation and/or debrief with staff members and/or other Veteran Student-Mediators.

Behavior which will either temporarily or permanently remove a Veteran Student-Mediator from the program:

1. Breaking the confidentially mandates of a mediation
2. Getting involved in a serious/violent dispute (such as a fistfight, pulling a weapon, etc.)
3. An attendance problem at school; excessive absences and tardiness may also be considered for discipline.
4. When grades are suffering.
To be eligible to do mediation during a given period, the grade for that class must be at or above a B- (based on the current grade in the computer.) If a grade is below a B-, then there must be consecutive weekly progress reports of meeting the minimum grade standard (B-) for that period to be returned to available status. *Should any of the above or other unforeseen issues arise, the Program Coordinator will consult with at least two Veteran Student-Mediators to get their input, but any disciplinary actions pertaining to a Student-Mediator within the program will be at the sole discretion of the Program Coordinator.*
 - *Should a student be temporarily removed from the program involuntarily, they may reenter the mediation program at a later date on a probationary status and must resume training from a prescribed curriculum; under no circumstances will they re-enter the program without remedial training.
5. For any reason, a student may ask to be temporarily removed from the list of active student-mediators.
 - *If a student voluntarily leaves the program and then wishes to return, then he/she will resume at the same rights and privileges they held before their voluntary sabbatical from the program

What Types of Issues are Referred to Mediation?

The following is a sampling of the issues/situations which are sent to the Student-Mediation Dispute Resolution Program at Phoenix High School. This is intended to be an introduction for administrators and new staff who would like to get a sense for what our program is ready to handle.

While the list is not all-encompassing, it does nevertheless represent the type of issues/situations our Student-Mediators are trained to handle. We are prepared for any additional, unexpected matter which may arise, and are versed in which themes represent automatic report-out to administration.

Typical topics referred to mediation

- ✧ Student relationship issues
- ✧ Friendship issues between students
- ✧ Student confrontations
- ✧ Personality conflicts
- ✧ Behavior which demonstrates a lack of respect
- ✧ Usage of profanity
- ✧ Reinforcement of school rules (example: dress code violations, profanity, rudeness)
- ✧ Outlining consequences for continued rules violation; preventive intervention
- ✧ Athletic inter-team issues
- ✧ Peer pressure
- ✧ Rumors
- ✧ Gossip
- ✧ Class (freshman-sophomore-junior-senior) issues
- ✧ Communication and miscommunication issues
- ✧ Verbal harassment
- ✧ Bullying
- ✧ Physical non-sexual harassment
- ✧ Physical fighting
- ✧ Issues of prejudice/discrimination/racism/sexism
- ✧ Classroom behavioral management
- ✧ Academic concerns
- ✧ Extracurricular and/or co-curricular concerns

Other themes, albeit less common (twice a year on average)

- ✧ Information gathering for administration (at the mediators discretion only; be cautious to avoid Entrapment)
- ✧ Social interaction skill building for IEP students (at the request of the special needs instructor only)
- ✧ Skills building for students who are facing possible expulsion (at the request of district Superintendent only)

How does Phoenix HS support our mediation program?

- ✧ Disciplinary detentions will be given to students who break the confidentiality guidelines.
- ✧ A good faith effort at mediation may reduce the length of a suspension.
- ✧ The mediation program has been written into the school wide discipline procedures.
- ✧ The school district uses Federal Title IV (Safe and Drug Free Schools Grant) monies to fund any mediation-related financial needs.
- ✧ Phoenix HS has set aside a conference room specific for the program, providing table/chairs for mediation. On any occasion in which the designated room is not available, the Principals' office (without the Principal present) is assigned as the primary alternative room in which to conduct mediations.
- ✧ Student-Mediators have an open-door access to the front office, administrators and campus officer
- ✧ There is a wall display in the Student Commons devoted to advertising the mediation program
- ✧ Staff at all levels – certified, classified, administrative and custodial – have referred situations to mediation at one time or another
- ✧ English teachers allow five minutes twice during the school year for mediators to present to the student population about the program

Excerpts from the Phoenix High School Student/Parent Handbook

How does the Student-Mediation Dispute Resolution Program fit into the disciplinary structure of Phoenix HS? This may be found in the section entitled “Student Conduct and Discipline, which is contained in pages 17-27 of the Phoenix HS Student/Parent Handbook. The following are mediation-related excerpts from the 2007-2008 edition of the Student/Parent Handbook:

Page 17 Support for Student Safety

- Cameras monitor school facilities – Inappropriate behavior caught on the video camera system may result in disciplinary action. Camera footage is recorded 24 hours / 7 days a week, but not monitored at all times. Students are encouraged to report problems of any kind to school officials. School officials will not reveal the identity of sources.
- Student Manager – The student manager supervises the high school facilities and hallways and is linked via radio to school officials and the Phoenix Police Department. The Student Manager’s office is located in the main hallway (rm.North-204)
- School Resource Officer (SRO) provided support and assistance for all students at Phoenix HS. All SRO business is conducted in partnership with Phoenix HS administration. Though the SRO is a uniformed and trained police officer, his/her job and area of expertise is community and student support. The SRO’s office is located in the main hallway (room North-203). He/she can be contacted at 535-1526x309.
- PHS Truancy Team – A broad and diverse team of school and community professionals whose purpose is to address chronic truancy.
- Student-Mediation – as described on page 25

Page 25 Student-Mediation Dispute Resolution Program

The Student-Mediation Dispute Resolution Program teaches students continuously throughout the academic year in the mediation process, active listening skills and conflict resolution strategies. All students are welcome to join the program, and a student-disputant referred to mediation may decline to participate at any time. Mediations will take place during classroom instructional time, and with advance notice may occur before school, at lunch or after school. Student-Mediators do not have the authority to recommend disciplinary action to staff. Strict confidentiality guidelines govern the participants of all mediations. The Program Coordinator will receive a synopsis of all mediations, and the Student-Mediators are required to report anything brought up which suggests danger to a student’s self or to others or suggestion of criminality. All mediations include written and signed documentation as a permanent record of what occurred in the mediation process. All absences incurred due to mediation will be excused as school-related absences. Students may refer issues to mediation themselves, or staff members or parents may make a referral to mediation.

For detailed information, please request the *Phoenix HS Student-Mediation Dispute Resolution Program Overview* from the Mediation Program Coordinator.

Pages 25-26 Phoenix HS Has Six Levels of Discipline

Student responsibility begins with an explanation and understanding of classroom and school expectations. Administrative staff is involved in six levels of discipline at Phoenix High School. They are listed below. However, the Student-Mediation Dispute Resolution Program is an opportunity for student-disputants to resolve issues independently with guidance from trained Student-Mediators. Mediation may be offered in lieu of administrative discipline, or as an opportunity to reduce the length of discipline. Mediation may occur at any stage of a student’s movement among the six levels of discipline. Please page 25 (above) for more of an explanation on mediation. The Six Levels of Discipline are:

- Detention
- Lunchtime Detention
- Expulsion
- Wednesday Night Detention
- In-School Work Suspension
- Out-of-School Suspension

The Mediation program is also... (Filed separately; not in listed the School Handbook)

- 1) ...listed as part of the District-wide Improvement Plan, submitted to the Oregon Department of Education in Salem, Oregon.
- 2) ...listed as a ‘Level I Intervention’ on the Phoenix HS Pyramid of Interventions to Support Success

Unique Specifics of this Program

The Student-Mediation Dispute Resolution Program has been tailored to the specific needs of Phoenix High School, and designed with the objectives to teach and empower the Student-Mediators with skills which will benefit them long beyond their high school graduation. As such, this program contains some specific elements which make it unique when compared to other similar programs.

Here are some examples of the unique aspects of this program which may set it apart from others:

Student-Mediators debrief with the referring staff member

***Reason/Rational:** It is important that the Student-Mediators routinely debrief a specific mediation with the staff member who referred the issue to mediation. This is so the staff: 1. sees firsthand that there is immediate follow-through and disciplinary movement on an issue after they refer it to the program; 2. understand the nature of the agreement and can inform the program if the disputants do not abide by the signed agreement, and; 3. have in-person contact with the professional manner of the Student-Mediators.

Staff are not allowed in the mediation process

***Reason/Rational:** What makes the mediation process unsuccessful is that the disputant students have the opportunity to address their issue without fear of disciplinary actions. In the mediation process there is a balance of power between all participants, with the Student-Mediators being something like referees. The moment an adult presence is introduced into the process over 70% of the interaction and openness between the disputants cease. The only exception to this 'no staff in the mediation process' rule is when the mediation involves a student with extreme special needs or someone specialized in language translation.

Disciplinary actions against disputants who betray confidential promises

***Reason/Rational:** It is stressed within the mediation process that all the dialogue of the mediation is to remain confidential. If a disputant reveals confidential information which prompts a return of tensions between the disputants, the Assistant Principal in charge of discipline has the option of responding by issuing three days of detention.

Student leadership within and ownership of the program

***Reason/Rational:** The hallmark of any successful program is when the students involved take ownership of it. With this philosophy in mind, all Veteran Student-Mediators are in the "Leadership Circle" who are consulted by the Program Coordinator on a regular basis. Student-Mediators also help to teach skills to others.

Student-Mediators teach skills to new students in the program

***Reason/Rational:** Following along the line of the goal of students taking ownership of the program, we have a unique dynamic in our Dispute Resolution Program. While the Program Coordinator will teach many of the skills trainings, the Veteran Student-Mediators will lead two major skills trainings each year and also teach mediation skills of pairs of Intermediate Student-Mediators at a time.

Program instruction is integrated into the schools' academic curriculum

***Reason/Rational:** This not only creates more training opportunities for students within the program, but it also emphasizes the multi-disciplinary nature of the academic subjects.

Teachers are instructed to mark as absent any student who claims to be out of class due to mediation reasons

***Reason/Rational:** It is important that the mediation program remain low-maintenance for the teaching staff (teachers tend to be resistant to anything which appears to be an additional duty, even something as subtle as keeping track of attendance which might add confusion to an already busy daily schedule)

Unique Specifics of this Program *(continued...)*

Veterans are required to maintain a B- in order to have a class eligible to be interrupted for mediation purposes

***Reason/Rational:** Participation in the program must not interfere with ones academic progress toward graduation. By requiring students to maintain a minimum of a grade of B-, it constantly reiterates the importance of academics to students.

Grades will be checked randomly every few weeks by the Program Coordinator using the district grade program; should the computers be down, a progress report will be sent out for each student (Student-Mediators will be responsible for walking it around and returning it to the program coordinator) or a campus wide email to staff will be sent, asking staff to tell the Program Coordinator of any grade concerns.

We use the formal title of the program always, never “peer-mediation”

***Reason/Rational:** We always use the formal title of the program – “The Student-Mediation Dispute Resolution Program” – because of the professionalism and structural organization it implies. Student-Mediators take pride in being part of this organization. Furthermore, the phrase” Student-Mediator” likewise emphasizes the student-as-learner component of what we are achieving here.

“Peer-mediator” has any number of connotations, extremely few of which treat and empower youth with the young adult responsibilities which our program is designed to do.

Annual community service initiatives

***Reason/Rational:** Supplemental to the programs professional outreach philosophy, the program likewise makes efforts to engender community service activism. This is annually done through everything from teaching skills trainings to other school districts to staffing the Fourth of July Run, as well as through other venues as needs arise. Beginning in January 2009, we have hosted an annual Conference.



Daniela Schofield (2006)
43 hours training; 31 mediations



Abigail Carroll (2007)
130 hours training; 70 mediations



Jessica Brown (2003)
29 hours training; 35 mediations



Laura Taylor (2005)
133 hours training; 36 mediations

September Staff Briefing

I need all Veteran Student-Mediators to sit down with the assigned Staff members (below) and communicate with them about the Student-Mediation Dispute Resolution Program. This must be done by the end of the second week of school. No exceptions. ***You are the ambassadors of the program to Staff; the better you conduct yourself, the better it will reflect upon our program, and likely the more mediation referrals we will receive.***

All Veterans need to introduce yourselves to any Staff member who you have not yet met.

Meet with who you are assigned to below; for returning Staff at the high school: (probably take 5 minutes)

1. Remind him/her about the structure of the program, reiterating the Staff debrief.
2. Give him/her some referral forms, with a reminder that an email to Cornet is just as good.
3. Verbally share with him/her a list of some commonly referred-to-mediation topics.
4. Remind him/her that they have every right to say that a particular class session is not a good time to interrupt for mediation, but also that we only interrupt when it is important.
5. Address any questions which might arise.

Meet with who you are assigned to below; for new Staff at the high school: (probably take 15 minutes)

1. Educate him/her in the details of the structure of the program.
2. Be clear he/she understands the role of Staff debrief and a student-mediators' grade requirements.
3. Give him/her some referral forms, with a reminder that an email to Cornet is just as good.
4. Give him/her a detailed list of common and not-so-common referred-to-mediation topics.
5. Clarify to him/her that they have every right to say that a particular class session is not a good time to interrupt for mediation, but also that we only interrupt when it is important.
6. Address any questions which might arise.

Veteran: Rebecca Singleton
Mr.Crowston, Office
Mr.Barry, Office
Mrs.Hale, Office
Mrs.Detrick, Office

Veteran: Abigail Carroll
Mrs.Adams, rm.South-205
Ms.Alex, rm.North-201
Mrs.Atteberry, rm.South-208
Mrs.Baker, rm.South-408

Veteran: Chelsea Sunitich
Mr.Elkin, rm.North-307
Mrs.Merriman, Office
Mrs.Barton, rm.North-412
Mrs.Blanchette, rm.North-303

Veteran: Callie Fleeger
Mr.Carvalho, rm.North-302
Mrs.Carvalho, rm.North-416
Mrs.Cox, rm.South-303
Mr.DeRoest, rm.South-211

Veteran: Sonia Rodriguez
Ms.Dungey, rm.South-209
Mr.Farmer, rm.North-304
Mr.Conley, rm.South-311
Mrs.Feller, rm.South-207

Veteran: Tamara Richey
Barton's intern-teacher
Rollin's intern-teacher
Kennedy's intern-teacher
Mr.Foster, rm.North-309

Veteran: Nic Amuchastegui
Mr.French, rm.North-417
Mr.Frey, rm.North-204
Ms.Green, rm.North-203
Mr.Hagler, rm.North-103

Veteran: Logan Fairbanks
Mrs.Hague, rm.South-304
Mr.Harris, rm.South-302
Mr.Jones, rm.North-202
Ms.Jones, rm.South-206

Veteran: Megan Burr
Mr.Kennedy, rm.North-526
Mrs.Klein, rm.North-414
Mrs.Kostman, rm.North-526
Ms.Lange, rm.South-305

Veteran: Elisabeth Foster
Mrs.McClure, rm.North-208
Mrs.Michalson, rm.South-307
Mr.Horton, rm.South-309
Mr.Timmerman, rm.South-234

Veteran: Conrad Hulen
Mrs.Murakami, rm.North-414
Mr.Murphy, rm.North-409
Mrs.Nelson, rm.South-300
Mr.Russo, Office

Veteran: Molly Hobson
Mr.Goodkin, Office
Mrs.Wolff, Office
Ms.Olvera, rm.South-201
Mrs.Putney, rm.North-411B

Veteran: Hannah Wilson
Ms.Rollins, rm.North-300
Mr.Schaffler, rm.North-410
Mr.Shipley, rm.South-406
Mr.Theiring, rm.North-411A

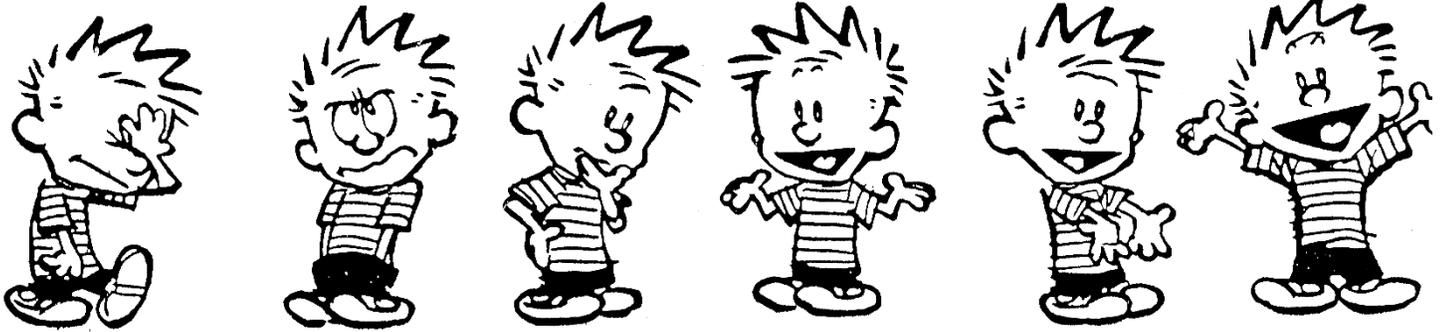
Veteran: Talia Engle
Mr.Walker, rm.North-105
Mrs.West, rm.North-109
Mrs.Woodward, rm.North-420A
Mr.Zarnegar, rm.North-419

Veteran: Laura Taylor
Mr.Zilmer, rm.North-409
Mrs.Gorevin, rm.North-109
Mrs.Collins, Cafeteria
Mrs.Selee, Library

PHOOEY, WHO AM I KIDDING?
I'D NEVER GET AWAY WITH
STEALING MY TRUCK BACK
FROM MOE. THE UGLY GALOOT
IS THE SIZE OF A BUICK.

HMM... SINCE I CAN'T **FIGHT**
HIM, MAYBE I SHOULD TRY
TALKING TO HIM. MAYBE IF
I REASONED WITH HIM, HE'D
SEE **MY** SIDE.

MAYBE HE'D REALIZE THAT
STEALING HURTS PEOPLE,
AND MAYBE HE'D RETURN
MY TRUCK **WILLINGLY**.



Instructor John Cornet (far right) giving instructions to his Student-Mediator's a half hour prior to their leading an hour-and-a-half presentation at the Oregon Department of Educations' Closing the Achievement Gap Conference, in Portland, Oregon. 10th May 2007

Training Opportunities for Student-Mediators

An indispensably important part of this program is making available enough workshops and seminars throughout the academic year which will enable Student-Mediators to accumulate a wide variety of skills and knowledge. When considered holistically, the content of these trainings all serve to empower the Student-Mediators to succeed in their conflict resolution duties. The more opportunities a Student-Mediator engages in, the better prepared he/she will be. Some of these workshops and seminars are specifically tailored to the formal structured mediation process, others to specific skills and techniques underlying tensions, construct resolution agreements, and so on. Each completed training experience is considered a “Level” within the auspices of the program; so, for instance, someone who is classified a Level V Student-Mediator is someone who has completed five different types of skills trainings. There is a wide array of opportunities to build dispute resolution skills.

Here is a sampling of some of the training opportunities I try to make available at Phoenix High School each year. A “Workshop” involves both instruction and practicing mediations, while a “Seminar” is only instructional and knowledge learning. All are taught under the orchestration of the Program Coordinator and may be heavily aided by Veteran Student-Mediators.

Basic Mediation Training Workshop

A three-hour long workshop planned and directed by the Veteran Student-Mediators in consultation with the Program Coordinator, and taught to returning Intermediate and new Probationary mediators. This is a basic introduction in how to do mediation.

Phoenix HS Program Overview Seminar

This is a thirty minute session wherein we will review the structure, organization and workings of the Student-Mediation Dispute Resolution Program at Phoenix HS. We will cover things like training levels, minute accumulation, qualifications for each of the three mediator tiers, expectations, mediation-related documents, and so on.

Psychological Prompts for Conflict Seminar

This is a ninety minute seminar in which we examine the psychological underpinnings upon the manifestation and continuation of conflict issues, and concentrate on developing an understanding of how to identify such underlying causes of conflict.

Sociological Prompts for Conflict Seminar

This is a ninety minute seminar in which we examine the sociological influences upon the manifestation and continuation of conflict issues, and concentrate on developing an understanding of how to identify such underlying causes of conflict.

Confidentiality and Legal Considerations Seminar

This is a forty minute seminar which defines seeks to define and explore the concept of Confidentiality, examining Oregon state law and addressing the gray areas in maintaining confidentiality when dealing with disputants. The emphasis is upon the importance of thoroughly understanding the concept.

The Clearness Committee Workshop

A process modeled after educational theorist Parker Palmer’s initiative, in which for nearly four hours participants utilize a saturation of clarifying questions, observation of non-verbal behavior and reflections to aide an individual in discovering new levels of truths in their issue/perspective.

Athletic Teams Disputes Workshop

This is an eighty minute workshop designed to explore the nature and manifestations of disputes surrounding high school athletic teams. Dispute scenarios used in practice are exclusively those which emerge in athletic teams and related extracurricular sports clubs.

Gender in Conflict Resolution Workshop

This forty minute training specifically explores a gender-based approach toward dispute causes and resolution perspectives.

Cultural Considerations – Mediating Across Cultures Workshop

This ninety minute training is devoted to cross-cultural awareness and strategies designed to bridge any related issues brought to mediation.

Preventing and Mediating School-Based Harassment Workshop

The title says it all. This is a two hour educational seminar and workshop which explores the manifestations of harassment, identifying the extent of hostility, what may distinguish harassment from flirtation, boundary violations, stalking behaviors, and other elements pertaining to such silent issues. Source materials originate largely from the Northwest Regional Educational Laboratory, police harassment documents, relevant films and newspaper clippings. Street harassment is also addressed.

Gangs in Conflict Resolution

This forty minute training examines the root formation of gang activities, charts its prevalence in area schools, explores manners by which to identify gang members and focuses on mediation room strategies.

Suicide Intervention Seminar

This forty minute training seeks to prepare Student-Mediators with the skills necessary to handle any suicidal themes which may emerge over the course of mediation. Particular emphasis is upon a suicidal disputant, a disputant with a suicidal friend off-site, and how to handle a suicidal telephone caller.

Situation-Specific Conflict Topics

In this forty minute training we explore the prior situation-specific situations which have emerged over the years, reviewing strategies previous Veterans have chosen while extrapolating additional considerations. Further hypothetical situations will be offered for further skill building. This training seeks to delineate the difference between preemptive, preventative and responsive resolution tactics.

Bystander Intervention Workshop

This three hour workshop is divided into thirds – the first is academically orientated, the second involves gender specific groupings, and the third returns to coed practices. It is geared toward identifying degrees of harassment and other aggressive tendencies, isolating gender-specific concerns, patterns of bystander inaction and options for defending those who are in need.

Transitioning from Middle to High School Issues Seminar

This forty minute seminar shares with students the basic information we receive in a mediation referral and then reveals what the real issue turned out to be and how the mediators approached handling it. We use real situations from the first three years of the program as our examples in this seminar.

The In-Crowd and Social Cruelty Training

This seventy minute training is an exploration of the characteristics, tendencies and psychological dynamics which affect acceptance, status hierarchy, bullying and intimidation, social clicks, stereotypes, exclusion and popularity, as well as the manner by which people assume such roles and how they respond to acceptance or exclusion, and bystander intervention.

Specific Skill Set – Active Listening

A thirty minute training geared toward emphasizing specific skills. They include listening for underlying issues, recognizing how specific word choices shape the meaning and tone of an issue, and reflect perspective.

Grief and Loss

A forty minute training which explores the manifestation of grief, stages for coping and appropriate active listening in situational contexts, along with professional resources and coping strategies. Emphasis upon how to maintain our roles as neutral participants while not engaging in counseling. (This training was inspired by the horrific events surrounding Chelsea King of Poway HS California in 2010).

Perception and Thinness

This forty minute training addressed how to respond and what to listen for when speaking to someone who is suspected to have bulimia, anorexia or compulsive exercise. It will address the psychological and sociological issues which underpin such health concerns.

Practice Mediations (workshops)

Veteran Student-Mediators will pull some Intermediate mediators into the mediation conference room, and teach them the skills and strategies inherent in the mediation process. This could look like anything from reviewing the basic mediation script to having the Veterans pretend to be disputants, and offering a critique to the Intermediates as the practice continues. Each lasts about twenty to thirty minutes.

Phoenix Mediation Conference

The Mediation program hosts this annual conference, an all-day-long activity in which Veteran Student-Mediators teach sixteen different workshops alternated with practice mediations.

Introduction to Psychology

Psychological Literature

Honors Psychology

Advanced Psychological Research

These high school courses explore the psychological roots for conflict and the reasons why people respond in the way we do. Unit themes include, but are not limited to, depression, validation, boundaries, abuse, gender identity, motivation and emotion, suspicion and the uniqueness of personality.

(For these classes, Student-Mediators will earn a Level but not minutes from their time in class.)

Introduction to Sociology

Advanced Sociology

These high school courses include an exploration of sociological prompts for conflict, including discrimination, prejudice, conflicts in organizations and small groups, hidden agendas, stratification and victimization. These courses examine the cultural impetuses for inter- and intra-personal conflict.

(For these classes, Student-Mediators will earn a Level but not minutes from their time in class.)

There exists a litany of other valuable learning opportunities to acquire experiences which would contribute to dispute resolution skills, which are made available annually (and sometimes randomly!) by community groups, local non-profit organizations and Southern Oregon University. They are not included in the above, as they are not orchestrated by the Phoenix HS Student-Mediation Dispute Resolution Program Coordinator.

Student-mediators in the program are informed of and encouraged to engage in any off-campus training or experience which may interest them. Levels and/or Minutes may be earned, if appropriate.



Veteran Student-Mediator Sarah Courier (2010) teaching skills at the Phoenix Mediation Conference in 2009

Calendar of Mediation Trainings for 2006-2007

All trainings are conducted at Phoenix HS by Mr.Cornet and Veteran Student-Mediators, unless noted otherwise

A * indicates professional trainings off-campus and not directed/lead by the Phoenix HS program

Practice mediations occur regularly throughout the year at Phoenix HS, and are not listed on this calendar

Events in which Phoenix Student-Mediators are assisting other agencies with their trainings are not included here

| MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY | SATURDAY | SUNDAY |
|--|---|--|--|---|---|--|
| <u>September 4th</u> -- NO SCHOOL -- | <u>September 5th</u> | <u>September 6th</u> | <u>September 7th</u> | <u>September 8th</u> Veteran Student-Mediator Organizational Meeting | <u>September 9th</u> -- NO SCHOOL -- | <u>September 10th</u> -- NO SCHOOL -- |
| <u>September 11th</u> | <u>September 12th</u> | <u>September 13th</u> | <u>September 14th</u> | <u>September 15th</u> | <u>September 16th</u> -- NO SCHOOL -- | <u>September 17th</u> -- NO SCHOOL -- |
| <u>September 18th</u> | <u>September 19th</u> | <u>September 20th</u> | <u>September 21st</u> | <u>September 22nd</u> PHS Program Overview Lunch, PHS rm.N-207 Day 1 of 1 | <u>September 23rd</u> -- NO SCHOOL -- | <u>September 24th</u> -- NO SCHOOL -- |
| <u>September 25th</u> Basic Mediation Training Lunch, PHS Library Day 1 of 5 | <u>September 26th</u> Basic Mediation Training Lunch, PHS Library Day 2 of 5 | <u>September 27th</u> Basic Mediation Training Lunch, PHS Library Day 3 of 5 | <u>September 28th</u> Basic Mediation Training Lunch, PHS Library Day 4 of 5 | <u>September 29th</u> Basic Mediation Training Lunch, PHS Library Day 5 of 5 | <u>September 30th</u> -- NO SCHOOL -- | <u>October 1st</u> -- NO SCHOOL -- |
| <u>October 2nd</u> Bystander Awareness & Intervention Training Lunch, PHS, rm.N-207 Day 1 of 1 | <u>October 3rd</u> | <u>October 4th</u> | <u>October 5th</u> | <u>October 6th</u> | <u>October 7th</u> -- NO SCHOOL -- | <u>October 8th</u> -- NO SCHOOL -- |
| <u>October 9th</u> Suicide Intervention Lunch, PHS rm.N-207 Day 1 of 1 | <u>October 10th</u> Transitioning MS-to-HS Issues Lunch, PHS rm.N-207 Day 1 of 1 | <u>October 11th</u> | <u>October 12th</u> | <u>October 13th</u> -- NO SCHOOL -- | <u>October 14th</u> -- NO SCHOOL -- | <u>October 15th</u> -- NO SCHOOL -- |
| <u>October 16th</u> | <u>October 17th</u> Sociological Prompts Lunch, PHS rm.N-207 Day 1 of 1 | <u>October 18th</u> Psychological Prompts Lunch, PHS rm.N-207 Day 1 of 1 | <u>October 19th</u> | <u>October 20th</u> | <u>October 21st</u> -- NO SCHOOL -- | <u>October 22nd</u> -- NO SCHOOL -- |
| <u>October 23rd</u> | <u>October 24th</u> | <u>October 25th</u> | <u>October 26th</u> PHS Program Overview Lunch, PHS rm.N-207 Day 1 of 1 | <u>October 27th</u> Bullying/Harassment Lunch, PHS rm.N-207 Day 1 of 1 | <u>October 28th</u> -- NO SCHOOL -- | <u>October 29th</u> -- NO SCHOOL -- |
| <u>October 30th</u> | <u>October 31st</u> | <u>November 1st</u> | <u>November 2nd</u> | <u>November 3rd</u> Ore.Mediation Conference all day, Portland *Day 1 of 2* -- NO SCHOOL -- | <u>November 4th</u> Ore.Mediation Conference all day, Portland *Day 2 of 2* -- NO SCHOOL -- | <u>November 5th</u> -- NO SCHOOL -- |
| <u>November 6th</u> Cultural Considerations Lunch, PHS rm.N-207 Day 1 of 3 | <u>November 7th</u> Cultural Considerations Lunch, PHS rm.N-207 Day 2 of 3 | <u>November 8th</u> Cultural Considerations Lunch, PHS rm.N-207 Day 3 of 3 | <u>November 9th</u> | <u>November 10th</u> -- NO SCHOOL -- | <u>November 11th</u> -- NO SCHOOL -- | <u>November 12th</u> -- NO SCHOOL -- |
| <u>November 13th</u> | <u>November 14th</u> Transitioning MS-to-HS Issues Lunch, PHS rm.N-207 Day 1 of 1 | <u>November 15th</u> | <u>November 16th</u> The In-Crowd and Social Cruelty Training Lunch, PHS rm.N-207 Day 1 of 1 | <u>November 17th</u> | <u>November 18th</u> -- NO SCHOOL -- | <u>November 19th</u> -- NO SCHOOL -- |

| | | | | | | |
|---|---|---|--|---|---|---|
| <u>November 20th</u> | <u>November 21st</u> | <u>November 22nd</u> Clearness Committee 8:30a-12:00n, PHS Library Day 1 of 1 | <u>November 23rd</u> -- NO SCHOOL -- | <u>November 24th</u> -- NO SCHOOL -- | <u>November 25th</u> -- NO SCHOOL -- | <u>November 26th</u> -- NO SCHOOL -- |
| <u>November 27th</u> | <u>November 28th</u> Bystander Intervention Lunch, PHS rm.N-207 Day 1 of 1 | <u>November 29th</u> | <u>November 30th</u> Ore.State Certification 8:00a-5:00p Medford *Day 1 of 4* | <u>December 1st</u> Ore.State Certification 8:00a-5:00p Medford *Day 2 of 4* | <u>December 2nd</u> -- NO SCHOOL -- | <u>December 3rd</u> -- NO SCHOOL -- |
| <u>December 4th</u> PHS Program Overview Lunch, PHS rm.N-207 Day 1 of 1 | <u>December 5th</u> | <u>December 6th</u> | <u>December 7th</u> Ore.State Certification 8:00a-5:00p Medford *Day 3 of 4* | <u>December 8th</u> Ore.State Certification 8:00a-5:00p Medford *Day 4 of 4* | <u>December 9th</u> -- NO SCHOOL -- | <u>December 10th</u> -- NO SCHOOL -- |
| <u>December 11th</u> | <u>December 12th</u> | <u>December 13th</u> | <u>December 14th</u> Sociological Prompts Lunch, PHS rm.N-207 Day 1 of 1 | <u>December 15th</u> Psychological Prompts Lunch, PHS rm.N-207 Day 1 of 1 | <u>December 16th</u> -- NO SCHOOL -- | <u>December 17th</u> -- NO SCHOOL -- |
| <u>December 18th</u> -- NO SCHOOL -- | <u>December 19th</u> -- NO SCHOOL -- | <u>December 20th</u> -- NO SCHOOL -- | <u>December 21st</u> -- NO SCHOOL -- | <u>December 22nd</u> -- NO SCHOOL -- | <u>December 23rd</u> -- NO SCHOOL -- | <u>December 24th</u> -- NO SCHOOL -- |
| <u>December 25th</u> -- NO SCHOOL -- | <u>December 26th</u> -- NO SCHOOL -- | <u>December 27th</u> -- NO SCHOOL -- | <u>December 28th</u> -- NO SCHOOL -- | <u>December 29th</u> -- NO SCHOOL -- | <u>December 30th</u> -- NO SCHOOL -- | <u>December 31st</u> -- NO SCHOOL -- |
| <u>January 1st</u> -- NO SCHOOL -- | <u>January 2nd</u> | <u>January 3rd</u> Cultural Considerations Lunch, PHS rm.N-207 Day 1 of 3 | <u>January 4th</u> Cultural Considerations Lunch, PHS rm.N-207 Day 2 of 3 | <u>January 5th</u> Cultural Considerations Lunch, PHS rm.N-207 Day 3 of 3 | <u>January 6th</u> -- NO SCHOOL -- | <u>January 7th</u> -- NO SCHOOL -- |
| <u>January 8th</u> Suicide Intervention Lunch, PHS rm.N-207 Day 1 of 1 | <u>January 9th</u> | <u>January 10th</u> | <u>January 11th</u> Transitioning MS-to-HS Issues Lunch, PHS rm.N-207 Day 1 of 1 | <u>January 12th</u> | <u>January 13th</u> -- NO SCHOOL -- | <u>January 14th</u> -- NO SCHOOL -- |
| <u>January 15th</u> -- NO SCHOOL -- | <u>January 16th</u> | <u>January 17th</u> | <u>January 18th</u> | <u>January 19th</u> | <u>January 20th</u> -- NO SCHOOL -- | <u>January 21st</u> -- NO SCHOOL -- |
| <u>January 22nd</u> Cultural Considerations Lunch, PHS rm.N-207 Day 1 of 3 | <u>January 23rd</u> Cultural Considerations Lunch, PHS rm.N-207 Day 2 of 3 | <u>January 24th</u> Cultural Considerations Lunch, PHS rm.N-207 Day 3 of 3 | <u>January 25th</u> | <u>January 26th</u> -- NO SCHOOL -- | <u>January 27th</u> -- NO SCHOOL -- | <u>January 28th</u> -- NO SCHOOL -- |
| <u>January 29th</u> Confidentiality Seminar Lunch, PHS rm.N-207 Day 1 of 1 | <u>January 30th</u> | <u>January 31st</u> | <u>February 1st</u> | <u>February 2nd</u> | <u>February 3rd</u> -- NO SCHOOL -- | <u>February 4th</u> -- NO SCHOOL -- |
| <u>February 5th</u> | <u>February 6th</u> Confidentiality Seminar Lunch, PHS rm.N-207 Day 1 of 1 | <u>February 7th</u> | <u>February 8th</u> | <u>February 9th</u> | <u>February 10th</u> -- NO SCHOOL -- | <u>February 11th</u> -- NO SCHOOL -- |
| <u>February 12th</u> | <u>February 13th</u> | <u>February 14th</u> Confidentiality Seminar Lunch, PHS rm.N-207 Day 1 of 1 | <u>February 15th</u> Sociological Prompts Lunch, PHS rm.N-207 Day 1 of 1 | <u>February 16th</u> Psychological Prompts Lunch, PHS rm.N-207 Day 1 of 1 | <u>February 17th</u> -- NO SCHOOL -- | <u>February 18th</u> -- NO SCHOOL -- |
| <u>February 19th</u> -- NO SCHOOL -- | <u>February 20th</u> | <u>February 21st</u> | <u>February 22nd</u> Confidentiality Seminar Lunch, PHS rm.N-207 Day 1 of 1 | <u>February 23rd</u> PHS Program Overview Lunch, PHS rm.N-207 Day 1 of 1 | <u>February 24th</u> -- NO SCHOOL -- | <u>February 25th</u> -- NO SCHOOL -- |
| <u>February 26th</u> Basic Mediation Training Lunch, PHS Library Day 1 of 5 | <u>February 27th</u> Basic Mediation Training Lunch, PHS Library Day 2 of 5 | <u>February 28th</u> Basic Mediation Training Lunch, PHS Library Day 3 of 5 | <u>March 1st</u> Basic Mediation Training Lunch, PHS Library Day 4 of 5 | <u>March 2nd</u> Basic Mediation Training Lunch, PHS Library Day 5 of 5 | <u>March 3rd</u> -- NO SCHOOL -- | <u>March 4th</u> -- NO SCHOOL -- |

| | | | | | | |
|--|---|--|---|--|---|--------------------------------------|
| <u>March 5th</u> | <u>March 6th</u> | <u>March 7th</u> | <u>March 8th</u> Safe and Civil Schools Conference, Portland *Day 1 of 1* | <u>March 9th</u> Specific Skill Refinement Lunch, PHS rm.N-207 Day 1 of 1 | <u>March 10th</u> -- NO SCHOOL -- | <u>March 11th</u> -- NO SCHOOL -- |
| <u>March 12th</u> | <u>March 13th</u> | <u>March 14th</u> | <u>March 15th</u> | <u>March 16th</u> | <u>March 17th</u> -- NO SCHOOL -- | <u>March 18th</u> -- NO SCHOOL -- |
| <u>March 19th</u> Bullying/Harassment Lunch, PHS rm.N-207 Day 1 of 3 | <u>March 20th</u> Bullying/Harassment Lunch, PHS rm.N-207 Day 2 of 3 | <u>March 21st</u> Bullying/Harassment Lunch, PHS rm.N-207 Day 3 of 3 | <u>March 22nd</u> -- NO SCHOOL -- | <u>March 23rd</u> -- NO SCHOOL -- | <u>March 24th</u> -- NO SCHOOL -- | <u>March 25th</u> -- NO SCHOOL -- |
| <u>March 26th</u> -- NO SCHOOL -- | <u>March 27th</u> -- NO SCHOOL -- | <u>March 28th</u> -- NO SCHOOL -- | <u>March 29th</u> -- NO SCHOOL -- | <u>March 30th</u> -- NO SCHOOL -- | <u>March 31st</u> -- NO SCHOOL -- | <u>April 1st</u> -- NO SCHOOL -- |
| <u>April 2nd</u> | <u>April 3rd</u> | <u>April 4th</u> | <u>April 5th</u> | <u>April 6th</u> -- NO SCHOOL -- | <u>April 7th</u> -- NO SCHOOL -- | <u>April 8th</u> -- NO SCHOOL -- |
| <u>April 9th</u> | <u>April 10th</u> | <u>April 11th</u> | <u>April 12th</u> | <u>April 13th</u> | <u>April 14th</u> -- NO SCHOOL -- | <u>April 15th</u> -- NO SCHOOL -- |
| <u>April 16th</u> Sociological Prompts Lunch, PHS rm.N-207 Day 1 of 1 | <u>April 17th</u> Psychological Prompts Lunch, PHS rm.N-207 Day 1 of 1 | <u>April 18th</u> | <u>April 19th</u> | <u>April 20th</u> | <u>April 21st</u> -- NO SCHOOL -- | <u>April 22nd</u> -- NO SCHOOL -- |
| <u>April 23rd</u> | <u>April 24th</u> | <u>April 25th</u> Transition MS-to-HS Issues Lunch, PHS rm.N-207 Day 1 of 1 | <u>April 26th</u> | <u>April 27th</u> | <u>April 28th</u> -- NO SCHOOL -- | <u>April 29th</u> -- NO SCHOOL -- |
| <u>April 30th</u> | <u>May 1st</u> | <u>May 2nd</u> | <u>May 3rd</u> PHS Program Overview Lunch, PHS rm.N-207 Day 1 of 1 | <u>May 4th</u> Suicide Intervention Lunch, PHS rm.N-207 Day 1 of 1 | <u>May 5th</u> -- NO SCHOOL -- | <u>May 6th</u> -- NO SCHOOL -- |
| <u>May 7th</u> | <u>May 8th</u> | <u>May 9th</u> | <u>May 10th</u> | <u>May 11th</u> Closing Achievement Gap Conference, Portland *Day 1 of 1* | <u>May 12th</u> -- NO SCHOOL -- | <u>May 13th</u> -- NO SCHOOL -- |
| <u>May 14th</u> Bullying/Harassment Lunch, PHS rm.N-207 Day 1 of 3 | <u>May 15th</u> Bullying/Harassment Lunch, PHS rm.N-207 Day 2 of 3 | <u>May 16th</u> Bullying/Harassment Lunch, PHS rm.N-207 Day 3 of 3 | <u>May 17th</u> | <u>May 19th</u> -- NO SCHOOL -- | <u>May 19th</u> -- NO SCHOOL -- | <u>May 20th</u> -- NO SCHOOL -- |
| <u>May 21st</u> | <u>May 22nd</u> | <u>May 23rd</u> Cultural Considerations Lunch, PHS rm.N-207 Day 1 of 3 | <u>May 24th</u> Cultural Considerations Lunch, PHS rm.N-207 Day 2 of 3 | <u>May 25th</u> Cultural Considerations Lunch, PHS rm.N-207 Day 3 of 3 | <u>May 26th</u> -- NO SCHOOL -- | <u>May 27th</u> -- NO SCHOOL -- |
| <u>May 28th</u> | <u>May 29th</u> | <u>May 30th</u> | <u>May 31st</u> | <u>June 1st</u> | <u>June 2nd</u> -- NO SCHOOL -- | <u>June 3rd</u> -- NO SCHOOL -- |
| <u>June 4th</u> | <u>June 5th</u> | <u>June 6th</u> | <u>June 7th</u> Veteran Student- Mediator End-of-Year Recognition Celebration (invites to Veterans and mediators over 600 minutes) | <u>June 8th</u> | <u>June 9th</u> PHOENIX HIGH SCHOOL GRADUATION In Lithia Park, Ashland -- NO SCHOOL -- | <u>June 10th</u> -- NO SCHOOL -- |
| <u>June 11th</u> | <u>June 12th</u> | <u>June 13th</u> | <u>June 14th</u> | <u>June 15th</u> -- NO SCHOOL -- | <u>June 16th</u> -- NO SCHOOL -- | <u>June 17th</u> -- NO SCHOOL -- |

Accumulation of Mediation Minutes and Training Levels (spreadsheet)

| Student-Mediation Dispute Resolution Program | | | | | | Basic Mediation Skills Training | | | | | | | | | | | | | | | | | | | | |
|--|--------------------------|--|---|---------------------------------|------------------------|---------------------------------|-----|-----|-----|---------------------------------|-------------------------|-----------------------|---------------------|----------------------------------|------------------|-------------------------|-------------------|---------------|----------------------|-------------------|---------------|---------------------|----------------------|-----------|-------|---|
| Year of Grad | STUDENT-MEDIATOR | CAREER ACCUMULATION OF MEDIATION (practice/real) | ACCUMULATION OF NON-CLASSROOM MEDIATION-RELATED TRAININGS | WHEN DID THEY JOIN THE PROGRAM? | HIGHEST TRAINING LEVEL | MEDIATIONS PER YEAR | | | | Basic Mediation Skills Training | | | | | | | | | | | | | | | | |
| | | | | | | Fr | Sa | Jr | Sr | Program Orientation | Cultural Considerations | Confidentiality / Law | Clearness Committee | Transition middle-to-high school | Psychology class | middle school mediator? | Language fluency? | Psych Prompts | Sociological Prompts | Lead Presentation | Gang Training | State certification | Suicide Intervention | Relations | Other | |
| 2013 | LAIDYANNE PODSOBINSKI | 660 (25 mediations) | 4725 minutes | October 2009 | 20 | 15 | 10 | --- | --- | 2 | 2 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 3 |
| 2013 | KAWITA KAUR | 970 (33 mediations) | 4080 minutes | November 2009 | 11 | 16 | 8 | 9 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 2 |
| 2013 | MAKIAH LEE | 155 (4 mediations) | 3230 minutes | October 2009 | 17 | 4 | 2 | --- | --- | 1 | 2 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 2 |
| 2013 | ISABEL "BELLE" TEGNER | 900 (25 mediations) | 3200 minutes | November 2009 | 12 | 10 | 13 | 5 | 0 | 2 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 2013 | MICHELE HALL | 250 (9 mediations) | 980 minutes | October 2009 | 12 | 2 | --- | 2 | 0 | 2 | 2 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 2 |
| 2013 | CHARLES MITCHELL | 120 (5 mediations) | 730 minutes | December 2009 | 13 | 5 | --- | 0 | --- | 2 | 2 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 2 |
| 2013 | MARIAH DUNHAM | 40 (2 mediations) | 480 minutes | September 2011 | 11 | --- | --- | 2 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 2 |
| 2013 | BRITNEE ACUNA | 20 (1mediation) | 320 minutes | September 2011 | 8 | --- | --- | 1 | --- | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 2013 | ELIZABETH DeBUNCE | None | 290 minutes | November 2009 | 4 | 0 | --- | 0 | --- | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 2 |
| 2013 | MIKE KOCH-PROSSER | 20 (1mediation) | 280 minutes | September 2011 | 7 | --- | --- | 1 | --- | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 2013 | SYDNEY MEDEL | None | 240 minutes | December 2009 | 4 | 0 | 0 | --- | --- | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 2013 | KYM PINTO | 30 (1mediation) | 240 minutes | November 2009 | 2 | 0 | --- | --- | --- | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 2013 | SAMANTHA BELL | None | 160 minutes | September 2011 | 3 | --- | --- | 0 | --- | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 2013 | MARIA PALOMNO | 20 (1mediation) | 120 minutes | September 2011 | 3 | --- | --- | 1 | --- | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 2013 | BRENDA CORTEZ | None | 120 minutes | September 2011 | 3 | --- | --- | 0 | --- | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 2013 | ALEXANDRA KELLINGTON | 30 (1mediation) | 180 minutes | December 2009 | 2 | 0 | --- | --- | --- | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 2013 | JENNIFER SCHEYTT | None | 80 minutes | October 2011 | 3 | --- | --- | 0 | --- | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 2 |
| 2013 | ANGEL BARAJAS | 20 (1mediation) | 80 minutes | October 2011 | 1 | --- | --- | 0 | --- | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 2013 | GRACE PRECHTEL | 40 (2 mediations) | 80 minutes | December 2009 | 3 | 2 | --- | --- | --- | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 2012 | LUCIA HADELLA | 170 (54 mediations) | 6090 minutes | September 2008 | 20 | 4 | 18 | 17 | 15 | 2 | 1 | 2 | 1 | 2 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 2 |
| 2012 | KATLYN LEE | 2100 (63 mediations) | 3590 minutes | September 2008 | 16 | 4 | 8 | 21 | 29 | 1 | 1 | 2 | 1 | 2 | 1 | 2 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 2 |
| 2012 | COURTNEY DICKINSON | 1080 (40 mediations) | 2660 minutes | September 2008 | 18 | --- | 14 | 14 | 10 | 1 | 2 | 1 | 2 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 4 |
| 2012 | KALEB WAGNER | 1140 (40 mediations) | 2000 minutes | September 2008 | 9 | 3 | 0 | 14 | 21 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 2 |
| 2012 | LEOFF UNDERWOOD | 850 (31 mediations) | 1930 minutes | September 2008 | 10 | 1 | 7 | 11 | 10 | 2 | 1 | 2 | 2 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 2 |
| 2012 | LWRICH | 205 (8 mediations) | 1090 minutes | September 2008 | 11 | 0 | --- | --- | 8 | 3 | 1 | 2 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 2012 | ANA BARBA | 300 (11 mediations) | 960 minutes | September 2011 | 15 | --- | --- | --- | 11 | 1 | 1 | 2 | 1 | 2 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 4 |
| 2012 | WILL COCHRANE | 30 (1mediation) | 890 minutes | September 2008 | 8 | 1 | --- | --- | --- | 1 | 1 | 2 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 2012 | KILLIAN OMOOTO | 40 (1mediation) | 520 minutes | September 2008 | 6 | 1 | --- | --- | 0 | 1 | 2 | 2 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 2012 | LESLIE JIMENEZ | 60 (3 mediations) | 460 minutes | December 2009 | 6 | --- | 2 | --- | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 2012 | ADRIENNE GORDON | 40 (1mediation) | 370 minutes | September 2008 | 5 | 1 | --- | --- | --- | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 2012 | MAX HAMILTON | 30 (1mediation) | 350 minutes | September 2008 | 3 | 1 | --- | --- | --- | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 2012 | LUKE FECTEAU | 20 (1mediation) | 280 minutes | September 2011 | 6 | --- | --- | --- | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 2012 | LLIANA CASTILLA | None | 240 minutes | September 2010 | 4 | --- | --- | 0 | --- | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 2012 | C.J. CANFIELD | None | 210 minutes | November 2009 | 2 | --- | 0 | --- | --- | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 2012 | KARLA PARRA | 20 (1mediation) | 200 minutes | September 2011 | 5 | --- | --- | --- | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 2012 | JARRED RICHARDS | None | 120 minutes | September 2008 | 2 | 0 | --- | --- | --- | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 2012 | MADALINE TREACY | None | 80 minutes | January 2010 | 2 | 0 | --- | --- | --- | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 2012 | KATE STRONG | 30 (1mediation) | 40 minutes | January 2010 | 6 | 1 | 0 | --- | --- | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 2011 | ANYA GANDY | 770 (36 mediations) | 7050 minutes | September 2008 | 18 | --- | 12 | 8 | 14 | 1 | 1 | 1 | 1 | 2 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 3 |
| 2011 | SHANNON WODEHOUSE | 1885 (63 mediations) | 4090 minutes | September 2007 | 18 | 15 | 11 | 11 | 26 | 1 | 1 | 2 | 2 | 2 | 1 | 2 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 2011 | ELISHAMA FOSTER | 1230 (28 mediations) | 2975 minutes | September 2007 | 16 | 7 | 7 | 2 | 2 | 1 | 1 | 1 | 2 | 2 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 2011 | AUCIA VAN DYKE | 700 (22 mediations) | 2750 minutes | September 2007 | 18 | 11 | 5 | --- | 7 | 3 | 2 | 1 | 1 | 2 | 1 | 2 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 2011 | KRYSTAL WAGNER | 1375 (33 mediations) | 2670 minutes | November 2007 | 14 | 7 | 7 | 7 | 12 | 1 | 1 | 2 | 1 | 2 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 2011 | BETHANY CROZIER | 380 (14 mediations) | 2530 minutes | September 2007 | 15 | 5 | 7 | --- | 6 | 2 | 1 | 2 | 1 | 2 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 2011 | REGINA IRAWAN | 70 (3 mediation) | 560 minutes | September 2007 | 6 | 1 | 0 | 2 | --- | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 2011 | KATELYN BURNETT | None | 360 minutes | November 2009 | 8 | --- | --- | 0 | --- | 1 | 1 | 1 | 1 | 2 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 2010 | SARAH COURIER | 1550 (52 mediations) | 6940 minutes | September 2007 | 22 | --- | 29 | 12 | 11 | 4 | 2 | 1 | 2 | 3 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 7 |
| 2010 | BROOKE CYPHERS | 1190 (42 mediations) | 4280 minutes | September 2007 | 27 | --- | 21 | 15 | 6 | 2 | 1 | 2 | 3 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 2 |
| 2010 | GEOFF JENSEN | 1465 (41 mediations) | 3235 minutes | October 2006 | 13 | 4 | 15 | 9 | 14 | 1 | 1 | 1 | 1 | 3 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 2 |
| 2010 | SEAN KAUFMAN | 510 (17 mediations) | 2890 minutes | April 2007 | 20 | 1 | 7 | 6 | 4 | 3 | 2 | 1 | 2 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 2 |
| 2010 | ALTIMIN NAVARRETE-SPENCE | 440 (20 mediations) | 2445 minutes | September 2008 | 19 | --- | --- | 11 | 9 | 1 | 2 | 1 | 2 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 2 |
| 2010 | RAEHEL VERA | 570 (19 mediations) | 2260 minutes | September 2008 | 15 | --- | --- | 11 | 8 | 1 | 1 | 1 | 2 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 2 |
| 2010 | TESSA SMITH | 1330 (36 mediations) | 2230 minutes | September 2006 | 10 | 5 | 19 | 4 | 8 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 2010 | RACHEL LAWSON | 370 (20 mediations) | 2185 minutes | September 2008 | 14 | --- | --- | 9 | 12 | 1 | 1 | 1 | 2 | 2 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 2010 | LUKE AMACHASTEGUI | 535 (12 mediations) | 1890 minutes | November 2007 | 8 | --- | 1 | 5 | 7 | 2 | 1 | 1 | 1 | 2 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 2010 | KYRSTIN WALLACE | 530 (18 med | | | | | | | | | | | | | | | | | | | | | | | | |

Veteran Student-Mediator Schedule Quick-Lookup

Spring 2007 Class Schedule

| | |
|--|--|
| | Academic class; interruption ok, but not preferred (normal background) |
| | Priority class to interrupt (light green) |
| | Priority interruption ok; Nonscheduled class (light blue) |
| | Do not interrupt except for emergency circumstances (black) |

| | Period 1 | Period 2 | Period 3 | Period 4 | Period 5 | Period 6 | Period 7 |
|--------------------------|-------------------------------------|------------------------------|-------------------------------|------------------------------------|------------------------------|-------------------------------|-------------------------------|
| ABBIGALE FOSTER | Biology French | Agriculture Kostmen | Focus N.Carvelho | AP European History Schauffler | So English Lange | Algebra 1 Atteberry | Spanish 1 Olvera |
| ABIGAIL CARROLL | Hrs.International Studies Cornet | Calculus J.Jones | Adv.Womens Fitness Hague | Honors Senior English Lange | Physics Zarnegar | Auto Technology B.Jones | NonScheduled |
| CALLIE FLEEGER | Chemistry Zarnegar | Pre-Calculus Blanchette | Spanish 3 Adams | Honors Junior English J. Farmer | AP US History Cornet | NonScheduled | Virtual Enterprise McClure |
| CHELSEA SUNITSCH | Chemistry Zarnegar | Pre-Calculus Blanchette | Junior English G. Farmer | Adv. Women's Fitness Baker | AP US History Cornet | Stagecraft Michelson | Virtual Enterprise McClure |
| CONRAD HULEN | Spanish 2 Adams | Pre-Calculus Blanchette | Student Leadership J.Jones | Honors Junior English J. Farmer | Band DeRoast | AP US History Cornet | Chemistry Zarnegar |
| ELIZABETH FOSTER | Hrs.International Studies Cornet | Peer-Tutor Walker | NonScheduled | Honors Senior English Lange | Physics Zarnegar | Pre-Calculus Blanchette | NonScheduled |
| JASON SORENSON | Art 3 Studio Rollans | Senior English J.Farmer | NonScheduled | AP American Gov't Cornet | Physics Zarnegar | NonScheduled | Algebra 2 J.Jones |
| KATE ROGERS | Chemistry Zarnegar | Pre-Calculus Blanchette | Spanish 3 Adams | Honors Junior English J. Farmer | NonScheduled | AP US History Cornet | Color Guard DeRoest |
| KATIE ELIAS | Hrs.International Studies Cornet | NonScheduled | Student Leadership J.Jones | Honors Senior English Lange | Theater Arts Michelson | NonScheduled | Algebra 2 J.Jones |
| KELSEY LAPE | Biology French | Sophomore English Lange | Western Philosophy Cornet | Algebra 2 J.Jones | Global Studies E.Carvalho | Spanish 2 Adams | Agriculture Kostman |
| MEGAN BURR | Chemistry Zarnegar | Pre-Calculus Blanchette | Spanish 3 Adams | Honors Junior English J. Farmer | AP US History Cornet | NonScheduled | Art Rollans |
| NICK AMUCHASTEGUI | Hrs.International Studies Cornet | Calculus J.Jones | NonScheduled | Honors Senior English Lange | Physics Zarnegar | NonScheduled | NonScheduled |
| NIK SORENSON | Art 3 Studio Rollans | Senior English J.Farmer | NonScheduled | AP American Gov't Cornet | Physics Zarnegar | Health 2 Hagler | Algebra 2 J.Jones |
| REBECCA SINGLETON | Chemistry Zarnegar | Health 2 Haglar | Spanish 3 Adams | Honors Junior English J. Farmer | Band DeRoast | AP US History Cornet | Algebra 2 J.Jones |
| JIAN ROSSI | Chemistry Zarnegar | Pre-Calculus Blanchette | Health 2 Hagler | Honors Junior English J. Farmer | AP US History Cornet | Virtual Enterprise McClure | Journalism Green |
| K'LA DAVIS | Art 3 Studio Rollans | Video Frey | Health 2 Hagler | Biology French | Junior English Harris | AP US History Cornet | Geometry Feller |
| JESSE RITTER | Art 3 Studio Rollans | Pre-Calculus Blanchette | NonScheduled | Honors Junior English J. Farmer | AP US History Cornet | Auto Technology B.Jones | Chemistry Zarnegar |
| HANNAH WILSON | Chemistry Zarnegar | Pre-Calculus Blanchette | Spanish 3 Adams | Honors Junior English J. Farmer | AP US History Cornet | Stagecraft Michelson | NonScheduled |
| MOLLY HOBSON | Chemistry Zarnegar | Pre-Calculus Blanchette | Spanish 3 Adams | Honors Junior English J. Farmer | AP US History Cornet | Stagecraft Michelson | NonScheduled |
| KAYLE SHARPE | Physics B. Jones | Honors Psychology Cornet | Senior English J. Farmer | AP American Gov't Cornet | Algebra 2 J.Jones | NonScheduled | NonScheduled |
| LOGAN FAIRBANKS | Chemistry Zarnegar | Pre-Calculus Blanchette | Spanish 3 Adams | Honors Junior English J. Farmer | AP US History Cornet | Virtual Enterprise McClure | NonScheduled |
| SONIA RODRIGUEZ | NonScheduled | Senior English J.Farmer | Student Leadership J.Jones | AP American Gov't Cornet | Student Aide Cornet | Pre-Calculus Blanchette | NonScheduled |
| JORDAN MARSHALL | Hrs.International Studies Cornet | Honors .Psychology Cornet | Health 2 Hagler | Honors Senior English Lange | Weight Traning Hagler | Pre-Calculus Blanchette | NonScheduled |
| TALIA ENGLE | Hrs.International Studies Cornet | Peer Tutor West | Outdoor Skills Shipley | Honors Senior English Lange | NonScheduled | Child Development Hague | Yearbook Green |
| TAMARA RICHEY | Hrs.International Studies Cornet | Pre-Calculus Blanchette | Womens Fitness Hague | Honors Senior English Lange | NonScheduled | NonScheduled | Adv. Spanish 4 Adams |



Photos from one of the Programs community service initiatives in July 2007, wherein we refurbished a nature gazebo in the Bear Creek Greenway. Among the decorative things we did was paint over an accumulation of hurtful graffiti.

The Clearness Committee Training

The following are notes – some detailed and others brief – utilized in this specific training. They are provided here to offer some insight as to the topics covered within our skills training, and are not intended to be used in isolation of a more detailed curriculum which elaborates on the below.

Usual length of time: four hours (usually done on the minimum day prior to Thanksgiving Break)

TYPICAL CURRICULUM AGENDA:

- a) Welcome!
- b) Read the article “Seeking Clarity About Crisis” by David Hagstrom.
Explain the Clearness Committee process as envisioned by educational theorist Parker Palmer.
- c) Explain the modifications to this process which we will be exercising.
- d) Engage in a modified Clearness Committee
One focus person with a panel of questioners/observers
Emphasize questions for which one does not know the answer; no leading questions
Look for nonverbal communication hints.
After 45 minutes, mirror back to the focus person
- e) Repeat twice with a different focus person



Veteran Student-Mediators at the Oregon Convention Center after attending the Peacemakers Conference, November 2008

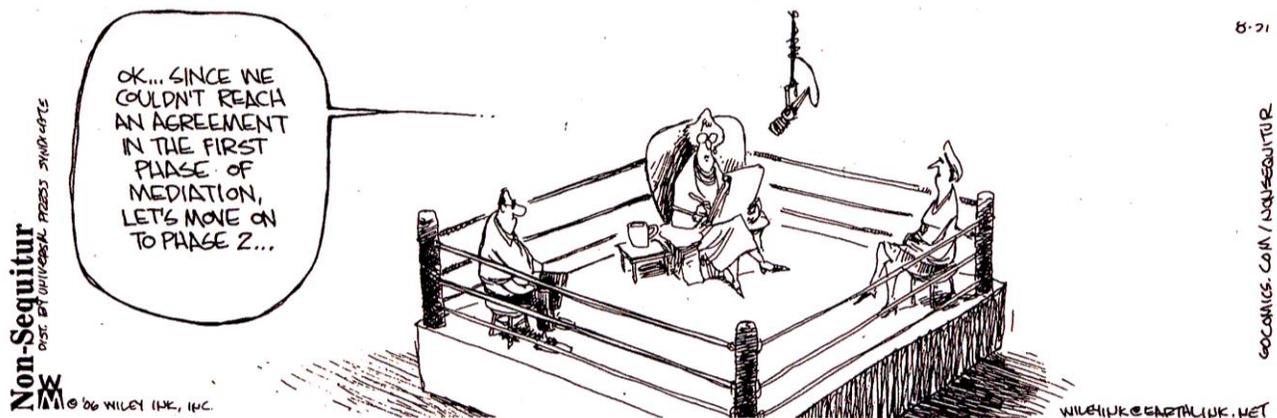
Program Overview Seminar

The following are notes – some detailed and others brief – utilized in this specific training. They are provided here to offer some insight as to the topics covered within our skills training, and are not intended to be used in isolation of a more detailed curriculum which elaborates on the below.

Usual length of time: one lunch session (45 minutes)

TYPICAL CURRICULUM AGENDA:

- a) Welcome!
- b) Phoenix HS Mediation Program...its place in the school and regional reputation
 - Present at professional conferences
 - Works with local non-profits
 - Scholarship eligible for State Certification Mediation Training
 - Train students at other school districts
 - University credit eligible
- c) Brief overview of the way the system works
 - From initial referral to staff debrief
- d) Review program handouts
 - Define 'minutes' and 'levels'
 - Brief overview of the different types of skills trainings offered throughout the academic year
 - Designation of 'Veteran-', 'Intermediate-' and 'Probationary-'status Student-Mediators
- e) Unique specifics about the program
 - Significance of a B- grade
 - Staff not allowed in the mediation room
 - Debrief of the referring staff member
 - Disciplinary actions against disputants who betray confidential agreements
 - Student leadership within the program – Veterans lead many skills trainings, practice mediations, etc
 - The program is integrated within the school curriculum
 - The program is integrated within the school discipline structure
- f) Write down on an index card...
 - Your current class schedule
 - Any previous conflict resolution experience for which I may consider awarding you a level or minutes?
- g) Review calendar of upcoming skills trainings



Basic Skills Training

The following are notes – some detailed and others brief – utilized in this specific training. They are provided here to offer some insight as to the topics covered within our skills training, and are not intended to be used in isolation of a more detailed curriculum which elaborates on the below.

Usual length of time: five consecutive lunches (45 minutes each) throughout a week

TYPICAL CURRICULUM AGENDA:

Monday

- 10 minutes (led by Cornet).....What is the place of Mediation at Phoenix HS? Emphasize the new type of leadership the program represents.
Read the handout article from the Ashland Daily Tidings newspaper 2001
- 25 minutes (led by Student-Mediators).....Introduction to the mediation script; demonstrate what a typical mediation might look like'
- Remaining time (led by Student-Mediators)....Student-Mediators share their own personal experiences, how they've grown from and through the program, what they've gotten out of it, and some introductory mediation room experiences

Tuesday

- 10 minutes (led by Cornet).....Practice active listening, listening for needs and emotions; review handout on active listening.
- Remaining time (led by Student-Mediators)....Refresh review of mediation; role play practice mediation (pair of disputants only)

Wednesday

- 10 minutes (led by Cornet).....Define and emphasize the importance of confidentiality; speak to different ways of addressing the topic in mediation and accessing whether the disputants comprehend the role of confidentiality clearly.
- Remaining time (led by Student-Mediators)....Practice mediations (pair of disputants only)

Thursday

- 10 minutes (led by Cornet).....What topics generally come to mediation? Review handout and discuss.
- Remaining time (led by Student-Mediators)....Introduction to the strategy of caucus mediations; Continue with practicing mediations (pair disputants and/or caucuses).

Friday

- 10 minutes (led by Cornet).....Address automatic report-out issues; review handout with the list of issues this might cover.
- 30 minutes (led by Student-Mediators).....Practice mediations (pair disputants and/or caucuses)
- Last 5 minutes (led by Cornet).....Closing statements; get calendar of upcoming trainings for those who have not seen it; emphasize when the next Program Overview training will be occurring. Is the Principal available to come in to say a few words?

Psychological Prompts for Conflict Training

The following are notes – some detailed and others brief – utilized in this specific training. They are provided here to offer some insight as to the topics covered within our skills training, and are not intended to be used in isolation of a more detailed curriculum which elaborates on the below.

Usual length of time: two to three consecutive lunches (45 minutes each)

TYPICAL CURRICULUM AGENDA:

- Freudian Defense Mechanisms
 - *When the ego can't meet the demands of reality, it responds with defense mechanisms (coping strategies)
 - *Among others, emphasize coverage of:

| | | | |
|--------------|--------------------|-----------------------|--------------|
| Denial | Reaction Formation | Projection / Paranoia | Introjection |
| Displacement | Rationalization | Intellectualization | Dissociation |
| Repression | Distortion | Idealization | |
- Jealousy = a uniquely complex emotion; seeded by doubt and maintained by insecurity
- Depression = a manifestation of anger in all non-neurological cases
- Cognitive changes occurring during each of the brains three pruning's affect behavior and perception
 - *Teens are prone to focus on and overstate short-term payoffs and underplay longer-term consequences of what they do.
 - *Supplemental to the three major pruning's, recent (2007) research reveals the frontal lobes of the teen brain continue to mature until about age 25
 - *By age 15 or 16, the parts of the brain which arouse a teen emotionally and make him/her pay attention to peer pressure and the rewards of actions appear to be set; but the parts related to controlling impulses, long-term thinking, resistance to peer pressure and forward planning are still developing.
 - *Violence toward others tend to peak in adolescent years. It's most likely to start about age 16; those who have not committed a crime by age 19 are unlikely to start doing it. Furthermore, two-thirds to three-fourths of violent youth grow out of it.
- Learned behaviors
- Harassment...prompts; how it is manifested (gender, cultural, jealousy, etc); what it may look like; rationalization for the conduct
- Perspectives on the nature v.nurture debate
- Freudian 'free association' as a strategy of inquiry in the mediation process
- Boundaries...the purpose, manifestation, dismantling of and violation of boundaries
- Self injury = emotion control, not suicidal impulses
- The psychological basis for:

| | | | | |
|-------------------|------------------|----------------------|---------------------|----------------|
| Fear | Neurosis | Histrionic Traits | Narcissistic Traits | Bipolar Traits |
| Compulsive Traits | Obsessive Traits | Oppositional defiant | | |
- What are the characteristics of dependency and co-dependant relationships (ie, how may we identify these)
- Grooming behaviors
- Group think tendencies; conformity tendencies
- What if suicidal themes emerge in a mediation? (How to handle it); brief, as a focused training will occur regularly on this topic.)



Sociological Prompts for Conflict Training

The following are notes – some detailed and others brief – utilized in this specific training. They are provided here to offer some insight as to the topics covered within our skills training, and are not intended to be used in isolation of a more detailed curriculum which elaborates on the below.

Usual length of time: two consecutive lunches (45 minutes each)

TYPICAL CURRICULUM AGENDA:

- What is the theoretical purpose of law/rules?
...to regularize and encourage predictable behavior
Introduce theory of Emil Durkheim
- Perspective – we all see and hear different things, as influenced by life experiences
- Peer pressure (What are examples?)
- Prejudice and racism
- Cultural stratification
- Stereotypes, grouping tendencies and labeling
- Mis-communication / poor communication
- Pressure resulting from family life, obligations, school, employment, extra-curricular/co-curricular activities, etc
- Authority issues
- Victimization
- Failure to accept or recognize responsibility
- Socialization – why do boys and girls respond differently to conflict? How might we bridge the difference?
- Lack of continuity or stability in life; fear of change
- Why conflict instead of consensus?
- Conflict Theory (originated by Karl Marx; later contributed to by Max Weber)
 - *It is the theory that a continual struggle exists between all different aspects of a particular society. The struggle that occurs does not always have to involve physical violence. It can pertain to an underlying struggle for each group or individual within a society to maximize its own benefits. It emphasizes the role of coercion and power, a person's or groups ability to exercise influence and control over others, in producing social order.
- Socialization of gender roles and gender identity through media, and subsequent impact on learned behaviors



Veteran Student-Mediators leading presentations at the Phoenix Mediation Conference, January 2009

Confidentiality and Legal Considerations Training

The following are notes – some detailed and others brief – utilized in this specific training. They are provided here to offer some insight as to the topics covered within our skills training, and are not intended to be used in isolation of a more detailed curriculum which elaborates on the below.

Usual length of time: one lunch (45 minutes)

TYPICAL CURRICULUM AGENDA:

- a) What are legal issues (not necessarily report out issues) which have emerged in mediation situations before?
Admission to a crime in mediation (keying a car); Can mediators be subpoenaed? What of file folder documentation?
Review the automatic 'report-out' issues; Cornet gets a brief review of everything
- b) What is confidentiality? Why is it important? How do we assess whether disputants understand what confidentiality is?
- c) What does the law say about professional mediation? (Phoenix HS mediation is considered a professional organization)
Entrapment – What is it? Why is it illegal? What information is good to know prior to a legal report out to legal authorities?
Under what circumstances and in what manner will we go about obtaining information for authorities?
- d) Clarifying apparent gray areas – What can be spoken of publicly?
Yes, ok to speak – the fact mediation happened; who was there; “everything’s resolved”
No, can’t speak – specifics of what was said and by whom in mediation
- e) Confidentiality in relation to the staff debrief
How much can/should be shared with the staff in the post-mediation debrief?
How much can/should be shared in debriefing with Cornet, the program coordinator?
How thoroughly is the event to be documented in the file folder? Why is this important?
Who will have access to the file folders?
- f) Odds and ends
Student-mediators testimony will never be relied upon solely (by the police) to make a case
Information reported out to the police is not actionable, but is considered relevant enough to start an investigation
Attorneys may try to subpoena student-mediators
What constitutes ethical behavior in and out of the mediation room?



Suicide Intervention Training

The following are notes – some detailed and others brief – utilized in this specific training. They are provided here to offer some insight as to the topics covered within our skills training, and are not intended to be used in isolation of a more detailed curriculum which elaborates on the below.

Usual length of time: one lunch (45 minutes)

TYPICAL CURRICULUM AGENDA:

- a) Background: 1990-2006: 18 teen suicides in Jackson County; 2008: 5 teens, 2009: 4 teens (3 from middle schools)
Uncertain why this increase exists
 - b) What if a disputant reveals suicidal impulses?
 - Remember: 99% of suicidal people reach out for help
 - Consider the psychology: Depression is caused by anger turned inward; anger stems from five things, all of which share lack of control as a central theme.
 - It is ok to ask if a disputant is suicidal; if they are, you will not be putting idea in their mind
 - Your poise matters immensely. You need to convey confidence, support and concern
 - Avoid saying “I can get you some help.” Avoid the word “help” (it has too many accompanying interpretations)
Instead: reassure the disputant that they are not alone, that you are with them and you know a way out.
 - Be sure the room is a safe place (any sharp objects there) and be sure to disarm the suicidal person if necessary (ask them for their knife – you are in no threat from a suicidal person, don’t worry; if they resist, tell them you would be more comfortable if you could hold their knife while you’re talking.)
 - Do NOT leave a suicidal disputant alone under any circumstances; one mediator remains with him/her while the other refers-out
 - c) What if a disputant expresses concern of a suicidal friend who is at a different school?
The disputant is our ally here; get all the information and we’ll have our counselors call whatever school the off-site student attends.
 - d) What to do if you receive a suicide telephone call?
Tell story of suicide call Cornet received circa.1998, and discuss
-

The In-Crowd and Social Bullying Training

The following are notes – some detailed and others brief – utilized in this specific training. They are provided here to offer some insight as to the topics covered within our skills training, and are not intended to be used in isolation of a more detailed curriculum which elaborates on the below.

Usual length of time: one lunch plus part of one class period (70 minutes)

TYPICAL CURRICULUM AGENDA:

- a) Show film clip from ABC News “The In-Crowd and Social Cruelty” (40 minutes)
- b) Discuss the applications of themes from the film to the conflict resolution process
- c) Discuss how may we apply this to a mediation setting?
- d) Discuss how should affect our approach to bystander intervention?

Cultural Considerations Training

The following are notes – some detailed and others brief – utilized in this specific training. They are provided here to offer some insight as to the topics covered within our skills training, and are not intended to be used in isolation of a more detailed curriculum which elaborates on the below.

Usual length of time: three to four consecutive lunches (45 minutes each)

TYPICAL CURRICULUM AGENDA:

a) Introduction to Cultural Considerations

- Main theme to touch upon here: Mediation is a Western creation, and as such the standard rules are not necessarily the best for other cultures; we must be prepared to recognize needs and adapt the process accordingly. It is necessary we understand and appreciate cultural sensitivities
- Within the broad subject of culture, we find five major areas which underlie a majority of conflict – language, Expectations, Assumptions, Biases/Prejudices and Values

b) Different cultural groups

- What is culture? What are cultural subgroups?
- Define “Ethnocentrism”
- Classify the many different types of cultures. Including but not limited to: ethnic minority/majority, religious minority/majority, generational differences, educational differences, values clashes, socioeconomic disenfranchisement, gang activities (gangs are a culture within themselves), school clicks and other similar exclusive groupings (“goths, jocks, groupies, brains, preppies” etc) and gender orientation and gender identity.
- Within each culture are numerous subcultures
- How should we go about identifying the particular custom/trait within each cultural group?
- Culture is learned by osmosis – by observing/watching and internalizing how those around us behave.
- What is the difference between bi-lingual and bi-cultural?
- Too often members of groups stress their differences with others rather than solely emphasizing pride in their own group.

c) Recognizing our own biases

“Bias is a reflection of cultural and psychological contexts. It is intrinsically human and therefore unavoidable.”

Professor Stephen Jay Gould Paleontologist, Harvard University

We all have bias/prejudice at some level. Bias is natural; it is human

The mediation program will honor each unique individual... we are not attempting to mold or challenge any mediators personal bias (ie, we’re not going to try to convert everyone to liberals or to conservatives, no matter your Program Coordinators personal leanings)

Question: Take an internal inventory. What situational issues would you personally feel as though you would be unable to maintain the appearance of neutrality?

As mediators, we must strive to hide, to suppress, to deny an appetite to our own bias when we’re in a mediation setting.

We must not allow a manifestation of our own views in a mediation; to do so would suggest bias/favoritism toward a side.

d) Tips for communicating with non-native speakers of English

Use uncomplicated language and clear expressions’ speak clearly and avoid slang

When checking for understanding, avoid yes/no questions

Summarize what each person said to assure each that you have listened and understood

Allow non-native speakers of English to finish their own sentences by themselves

Remember that language fluency does not equal cultural fluency.

Pause longer while waiting for responses; allow time for the other person to reply.

e) Review a long list of specific examples of cultural tendencies which many prove helpful to student-mediators to understand

f) Engage in culturally-sensitive-themed practice mediations

Gangs and Conflict Resolution Training

The following are notes – some detailed and others brief – utilized in this specific training. They are provided here to offer some insight as to the topics covered within our skills training, and are not intended to be used in isolation of a more detailed curriculum which elaborates on the below.

Usual length of time: one lunch (45 minutes)

TYPICAL CURRICULUM AGENDA:

1. Define a “gang”
 - Three characteristics: Share a common identity; adopt symbols/signs/colors; engage in criminal activity
2. Why do youth join gangs?
 - Reasons vary: Need a sense of belonging; acceptance; under threat/intimidation; not engaged in other activities which might take their time, ie, bored
3. There is a distinction between those with gang affiliations who are born in the Rogue Valley and those who are born in southern California
4. Brief overview of the gang activity in Rogue Valley schools

At Phoenix HS, white supremacists in 1980s, gangs early- and mid-90s, no sizable membership late-90s to present. Little gang activity at Phoenix post-1995. Why? it’s a small school (we know students) in a small community (those who come from California are used to a big city playground, Medford is it.)

Circa.2009 – about 60 at North Medford, about 40 at South Medford, fewer than 10 at Phoenix, none known at Ashland.

Gang activity seems to be less tolerated at Phoenix HS

Kids are recruited in elementary school, ages 10/11/12; very little recruitment in high school

Two main groups: Nuestrros (started in prisons, found at North Medford) and Cerenous (around since 1800, found at South Medford. Phoenix HS tends to align with Cerenous

Occasional rumblings in schools, but little clear activity or actions aside from tagging territory. Violence is infrequent

After school events which lead to violence is not uncommon; violence often is influenced by out-o-farea gang member who arrived to town.

Parents do not necessarily know their youth may be active in a gang, or they may have seen hints but be in denial.

Many gang members do not cooperate with the police, even if one is the victim of another gang’s assault.

Why? Pride in own group...need to avenge the event themselves; distrust of police; cultural foundations.

‘The county is not being overrun by gang activity, but they are establishing their spots.’ – District Attorney
5. Hint someone may have gang affiliation:

Signs, symbolism, hand gestures/signs and tags; fixation with specific numbers;

Colors/numbers (Nuestrros = red/14, Cerenous = blue/13); bandanas (neatly folded and reflecting colors)

Clothing (baseball caps with colors introverted (for instance a Dodgers cap in all red (team color is blue)

Gangs are big on ‘handing off’ things while walking – notes, weapons, symbols
6. In a mediation...
 - It is ok to ask if the conflict is gang related. They will likely tell the truth.

(If there is no clear definitive reason apparent for the reason underlying a conflict, you should ask this
 - Expect possible efforts at intimidation or arrogant tone
Look for evidence of truth/mistruth. Make note of nonverbal communication (arms crossed; defensive posture; slacking or not, etc)
 - If they are making an effort to disrupt the power balance by exerting effort to controlling the discourse/process, then halt the mediation and immediately refer out
 - Listen for suggestions of recruitment efforts.
 - Inquire about origins of joining the gang (when was it, under what circumstances)
 - Gang members want something to feel pride in.
 - Gang members want respect
 - Listen for information about any people who don’t go to the high school yet whom seek to ‘interfere’ at the school
Example: Swinging by to pick up students; sit across the street, or loiter in the area; offer enticements – drugs, alcohol, excitement, or anyone who just hovers around campus.

Mediation Disputes Workshop

The following scenarios are designed for the practicing of mediation skills. These situations are issues which may plausibly occur on a high school campus. They are predominantly student-to-student issues, yet also include some situations involving teachers and support staff. These scenarios are of varying difficulties, with a few of particular difficulty for the mediator being denoted as such. Mediators should also consider when a mediation or caucus approach is best to utilize, and when. These are intended for the use of practicing mediation tactics and strategies.

Leah goes into the library to check out a book so she can write her senior paper. When she asked the librarian for the book, she informs Leah that another teacher has that book on reserve and has specifically said no one is to check it out. The teacher's class will be done with the book in two months, but Leah's paper is due in one month. She wants to have mediation with the teacher in hopes of being allowed to use the book.

Jeff has been dating Jessica for five months. About one month ago Jessica started hanging out with Joe, who likes her and buys her flowers and car stereos. Jeff is uncomfortable with this and Jessica says to trust her and not be jealous. Jessica begins spending more time with Joe than with Jeff and still says there is nothing to worry about. As Jeff becomes more troubled, Jessica tells him that she is no longer friends with Joe, but eventually Jeff learns that Jessica lied about this. Jeff wants mediation between himself and Joe because he wants Joe to stop hanging out with Jessica.

Kendall is concerned about her friend Hannah who may be developing a eating disorder. Kendall and Hannah used to eat lunch together but lately Hannah has been avoiding going to lunch. Kendall is concerned by Hannah's recent weight loss, making her think she is anorexia. Kendall referred mediation while Hannah is very resistant to the thought that she has anything wrong with her.

Brad, a self-consuming student, shapes his personality around crude comments made about other students, (normally people he doesn't hang out with). Kyle over hears Brad speaking of him poorly, Kyle feels that Brad does not respect him, while Brad believes he has done nothing wrong. Brad is putting others down to raise his own self esteem.

Jeff and Zac share a locker. Zac stuffs the locker full of his stuff plus Zac has given the locker combination to many of his friends who are now using the locker too. Items that are left in the locker for many days include food, gym clothing, and at least two pairs of shoes. Jeff referred the mediation hoping to explain to Zac that he would like some space to put his textbooks in the locker.

Rebecca is concerned about the drinking habits and drug use of her friend, Erik. The catch (unknown to the student) is that what she heard about the drinking and drug habits is an unfounded rumor.

Steve and Sarah are in a relationship, Katy has entered into the mix as a friend, but this sets off a considerable jealous feeling in Sarah. This is causing tense situation both on and off campus, to make this situation both on and off campus, to make this situation even worse both Katy and Sarah are on the volleyball team

David and Adam get in a fight in the commons. A few punches are thrown, and while none connect forcibly the two students tackle on one another before they are separated. Under a deal to lessen the length of the suspension, both David and Adam agree to do a mediation session. Willing yet reluctant to mediate, they appear tense in the mediation.

Chris regularly "pokes" Tina and on occasion makes attempts to "snap" her bra strap. Tina has repeatedly politely asked Chris to cease this behavior, but it has not stopped. Tina brought the issue to mediation in an attempt to avoid the high school disciplinary action.

John and Jamie were in a relationship that broke up cleanly, yet they are still uncomfortable being around each other and they don't want to date one another. Basically they're several issues that remain unresolved.

Gary and Todd sit down at mediation but refuse to make eye contact with one another. At issue is a perceived or actual lack-of-respect, possibly discrimination or accusations of homosexuality.

Crystal (freshmen) feels as though she is being "hazed" by several students, many of whom she doesn't know, all around the campus. This hazing takes the form of sayings like "Stupid Freshmen" or "Seniors Rule." Crystal approaches the mediation team hoping to initiate actions which would dissuade further class sayings.

Amanda is late to American Government everyday, she come sin to the class very loud, and tells long stories about why she is late including, "It was too cold to walk to school" overall the students in this class feel it is very distracting and rude. The teacher refers to the mediation.

Katie is a habitual liar and will say anything to gain admittance into a school club/organization or social click. The student does not recognize this, and the situation has been referred to by Colleen, a concerned friend.

Andrew desperately wants to be treated as an adult by his parents, and their not reciprocating has been causing stress in his life. He then takes his stress "out" on his peers.

Jennifer believes Mr. Conley is showing favoritism within his class. The student brought the conflict to mediation, but has never approached the teacher directly about any concerns.

CONSIDERABLY DIFFICULT Melanie has threatened to beat up Kaitlyn, or have a friend beat her up, because Kaitlyn was believed to have been laughing at Melanie's boyfriend. Melanie is accused of making threats to the extreme of slitting throats. There is no history of animosity between he girls. They just met this year in Art class.

Gossip is being spread by acquaintances (they are not established friends) who have their own agenda to pursue. (This agenda could be competing for the attention of mutual friend; romantic interests; long-time dislike/animosity of one another)

Erica, Elizabeth and Jessica, all former friends, are part of the leadership of a school club/organization and therefore must work together. But on a recent school-related overnight trip, rumors began being spread which drove a wedge between these individuals.

Kraig and Nicole are long-time friends. Kraig has recently developed romantic feelings toward Nicole, who does not think of her friend in that way. Rejected, Kraig has started practicing avoidance when around her. Nicole brought this issued to mediation but Kraig is very hesitant to volunteer any personal information.

In class a group of "popular" students are routinely teasing another student, Anthony. This "out-of-the-loop" student tries to blend in with his classmates, but it's usually at an immature level which seems to invite further ridicule. A teacher recommended that these students meet.

Michael has been picking on Josh since the fourth grade. Now both are sophomores. Lately Michael has been kicking josh in his right knee, a knee which was hurt some time ago during unrelated things. Josh got fed up and pushed Michael, which lead to a verbal and physical confrontation.

Colin and Laura just broke up as boyfriend/girlfriend. They agreed to keep the details of the relationship and the breakup between themselves. The girl requested mediation after hearing rumors about the relationship from her friends, rumors which were not true. There are a lot of tensions. Laura is confrontational while Colin is very defensive.

CONSIDERABLY DIFFICULT At the end of the previous school year, Ryan sexually harassed Diana. Since then (and the legal fallout from that issue) they have seen one another around campus from time to time, but have had no conversations. The girl is consumed by the event, and her mind drifts back to it often. She feels like she needs to bring closure to this part of her life as she readies herself for her transition to a university. She has requested the mediators facilitate a meeting between them. There is no evidence that Ryan knows anything is still troubling Diana, or that anything is going on.

Whitney and Miranda were yelling at one another in the hallway, they were then referred to mediation by a teacher. Here's the situation: Jason and Whitney were in a relationship for a few months now. Miranda discovered that her boyfriend had begun to date her best friend two weeks ago. She discovered this at a weekend party the three of them were attending. Miranda was so furious that as she stormed out of the party she "keyed" Whitney's car ("keyed" is using a key to scratch the paint on a car.) Miranda knew it was a stupid thing to do, but so was her best friend "stealing" her boyfriend.

CONSIDERABLY DIFFICULT Mrs. Shelby is very concerned about Daniel's, a student's, academic progress. Mrs. Shelby knows that Daniel's home life is very difficult and that his parents may be verbally abusive, but Mrs. Shelby has already consulted one-on-one with Daniel and also with the counselors, and the student must pass this class to graduate. Mrs. Shelby decided to use the mediation forum as the last attempt to make the student aware of the seriousness of this, short of calling home.

For a long time there have been problems between Tracy and Kelly. The only way they have dealt with this is through verbal and/or physical confrontations. And now, through gossip and rumors, they were led to believe that there was an impending boxing match between the two of them. The catch: neither of them ever agreed to box; their friends were egging them on in reality. But now they both feel the uncontrollable momentum to fight.

Two months ago Holly took Ben's bronco without permission. She wrecked it beyond repair. Since then Holly and her two friends (Rachel and Kathryn) feel Ben and his friend Chad have been harassing them about the incident. There are many hearsay issues.

Amy and Robert have been together for one and a half years, and she has found out the he has slept with two other girls (Angela and Geli). Robert admitted it and now he's mad at the girls he slept with for their telling Amy. Amy doesn't want to be with Robert anymore, but still feels a lot of affection for him, and she doesn't know what to do. Robert's friends (James, Mario, Ted) are mad with Amy, saying that she should own her own business even though Amy has been talking to them and wants their help and support. Robert won't speak with anyone about this, because he doesn't think he did anything wrong, and he thinks Amy's friends started this ruckus and so they're to blame. Regarding the friendship circle, the whole thing is based on rumors as far as Robert and Amy are concerned since the friends seem misinformed and don't have the whole story. But both Robert and Amy do know they complete story, but may be speaking it in partial half-truths to support their perspective.

Last week Rina's mom came to school to make sure Rina went to her classes. After her last period mom determined that part of the reason that Rina was not doing well was her constant talking to her friend Savannah. Rina's mom then confronted Savannah about this and it got back to Savannah's mom. Savannah's mom called Rina's mom and threatened to have her arrested if she touched her daughter. This carried over to the two daughters and they got into a fistfight this morning as soon as they arrived at school.

Taylor slept with Allie's boyfriend. Allie, upset, punched Taylor at the football game, where Taylor's car was also keyed. Allie admits "hating" Taylor, but says she does not know who keyed her car. There is an absence of directing any blame toward the boyfriend, Tim.

Throughout middle school and now in high school, Henry has been picking on Bruce. The from of this "picking on" includes bigoted slurs, profanity, threats and even throwing things. The only reason Henry offers for this behavior is that Bruce just bothers him. Bruce says he is uncomfortable around Henry and the harassment makes it different for him to complete his work.

Nicole saw ReNae smoking yesterday. Nicole was very concerned about her friends' health, and so she told Mr. Scrofani (the Literature teacher) because she knew the teacher would share her concerns and not dismiss them. Tessa overheard Nicole and the teacher speaking and then relayed what she had heard back to ReNae. ReNae and another of her friends, Elizabeth, were really upset and are believed to have the intention of harming Nicole, either verbally or physically. Nicole is upset and scared, and referred the situation to mediation.

Alex goes around telling people about his "girlfriend." In fact, in his mind he has as many as a dozen girlfriends. He will go to their classes and bring them flowers or to deliver a note. The girls don't see him in the same way, but when they tell him he does not seem to get it. Only teachers and the mediators know that Alex is in the special needs program; it is confidential information and so the disputants can not be informed.

Savannah, a sophomore, is a student aide for a teacher's second period class. She copies examinations for the teacher's first period advanced government class, which is full of seniors. She approaches a table of seniors she knows to be in the class and offers them the test early. The seniors pass the test along to others in the class, and by the test date over half of the class had access to the examination. Following the test, five individual students approach the teacher at different times, taking responsibility for their role in this and expressing guilt for their own role and anger toward the sophomore. As word gets out that the teacher knows and is disappointed in all involved, more and more seniors – both involved and not involved – are angry at the sophomore. Tensions from some border hostility. Savannah, who soon thereafter spread rumors implying the entire senior class was involved, refuses to assume responsibility for her role.

Heidi feels lost at the high school. She's a junior and she recently had a falling out with her boyfriend (although the boyfriend does not see it that way.) Heidi seeks to transfer to a different high school, so she can have a clean start. The Principal referred Heidi to mediation in an effort to keep the student at the high school.

CONSIDERABLY DIFFICULT A ritual, initiation, coming-of-age, senior v. junior girls tag-football game turns hurtful. Juniors were told that it would just be a game and a little hazing that might have to endure from things like ketchup, mustard and whipped cream being smeared in their hair. But it turns violent. The game never begins as a dozen seniors go over the top, using things like pig intestines on the junior girls and kicking, strangling and punching them. Police are called, and the mediations are among not those senior who did the violence, but rather it is with the seniors who were there and egging on the violent seniors but did not do anything physically aggressive themselves.

CONSIDERABLY DIFFICULT An administrator in the Commons hears the raised voices between Katie and Gretchen on one side and Charlotte and Kati on the other. The voices quickly exculpate from normal voices to pitched, sharp yelling. Had the administrator not broken it up he believes it would have quickly resulted in a physical altercation. All four are suspended, and mediation is a precondition mandated by the administrator before the students are entirely without worry of administrative disciplinary action.

CONSIDERABLY DIFFICULT Four freshman girls – Jayde, Kasey, Jessie and Alecia – are in a friendship which revolves around gossip and conversations which have an absence of depth. The mediation referral says 'people are saying bad things about others and we think people might be stealing.' In mediation, stories of cruising (driving illegally) around town at night, making advances toward an older gas station attendant, sexual activity, smoking at lunch across from the high school, stealing, an allusion to drugs and other themes emerged. It is unclear to what extent the girls are bragging and how much of their stories are rooted in accuracy.

Chris approached the high school principal, saying he has had all he can from Andrea's harassment of him. Chris and Andrea had gone out a few times, but then separated and not spoken since. Chris actually has been harassing Andrea, with his stalking behavior prompting their breakup. Both accuse the other of spreading gossip.

Matt has over the past seven months made comments toward Maia which she and her friend Jian interpret as harassment. Jian posted MySpace.Com comments which are derogatory toward Matt. Jian openly refers to Matt as “weird” while Matt used profanity to describe Jian. Maia is scared about the whole situation, because Matt in the past (and again in mediation) has made comments hinting toward suicidal tendencies. Jian does not want Matt to communicate with either of them, whereas Matt does not think there is any problem, aside from his not liking Jian

Anna and Diana are observed face-to-face, screaming at the top of their lungs about something. They are referred to mediation by a teacher, although they would much rather not face one another.

A physical fight between Brianna and Anastasia is broken up. As part of an agreement to be allowed back at school following their suspension they have agreed to go through the mediation process.

Azucena is receiving threatening telephone calls in the middle of the night; caller id identified Stacie’s home and those of her friends as the source of the calls. Stacie and her mother then receive threatening calls, from Azucena and her friends. The girls then each learn that Fransico (Azucena’s former boyfriend) was telling them different things. Azucena still has feelings for Fransico, who is starting to date Stacie.

Joe instigated a fight with Nathan in their computer technology classroom over seemingly insignificant events. The real prompt for this seems to involve issues from Joe’s home life.

Ryan is a regular disruptive presence in Mr.Zarnegar’s classroom. He intentionally asks misleading questions, distracts others and is boisterous/loud in his mannerisms. He is very behind in all his class work and just “doesn’t get it” (his words)

Chris constantly calls Kayla and Laura names, and they do the same to him. All three are sophomores. There is constant public arguing, almost as though they will intentionally say things to set the others off. Chris is accused of stalking the girls. Laura wants Kayla to hurt Chris. (This mediation was referred by Kayla)

CONSIDERABLY DIFFICULT Sabrina and Nate dated briefly. Sabrina broke up with him, and over the past three months Nate has been making continued unwanted advances toward her. Recently, following her more recent denial of him, Nate’s friend Elliott started to send Sabrina menacing text messages and Nate’s friend Phoebe challenged her to a fight at lunch.

It is Aimee’s birthday and she has a collection of five balloons. Ethan walks by and one of the balloons pops (she says he did it on purpose; he says it was an accident). She is upset the teacher does nothing, so she gets scissors from the teachers’ desk and cuts Ethan’s baseball cap. Both feel like victims, and they have a multi-year history of mutual dislike. They are scheduled together in three of the same classes.



Student-Mediators from Phoenix HS (joined by a few students from Crater HS), participating in the Clearness Committee skills training in the Phoenix High School library, November 2007

Athletic Team Disputes Workshop Scenarios

The following scenarios are designed for the practicing of mediation skills. These are situations which may plausibly occur within high school athletic teams. They are predominantly athlete-to-athlete issues, yet also may include some situations involving coaches or support staff. These scenarios are of varying difficulties, with a few of particular difficulty for the mediator being denoted as such. Mediators should also consider when a mediation or caucus approach is best to utilize, and when. These are intended for the use of practicing mediation tactics and strategies as they revolve around issues which emerge within athletic teams.

Sean has been the cross country team's top runners since his freshman year, largely due to natural ability and an intense work ethic. Now a senior, he is a nationally ranked distance runner and the defending State Champion. He views himself as a perfect fit to be the leader of anything/everything related to the team. He takes his authority and makes ridiculous demands on his teammates (ie: telling a freshman to clean up the bus alone, or categorizing those of lesser ability as athletes who are to be Sean's own personal audience). His teammates view him as conceited and arrogant, and as such he gets on peoples nerves. The coach refers the situation to mediation, but Sean's teammates are reluctant to confront the issue, fearing Sean's response.

Peter and Breann are in a relationship. Once dedicated and good at their running, their focus has now turned upon one another and away from the cross country team. Examples of their behavior include: being late to practice yet arriving late together hand-in-hand, not paying attention to what's going on, and so on. Peter thinks he's handling everything well and is in control; Breann does not know anything is wrong and would be embarrassed if she learned others were uncomfortable with their public display of affection. Indeed, many of their teammates have expressed that they are uncomfortable with Peter and Breann's bus-riding-cuddling, and lack of focus and their displays of affection. This is a team with the potential of making the State Championships. The mediation is requested by the coaching staff, to whom the other student-athletes have expressed their concern.

The same situation noted above for the cross country team (re.: Peter and Breann), but the only change is it is not a team with championship potential. In fact, the team has been the doormat of the conference all season long.

Football is in a competitive conference and everything comes down to the final game of the year to determine who goes to the playoffs. In the final week, the star receiver, Justin, has missed practice – he says in school classes that he is ill, yet he is not at home during after school practice times when coaches telephone and other students claim to have seen him and his girlfriend Kristen hanging out downtown at that time. He's there for the final game of the season, during which his athletically-rusty hands drop three different passes from the quarterback, any one of which would have won the game. Justin is blamed by many for the teams' loss.

CONSIDERABLY DIFFICULT A group of five high jumpers are on the track team – Anna and Sarah (seniors), Tessa (a sophomore), and Erika and Brittney (freshmen). Anna and Tessa are egocentric, thinking predominantly of their own events (so much so that they identify themselves as the high jumpers of the team) and believing that their own abilities far exceed anyone else's skills. Sarah relates with their humor and cliquish nature, but she is also involved with throwing events and therefore does not identify with the high jump as much. As a click, the three are seemingly conceded, unwilling to let anyone else into their circle. They manipulate their coach in a manner that fosters little workout and running relative to all other athletes. Then two freshmen appear, both of whom are serious about making friends and finding their place on the team. The three upper-class girls have a history of jumping better than the two freshmen, but then Erika begins to jump better than everyone! When Erika emerges as the best, the other three girls just shun her, speak behind her back and treat her like trash. The mediation is requested by Erika and Brittney.

Volleyball is high intensity, and the prevailing belief is that to be eligible to make the team a player must devote themselves to training year-round, including summer tournaments and off-season leagues. Claire wants to be on the team. Her skills are not very good relative to those on the team, but she seeks the glamour and prestige (in her perceptions) of being apart of such a successful program. She adamantly disagrees with the year-round philosophy she views. She tries out for the squad, but when she does not make the varsity team she takes her disdain and projects it outward and assigns blame toward anybody associated with the volleyball program.

The softball team captain, Kim, is in charge of everything from recruitment to maintaining team statistics to arranging for pre-game pasta feeds. She does not feel anyone else can do the job as well as she can do it, and so she refuses to delegate any tasks to others. These accumulations of tasks/stresses prompt her to develop a negative attitude toward her teammates. She begins to believe the others are not reliable (because, in her mind, if she can not delegate to them they must therefore be unreliable). She is convinced she is right.

Three cross country teammates are racing in close proximity to one another: Therese (senior), Hannah (sophomore) and Alyssa (freshman). A mile into the race Alyssa starts to speak very negatively, within earshot of the other two girls (“I can’t do this; I should just quit now; I’m in pain”) this continues for a bit, despite the other girls’ efforts to encourage her. At one point Alyssa grabs Hannah’s arm mid-race, while still in her negative mode. When the race finishes, Alyssa finishes strong while the other two girls finish uncharacteristically poorly and in tears. They say they broke down due to the freshman.

The older two have State-level experience, maturity and are the co-team captains, while the freshman is a first-time runner and, due to attention deficit hyperactivity disorder, has a tendency to talk continuously, which sometimes irritates her teammates (although her teammates are too polite to tell her directly). Alyssa admits to what she said mid-race, but refuses to admit she grabbed anyone.

Two sisters are running together: Sarah and Katie. Katie has run since her freshman year and was the best runner on the team and among the best in the state, until her sister Sarah begins running a year later. Sarah is diabetic and weighed a lot as a freshman, but as a sophomore she ran-off the pounds and was racing a full minute better than her older sister. Katie was older and state-ranked, but diabetic Sarah was nationally ranked! In addition to any usual sibling rivalry issues, this causes the friction of jealousy and scorn. They inadvertently try to get an advantage (attention) over the other even in social settings. Most of the conflict is Katie’s issues directed toward her younger sister, whom Sarah reciprocates, but as with any sibling rivalry there are mutual issues which need to be addressed.

At home over the dinner table, parents who have watched a recent basketball game were complaining about the coaches decisions and bewildered about the amount of playing time some athletes were accorded. The conversation is very negative about the coach and the basketball program. Their son, David, plays for the coach. After hearing all this, he brings this baggage with him to practice and casts the coach with an air of suspicion, wondering if the coach is any good and wondering if the coach is playing favorites regarding playing time. David becomes moody, irritable and short tempered while at practice.

Nick is verbally abusive to the girls on the coed swimming team. His attitude is “I’m better than you”. He likes the girls to an extent, but his immaturity does not give him an avenue to express himself. Instead, he intimidates the girls by doing things like insulting them, mooning them at a contest and kicking girls out of their bus seats just so he could have a seat all to himself. He tries to make girls feel inferior just because of their gender.

Sarah has given the cold shoulder to Kylie for the past two years. Sarah recognizes Kylie is a good soccer player (but not necessarily great) and the source of her animosity toward Kylie is her belief that coaches have directed favoritism toward her. As this has apparently been noticed with multiple coaches, Sarah assumes the favoritism is of Kylie’s own initiative. Sarah refuses to see Kylie’s soccer abilities as better than her own. Kylie requests the mediation.

The girls softball team has the potential to be a state contender, even though the majority of the athletes are underclassmen. As attempts to make the upperclassmen (who are outnumbered by underclassmen by a two-to-one ratio) feel more important the coaching staff holds meetings in the back of the bus only with the upperclassmen. The underclassmen have to sit in the front of the bus where they know that the meeting is about them but they don't know what is being said. The underclassmen, frustrated, request the mediation.

The girls' tennis team is a perennial power in their conference, and this year is no different. The team wins tons of matches and is the top contender for the Conference Championship. During the weekend before districts, Cami and Nicole are caught drinking at a party. The school drug policy forces them to miss the Conference Championships and the team finishes fourth. Cami and Nicole don't think they have done anything wrong; in fact, they feel like victims and they blame the school for not allowing them to play. The members of the tennis team blame Cami and Nicole for betraying the team.

Peter has been on the basketball team for four years. However, he finds out that he is failing American Government, a required class which will soon mean that he cannot play for the team anymore until his grade is brought above passing. Peter decides to request mediation with his teacher because he does not feel he should be failing the class and he wants to know how (not if) he can still pass the class.

Rebekah is overweight and she is on the swim team. Every night at practice Doug pokes her stomach and calls her fat. He yells it loud enough so everyone can hear and she is feeling really bad about herself. She decided to try and talk to him by herself, and he just laughs at her and tells her to put some clothes on because she was too fat to wear a swimsuit. Rebekah now is hoping that mediation between the two of them would be more beneficial.

CONSIDERABLY DIFFICULT From before the season even began, Jackie, a senior shot putter, told her friends that she was not doing track but then told the coaching staff that she was. As the season progressed, she never came to any practices, despite the fact that she was doing nothing with her time after school. The coaches opened up countless opportunities for her to join, of which she did none. Finally, about three weeks left in the season she joined the team, only to throw the shot (everyone knows she's the fastest girl on the relays, even when not in sprinting condition). She competed and won the State Championships. Her teammates are upset. Did Jackie get special treatment due to her ability? Were the coaches making concessions on her missing practices? Did a double standard exist? Were she a less-able athlete would she still have been allowed to do what she did? As fast as she was, why then not allow her to do the relay and help the other three girls on the relay team get to state? These questions they have are ones the coaches could address, but they want to know from Jackie herself, because the prevailing attitude is that Jackie calculated her position and manipulated the situation so that she could only throw the shot, and not do any other events. Further, Jackie is not modest; she knows she is a star athlete and she flaunts this. Her teammates blame Jackie, not anyone else.

Tim has been running all year as the track teams' slowest varsity runner. On a whim Bob chooses to join the team with three weeks remaining in the season, and on natural ability alone he promptly bumps Tim off of the Varsity standings and onto the Junior Varsity level. Tim treats Bob with disdain and passive-aggressive animosity. Bob requests the mediation.

Tension on the boys' water polo team has been high all year. Al (a junior) who is the team goalie finds himself being picked on by seniors (Reed and Joe) because he is not the greatest goalie (although he is the best the team has). Al doesn't like the other boys and they don't like him either. As the season comes to an end and the last two games are lost by one goal Reed and Joe blame Al, they tell everyone that Al caused the losses. This is disrupting Al's other friendships and distracting him in his classes. Al and the coaching staff have requested the mediation.

CONSIDERABLY DIFFICULT Though not the greatest student at the high school, Juan is an excellent swimmer and has won five conference titles during his career. Juan feels as though the basketball players receive more attention even though they are a sub-par team. He feels that Chris and Jason, the stars of the basketball team, get more attention from the school. Juan talks negatively of both Chris and Jason, and the basketball program as a whole. This has prompted the basketball team to express to their friendship circle a dislike of Juan. In an attempt to rationalize this, Juan comes to believe the basketball teams dislike of him is prompted by his being of Asian ethnicity, while Chris and Jason, who are both white, are simply reacting to the negative comments directed toward them. The basketball coaching staff, requested the mediation to stop the negative slander.

Sarah learns that Mario was drinking alcohol at a party. Other students were there, but Mario was the only student-athlete she saw there (Sarah was there, but she was not drinking, and she left the moment she learned alcohol consumption was taking place.) She knows that drinking is against school policy. Now she is not sure what to do...whether to reveal to the coaches that he was drinking, or to remain quiet about it.

The soccer team is in the midst of a tough conference. At the beginning of the year some veteran seniors missed practices for unnecessary reasons, and so to make a statement the coaches added a freshman – Megan – in their place to the Varsity squad. In the midst of the season, the coaches are quoted in the newspaper saying Megan was not ready for Varsity-level competition (even though she remains on the Varsity team). This news quickly gets throughout the team and school. Megan is frustrated and feels the world is against her. Now it is Megan’s senior year, and even after all these years she feels antagonism toward the coaches and toward all who bring up the subject.



Student-Mediators from Phoenix HS engage in learning basic mediation skills by practicing challenging mediations, January 2008

Cultural Considerations – Mediating Across Cultures Workshop Scenarios

The following scenarios are designed for the practicing of mediation skills as they may pertain to cultural sensitivities. These are situations which may plausibly occur within a high school setting. They are predominantly student-to-student issues, yet also may include some situations involving staff or parents. These scenarios are of varying difficulties, with a few of particular difficulty for the mediator being denoted as such. Mediators should also consider when a mediation or caucus approach is best to utilize, and when. These are intended for the use of practicing mediation tactics and strategies, and designed to elicit cultural and ethnic considerations.

1. Tom is a white boy who most often speaks in generalities, saying comments in reference to minority students like “They’re all like that” and “His kind is difficult to understand.” He speaks in these generalized global terms, and frequently judges others. His comments have bothered many students. Sophal and Hung, both Korean boys, and particularly disgusted with Tom’s comments.
2. There is a group of five friends –Carolyn, Lakisha, Rina, Melita and Delia –who have been associated with one another for over five years, yet who also have a history of unspoken issues between themselves. They are all of African ethnicity, but each girl has a differing shade to her skin color. (*Looking at the above girls, Carolyn is the lightest skinned and the girls skin shade more down the above list toward Delia, the darkest*). The girls prejudge each others behaviors and outwardly direct differing treatment depending upon the lightness-/darkness-shade of the other person’s skin.
3. Margalit and Mario feel that schools have labeled Latino students like themselves as behavioral problems, learning disadvantaged and, in short, they feel that schools have abandoned them and Latino students. This perception has brought about a negative attitude from these and other Latino students about the school system.
4. After Tom (a white student) gets into his face and calls him a derogatory name, Rahsann (a African-American student) slugs Tom, bruising his jaw.
5. *CONSIDERABLY DIFFICULT* A dispute is between two students B John, a white boy who has many friends among the minority population at school, and Doug, who thinks fondly of the neo-Nazi movement and likes to draw swastikas and quote from Adolf Hitler’s book *Mein Kampf*. Doug lobbies to be in a power position at every opportunity and will put down others to facilitate this. He thinks it is cool to be associated outwardly with his beliefs and to defy the school authority. John is just trying to make things better for his friends in the minority group. John requested the mediation.
6. *CONSIDERABLY DIFFICULT* Same situation as before (John, Doug, neo-Nazi), but now imagine that John is Jewish.
7. Sarah is rude toward all the other girls whom she perceives as being smart and/or from wealthy families. She is from a poor family and feels deprived educationally (she feels she is not as smart as the other girls). When the other girls try to speak to her, Sarah acts irritated with exaggerated snobbishness.
8. Justin wears memorabilia of the Confederate States to the high school, and numerous students complain. The issue is referred to mediation by a single student, Rachel, on behalf of the others. Justin is a bigot and racist, and he is fully aware of the slavery-connotations his clothing encapsulates.
9. Luke, a sophomore, is of Native American heritage. Thursday at lunch he walked up to and confronted a group of Hispanic students, people who were unfamiliar with him

10. Aiyoka, angry and holding back tears, requests mediation, saying “I’m in a difficult situation and had no other responsible choice but to come to mediation.” She is African-American and has a racial slur directed against her. One day someone in the hallways, during the passing period, even put a match to her long hair. (Some hair burned, but other kids jumped to put it out before she even knew her hair was on fire.) She says she has been picked on for years, and it happens not just at school but also on the school bus.
11. Following the 11th September 2001 terrorist attacks, Laila, an American-born student of Lebanese descent who is outspoken in her embrace of her Middle Eastern heritage, finds that considerable rude behavior is directed toward her in the form of cold shoulders and suspicious, antagonistic glances. This frustration is combined with worry and concern about her own safety.
12. Amanda has been heard around campus using very racist and derogatory terms in a manner in which it is not particularly directed toward anyone, but rather it seems to be part of her everyday casual vocabulary. A student who wishes to remain unnamed refers the mediation with hopes that Amanda learns that when she uses those words is offends a majority of people at the school.
13. Brandi is a white student who has an affinity with images associated with Wicca and witchcraft. When a teacher becomes suddenly ill, some superstitious students point the finger at her, claiming she cast a spell on the teacher.
14. *CONSIDERABLY DIFFICULT* Bill, an African-American high school student, was accosted by three Indochinese students at the school bus stop. Accusations by the Indochinese that they are being harassed by the African-Americans were denied by Bill and a fight erupted. Little physical harm was done to any student, but grave threats were made and large-scale fights seem imminent. Bill agrees to meet with Tuan, the leader of the Indochinese group that he says assaulted him. The Indochinese students claimed that the African-Americans made fun of how they talk and said that they ate dogs, were all on welfare, and smelled bad. They said that they were tired of being harassed and were prepared to fight to settle the issue. The African-Americans complained that the Indochinese thought they were better than anyone else, that they ran around in a large group, and that if you had trouble with any one of them, their whole family ganged up on you. They claimed that they all acted like “goody-goodies” in class and were prejudiced against African-Americans.
15. During a Homecoming football game, Justin dresses up in a stereotypical Indian way and mimics every stereotype associated with Native Americans. He was not confronted by school officials nor by other students, all of whom tried to ignore him. He is blatant, shouting prejudiced stereotypes. This irritates anyone in the crowd who share sensitivities with Native American culture.
16. In the girls bathroom there is regularly derogatory graffiti on the walls which is directed against Alma, a freshman Hispanic student. She does not know who is pulling it on the wall, but every day the school cleans it off it appears again shortly thereafter.
17. Prom is right around the corner, and Nicholas and Kevin decide to go together as a couple. They would be the first open same-gender couple to attend prom at the high school. Since word got out that they were going together to prom, both have been the recipients of prejudice and ‘below-radar’ bigoted comments.
18. Marco is recently arrived from Mexico and he is confronted at the school bus ramp by two white students, Josh and Chris. Tempers flare and a crowd of over 100 students quickly surround them, but by the time staff breaks up the fight before any serious harm happens, the white students say “it’s over”. Taking them at their word, Marco goes about the rest of his day. Later that afternoon, Josh and Chris jump Marco outside McDonalds, and a fistfight breaks out. The police are called and the fight stops. When the police officer tells the boys to shake hands (to avoid jail), Marco refuses, saying the two white boys were liars, as they had previously given their word and went back on it. After their suspensions all three will be at school together again, and administration felt it would be good to mediate them.

19. In the lunchroom a bumping incident between Steve (white) and Benjamin (African-American) occurred. Steve then allegedly made a racial remark, and the confrontation escalated.
20. Miguel thinks Nick is making racist remarks toward him and his friends. Nick says he is not racist, and has never made any discriminative remarks toward anybody. Miguel and his friends have currently been retaliating by throwing food at lunch and a rock at one of Nick's friends' car.
21. Matt has been harassing Joe to the point of throwing objects and attempting to trip him. During the investigation of the on-campus police officer, the officer has determined that Matt is trying to get Joe to fight him. Matt admits calling Joe a derogatory homosexual term because Joe had his nose pierced.
22. *CONSIDERABLY DIFFICULT* Marisal was angry with Jessica, both Hispanic freshman, for "sexually molesting" (Marisal's words) her seventh grade brother, claiming she had seen them making out several times in her house. Jessica says it only happened once a long time ago, before she was in high school, and that she has not spoken to the brother for nearly a month. Marisal also accuses Jessica of taking bad about her and her family, which Jessica denies. Marisal's information seems sourced largely in gossip, while Jessica at times seems to be lying; and a huge gap exists between both stories.



Student-Mediators from Phoenix HS engage in learning basic mediation skills by practicing challenging mediations, January 2008

Extracurricular/Co-curricular non-Athletic Club Disputes Workshop Scenarios

The following scenarios are designed for the practicing of mediation skills. These are situations which may plausibly occur within high school extracurricular clubs and organizations, such as theater, choir, Model United Nations, band, and so on. They are predominantly student-to-student issues, yet also may include some situations involving advisors or volunteers. These scenarios are of varying difficulties, with a few of particular difficulty for the mediator being denoted as such. Mediators should also consider when a mediation or caucus approach is best to utilize, and when. These are intended for the use of practicing mediation tactics and strategies as they revolve around issues which emerge within such clubs and organizations.

1. The color guard unit of the high school band goes on a trip to Portland and they are supposed to perform in a parade the following day. Shawna is seen (by Chelsea) playing around with Julia's equipment, she breaks it. Shawna tells no one and the next day Julia gets yelled at by the teacher for not being careful with her equipment. The teacher is threatening to make Julia pay for the damages and she is not allowed to perform in the parade. Chelsea wants to tell the teacher that she saw Shawna do the damage, but she's afraid because Shawna is popular and everyone likes her. Chelsea decides to do mediation with Shawna to try and convince her to tell the truth.
1. *CONSIDERABLY DIFFICULT* Jaimie had earlier in the year been a Disputant in mediation. This student is very upset at one of the Student-Mediators, because she suspects the Student-Mediator revealed information about the earlier mediation, which was supposed to have been kept confidential. The Student-Mediator denies this, and the upset student is reluctant to elaborate on her earlier mediation in front of the other Student-Mediators because of a lack of trust.
2. The school senior class president, Kimberly, grows tired of her responsibilities in this role. She says she is quitting mid-year because of personality conflicts with the supervising teacher, unreliable class officers, and in general overall frustration with the leadership organization. But others see it differently. Looking back over her high school career, many see Kimberly as having joined many programs, ascending to the top leadership spots in those programs, but then quitting within a year once the excitement of membership and novelty wears off. They feel she is using excuses to validate her most recent failure. With her recent resignation several students are frustrated by (in their perspective) her abandoning them.
3. Chris is the Student Body President. He is popular, a student-athlete and student-mediator, and by all accounts is doing a good job as president. But then in October he is caught smoking marijuana on campus. He is punished athletically by missing some competitions (per school policy) and in classroom grade (per the class he skipped). But soon the students will have an opportunity to vote to remove him as their president. This impending vote has had a polarizing effect, as the school is divided into those who would support him and those who would not. The mediation is between two students – Nathaniel and Matt – who have exchanged heated discussions on this issue.
4. The guy Brian sits next to in band class, Rod, smells really bad. It seems as though he doesn't take a shower and his smell is really affecting Brian in the class. Brian can't switch seats because it is assigned by the teacher based on your musical instrument. Brian wants to tell Rod because he (Brian) feels sick every day he leaves the class but Brian don't want to come across as mean. Brian requests mediation with Rod to talk about his problem.

Middle School Mediation Practice Scenarios

The following scenarios are designed for the practicing of mediation skills as they may pertain to middle school settings. These are situations which may plausibly occur within a middle school. They are predominantly student-to-student issues, yet also may include some situations involving staff or parents. These scenarios are of varying difficulties, with a few of particular difficulty for the mediator being denoted as such. Mediators should also consider when a mediation- or caucus-approach is best to utilize, and when.

These situations were compiled by Sonia Rodriguez and other Phoenix HS Veteran Student-Mediators for use in practicing mediation tactics and strategies for basic introductory trainings for high- and middle-school students who are just beginning mediation.

1. Jenny and Nicole have been friends for many years, and then in their first year of middle school they began to move further apart. One day Jenny heard that Nicole has been spreading rumors about her. She went to confront her and got into an argument where a staff member had to get involved. Then that staff member recommended it for mediation.
2. Nick and Jason are both on the football team. One day at practice Jason yelled something at Nick. Then that lead into a physical fight where the coaches had to break it up. Both have agreed to do mediation to be able to play.
3. One morning before school Molly and Hanna are heard in a verbal argument. One teacher fears might end up in a physical fight so before that happens, they are sent to mediation.
4. Maria is Hispanic and she feels that she is being discriminated against by one of her teachers. She has seen that she has gotten lower grades than some of her classmates. She feels the reason is because the color of her skin. One day she confronts her teacher and believes her teacher is not telling her the truth. Maria goes to the principal and the principal takes it to mediation.
5. Sarah is a new student to the school. On her first day she gets on some people's bad side. During the week she is picked on and pushed around. She fears that it might get worse. She goes to a teacher. That teacher tells her that it is a good idea to go to mediation and try to solve the problem.
6. James (8th grade) has been picking on Michel (6th grade) during gym class. He would make fun of him and making him feel bad of himself, but Michel also started to dislike James. So one day in gym class Michel had enough and hits James in the face. And this starts a fight in between them. And their teacher tells them that they can either do mediation or get suspended. They choose to do mediation.
7. Rebecca is seen as being a loner. She isn't the typical girl that you would see at school activities. But her teacher sees strange marks on her body, but he/she doesn't want to say anything in front of her peers or to report without evidence, in case nothing is happening. She [the teacher] doesn't know what to do. She [the teacher] thinks that Rebecca just needs someone to talk to. So she thinks it is a good idea that she talks to someone her age.
8. One day at lunch a fight breaks out in between Luis, a Hispanic student, and Jesse, a non-Hispanic student. When these two started to fight their friends joined in and that led to a huge fight. When it was broken up the two that started the fight were asked, why did the fight start? Luis said that Jesse had made a remark about his ethnic background and that he wasn't going to let it slide by. But then Jesse said that he was lying and that he was trying to save himself and not telling the truth. They are sent to mediation to solve the problem and find the truth of the matter.
9. Kaiya and Ashby are in English class when Amy walked by. Amy believes that Kaiya gave her a 'dirty' look. Soon after this occurred, Kaiya turned to speak about a friend, and Amy assumed she was speaking about her. Amy approached her and yelled at her to not speak about her.

10. Elizabeth is on the honor roll, but doesn't have many friends. But when a group of people started to be her friends she felt very happy. It didn't take every long to see why they became her friend they wanted her to do all of their work. She didn't know what to do because she wanted to keep her friends but she knew that it was wrong to do their home work. When she told her new friends that she wasn't going to do their homework, they began to make her life unlivable. A teacher sees what is going on and tries to help so she will send the problem to mediation.
11. Amanda is a sixth grader and is having trouble adjusting from elementary school to middle school. She would constantly be getting into trouble and speaking out of term. She would be in detention almost every day. Her parents are getting worried about this and ask if there is anything that can be done. They asked Amanda if she would like to go too mediation and she says yes.
12. John is an eight grader and on the wrestling team. There are some rumors going around that are saying that John is gay. Some of his team mates feel weird around him but they don't want to say anything because they don't wanted to look like jerks. But there is one person that is not going to let John on the team because he looks down at him and thinks that he is wrong and wants nothing to do with him. So one day Rick (the one teammate) starts making rude comments to John and it comes to the attention of the coaches. The coaches don't wanted either to quite or get kick off the team so they send them to mediation to figure out an agreement that either can agree on, or solve the problem that Rick has with John.



New Student-Mediators from Phoenix HS engage in a skills training, wherein they are practicing prescribed challenging mediation scenarios while the Veteran Student-Mediators offer guidance and instruction. September 2008

Practice Mediation Evaluation Checklist

Instructions: Veteran Student-Mediators, when you are assisting in the training of Intermediate Student-Mediators through practice mediation scenarios, this Evaluation Checklist is available for you to identify strengths and weaknesses if the Intermediate Student-Mediators you are working with. This is to be used as a teaching tool to aide those inexperienced Student-Mediators.

SCORING GUIDE FOR PRACTICE MEDIATION EVALUATION

- 5 – INSTINCTIVE; This person has shown natural abilities/gifts with these skills
- 4 – STRONG; Pretty well skilled, improvements will come mostly from additional experience
- 3 – OK/FAIR; Needs to smooth out the process; show's some 'sparks' of exceptional talent but appears to still have used somewhat unrefined mediation tactics
- 2 – SO-SO; Appears 'lost' at times. Responses to Disputants comments may be delayed. Might have difficulty responding to some situations/scenarios which will emerge. More training's needed.
- 1 – WEAK; Needs some serious mediation refresher training.
- N/A – Not applicable; No opportunity to demonstrate this in today's practice scenario.

Step One – Getting Started

| | MEDIATOR 'A' | MEDIATOR 'B' | |
|---|--------------|--------------|-----|
| Student-Mediators get the Mediation file and examine the issue report/referral | 5-4-3-2-1 | 5-4-3-2-1 | N/A |
| Student-Mediators brief with the referring person to gain more information | 5-4-3-2-1 | 5-4-3-2-1 | N/A |
| Student-Mediators obtain the class schedule of the Disputants | 5-4-3-2-1 | 5-4-3-2-1 | N/A |
| Student-Mediators confer and decide on the best approach to use from the outset | 5-4-3-2-1 | 5-4-3-2-1 | N/A |

Step Two – The Mediation Process

| | MEDIATOR 'A' | MEDIATOR 'B' | |
|---|--------------|--------------|-----|
| Introduce the Student-Mediators | 5-4-3-2-1 | 5-4-3-2-1 | N/A |
| Introduce the Disputants (if necessary) | 5-4-3-2-1 | 5-4-3-2-1 | N/A |
| Clearly state the ground rules and get a 'yes' to each | 5-4-3-2-1 | 5-4-3-2-1 | N/A |
| Emphasize the importance of confidentiality | 5-4-3-2-1 | 5-4-3-2-1 | N/A |
| Speak with authority, confidence and conviction | 5-4-3-2-1 | 5-4-3-2-1 | N/A |
| Did the Disputants both verbally agree to the ground rules? | 5-4-3-2-1 | 5-4-3-2-1 | N/A |
| Ask for Disputant A's story | 5-4-3-2-1 | 5-4-3-2-1 | N/A |
| Paraphrase/repeat the story of Disputant A | 5-4-3-2-1 | 5-4-3-2-1 | N/A |
| Did the Student-Mediators reflect/mirror back the feelings/thoughts/mood of Disputant A accurately? | 5-4-3-2-1 | 5-4-3-2-1 | N/A |
| Ask Disputant A to verify the restating/mirroring as accurate or not | 5-4-3-2-1 | 5-4-3-2-1 | N/A |
| Ask for Disputant B's story | 5-4-3-2-1 | 5-4-3-2-1 | N/A |
| Paraphrase/repeat the story of Disputant B | 5-4-3-2-1 | 5-4-3-2-1 | N/A |
| Did the Student-Mediators reflect/mirror back the feelings/thoughts/mood of Disputant B accurately? | 5-4-3-2-1 | 5-4-3-2-1 | N/A |
| Ask Disputant B to verify the restating/mirroring as accurate or not | 5-4-3-2-1 | 5-4-3-2-1 | N/A |
| Use open-ended questions to attain/gather information | 5-4-3-2-1 | 5-4-3-2-1 | N/A |
| Ask for Disputant A's story | 5-4-3-2-1 | 5-4-3-2-1 | N/A |
| Paraphrase/repeat the story of Disputant A | 5-4-3-2-1 | 5-4-3-2-1 | N/A |
| Did the Student-Mediators reflect/mirror back the feelings/thoughts/mood of Disputant A accurately? | 5-4-3-2-1 | 5-4-3-2-1 | N/A |
| Ask Disputant A to verify the restating/mirroring as accurate or not | 5-4-3-2-1 | 5-4-3-2-1 | N/A |
| Encourage the Disputants to keep speaking/sharing/talking | 5-4-3-2-1 | 5-4-3-2-1 | N/A |
| Assess the Disputants real needs by asking "Why" questions | 5-4-3-2-1 | 5-4-3-2-1 | N/A |
| Assess the Disputants real needs by asking "What" questions | 5-4-3-2-1 | 5-4-3-2-1 | N/A |
| Assess the Disputants real needs by asking additional clarifying questions, as needed | 5-4-3-2-1 | 5-4-3-2-1 | N/A |
| Paraphrase common themes which both Disputants have alluded to | 5-4-3-2-1 | 5-4-3-2-1 | N/A |

| | | | |
|---|---------------------|---------------------|-----|
| Recognize the multiple perspectives inherent in the situation | 5-4-3-2-1 | 5-4-3-2-1 | N/A |
| Get Disputant A to see Disputant B's perspective/position/view | 5-4-3-2-1 | 5-4-3-2-1 | N/A |
| Get Disputant B to see Disputant A's perspective/position/view | 5-4-3-2-1 | 5-4-3-2-1 | N/A |
| Do you (the Student-Mediator) understand where Disputant A/B is coming from? | 5-4-3-2-1 | 5-4-3-2-1 | N/A |
| Student-Mediators ask Disputants for possible solutions which they might consider | 5-4-3-2-1 | 5-4-3-2-1 | N/A |
| Student-Mediators ask Disputants what their options are in which to consider | 5-4-3-2-1 | 5-4-3-2-1 | N/A |
| Did the Student-Mediators take notes as the brainstorming was taking place? | 5-4-3-2-1 | 5-4-3-2-1 | N/A |
| Did the Student-Mediators ask clarifying "How" questions? | 5-4-3-2-1 | 5-4-3-2-1 | N/A |
| Did Student-Mediators paraphrase with the intention of clarifying the two opposing positions? | 5-4-3-2-1 | 5-4-3-2-1 | N/A |
| Were the Student-Mediators actively looking for a Win-Win solution for both parties? | 5-4-3-2-1 | 5-4-3-2-1 | N/A |
| Student-Mediators allow the Disputants to reach their own decision/conclusions? | 5-4-3-2-1 | 5-4-3-2-1 | N/A |
| Is the solution a Win-Win solution for both Disputants? | 5-4-3-2-1 | 5-4-3-2-1 | N/A |
| Is the solution/agreement fair? | 5-4-3-2-1 | 5-4-3-2-1 | N/A |
| Is the solution/agreement reasonable? | 5-4-3-2-1 | 5-4-3-2-1 | N/A |
| Did the Student-Mediators let the Disputants solve their own problems? | 5-4-3-2-1 | 5-4-3-2-1 | N/A |
| Student-Mediators ask Disputants clarify what will be done in this solution | 5-4-3-2-1 | 5-4-3-2-1 | N/A |
| Student-Mediators ask Disputants to clarify when the solution will take effect | 5-4-3-2-1 | 5-4-3-2-1 | N/A |
| Student-Mediators ask Disputants to clarify how the solution will solve the problem | 5-4-3-2-1 | 5-4-3-2-1 | N/A |
| Student-Mediators ask Disputants to clarify who is going to do what for the solution | 5-4-3-2-1 | 5-4-3-2-1 | N/A |
| Student-Mediators ask what the two Disputants can/will do differently in the future | 5-4-3-2-1 | 5-4-3-2-1 | N/A |
| Student-Mediators strive to get responses from the Disputants | 5-4-3-2-1 | 5-4-3-2-1 | N/A |
| Student-Mediators invite the Disputants to speak to them at any time about concerns | 5-4-3-2-1 | 5-4-3-2-1 | N/A |
| Step Three – Concluding the Mediation | MEDIATOR 'A' | MEDIATOR 'B' | |
| Disputants shake hands or otherwise offer or imply some positive gesture | 5-4-3-2-1 | 5-4-3-2-1 | N/A |
| Have disputants sign paperwork stating the agreement to their situation | 5-4-3-2-1 | 5-4-3-2-1 | N/A |
| Student-Mediator A escorts Disputant A back to class | 5-4-3-2-1 | 5-4-3-2-1 | N/A |
| Student-Mediator B escorts Disputant B back to class | 5-4-3-2-1 | 5-4-3-2-1 | N/A |
| Both Student-Mediators jointly fill out the mediation file paperwork completely | 5-4-3-2-1 | 5-4-3-2-1 | N/A |
| Student-Mediators thoroughly debrief the mediation with the referring teacher | 5-4-3-2-1 | 5-4-3-2-1 | N/A |
| Step IV – Other Factors | MEDIATOR 'A' | MEDIATOR 'B' | |
| Did the Student-Mediators maintain good eye contact with the Disputant who was speaking? | 5-4-3-2-1 | 5-4-3-2-1 | N/A |
| Did the Student-Mediators behave in a professional manner? | 5-4-3-2-1 | 5-4-3-2-1 | N/A |
| Did the Student-Mediators speak objectively? (not subjectively or judgmental) | 5-4-3-2-1 | 5-4-3-2-1 | N/A |
| Did the Student-Mediators behave in a manner appropriate for the mediation? | 5-4-3-2-1 | 5-4-3-2-1 | N/A |
| Did the Student-Mediators demonstrate neutrality at all times, and use neutral statements? | 5-4-3-2-1 | 5-4-3-2-1 | N/A |
| Did Disputants have an equal opportunity to find/express their voice? | 5-4-3-2-1 | 5-4-3-2-1 | N/A |
| Did the Student-Mediators work as a team? | 5-4-3-2-1 | 5-4-3-2-1 | N/A |
| Did the Student-Mediators demonstrate patience and restraint? | 5-4-3-2-1 | 5-4-3-2-1 | N/A |
| Did the Student-Mediators use appropriate language? | 5-4-3-2-1 | 5-4-3-2-1 | N/A |
| Did Student-Mediators clarify and define any words which the Disputants indicated (verbal or nonverbal indication) they did not understand? | 5-4-3-2-1 | 5-4-3-2-1 | N/A |
| Did the Student-Mediators display good physical/body language? | 5-4-3-2-1 | 5-4-3-2-1 | N/A |
| Did the Student-Mediators emphasize the importance of confidentiality? | 5-4-3-2-1 | 5-4-3-2-1 | N/A |

Veterans, please go over this form with the Intermediate Student-Mediators, and when done leave this in their possession. Let Mr. Cornet know the top three things these young people should focus on for their next practice mediation. If they received all 4's or 5's, Mr. Cornet would like to know this also.

Situation-Specific Preparatory Meetings for Veterans

There have been situations which have arisen for which I have instituted situation-specific trainings for Veteran Student-Mediators only. These trainings are preparatory in nature and occur with same-day advance notice to Veteran Student-Mediators. They understand that when such a same-day meeting is called, it is due to an important issue such as those below, issues which have a high degree of immediacy and which require sensitivity. The meetings are for receiving a situational briefing on the topic, troubleshooting all possible dynamics which may emerge, and to brainstorm resolution strategies which may have application in the mediation setting. The purpose of these meetings is to prepare Student-Mediators for topics which may come across mediation; we do this by building upon our existing training in getting a background in the situation and brainstorming possible avenues of response and strategies.

Theme: Gay-Straight Alliance, November 2003

Situation: A group of students overzealously advertise the emergence of a Gay-Straight Alliance Club.

Possible conflicts: Perceptions; labeling; ideological/religious confrontation; lack of understanding of precisely what the club is and how it operates; consistency of school rules

Mediation strategies brainstormed by Veterans, supplemental to the usual ones:

- ✧ Emphasize the purpose of the club, what it does and its absence of an agenda
- ✧ Emphasize the theme of respect
- ✧ Stay away from ideological positions and related subjective and interpretive reasoning
- ✧ Speak to the legal rulings of the Supreme Court (recall Republicans control all branches of government)

Theme: Bullying and Harassment, October 2005

Situation: A group of seniors were harassing another senior; all involved are prominent student-athletes, one of whom (the alleged victim) had transferred into the school only a year earlier, although some had a history with him.

Possible conflicts: Victimization; harassment/bullying; power ploys; 'big man on campus' mindset may get in the way; empowerment/validation of this behavior from home sources

Mediation strategies brainstormed by Veterans, supplemental to the usual ones:

- ✧ Caucuses only; allow the victimized student to veto any proposed one-on-one mediations
- ✧ Everything should be reported out to legal authorities and assistant principal in charge of disciplinary issues.
- ✧ To what extent is there is pre-high school legacy of conflict between disputants? It is of a relevant nature?
- ✧ Is there anything in the culture of the school which has given the illusion of validating the behavior?
- ✧ Schools harassment form insufficient for our purposes; review our own form, which is more wide-ranging.
- ✧ Gear questions toward defining and developing an understanding of what quantifies harassment; empathy

Theme: Immigration, February 2006

Situation: Nationwide debate over the status of immigrants in the United States kept it in the news for months.

Possible conflicts: Perceptions of legality; motivation for being in the country; taking jobs away from Americans; amnesty debates; labeling; prejudice/racism

Mediation strategies brainstormed by Veterans, supplemental to the usual ones:

- ✧ If it is asked, do not allow disputants to answer whether they are or are not legal immigrants or United States citizens (we do not want to validate this question by allowing it to be answered)
- ✧ Gear toward the question: why does someone's status in the US matter in terms of interaction and courtesy?

Theme: Abortion, November 2006

Situation: A co-dependant group of friends have a history of rumor-sharing conflict. One student was known to be pregnant; had abortion at four months. Referred by principal with family consent.

Possible conflicts: Co-dependent friendship; emotions; ideological/religious beliefs about abortion; why weren't students consulted about abortion decision?; students vision of their future with friend's kid destroyed.

Mediation strategies brainstormed by Veterans, supplemental to the usual ones:

- ✧ If it is asked, do not allow disputants to answer any "Why?" inquiries (we will not validate this question)
- ✧ Emphasize getting emotions out in the open. Listen for emotion-charged needs
- ✧ Get disputants to reflect on what they valued in the friendship the hour before they heard of the decision.
- ✧ Navigate conversations away from religious/ideological discourse; no resolution will be made with it
- ✧ Caucus only with the central (abortion) student, and only bring into a mediation with her prior approval.

Situation-Specific Preparatory Meetings for Veterans *(Continued...)*

Theme: Peer-pressure gossip-orientated conflict, December 2007

Situation: Several frequently appear in mediation during the first quarter. Upon investigation, multiple freshman names emerge, coalescing around two distinct groupings in rivalry with one another and a history which extends back to the fifth grade.

Possible conflicts: Students in one group defined more by drama than by friends; girls in another group define themselves by the adversity they perceive they face; grouping tendencies; peer-pressure; control issues inherent among many of the girls; efforts in one group to perpetuate an image of themselves as victims; can we differentiate between normal, dependent or co-dependent friendships?; group momentum/support equated courage to engage in conflicts they may not do alone.

Mediation strategies brainstormed by Veterans, supplemental to the usual ones:

- ✧ Can we isolate those encouraging the conflict from those being pressured to engage in fighting?
- ✧ Can we identify those disputants who don't define themselves by the group, and encourage disengagement in the conflict?
- ✧ Over-emphasize the treatment of disputants as young adults (they are not used to it; assess how they respond to the approach and adapt accordingly if necessary.)
- ✧ Continually touch on the theme of responsibility and individual accountability.

Theme: Multiple classroom behavioral issues, January 2008

Situation: A new teacher hired a month into school is reporting repeated, seemingly unrelated discipline issues with a majority of students in his classes. Unclear how many of these are in response to him and how many are the acting out of student-to-student issues.

Possible conflicts: Numerous unrelated and related conflicts, including: personality conflicts; behavior which annoys others; multiple student conflicts; disrespect; disregard for classroom rules; intentionally disruptive behavior; passive aggressive and aggressive behavior directed against the teacher.

Mediation strategies brainstormed by Veterans, supplemental to the usual ones:

- ✧ Caucus with each student in order to isolate their particular issue, and mediate pairs only if necessary.
- ✧ If issue is with teacher, empower student voices to gather constructive suggestions for change.
- ✧ Strive to isolate whether student issues are individual in nature; watch for deflection of responsibility.
- ✧ Reiterate the teacher does not want to get the students in trouble.
- ✧ Determine who the initiators of distractions and conflict are, and work to disengage the followers.
- ✧ If necessary, be prepared to review bullying/harassment form.

Theme: Politically-induced tensions, September 2008

Situation: In the weeks approaching the Presidential election, dozens of students are wearing partisan clothing which, in some cases, is designed to elicit/incite a response.

Possible conflicts: Partisanship; derogatory statements; put-downs; harassment; preconceived notions

Mediation strategies brainstormed by Veterans, supplemental to the usual ones:

- ✧ Do not allow mediation setting to be used as a political forum (they can talk politics at lunch)
- ✧ Continually emphasize the role of personal judgment and responsibility of actions
- ✧ Convey to Disputants that what they wear is a reflection on them...defining oneself in terms of what they support (Support McCain t-shirt) is meaningful and respectful, and very different than defining oneself by what they're against (anti-Obama t-shirt). Anytime we define ourselves by what we're not (as opposed to what we're for) is shallow and uncertain.
- ✧ Frame this as a unifying moment...patriotism is voting, and this is a common thread which connects both sides in the mediation.

Mandatory Reporting Expectations and Debriefing Guidelines

The debrief the referring teacher receives will be different than the debrief the Program Coordinator will receive.

The Program Coordinator will receive a brief rundown of all mediation's, regardless of how simple or complex the dispute was. This debrief will at a minimum include what happened, the causation behavior or who did what, the agreement reached, the names of the disputants involved and the number of caucuses/mediations engaged in. This could take as little as two or three minutes for benign conflicts, and over ten minutes for complex ones. For some of the more benign mediation's, the Student-Mediators may just complete the mediation documentation for the Program Coordinator to read rather than do a verbal debrief.

There are some themes which may emerge in a mediation which the Student-Mediator's are required to report in the debrief with the Program Coordinator. These themes must be both written into the mediation synopsis as well as included in the verbal debrief with the Program Coordinator. The following topics must be reported if the suspicion is plausibly raised, even if not verifiably confirmed.

Themes which are mandatory report-out topics would encompass anything which represents a threat to a student's self or to others, including but not limited to...

- Drugs and/or drug distribution
- Harassment and bullying
- The "passing out" game
- Eating disorders
- Suicidal impulses
- Self-injury / self-mutilation
- Any inappropriate behavior/conduct involving minors and adults
- Abuse of any nature (physical, emotional, verbal, sexual)
- Victimization
- Depression or depressive tendencies of a persistent nature

Even if the above behavior is said to be involving a student who is enrolled in another school district, the Student-Mediators are still required to report this in their debrief with the Program Coordinator.

The **debrief with the referring teacher** will not be as detailed. The referring teacher will be told that the mediation has been completed, and also the nature of the agreement reached between the two disputants. The precise details of the mediation and the nature of the conflict itself the Student-Mediators may choose to share at their discretion with the referring instructor, so long as appropriate confidentiality protocols are not breached.

Should there be a referring student, there is no detailed debrief. All we will do is contact the referring student and inform him/her that the mediation has been concluded and we appreciate their having referred the issue to us.

All file folder documentation must be completed thoroughly and completely.

Mediators:

Always keep your ears open for any and all indicators of bullying/harassment-orientated behavior. When appropriate, be sure to go over the following information with disputants.

It is important a potential victim understands what behavior is actionable for the school, and for a potential aggressor which behaviors will not be tolerated.

If you have cause to go over this material, be sure to include in your contract write-up, mediation summary and debrief that you did so, and leave a copy of this Harassment form with the disputants and also in the mediation file folder.

Bullying/Harassment Clarification Document

1. Harassment oftentimes reflects the uncomfortable feelings of the target, and as such may be defined by the victim.
2. Harassment is defined by the appearance of the intention of the action; while one incident in and upon itself may or may not be actionable, often a pattern of such behavior may clearly illustrate bullying behavior.
3. Words and actions which threaten or incite are not considered protected speech under the 1st Amendment
(In 1969, the Supreme Court ruled that to suppress student speech on campus, a public school must show it aims to prevent "substantial disruption" in the classroom, which bullying/harassment certainly creates)
4. Responding to harassment with harassment is not acceptable, and will be treated the same regardless of who initiated the harassment in the first place. *Mediators: emphasize personal responsibility and social justice*
5. There is a difference between implicit (implied) and explicit (clear) communication; and both are viewed equally.
6. Punishment for those who engage in harassment:
 - All school-based discipline options are available, up to and including suspension and expulsion.
 - All non-school-based discipline options are available, including referral to the Police/Sheriffs Department.

Harassment includes, but is not limited to, the following examples of behavior

Verbal Aggression as Harassment

- Name calling
- Mocking, teasing or using sharp sarcasm
- Intimidating telephone calls; threats
- Creating, spreading or encouraging rumors
- Remarks containing demeaning implications
- Making noise (whistling?) at someone
- Trying to 'get back at' someone through words

Racial and Ideological Harassment

- Derogatory comments or nicknames about religious, political, racial or cultural differences
- Ethnic slurs; frequent insensitive commentary

Intimidation as Harassment

- Publicly challenging others to do something they don't want to do.
- Playing dirty tricks; veiled threats
- Demanding money or other things
- Commanding/ordering someone
- Boundary violations

Emotional Harassment

- 'Setting someone up' to look bad
- Excluding; tormenting; ridicule
- Hiding or taking someone's possessions
- Violation of boundary's
- Threatening gestures; intimidation
- Leering/staring at someone

Use of Electronics as Harassment

- Posting online mean spirited comments about anyone
- Posting online names and contact information; cyber-bullying
- Any sabotage or intentionally configuring another's property
- Taking and/or posting online photos taken in locker rooms or of students in other compromising moments or positions
- Repeated, frequent text messaging to a target for the purpose of causing annoyance, agitation or distress.

Physical Aggression as Harassment

- Pinching; slapping; pushing; kicking; spitting; punching
- Unwelcomed touching on any part of the body
- Throwing items (spitballs, paper) in someone's direction

Sexual Harassment

- Touching any part of the body; brushing up against a body
- Dirty jokes or sexual language; repeated sexist behavior
- Unwanted persistent flirting; showing sexually suggestive images
- Persistently inviting someone out on dates or to go steady when they've earlier declined.
- Spreading gossip regarding one's personal life
- Derogatory nicknames; making noise (whistling) at someone

Written/Drawn Harassment

- Spreading written accusations about someone to a third party
- Threatening or inappropriate notes or drawings/artwork
- Intentionally doing drawings which have subtle known hurtful meanings (swastika; noose)

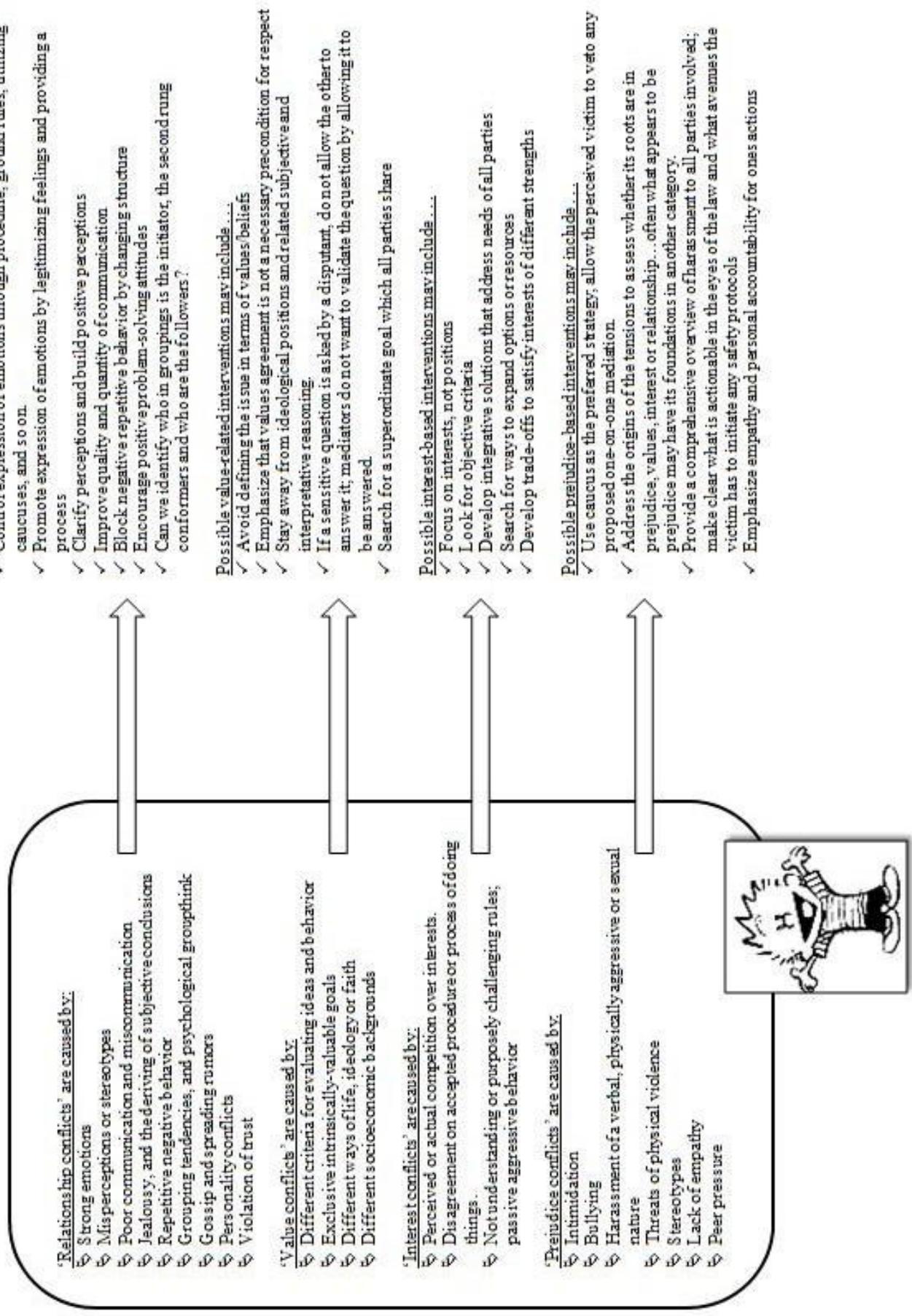
Hidden Rules of SocioEconomic Class

Many interrelating factors – psychological, sociological, economic – affect how people broadly treat one another.

| | POVERTY | MIDDLE CLASS | WEALTHY |
|------------------|--|---|--|
| Possessions | People | Things | 'One of a kind' objects, legacies and pedigrees. |
| Money | To be used; spent | To be managed | To be conserved; invested |
| Personality | Is for entertainment. Sense of humor is highly valued | Is for acquisition and stability. Achievement is highly valued. | Is for connections. Financial, political, social connections are highly valued. |
| Social Emphasis | Social inclusion of the people they like | Emphasis is on self-governance and self-sufficiency | Emphasis is on social exclusion |
| Food | Key Question: Do you have enough? Quantity is important | Key Question: Do you like it? Quality is important. | Key Question: Was it presented well? Presentation is important |
| Clothing | Clothing valued for individual style and expression of personality. | Clothing is valued for its quality and acceptance into the norms of middle class. Label is important. | Clothing valued for its artistic sense and expression. Designer is important. |
| Time | Present is the most important. Decisions made for the moment based on feelings or survival. | Future is the most important. Decisions are made against future ramifications. | Traditions and past history are the most important consideration. Decisions made partially on the basis of tradition decorum. |
| Education | Valued and revered as abstract but not as reality or attainable. Education is about facts. | Crucial for climbing success ladder and making money. | Necessary tradition for making and maintaining connections and status |
| Destiny | Believed in fate. Can not do much to mitigate chance. | Believed in choice. Can change the future with good choices now. | Believed one must act in a fashion that conforms to one's position, and with the reputation that one has earned or inherited. |
| Language | Casual affect/register. Language is about survival | Formal affect/register. Language is about negotiation | Formal affect/register. Language is about connections. |
| Family Structure | Tends to be matriarchal | Tends to be patriarchal | (Depends on who has or controls the money.) |
| Worldview | See's the world in terms of the local setting | See's the world in terms of the national (and to a lesser extent, international) setting | See's the world in terms of an international view. |
| Love | Love and acceptance are conditional, based on whether an individual is liked. | Love and acceptance is conditional, based largely on achievement | Love and acceptance is conditional, related to social standing and connections. |
| Driving Force | Survival, relationships, and entertainment. | Work and achievement | Financial, political, and social connections. |

Adapted from A Framework for Understanding Poverty by Ruby Payne

Areas of Conflict – Common Causes and Interventions



Invitation Letter for the Phoenix Mediation Conference

*The Student-Mediation Dispute Resolution Program at Phoenix I
745 North Rose Street, Post Office Box nr.6
Phoenix, Oregon 97535-5704 United Sta.
541-535-1526, 541-535-7511 (fa
www.Phoenix.K12.Or.Us/I*



Monday, 29th December 2008

To the Mediation Program Coordinators,

The Student-Mediation Dispute Resolution Program at Phoenix High School in southern Oregon will be hosting the first Mediation Conference on Friday, 23rd January 2009, from 9:30a-4:00p. Our program has a successful history and our student-mediators have led presentations to professional audiences at conferences sponsored by the Oregon Mediation Association, Oregon School Board Association, Oregon Department of Education and Southern Oregon University.

This one-of-a-kind event is geared toward and will be directed entirely by student-mediators. It will stagger forty minute instructional breakout sessions with twenty-five minute practice mediations. The practice mediations will be under the guidance of experienced student-mediators while the instructional breakout sessions may also be directed by teachers, police officers, and representatives of community dispute resolution non-profits. Our program prides itself in teaching life skills, and as such topics covered will encompass not just those which may occur in the mediation room but also skills which will help address issues which may emerge in collegiate studies and later. Everything covered will be of benefit to your students' preparedness for mediation, regardless of the experience they bring to the conference; we aim to make everything accessible for beginners and experienced student-mediators alike. We would like to create a setting which accentuates the strengths of all participants.

The overarching purpose of this Mediation Conference is to...

- a) Engender a sense of professional collaboration within and among students from different high schools;
- b) Offer academically-orientated and relevant instruction on themes related to conflict resolution through the lenses of multiple disciplines;
- c) Enable students to develop and expand upon leadership characteristics and public speaking skills, and;
- d) Improve participant's skills with regard to their ability to identify sources of tension, to understand different avenues by which to address conflict, and to guide disputants toward successful resolutions which honor the concept of restorative justice.

This will be an invaluable experience for your students and we encourage you to bring as many as you feel appropriate. In addition to student-mediators of all skill levels, your student leadership students may also be a good fit for the skills advanced through this conference. Please feel free to extend this invitation to their advisor.

We encourage you to look at the accompanying material to see the specific topics being advanced.

Registration fee will be \$5 per participant; checks should be made out to 'Phoenix HS Mediation Program'. All income will be used in support of the event by providing lunch (Subway and/or pizza) and copied materials. Any schools experiencing financial hardship should not feel deterred from participating; just contact John Cornet at Phoenix HS and we'll work something out.

To assist us with our planning, please contact John Cornet as soon as possible to express interest.

Mr. John H.Cornet 541-535-5232 (cell)
Student-Mediation Dispute Resolution Program
John.Cornet@Phoenix.K12.Or.Us

Supplemental Material Regarding the Phoenix Mediation Conference

Schedule for the Student-Mediation Conference

at Phoenix High School, Oregon

Friday, 23rd January 2009

| <u>Time</u> | <u>Schedule and Conference event</u> | <u>Room</u> | <u>Directed by...</u> |
|---------------|--|-----------------|--|
| 9:30a-9:40a | Welcome; Overview of the day's schedule | Phoenix Library | Mr. John Cornet, Principal Jani Hale |
| 9:40a-10:00a | Group activities; getting to know one another | Phoenix Library | (Veterans) Bethany C, Alicia V-D, Jon A |
| 10:00a-10:15a | Session I – Overview of the mediation process | Library | (Veterans) Alicia V-D, Bethany C |
| 10:20a-11:00a | Session II – Bystander dynamics and interventions | rm.N-412 | (Veterans) Kelsey L, Geoff J |
| | Session III – Athletic Teams Disputes Workshop | rm.N-416 | (Veterans) Meghan S, Chelsea P |
| | Session IV – Basics of how to do mediation (for new students) | rm.N-410 | (Veterans) Sean K, Jessica P |
| | Session V – Psychological Prompts for Conflict | rm.N-207 | (Veterans) Nicole K, Elisheme F |
| 11:05a-11:30a | Session VI – Practice Mediations | Commons | all Phoenix Veteran Student-Mediators |
| 11:35a-12:15p | Session VII – Specific skill sets | rm.N-412 | (Veterans) Kevin M, Alexandra F |
| | Session VIII – Cultural Considerations | rm.N-410 | (Veterans) Daniel E, Luke A |
| | Session IX – The Things They Bring | rm.N-416 | Officer Janet Bailey of Phoenix Police Dept. |
| | Session X – Confidentiality and Legal Considerations | rm.N-207 | (Veterans) Kayla H, Racheal V |
| 12:20p-12:45p | Session VI – Practice Mediations | Commons | all Phoenix Veteran Student-Mediators |
| | Session XIII – Program structure and administrative issues* | rm.N-207 | Mr. John Cornet of Phoenix HS |
| 12:45p-1:25p | Lunch | | |
| 1:25p-2:05p | Session VII – Specific skills sets | rm.N-412 | (Veterans) Abbigale F, Jessica P |
| | Session XI – Preventing and Mediating school-based Harassment | rm.N-416 | (Veterans) Sarah C, Krystal W |
| | Session XII – Demonization of 'Others' | rm.N-410 | (Veterans) Graham T, Rachel L |
| 2:10p-2:35p | Session VI – Practice Mediations | Commons | all Phoenix Veteran Student-Mediators |
| 2:40p-3:20p | Session XIV – Share mediation room experiences; real conflicts | rm.N-412 | (Veterans) Sarah, Kelsey, Abi, Dan, <u>alumni?</u> |
| | Session XV – Sociological Prompts for Conflict | rm.N-207 | (Veterans) Brooke C, Autumn N |
| | Session XVI – The Art of Inquiry | rm.N-416 | (Veterans) Shannon W, Tessa S, |
| | Session XVII – The Culture of Gangs | rm.N-410 | Mrs. Mayra Garcia of Phoenix HS |
| 3:25p-3:50p | Session VI – Practice Mediations | Commons | all Phoenix Veteran Student-Mediators |
| 3:50p-4:00p | Open question/answer time | Commons | all student participants |
| | Closing statements by the Program Coordinators/Advisors | Commons | all Program Coordinators |
| | End-of-conference evaluation | Commons | (Veterans) Austin K |

*This workshop is intended for Program Coordinators and any visiting graduate students from university settings.

All breakout locations are social studies classrooms

Rm.North-412 is Mrs. Barton's classroom

Rm.North-416 is Mrs. Carvalho's classroom

Rm.North-410 is Mr. Roderick's classroom

Rm.North-207 is Mr. Cornet's classroom

Supplemental Material Regarding the Phoenix Mediation Conference

Student-Mediation Conference **at Phoenix High School, Oregon** **Friday, 23rd January 2009**

Brief Description of Breakout Sessions

Session I – Overview of the mediation process

The very basics ‘must do’ of the mediation process: emphasize confidentiality, word the opening in a manner which keeps disputants in the room, looking at a generic script and process, etc. It’s intended to get everyone on the same page regardless of program or experience.

Session II – Bystander dynamics and intervention

This training will look at the role of a bystander, considering how silence reinforces and validates negative behavior. It will be geared toward identifying degrees of harassment and other aggressive tendencies, isolating gender-specific concerns, patterns of bystander inaction and options for defending those who are in need.

Session III – Athletic Teams Disputes Workshop

A workshop designed to explore the nature and manifestations of disputes surrounding high school athletic teams and other co-curricular and extra-curricular activities. Themes related to playing time, internal leadership struggles and perceptions of favoritism will be addressed.

Session IV – Basics of how to do mediation

This is designed for students who are relatively new to the mediation process. It will guide students through how to conduct mediation, from referral of a situation to how to proceed through the mediation to finding resolution. Anyone who is relatively new to mediation must do this session because it sets the stage for the frequent Session VI’s later in the day.

Session V – Psychological Prompts for Conflict

In this seminar we will examine the psychological underpinnings upon the manifestation and continuation of conflict issues, and concentrate on developing an understanding of how to identify such underlying causes of conflict. Themes include defense mechanisms, nature v. nurture concepts, groupthink and behavioral tendencies (neurotic or obsessive) as well as patterns which may emerge with a schools special needs population.

Session VI – Practice Mediations

Students chose a scenario from a lengthy list of situations and role play as disputants/mediators, practicing their skills. They will be guided by and receive instructional feedback from experienced student-mediators.

Session VII – Specific skill sets

Here we will practice specific skill sets, including but not limited to listening for information, reflecting/reframing the issue, signs of non-verbal resistance, and identifying disputants underlying needs.

Session VIII – Cultural Considerations

This workshop is devoted to cross-cultural awareness and relevant strategies. We will define what different subsets of culture are, consider differing approaches to it, and discuss how gang allegiance fits into this picture. Ethnocentrism and identifying biases will be addressed.

Session IX – The Things They Bring

An exploration of the baggage which afflicts students at home which they bring with them to school and which burdens them throughout their daily lives and accumulate toward an eventual outburst of hostility.

Session X – Confidentiality and Legal Considerations

This seminar seeks to define and explore the concepts of restorative justice, entrapment and confidentiality, while understanding the place of mediation within the legal system and addressing the gray areas in maintaining confidentiality when dealing with disputants. Mandatory ‘report out’ issues are addressed.

Session XI – Preventing and Mediating School-Based Harassment

The title says it all. This seminar explores the manifestations of harassment, identifying the extent of hostility, what may distinguish harassment from flirtation, and other elements pertaining to such silent issues. Boundary violations addressed.

Session XII – Demonization of ‘Others’

An examination of the manner in which minority groups and political adversaries are negatively satirized by opponents, with an emphasis upon perceptions, stereotypes, prejudices and the use of such propaganda to influence conformity and groupthink. Responses to such behaviors will be discussed.

Session XIII – Program Structure and Administrative Issues

The session title says it all. Open to everyone, but intended/designed as a trouble-shooting, idea sharing and brainstorming opportunity for Program Coordinators, school support staff and future educators.

Session XIV – Share mediation room experiences

Students will share their own experiences from within the mediation room, describing situations and brainstorming avenues by which to tackle the situation. Situation-specific situations will be addressed.

Session XV – Sociological Prompts for Conflict

We examine the sociological influences upon the manifestation and continuation of conflict issues, and concentrate upon developing an understanding of how to identify and address such underlying causes of conflict. Topics include gender differences, conditioned behaviors and socialization, peer-pressure, perceptions and victimization.

Session XVI – The Art of Inquiry

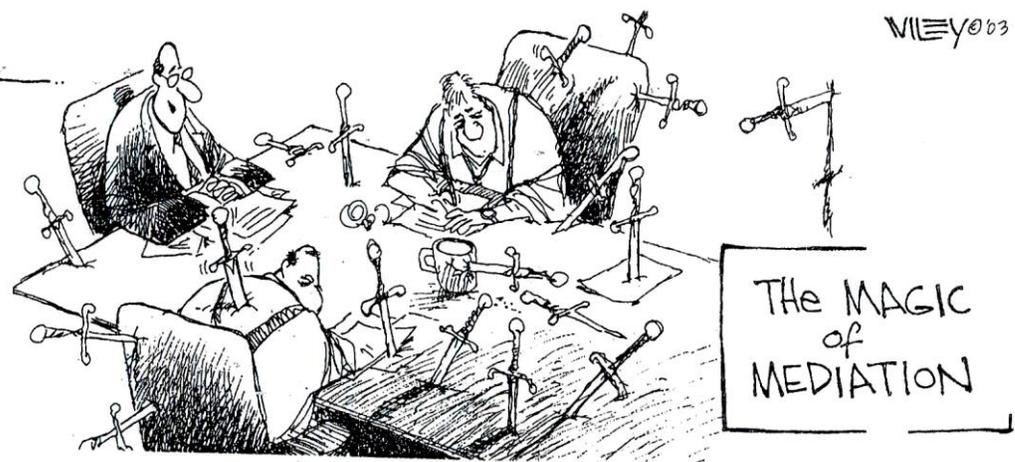
An abbreviated process modeled after educational theorist Parker Palmer’s initiative, in which participants utilize a saturation of clarifying questions, observations of non-verbal behavior and reflections to aide an individual in discovering new levels of truths in their issue/perspective. Free association processes will be introduced too.

Session XVII – The Culture of Gangs

Gang allegiances and activities represent a culture within itself which manifest group loyalties, groupthink psychological patterns and tensions in unique yet predictable ways. This session seeks to offer an understanding of the underpinnings of gang allegiances and culture.

Non-Sequitur

SEE? IF YOU
STICK TO IT
LONG ENOUGH,
YOU'LL COME
OUT WITH AN
EQUITABLE
DEAL .



DIST. BY UNIVERSITY PRESS SYDNEY 2007



Phoenix HS Student-Mediators Kelsey Lape (2009), Tamara Richey (2007), Abigail Carroll (2007, hand raised) and Chelsea Sumitsch (2008) lead a presentation at the Closing the Achievement Gap Conference at the Oregon Convention Center in Portland, sponsored by the Oregon Department of Education. 10th May 2007

Mediation Guide/Script (Recommended)

Veteran Student-Mediators have a considerable amount of flexibility as they conduct their mediations. This is due to the understanding that the nature of a dispute and/or the personalities involved may not in all cases necessarily best respond to the following script, and as such the Veteran Student-Mediators may have to adapt their tactics to whatever will – in their best judgment – be most effective engendering resolution. Due to their extensive training, the Program Coordinator has full confidence in the Student-Mediators ability to make these judgments, and run ‘off-script’ as necessary. Other ‘in-training’ Student-Mediators, however, are not given as much latitude, as they remain in the learning stages of the process. The following is a script which all Student-Mediators are required to become fluent in as part of their progression toward Veteran-level status. Accompanying this script, noted on the right-hand side, are suggestions and recommendations for Student-Mediators to consider as they engage in the mediation process.

Step One

OVERARCHING GOAL: TO INTRODUCE THE DISPUTANTS TO THE FORMAT THEY ARE ABOUT TO PARTICIPATE IN AND TO ESTABLISH GROUND RULES TO WHICH THEY MUST AGREE PRIOR TO BEGINNING THE PROCESS

1. Introduce yourselves
2. Thank the disputants for joining you;
 - Remind them they have a choice to participate
3. The following must be said exactly.

(If there is any deviation from this, then the spirit of the following must remain intact)

 - *The mediation process is here so you may solve your dispute/conflict without getting the high school staff involved. While in this mediation process you may discuss your dispute without fear of disciplinary action from the high school staff; We Student-Mediators are not authorized to recommend discipline.*
 - *But if the mediation is unsuccessful, then we will refer your situation back to the schools’ staff, and they will have the authority to apply discipline if they so chose. We are not here to take sides or to solve any issues for you; we are just here to help you to reach a solution yourselves.*
 - *We are not allowed to tell other students what happens or what was said in the mediation. We are, however, required to report anything said involving drugs, weapons, abuse... anything which represents a danger to yourself or to others. We are required to share anything of significance with the Mediation Program Coordinator.*
 - *Everything said here will be kept confidential and not shared with other students, and it is our expectation that you will do the same.*

If any of your disputants are Hispanic, please add: *“This mediation will be debriefed with the ELL Program Coordinator, so that he/she may be a Spanish-language resource to offer further assistance to any students.”*
4. Get a "Yes" answer to each of the following ground rules from each disputant before continuing:
 - *Are you willing to make a good-faith effort to solve the issue/dispute/problem?*
 - *Will you willing to tell the truth?*
 - *Are you willing to listen to the other person without interrupting?*
 - *Will you be respectful?* (No name-calling; no putdowns; no fighting; no incitement; no raised voices)
 - *Will you maintain confidentiality?* (Keep it to yourself; don't tell your friend what is discussed)

If a disputant refuses to agree to any of these, tell him/her: ***“If you are not willing to accept our assistance in mediation then we have no choice but to let the school staff handle it.”***

If one disputant agrees and one disagrees, return the dissenting disputant to their classroom and then Caucus with the disputant who agreed to the rules. When later debriefing with the staff, be sure to specify which student participated and which did not. For particularly tense Mediations, it is a good strategy to start the process with a caucus, beginning with the referring student or consulting with the referring Staff member.

Step Two

OVERARCHING GOAL: FIRST TO GATHER THE DIFFERENT POINTS OF VIEW AND GET THE TWO DISPUTANTS SPEAKING

1. Ask Disputant A a series of questions which will bring out his/her perspective of the dispute.

- ☞ *Tell us what happened.*
- ☞ *How do you feel about it?*
- ☞ *Has this happened before?*
- ☞ *Can you explain more about. . . ?*
- ☞ *What is the history between you people?*
- ☞ *What happened when . . . ?*
- ☞ *Have you expressed how you felt about this to him/her?*
- ☞ *Anything else which would be helpful to speak about?*
- ☞ *Can you see where the other person is coming from?*
- ☞ *Were you friends before this event? For how long?*
- ☞ *Will you please clarify . . . ?*



We may need to encourage the Disputants to speak.
Hints: *Look at them; make eye contact; nod your head; Validate their views by repeating in their own words what was said. Make it a safe place.*

If there are interruptions/frustrations from the other Disputant then remind them that they agreed to listen politely to the other Disputant, and remind them that they too will later have a chance to speak of their perspective of the situation and thoughts.

If verbal interruptions persist, or if the tone is becoming hostile, then it is time to break into a Caucus format. Say something like: ***“It’s getting a bit tense here. Let’s do something. We’d like to speak with each of you separately, and then we’ll bring you back together and continue”***

If the two disputants will not speak directly to one another, then strive to get them to speak to you, and once they’re speaking through you to the other Disputant, transition them to speaking to each other.

What if the sides do not take responsibility for their part in the conflict? It takes 2 to argue, but only 1 for misunderstanding. If one continued to assign blame and/or finger-point, then ask: ***“How might your actions be perceived by the other person?”*** Try to encourage/foster empathy.

2. Now it is Disputant B's turn to share his/her side of the story. Repeat the above procedure.

3. Student-Mediators should ask open-ended clarifying questions of the disputants.

- ☞ *Tell me more about. . . .*
- ☞ *I’m curious about. . . .*
- ☞ *What do you mean when you say “She doesn’t like me”?*
- ☞ *How do you know that?*
- ☞ *What do you really need?*
- ☞ *Is there anyone else involved?*
- ☞ *How long have you felt poorly about each other? Why?*
- ☞ *Do we need to bring anyone else to mediation to solve this issue?*
- ☞ *What would you like to see changed?*
- ☞ *How could you have handled it differently?*
- ☞ *Disputant A mentioned . . . ; What is your take on that?*
- ☞ *Can you see where he/she is coming from?*
- ☞ *Why do you think he/she feel this way?*
- ☞ *How do you think he/she feels about your actions/inactions?*
- ☞ *I’m hearing two different things. Can you please clarify . . . ?*

Recall: Free Association, where we build in a little silent time after each answer and allow the Disputant to fill the silence.

Recall: The Clearness Committee training, and its emphasis on how to ask questions.

Recall: the importance of word choice in what Disputants say. Investigate meanings of why they chose to use the words they did.

The goal here is to seek out the root cause of the tension, which might predate the actual event which brought the disputants to the mediation process in the first place.

Step Three

OVERARCHING GOAL: *DISCOVERING INTERESTS AND NEEDS, AND FORMULATING A SOLUTION WHICH BOTH SIDES ARE IN AGREEMENT WITH.*

1. Brainstorming

Depending on the nature of the situation, questions to ask might include some of the following:
(The Student-Mediator should consider writing down some notes as the Disputants speak)

- ↻ ***Help us understand why . . . is really important***
- ↻ ***What are your options of how to solve this?***
- ↻ ***Ideally, what would you like to see happen?***
- ↻ ***What would help make this situation better?***
- ↻ ***How may we prevent this situation from repeating?***
- ↻ ***How can we prevent gossip from increasing the tensions?***
- ↻ ***How can we resolve this issue so that you are content?***
- ↻ ***What are you each willing to do?***
- ↻ ***Can you suggest any solutions?***
- ↻ ***Why do you think this solution will work?***

By the time we are at this stage, we should no longer use the word 'dispute' to describe what we're speaking about. Instead, substitute the word 'issue' for it. This psychologically reinforces in the students that they are finding resolution to their issues themselves in a mature and responsible manner.

If one of the disputants seems willing to resolve the issue but the other is resistant, then directly ask this disputant: ***"This person is willing to put your differences aside to solve this problem, but you seem resistant. What have we not yet discussed/covered which you think we need to?"***

2. Choosing a solution

- ↻ ***Which suggestions (above) do you both like, and believe you can do?***
 - ↻ Student-Mediators must "check" the solution. Once something is verbally agreed to, ask each disputant:
 - ↻ ***Is it fair? Why yes or no?***
 - ↻ ***Can you do it?***
 - ↻ ***Do you think it will work to resolve/prevent tensions?***
 - ↻ ***Are you content/happy with this solution?***
 - ↻ ***Is this a workable solution? Why?***

The first solution didn't bring agreement? Don't worry. Return to the list and keep looking for alternative Solutions until all reasonable possibilities are exhausted.

In your write-up on the Resolution/Contract Form, don't forget to also review the pre-written solutions and get their ok on them, as well as adding the agreements they just now agreed to.

2. The Agreement Contract

- ↻ A Student-Mediator should write the agreement on the appropriate form, and then ask the Disputants to sign the document. Student-Mediators must also sign the document.

4. Reiterate the importance of CONFIDENTIALLY to all Disputants.

- ↻ While we do not apply discipline, in the past Disputants who have broken confidentially restrictions from the mediation process have been faced with detentions or other discipline by administrators. *It is ok for Disputants to share that they were in mediation, and that an agreement between the disputants was reached. In some cases, it may also be ok for the nature of the agreement to be spoken of, but nothing spoken during the mediation prior to a signed agreement may be spoken outside of the Mediation Room.*

5. Each Student-Mediator should escort the Disputants back to their classroom.

- ↻ While doing this, let the Disputants know that sometime in the next few days or in a week we will be "checking in" with them just to see how things are going, and of course they are welcome to approach us at any time too. *Tell them not to worry about attendance; The Program Coordinator will excuse the time in which they were in the mediation process as 'school-related activity'.*

6. Once the Disputants have been escorted back to their class, Student-Mediators need to:

- ★ Tell the Program Coordinator the number of Mediations, Caucuses, time and names of all Disputants involved at any time. This is also documented on Record of a Mediation form, located in the file folder.
- ★ Tell the Program Coordinator a brief synopsis of the mediation.
- ★ Thoroughly and completely fill out all File Folder Documentation Forms
- ★ Debrief with the referring Staff Member
- ★ If the situation warrants, debrief with anyone else who should know of the situation (legal authorities, administrator, etc)

Documentation – Referral to Mediation

Referral-to-Mediation Form

The Student-Mediation Dispute Resolution Program at Phoenix HS

745 North Rose Street, Post Office Box nr.697

Phoenix, Oregon 97535-5704 United States

541-535-1526, 541-535-7511 (fax)

www.Phoenix.K12.Or.Us/Phs



Instructions: Please fill out this form as thoroughly and completely as possible.

It is ok if some of the information is unknown; at a very least we need to be given some of the names of the people involved or information about how to find them if you don't know their names.

This form will be given to a team of trained Student-Mediators. They may ask to speak with you just to get clarifying information before getting started.

**Se Puede conseguir este documento en Espanol si lo necesita*

Name of referrer (your name): _____ Date: _____

You are a (check best box) . . . Student Staff / Administrator
 Student / filling form out for a friend Staff / Teacher or Instructional Aide
 Student / in the Mediation program Staff / SRO or related position
 Student / Veteran Student-Mediator Staff / other

Your identity as the referring person will remain confidential! The people you list below will not know of your involvement in referring this situation to us.

Please give us the names of any students/staff involved in this conflict.

1) _____ 2) _____ 3) _____
4) _____ 5) _____ 6) _____

Can you offer us an idea as to what the conflict is about?

(It's ok if you can't, but any information will be helpful to us.)

- Gossip / spreading rumors Peer-pressure
- Fighting / challenges to fight Gang issues
- Harassment / Stalking Theft
- Bullying / Racism Issue involving online activity
- Rude treatment of people Other/More...(identify on back)
- Boyfriend/girlfriend/relationship issues

To your knowledge, about how long have these people had issues?

- 1-3 days 2-4 weeks
- 3-7 days Over 1 month
- 1-2 weeks For years
- Don't know

- Yes No Should this be an immediate intervention?
- Yes No Do any of the Disputants know they are being referred to Mediation?

**Deliver this Referral Form to Mr.Cornet in Room North-207,
or give it to the front office to deliver to Mr.Cornet**

Thank you for referring this matter to us. We're on it.

Revised December 2009, Phoenix High School, Oregon

C O N F I D E N T I A L

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www.Phoenix.K12.Or.Us/Phs*



Date: _____

Student Mediators: _____

Disputants (please list): 1) _____ 2) _____ 3) _____
4) _____ 5) _____ 6) _____

Issue Synopsis / Summary –

It is important we document the details of the situation/conflict which brought about this mediation. Be as detailed as possible, and be sure to include your names and an accurate sequence of events which transpired. Strive to clarify between who did what and who the followers were, if any.

Use the back of this form if you need additional space for your writing. This is to be completed by Veteran Student-Mediators only after returning the Disputants to their classes.

**Se Puede conseguir este documento en Espanol si lo necesita*

Documentation – Resolution Agreement

CONFIDENTIAL

*Student-Mediation Dispute Resolution Program at Phoenix HS
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Phoenix, Oregon 97535-5704 United States
541-535-1526, 541-535-7511 (fax)
www.Phoenix.K12.Or.Us/Phs*



Date: _____

Student Mediators: _____

Resolution Agreement –

It is important we reach a common understanding as to what the differing sides in the dispute promise to do in order to avoid a return of the tensions which warranted the mediation in the first place.

Remember, an agreement is not “We agree to give each other wide berth in the hallways.” Avoidance is not a sustainable resolution. Please check the appropriate box, and then write out any additional agreements the disputants consented to. *(There should be more here than just checked boxes and signatures)*

This is a contract, no different than a person’s good-faith honorable word. If someone verbally agrees but refuses to sign, then the Mediators should indicate this in their summary. Use the back of this form if you need additional space for your writing. This is to be completed by Veteran Student-Mediators only after returning the Disputants to their classes.

**Se Puede conseguir este documento en Espanol si lo necesita*

- I have reviewed the ‘Bullying and Harassment Form’ and understand which behaviors are ‘actionable’ under it.
- I agree to discourage my friends from speaking poorly about anyone mentioned in this mediation.
- I agree to not use technology as a platform to express poorly about anyone, nor to spread rumors.
- If I believe something which troubles me is happening, I agree to discuss it with that other person first, either on my own or through the Mediation program, before reacting.
- I understand that this agreement is not intended to suddenly make us best friends; only to ensure we treat one another civilly and with dignity and respect.
- I agree to maintain confidentiality regarding this mediation. I understand I may share with others that a mediation occurred and what the agreement was, but that the specific details of the issues and what was expressed may not be shared with any other student or recent alumni, at Phoenix High School or elsewhere.
- I agree to not escalate/increase the tensions of any situation involving people in this mediation.
- I agree with the handwritten resolutions on this form and its reverse, which were agreed upon by me to both resolve this specific conflict and to prevent another from emerging in the future between I and others in this mediation.

By signing the space below, the Disputants indicate that they have in good faith agreed to the terms of this contract. Failure to uphold the terms will result in an additional mediation and possible referral-out to administration, which retains the option of discipline if confidentiality or other terms of this agreement were violated.

Disputant A (signature) _____ (please print) _____
Disputant B (signature) _____ (please print) _____
Disputant C (signature) _____ (please print) _____
Disputant D (signature) _____ (please print) _____
Disputant E (signature) _____ (please print) _____

Revised December 2009, Phoenix High School, Oregon

Documentation – Record of a Mediation Session

Record of a Mediation Session

*The Student-Mediation Dispute Resolution Program at Phoenix HS
745 North Rose Street, Post Office Box nr.697
Phoenix, Oregon 97535-5704 United States
541-535-1526, 541-535-7511 (fax)
www.Phoenix.K12.Or.Us/Phs*



Instructions: Please fill out this form as thoroughly and completely as possible.

This form is to provide a record of the frequency and length of mediation sessions. It is a way to document not just the mediations, but also provide for accountability by addressing the time when Student-Mediators and Disputants are out of their assigned classes. This is a redundancy to the records Mr.Cornet also hand-writes on the file folders.

Should there be any discrepancy about students' attendance, and mediation is cited as the excuse as to why a student was absent, then we will refer back to this record. *Se Puede conseguir este documento en Espanol si lo necesita.

Student-Mediators who were present: _____

Disputants (please list): 1) _____ 2) _____ 3) _____
4) _____ 5) _____ 6) _____

| | EFFORT 1 | EFFORT 2 | EFFORT 3 | EFFORT 4 | EFFORT 5 | EFFORT 6 | EFFORT 7 |
|------------------------|----------|----------|----------|----------|----------|----------|----------|
| Date: | _____ | _____ | _____ | _____ | _____ | _____ | _____ |
| Time/Period: | _____ | _____ | _____ | _____ | _____ | _____ | _____ |
| Number of Caucuses: | _____ | _____ | _____ | _____ | _____ | _____ | _____ |
| Number of Mediations: | _____ | _____ | _____ | _____ | _____ | _____ | _____ |
| Disputants (initials): | _____ | _____ | _____ | _____ | _____ | _____ | _____ |
| Mediators (initials): | _____ | _____ | _____ | _____ | _____ | _____ | _____ |

If not all Mediators and Disputants were in all sessions, indicate clearly with initials in the lower two lines.

- Check if this mediation involved topics which are required reporting to authorities.
→ If so, to whom was the refer-out given? _____
- Check once the debrief to the referrer was completed.

Revised December 2009, Phoenix High School, Oregon



Kristar "Star" Fry (2003) and Jessica Brown (2003) after leading a presentation at the Possibilities in Education Conference at Southern Oregon University in Ashland, Oregon. May 2003

Documentation – Voluntary post-Mediation Survey

C O N F I D E N T I A L

*Student-Mediation Dispute Resolution Program at Phoenix HS
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www.Phoenix.K12.Or.Us/Phs*



Student-Mediators

Date of Mediation

Disputants Involved

Hello,

Some time ago you participated in mediation with those listed above. As part of an assessment of this programs' worth and effectiveness, we randomly invite participants from mediation to offer an evaluation of the process.

Would you please take a few moments to answer the following questions, and then return this to the Program Coordinator's classroom (rm.North-207) or to the Program Coordinator's teacher box in the main office.

Please be as honest and direct as you are comfortable putting on paper. Only the Program Coordinator will be seeing these. Your time is appreciated. Thank you.

**Se Puede conseguir este documento en Espanol si lo necesita.*

1. Were you comfortable with the mediation format and/or the setting? Why or why not?
2. Did the Student-Mediators behave objectively and professionally?
3. Were the Student-Mediators fair, or did they appear to take sides?
4. Did you feel the Student-Mediators were helpful in facilitating a dialogue between yourself and the person with whom you had a dispute?

For additional comments or concerns you'd like to pass along to the Program Coordinator about Student-Mediators specifically or the mediation process in general, please write on the back of this paper. Thank you.

Revised December 2009. Phoenix High School, Oregon

Statistics for the Student-Mediation Dispute Resolution Program

Fall 2000 – Spring 2005

What brought the Disputants to mediation?

| | Fall 2000 | Spring 2001 | Fall 2001 | Spring 2002 | Fall 2002 | Spring 2003 | Fall 2003 | Spring 2004 | Fall 2004 | Spring 2005 |
|--|--------------|----------------|--------------|----------------|--------------|----------------|--------------|----------------|--------------|----------------|
| Respect issues | 16 | 20 | 29 | 24 | 73 | 52 | 23 | 21 | 18 | 26 |
| Friendship concerns | 6 | 13 | 6 | 20 | 41 | 39 | 19 | 8 | 27 | 15 |
| Peer pressure | 3 | 10 | 9 | 8 | 19 | 21 | 7 | 15 | 11 | 8 |
| The “Rumor Mill” / Gossip | 11 | 13 | 13 | 15 | 54 | 25 | 20 | 8 | 33 | 29 |
| Class issues (9th,10th,11th,12th) | 0 | 0 | 0 | 1 | 4 | 0 | 0 | 0 | 0 | 0 |
| Communication issues | 17 | 17 | 23 | 20 | 61 | 41 | 24 | 30 | 26 | 20 |
| Intimidation/Harassment (verbal) | 12 | 17 | 8 | 13 | 52 | 23 | 11 | 10 | 12 | 8 |
| Harassment (sexual) | 0 | 3 | 0 | 3 | 8 | 4 | 0 | 0 | 2 | 4 |
| Harassment (physical) | 5 | 10 | 2 | 3 | 19 | 13 | 6 | 4 | 6 | 5 |
| Prejudice / discrimination | 4 | 3 | 11 | 1 | 17 | 3 | 6 | 3 | 11 | 5 |
| Threats of Physical violence, vandalism | 5 | 6 | 2 | 1 | 11 | 7 | 5 | 5 | 3 | 11 |
| Behavioral management | 7 | 12 | 19 | 10 | 40 | 39 | 25 | 32 | 29 | 25 |
| Academic or extracurricular concerns | 2 | 5 | 14 | 4 | 18 | 11 | 10 | 1 | 4 | 5 |
| Conflict involving use of technology | -N/A- | -N/A- |
| Mediation occurring post-expulsion | -N/A- | -N/A- |

The above chronicles the issues which were inherent in the problems/issues the Student-Mediators addressed. It is entirely possible a problem/issue.

Therefore, the above numbers reflect the number of times a concern was confronted; for that reason, the above number will not necessarily correlate to the total number of mediations completed at Phoenix HS

What is the Success-rate for Mediations?

| | Fall 2000 | Spring 2001 | Fall 2001 | Spring 2002 | Fall 2002 | Spring 2003 | Fall 2003 | Spring 2004 | Fall 2004 | Spring 2005 |
|---|--------------|----------------|--------------|----------------|--------------|----------------|--------------|----------------|--------------|----------------|
| *Total Mediation Referrals | 29 | 29 | 16 | 29 | 49 | 22 | 22 | 16 | 25 | 18 |
| *Total Mediation Situations Completed | 29 | 35 | 31 | 29 | 95 | 57 | 52 | 43 | 49 | 46 |
| *Mediations – Successful | 28 | 34 | 29 | 27 | 87 | 57 | 52 | 43 | 48 | 46 |
| *Mediations – Status Uncertain | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| *Mediations – Unsuccessful | 1 | 1 | 2 | 2 | 8 | 0 | 0 | 0 | 1 | 0 |
| Mediations referred to legal authorities | 0 | 0 | 1 | 0 | 7 | 1 | 0 | 0 | 5 | 0 |

The question which needs to be asked is ‘Did the mediators make a difference?’ For this to be answered we must look at both the immediate and long-term affects/results. The success of mediation is determined through several means: 1.the initial observation and report by the Student-Mediators; 2. an absence of any future manifestation of tensions, and; 3.a follow-up confidential assessment of the mediators (either a specific form of a debrief with the Program Coordinator) which is completed by the one-time Disputants. The ‘Status Uncertain’ category is intended as a temporary indicator, and by years end those numbers should be shifted to either Successful or Unsuccessful. The above numbers reflect all mediation situations, be they mediation of caucuses.

Demographics of Mediation Situations:

| | Fall 2000 | Spring 2001 | Fall 2001 | Spring 2002 | Fall 2002 | Spring 2003 | Fall 2003 | Spring 2004 | Fall 2004 | Spring 2005 |
|---------------------------------------|--------------|----------------|--------------|----------------|--------------|----------------|--------------|----------------|--------------|----------------|
| Number of multi-student Mediations | 29 | 33 | 31 | 22 | 41 | 21 | 20 | 19 | 20 | 16 |
| Number of single-student Caucus’s | 0 | 2 | 0 | 7 | 54 | 29 | 32 | 24 | 29 | 30 |
| Student-to-student mediations | 27 | 32 | 31 | 26 | 86 | 56 | 51 | 39 | 45 | 44 |
| Student-to-teacher mediations | 2 | 1 | 2 | 1 | 7 | 0 | 0 | 1 | 0 | 1 |
| Student-to-‘life’ mediations | 0 | 2 | 0 | 2 | 2 | 1 | 1 | 1 | 4 | 1 |
| Originally referred by Administration | 9 | 10 | 12 | 14 | 31 | 12 | 20 | 27 | 26 | 27 |
| Originally referred by Teaching Staff | 8 | 10 | 10 | 8 | 31 | 10 | 11 | 4 | 9 | 11 |
| Originally referred by Students | 10 | 11 | 9 | 7 | 33 | 35 | 21 | 12 | 13 | 8 |
| Originally referred by Parents | 2 | 4 | 0 | 0 | 1 | 1 | 1 | 0 | 1 | 0 |

Quick-Lookup Program Demographics:

| | | | | | | | | | | |
|---|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|
| # of Veterans , # of all trained mediators: | 16,29 | 23,45 | 16,85 | 19,86 | 27,88 | 28,88 | 24,70 | 24,71 | 20,71 | 20,73 |
| Gender breakdown of Veteran Mediators: | 14g,2b | 19g,4b | 14g,2b | 16g,3b | 24g,3b | 25g,3b | 23g,1b | 23g,1b | 18g,2b | 18g,2b |

(Additional specifics may be found in the Program Demographic Statistics)

Statistics for the Student-Mediation Dispute Resolution Program

Fall 2005 – Spring 2010

What brought the Disputants to mediation?

| | Fall 2005 | Spring 2006 | Fall 2006 | Spring 2007 | Fall 2007 | Spring 2008 | Fall 2008 | Spring 2009 | Fall 2009 | Spring 2010 |
|--|-----------|-------------|-----------|-------------|-----------|-------------|-----------|-------------|-----------|-------------|
| Respect issues | 45 | 17 | 30 | 48 | 70 | 24 | 37 | 14 | 29 | 12 |
| Friendship concerns | 33 | 9 | 24 | 13 | 29 | 15 | 16 | 4 | 11 | 5 |
| Peer pressure | 34 | 6 | 5 | 3 | 22 | 9 | 3 | 3 | 5 | 3 |
| The “Rumor Mill” / Gossip | 34 | 8 | 26 | 15 | 41 | 4 | 9 | 11 | 10 | 5 |
| Class issues (9th,10th,11th,12th) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 |
| Communication issues | 35 | 16 | 37 | 33 | 67 | 25 | 31 | 8 | 22 | 5 |
| Intimidation/Harassment (verbal) | 18 | 8 | 13 | 16 | 13 | 3 | 15 | 7 | 9 | 4 |
| Harassment (sexual) | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 0 | 0 | 2 |
| Harassment (physical) | 1 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 4 | 1 |
| Prejudice / discrimination | 1 | 0 | 0 | 2 | 0 | 0 | 8 | 1 | 1 | 0 |
| Threats of Physical violence, vandalism | 17 | 0 | 9 | 8 | 1 | 2 | 4 | 4 | 5 | 6 |
| Behavioral management | 34 | 6 | 32 | 24 | 58 | 25 | 31 | 5 | 18 | 6 |
| Academic or extracurricular concerns | 5 | 1 | 7 | 1 | 13 | 2 | 0 | 0 | 1 | 0 |
| Conflict involving use of technology | -N/A- | -N/A- | -N/A- | -N/A- | -N/A- | -N/A- | 12 | 4 | 10 | 2 |
| Mediation occurring post-expulsion | -N/A- | -N/A- | -N/A- | 4 | 0 | 0 | 0 | 0 | 0 | 0 |

The above chronicles the issues which were inherent in the problems/issues the Student-Mediators addressed. It is entirely possible a problem/issue.

Therefore, the above numbers reflect the number of times a concern was confronted; for that reason, the above number will not necessarily correlate to the total number of mediations completed at Phoenix HS

What is the Success-rate for Mediations?

| | Fall 2005 | Spring 2006 | Fall 2006 | Spring 2007 | Fall 2007 | Spring 2008 | Fall 2008 | Spring 2009 | Fall 2009 | Spring 2010 |
|---|-----------|-------------|-----------|-------------|-----------|-------------|-----------|-------------|-----------|-------------|
| *Total Mediation Referrals | 37 | 11 | 27 | 22 | 44 | 15 | 16 | 5 | 14 | 6 |
| *Total Mediation Situations Completed | 84 | 39 | 58 | 58 | 102 | 36 | 42 | 18 | 32 | 17 |
| *Mediations – Successful | 84 | 28 | 56 | 53 | 99 | 35 | 40 | 18 | 32 | 16 |
| *Mediations – Status Uncertain | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| *Mediations – Unsuccessful | 0 | 0 | 2 | 5 | 3 | 1 | 2 | 0 | 0 | 1 |
| Mediations referred to legal authorities | 1 | 0 | 2 | 3 | 2 | 0 | 0 | 0 | 2 | 2 |

The question which needs to be asked is ‘Did the mediators make a difference?’ For this to be answered we must look at both the immediate and long-term affects/results. The success of mediation is determined through several means: 1.the initial observation and report by the Student-Mediators; 2. an absence of any future manifestation of tensions, and; 3.a follow-up confidential assessment of the mediators (either a specific form of a debrief with the Program Coordinator) which is completed by the one-time Disputants. The ‘Status Uncertain’ category is intended as a Temporary Indicator, and by years end those numbers should be shifted to either Successful or Unsuccessful. The above numbers reflect all mediation situations, be they mediation of caucuses.

Demographics of Mediation Situations:

| | Fall 2005 | Spring 2006 | Fall 2006 | Spring 2007 | Fall 2007 | Spring 2008 | Fall 2008 | Spring 2009 | Fall 2009 | Spring 2010 |
|--|-----------|-------------|-----------|-------------|-----------|-------------|-----------|-------------|-----------|-------------|
| Number of multi-student Mediations | 46 | 16 | 21 | 21 | 36 | 16 | 15 | 6 | 12 | 4 |
| Number of single-student Caucus’s | 38 | 23 | 37 | 37 | 65 | 20 | 33 | 11 | 20 | 13 |
| Student-to-student mediations | 76 | 30 | 53 | 57 | 90 | 31 | 44 | 18 | 27 | 17 |
| Student-to-teacher mediations | 6 | 0 | 2 | 1 | 8 | 5 | 1 | 0 | 1 | 0 |
| Student-to-‘life’ mediations | 2 | 3 | 3 | 0 | 4 | 0 | 0 | 0 | 4 | 0 |
| Originally referred by Administration | 45 | 14 | 38 | 41 | 36 | 20 | 33 | 6 | 7 | 17 |
| Originally referred by Teaching Staff | 8 | 9 | 7 | 8 | 35 | 4 | 6 | 8 | 12 | 0 |
| Originally referred by Students | 28 | 16 | 11 | 9 | 30 | 12 | 7 | 4 | 13 | 0 |
| Originally referred by Parents | 3 | 0 | 2 | 0 | 1 | 0 | 1 | 0 | 0 | 0 |

Quick-Lookup Program Demographics:

| | | | | | | | | | | |
|--|---------|--------|--------|--------|--------|--------|--------|--------|--------|--------|
| # of Veterans , # of all trained mediators: | 26,67 | 27,71 | 27,79 | 27,85 | 21,78 | 29,93 | 21,83 | 32,95 | 21,78 | 31,103 |
| Gender breakdown of Veteran Mediators: | 18g, 8b | 18g,9b | 18g,9b | 18g,9b | 14g,7b | 20g,9b | 15g,6b | 23g,7b | 17g,4b | 25g,6b |

(Additional specifics may be found in the Program Demographic Statistics)

Statistics for the Student-Mediation Dispute Resolution Program

Fall 2010 – Spring 2015

What brought the Disputants to mediation?

| | Fall 2010 | Spring 2011 | Fall 2011 | Spring 2012 | Fall 2012 | Spring 2013 | Fall 2013 | Spring 2014 | Fall 2014 | Spring 2015 |
|--|-----------|-------------|-----------|-------------|-----------|-------------|-----------|-------------|-----------|-------------|
| Respect issues | 45 | 34 | 40 | 19 | 12 | 24 | 35 | | | |
| Friendship concerns | 18 | 12 | 20 | 10 | 7 | 10 | 18 | | | |
| Peer pressure | 12 | 6 | 4 | 0 | 0 | 3 | 0 | | | |
| The “Rumor Mill” / Gossip | 18 | 7 | 11 | 6 | 5 | 10 | 15 | | | |
| Class issues (9th,10th,11th,12th) | 2 | 0 | 0 | 0 | 0 | 0 | 0 | | | |
| Communication issues | 22 | 21 | 25 | 16 | 8 | 17 | 29 | | | |
| Intimidation/Harassment (verbal) | 23 | 16 | 13 | 8 | 4 | 9 | 14 | | | |
| Harassment (sexual) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | | |
| Harassment (physical) | 0 | 0 | 0 | 0 | 0 | 2 | 6 | | | |
| Prejudice / discrimination | 5 | 4 | 0 | 0 | 0 | 0 | 0 | | | |
| Threats of Physical violence, vandalism | 4 | 3 | 1 | 0 | 2 | 8 | 10 | | | |
| Behavioral management | 33 | 25 | 25 | 12 | 8 | 22 | 33 | | | |
| Academic or extracurricular concerns | 2 | 0 | 6 | 0 | 3 | 0 | 3 | | | |
| Conflict involving use of technology | 6 | 4 | 11 | 10 | 3 | 2 | 3 | | | |
| Mediation occurring post-expulsion | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | | |

The above chronicles the issues which were inherent in the problems/issues the Student-Mediators addressed. It is entirely possible a problem/issue. Therefore, the above numbers reflect the number of times a concern was confronted; for that reason, the above number will not necessarily correlate to the total number of mediations completed at Phoenix HS

What is the Success-rate for Mediations?

| | Fall 2010 | Spring 2011 | Fall 2011 | Spring 2012 | Fall 2012 | Spring 2013 | Fall 2013 | Spring 2014 | Fall 2014 | Spring 2015 |
|---|-----------|-------------|-----------|-------------|-----------|-------------|-----------|-------------|-----------|-------------|
| *Total Mediation Referrals | 18 | 12 | 20 | 8 | 7 | 10 | 14 | | | |
| *Total Mediation Situations Completed | 57 | 37 | 42 | 22 | 15 | 30 | 49 | | | |
| *Mediations – Successful | 56 | 37 | 41 | 22 | 15 | 28 | 46 | | | |
| *Mediations – Status Uncertain | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | | |
| *Mediations – Unsuccessful | 1 | 0 | 0 | 0 | 0 | 2 | 0 | | | |
| Mediations referred to legal authorities | 3 | 1 | 1 | 0 | 0 | 0 | 2 | | | |

The question which needs to be asked is ‘Did the mediators make a difference?’ For this to be answered we must look at both the immediate and long-term affects/results. The success of mediation is determined through several means: 1.the initial observation and report by the Student-Mediators; 2. an absence of any future manifestation of tensions, and; 3,a follow-up confidential assessment of the mediators (either a specific form of a debrief with the Program Coordinator) which is completed by the one-time Disputants. The ‘Status Uncertain’ category is intended as a Temporary Indicator, and by years end those numbers should be shifted to either Successful or Unsuccessful. The above numbers reflect all mediation situations, be they mediation of caucuses.

Demographics of Mediation Situations:

| | Fall 2010 | Spring 2011 | Fall 2011 | Spring 2012 | Fall 2012 | Spring 2013 | Fall 2013 | Spring 2014 | Fall 2014 | Spring 2015 |
|--|-----------|-------------|-----------|-------------|-----------|-------------|-----------|-------------|-----------|-------------|
| Number of multi-student Mediations | 24 | 13 | 21 | 8 | 5 | 10 | 19 | | | |
| Number of single-student Caucus’s | 33 | 22 | 28 | 16 | 10 | 20 | 30 | | | |
| Student-to-student mediations | 57 | 37 | 40 | 22 | 13 | 30 | 41 | | | |
| Student-to-teacher mediations | 0 | 0 | 1 | 0 | 1 | 0 | 0 | | | |
| Student-to-‘life’ mediations | 0 | 0 | 1 | 0 | 1 | 0 | 3 | | | |
| Originally referred by Administration | 20 | 3 | 12 | 9 | 15 | 15 | 35 | | | |
| Originally referred by Teaching Staff | 15 | 18 | 14 | 7 | 2 | 7 | 6 | | | |
| Originally referred by Students | 7 | 16 | 16 | 6 | 0 | 8 | 7 | | | |
| Originally referred by Parents | 4 | 0 | 0 | 0 | 0 | 0 | 1 | | | |

Quick-Lookup Program Demographics:

of Veterans , # of all trained mediators: 16,63 16,63 13,70 17,75 17,89 22,90 20,95 27,104
 Gender breakdown of Veteran Mediators: 13g,3b 13g,3b 7g,6b 11g,6b 13g,4b

(Additional specifics may be found in the Program Demographic Statistics)

**These mediation statistics are current through 15th Feb.2014*

Statistics for the Student-Mediation Dispute Resolution Program

Program Demographic Statistics; Fall 2000 – Spring 2012

The following statistics reflect those students who participate at some level of the Student-Mediation Dispute Resolution Program, be they having just joined the program and attended one formal skills training to any point along their progression toward Veteran Student-Mediator status.

These statistics do not reflect the breakdown of disputants in any way; only mediators.

(Please note: the overall school population during and prior to Fall 2001 appears as was reported to the Oregon Department of Education, but due to tracking irregularities, these school population numbers are not considered accurate. However, in the absence of any concrete numbers, they are, nevertheless, included here with this expressed caveat.)

| | Fall 2000 | Spring 2001 | Fall 2001 | Spring 2002 | Fall 2002 | Spring 2003 | Fall 2003 | Spring 2004 |
|---|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|
| Phoenix High School Student Population | 871 | 748 | 807 | 768 | 749 | 762 | 749 | 762 |
| Students trained in mediation (as % of the high school population) | 29 (3%) | 45 (6%) | 85 (11%) | 86 (11%) | 88 (12%) | 88 (12%) | 70 (9%) | 71 (9%) |
| Students in the Special Needs program* (as % of mediation program) | None | None | 1 (1%) | 1 (1%) | None | None | None | None |
| Students of Minority Ethnicity** (as % of mediation program) | 1 (3%) | 2 (4%) | 6 (7%) | 6 (7%) | 10 (11%) | 10 (11%) | 7 (10%) | 7 (10%) |
| Students who have received ELL Services*** (as % of med.program) | Not Available |
| Female Gender (as % of mediation program) | 24 (63%) | 31 (69%) | 62 (73%) | 63 (73%) | 68 (77%) | 68 (77%) | 62 (89%) | 62 (87%) |

* Assessed by the existence of a current Individual Educational Plan (IEP) or Section 504 plan
 ** Assessed by the Program Coordinators opinion, based on his knowing the students and their background
 *** Assessed in accordance with the Oregon Department of Education definition

| | Fall 2004 | Spring 2005 | Fall 2005 | Spring 2006 | Fall 2006 | Spring 2007 | Fall 2007 | Spring 2008 |
|---|---------------|---------------|---------------|---------------|---------------|---------------|-----------|-------------|
| Phoenix High School Student Population | 744 | 786 | 774 | 694 | 736 | 696 | 790 | 738 |
| Students trained in mediation (as % of the high school population) | 71 (10%) | 73 (9%) | 67 (9%) | 71 (10%) | 79 (11%) | 85 (12%) | 78 (10%) | 93 (12%) |
| Students in the Special Needs program* (as % of mediation program) | 1 (1%) | 1 (1%) | 3 (4%) | 3 (4%) | 4 (5%) | 5 (6%) | 4 (5%) | 5 (5%) |
| Students of Minority Ethnicity** (as % of mediation program) | 9 (13%) | 9 (12%) | 9 (13%) | 10 (14%) | 11 (14%) | 12 (14%) | 10 (13%) | 17 (19%) |
| Students who have received ELL Services*** (as % of med.program) | Not Available | 2 (3%) | 3 (3%) |
| Female Gender (as % of mediation program) | 61 (86%) | 63 (86%) | 53 (79%) | 54 (76%) | 57 (72%) | 61 (72%) | 57 (73%) | 67 (72%) |

* Assessed by the existence of a current Individual Educational Plan (IEP) or Section 504 plan
 ** Assessed by the Program Coordinators opinion, based on his knowing the students and their background
 *** Assessed in accordance with the Oregon Department of Education definition

| | Fall 2008 | Spring 2009 | Fall 2009 | Spring 2010 | Fall 2010 | Spring 2011 | Fall 2011 | Spring 2012 |
|---|-----------|-------------|-----------|-------------|-----------|-------------|-----------|-------------|
| Phoenix High School Student Population | 816 | 781 | 751 | 739 | 759 | 697 | 733 | 690 |
| Students trained in mediation (as % of the high school population) | 83 (11%) | 95 (12%) | 77 (10%) | 103(14%) | 62 (8%) | 62 (9%) | 70 (9%) | 75 (10%) |
| Students in the Special Needs program* (as % of mediation program) | 3 (3%) | 3 (3%) | None | None | None | None | None | None |
| Students of Minority Ethnicity** (as % of mediation program) | 18 (20%) | 18 (20%) | 14 (21%) | 22 (21%) | 10 (16%) | 10 (16%) | 19 (27%) | 19 (26%) |
| Students who have received ELL Services*** (as % of med.program) | 4 (4%) | 4 (4%) | 3 (4%) | 3 (3%) | 2 (3%) | 2 (3%) | 2 (3%) | 3 (3%) |
| Female Gender (as % of mediation program) | 65 (71%) | 65 (71%) | 49 (64%) | 68 (67%) | 38 (61%) | 38 (61%) | 38 (54%) | 40 (56%) |

* Assessed by the existence of a current Individual Educational Plan (IEP) or Section 504 plan
 ** Assessed by the Program Coordinators opinion, based on his knowing the students and their background
 *** Assessed in accordance with the Oregon Department of Education definition

| | Fall 2012 | Spring 2013 | Fall 2013 | Spring 2014 | Fall 2014 | Spring 2015 | Fall 2015 | Spring 2016 |
|---|-----------|-------------|-----------|-------------|-----------|-------------|-----------|-------------|
| Phoenix High School Student Population | 714 | 713 | 771 | 761 | | | | |
| Students trained in mediation (as % of the high school population) | 88 (12%) | 91 (13%) | 94 (12%) | 104 (13%) | | | | |
| Students in the Special Needs program* (as % of mediation program) | 1 (1%) | 1 (1%) | n/a | n/a | | | | |
| Students of Minority Ethnicity** (as % of mediation program) | 23 (25%) | 24 (26%) | 25 (26%) | 28 (27%) | | | | |
| Students who have received ELL Services*** (as % of med.program) | 0 (0%) | 0 (0%) | n/a | n/a | | | | |
| Female Gender (as % of mediation program) | 57 (64%) | 57 (64%) | 63 (67%) | 71 (68%) | | | | |

* Assessed by the existence of a current Individual Educational Plan (IEP) or Section 504 plan
 ** Assessed by the Program Coordinators opinion, based on his knowing the students and their background
 *** Assessed in accordance with the Oregon Department of Education definition

Most recently updated: 15th February 2014

The following are available school-wide statistics applying to the total number of discipline referrals relative to the number of individual students who received referrals. As the extent of documentation and referrals vary dependant upon staff focus and those responsible for recording it, these stats should be considered lightly.

| | 2004-2005 | 2005-2006 | 2006-2007 | 2007-2008 | 2008-2009 | 2009-2010 | 2010-2011 | 2011-2012 | 2012-2013 | 2013-2014 |
|---------------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| Individual Referees | 225 | 257 | 194 | 313 | 303 | tba | tba | tba | tba | |
| Total Referrals | 340 | 382 | 297 | 564 | 635 | tba | tba | tba | tba | |

THAT NO-GOOD, ROTTEN MOE!
HE WON'T GIVE MY TRUCK
BACK TO ME. THE OAF WILL
PROBABLY BREAK IT, TOO.



SHOULD I STEAL IT BACK?
I KNOW STEALING IS
WRONG, BUT HE STOLE IT
FROM ME, AND IF I DON'T
STEAL IT BACK, MOE WILL
JUST KEEP IT, AND THAT'S
NOT FAIR.



THEY SAY TWO WRONGS DON'T
MAKE A RIGHT, BUT WHAT ARE
YOU SUPPOSED TO DO THEN?
JUST LET THE BIGGEST GUY
MAKE HIS OWN RULES ALL
THE TIME? LET MIGHT
MAKE RIGHT?



Presentation at the Oregon Mediation Association Conference in Portland, Oregon, 9th November 2007.

Chelsea Sunitsch (2007) and Callie Fleeger (2007)

Conrad Hulan, Chelsea Sunitsch, Callie Fleeger & Hannah Wilson (all 2007)



Requirements to Earn Southern Oregon University Credits/Grade

Comm 199 – Conflict Resolution

The Communications Department at Southern Oregon University has scrutinized the learning outcomes and skill expectations of the Student-Mediation Dispute Resolution Program, and has decided to make available the “Comm 199 Conflict Resolution” course (4 credits) to Student-Mediators who meet a prescribed academic criterion.

In order for students to be eligible for a grade, they must meet the following expectations:

- a. “Veteran” Student-Mediator status must be achieved. To do this, the student must successfully complete:
 - A minimum of 1000 minutes (16 hour, 40 minutes) of skills training devoted to conflict identification and resolution skills.
 - A minimum of six different formal training experiences, among which the four specific trainings mandated by the Student-Mediation Dispute Resolution Program must be included.
 - A minimum of ten practice or real mediations, at least six (of the practice mediations) will entail peer- or instructor-based documented performance evaluations.
- b. The student must participate in at least two Conferences with the instructor, delineating a student-mediators strengths and identifying skill-based areas to focus on for improvement.
- c. The student must also complete any combination of three of the following:
 - Teaching conflict resolution skills to students within the Phoenix-Talent School District or to students in other school districts as part of an organized, structured program. Student-Mediators are expected to assume an active leadership role in this capacity, not exclusively an assisting role.
 - Actively participating in a presentation about dispute resolution to a professional audience. A “professional audience” is defined as young adults and older who are presently in or embarking upon professional careers in education, counseling, governmental agencies, or related occupations.
 - Mediating at least three real high school disputes, two of which being potentially hostile issues.
 - Volunteering off-campus with professional mediation and conflict resolution organizations regularly over a period of three months.
 - Earn Professional Mediation Certification
 - This requirement may further be met by other professional-level experience beyond those listed above, at the instructors discretion.

Program Learning Topics and Instructional Objectives:

Student-Mediators will become fluent in all aspects of the Student-Mediation Dispute Resolution Program, while keeping an eye on how the skills and dispute resolution techniques transcend beyond the classroom. Please refer to the programs learning objectives as outlined in the Mediation Program for specific details of learning expectations.

Evaluation will be twofold: performance-based experiences and a research paper.

- d. Performance-based Experiences: Students will be assessed on their knowledge of the mediation process, as evidenced by their ability to adapt the mediation processes that are in place to changing information, their verbal and written debrief skills (which should show an eye toward legal concerns), their ability to teach the skills and strategy techniques to different audiences, and their poise when dealing with disputants in a hostile mediations as well as when conversing with administrators or other authority figures due to a mediation.
- e. Research Paper: Students seeking university credit will be required to complete a collegiate level research paper related to any multi-disciplinary topic of their choice. The paper must seek to apply mediation strategies and/or chronicle the application of dispute resolution efforts to a real-life initiative.

- *Example of paper topics:
1. Explore and determine the effectiveness of mediation efforts in labor relations.
 2. Assess the nature and effectiveness of community mediation programs in light of declining resources.
 3. Determine the extent to which Irish-British international trade negotiations utilize mediation concepts, techniques and strategies.
 4. Quantify the relationship between the law and ethical considerations inherent in professional mediation.
 5. Examine political activism of mediation organizations and their agenda on the nations’ legislation. (ex: consider efforts to create a US Department of Peace)
 6. Explore possibilities of certification for school-based mediation programs.

(Sample of) Letter to the 8th Grade Middle School Mediators and their Parents

*The Student-Mediation Dispute Resolution Program at Phoenix I
745 North Rose Street, Post Office Box nr.6
Phoenix, Oregon 97535-5704 United Sta.
541-535-1526, 541-535-7511 (fa
www.Phoenix.K12.Or.Us/I*



May 2006

Hello Talent Middle School Mediators and Parents,

The Phoenix High School Student-Mediators would like to personally invite you to join our program when you arrive here in September. You are only a few short months away from finishing your eighth grade year and we would like to tell you a little about our mediation program.

The Student-Mediation Dispute Resolution Program at Phoenix HS is the oldest continuously active program between Salem (Oregon) and Sacramento (California). It is very popular on campus, with between 10% and 13% of our student population (over eighty students) involved in the program at some level. The program is open to everyone, regardless if they have mediated before in middle school or not. From this large group of students, all of whom are learning mediation skills, the most highly skilled are elevated into full-time mediators, what we call ‘Veteran Student-Mediators’. They then become the leaders in my program and around school.

The Phoenix HS program is known throughout the Pacific Northwest. We have become a model which other institutions seek to learn about. Here is a sampling of what students in our program have engaged in:

- ✧ We have been invited to lead conference presentations to professional audiences by the Oregon Department of Education, the Oregon School Board Association, the Oregon Mediation Association and at universities.
- ✧ Student-Mediators may earn professional certification and Southern Oregon University academic credit.
- ✧ Student-Mediators have been honored with regional awards and have been recognized by United States Senators.
- ✧ We have hosted representatives of high schools from California, Oregon and Washington, teaching their students and staff about what makes our program successful and providing support to theirs.
- ✧ Student-Mediators have worked with non-profit organizations and conducted professional mediations.

In all these aforementioned capacities, it is the students within the program who take an active role in making the program successful.

The program differs a lot from the middle school program, both in terms of the frequency of and depth in conflict resolution training you will receive, and in the number of mediations you will be tasked with. Each training has a theme – such as how to deal with confidentiality, the law, harassment and boundary violations, just to name a few – and all of these are designed to prepare you for real-life post-high school conflicts. We usually mediate between twenty and forty situations a semester, ranging from the benign gossip topics to mediations which require reporting out to legal authorities; enough to keep mediators happily busy!

We look forward to your joining us in the Student-Mediation Dispute Resolution Program at Phoenix HS.

It’s a lot of fun and a great experience making a positive difference in the culture of the school. It’s also a great way to get known by everyone. Everyone is welcome to become a member of the program; please invite your friends to join us as well. If you have questions, please feel free to contact I or any of my Student-Mediators.

Mr. Cornet
Student-Mediation Dispute Resolution Program Coordinator
Phoenix HS instructor for advanced and introductory social studies courses
Cross Country Head Coach

(Sample of) Letter to the Recruit High School Students

*The Student-Mediation Dispute Resolution Program at Phoenix HS
745 North Rose Street, Post Office Box nr.697
Phoenix, Oregon 97535-5704 United States
541-535-1526, 541-535-7511 (fax)
www.Phoenix.K12.Or.Us/Phs*



10th September 2011

Hello,

I was told by a student or a staff member that you have shown the characteristics necessary to be a good mediator. What do mediators do? We are a professional leadership organization which is devoted to resolving conflict on campus. **The Phoenix High School Student-Mediators would like to personally invite you to join our program.** Please allow us a moment to tell you a little about the program.

The Student-Mediation Dispute Resolution Program at Phoenix HS is the oldest continuously active program between Salem (Oregon) and Sacramento (California). The program is open to everyone, regardless if they have mediated before or not. From this large group of all participating students, all of whom are learning mediation skills, only the most highly skilled are elevated to the status of ‘Veteran Student-Mediators’, wherein they then become the leaders in my program and around school and mediate the real issues which occur.

The Phoenix HS program is known throughout the Pacific Northwest. We have become a model which other institutions seek to learn about. Here is a sampling of what students – your classmates – in our program have engaged in:

- ✧ Student-Mediators may earn high school elective credit.
- ✧ Student-Mediators may earn academic credit from Southern Oregon University.
- ✧ Student-Mediators may earn professional Mediation Certification.
- ✧ Student Mediators have been invited to present to professional audiences at conferences hosted by the Oregon Department of Education, the Oregon School Board Association, the Oregon Mediation Association and at universities and nonprofit organizations.
- ✧ Student-Mediators have been honored with regional awards and have been recognized by US Senators; the experiences of one Student-Mediator qualified her for participation in a national organization through which she met President Obama at the White House!
- ✧ We have hosted representatives of high schools from California, Oregon and Washington, teaching their students and staff about what makes our program successful and providing support to theirs.
- ✧ In 2009 we hosted the first-of-its-kind conference for high school mediation.
- ✧ Student-Mediators have worked with non-profit organizations and conducted professional mediations.

In all these aforementioned capacities, it is the students within the program who take an active role in making the program successful.

Skills trainings are offered frequently, and you come to as many as you can as you work toward meeting a prescribed requirement for being a Veteran. Each training has a theme – such as how to deal with confidentiality, the law, harassment, suicide intervention, gangs, relationship issues, and boundary violations, just to name a few – and all of these are designed to prepare you for real-life post-high school conflicts. Our mediations have ranged from the benign gossip topics to a handful which have required reporting out to legal authorities.

We hope you will seriously consider joining the Student-Mediation Dispute Resolution Program at Phoenix HS. It’s a lot of fun and a great experience making a positive difference in the culture of the school. Everyone is welcome to become a member of the program; please invite your friends to join us as well. If you have questions, please feel free to contact I or any of my Student-Mediators.

Mr. Cornet
Student-Mediation Dispute Resolution Program Coordinator
Phoenix HS instructor for advanced and introductory social studies courses
Cross Country Head Coach

(Sample of) Letter to the Parents of New Students in the Program

*The Student-Mediation Dispute Resolution Program at Phoenix HS
745 North Rose Street, Post Office Box nr.697
Phoenix, Oregon 97535-5704 United States
541-535-1526, 541-535-7511 (fax)
www.Phoenix.K12.Or.Us/Phs*



10th September 2011

Hello Parents and Guardians

I am the coordinator of the Student-Mediation Dispute Resolution Program at Phoenix HS, and I am thrilled your son/daughter has recently been active in this extracurricular activity. You should be proud of their initiative here. I would like to take a few moments to inform you of the program which he/she is participating in.

The goal of this program is to saturate Phoenix HS with as many students trained in conflict identification and dispute resolution skills as possible, all the while retaining a smaller, more highly skilled group to mediate the real conflicts which emerge on campus. Since its' founding in 2000, between 10%-13% of the schools' student population have received mediation-specific skills training under the auspices of the program during any given semester.

Having only recently joined the program, your son/daughter is presently considered either a 'Probationary' or 'Intermediate' Student-Mediator, meaning they are basically a mediator-in-training. Skills trainings are offered throughout the year, and students may choose which and when to attend. This program will have no adverse impact on student grades, as most of the skills trainings are offered during lunch. (In fact, studies show the more active a student is in a school activity or sport, the better their grades become!) I will chart the time students spend participating in skill trainings as well as the different types of trainings. There is a set criterion students must achieve to move from this mediator-in-training status to that of a Veteran Student-Mediator, at which point students will mediate the wide range of authentic conflicts which emerge on campus. Due to the voluntary nature of attending the trainings, students will progress through the program toward becoming a Veteran at different paces, with some becoming a Veteran in as short as four months while others may never achieve this in their four years.

Becoming a Veteran Student-Mediator is more than just building a resume; it is when they truly become a leader on campus. Veteran's have an open door to administrators, brief staff members as professional equals, educate other students in resolution skills, are visible role models and mediate real student disputes. Over the years our Veterans have lead presentations to professional audiences at conferences sponsored by the Oregon Department of Education, the Oregon School Board Association, the Oregon Mediation Association and at universities and community nonprofits; taught dispute resolution strategies to numerous middle and high schools in northern California, Oregon and southern Washington; worked with non-profit mediation organizations on strategy formation and in training adults, and; students may earn Oregon State Mediation Certification as well as accredited academic credit from Southern Oregon University and elective credit here at the high school.

I wanted to express to you how happy I am that your son/daughter has joined this successful program I'm so proud of. While a few students participate so irregularly that they do disengage from the program over time, most realize value in the skills they learn and recognize how it may be applied to their future life. Please recognize your son/daughters initiative, and I do hope (and expect) him/her to remain engaged for the remainder of their high school career and, in the process, become a full-time Veteran Student-Mediator.

If you have any questions about the program, please don't hesitate to contact me.

Mr. John H. Cornet

Student-Mediation Dispute Resolution Program coordinator
Phoenix HS instructor for introductory and advanced courses in US History,
American Government, International Studies, Psychology and Western Philosophy
John.Cornet@Phoenix.K12.Or.Us

(Sample of) Letter to the Parents of New Veteran Student-Mediators

*The Student-Mediation Dispute Resolution Program at Phoenix HS
745 North Rose Street, Post Office Box nr.697
Phoenix, Oregon 97535-5704 United States
541-535-1526, 541-535-7511 (fax)
www.Phoenix.K12.Or.U.s/Phs*



10th September 2011

Hello Parents and Guardians

I just wanted to take a few moments to express my appreciation to you for your son/daughter's involvement in the Student-Mediation Dispute Resolution Program at Phoenix HS. As a Veteran Student-Mediator, he/she is someone whom I and the schools' administration rely heavily upon not just in their ability to make the school a safer, more mellow place, but also in their leadership and initiative-taking behavior.

Please allow me a brief moment to explain the program he/she is a valued member of. Your son/daughter has worked diligently since joining the program to meet the requirements necessary to become a full-time Student-Mediator. In the process, he/she has become an expert in how to identify different degrees of emotions, ask clarifying inquiries in a manner which gets to the heart of a divisive situation, and guide disputants in the dismantling of tensions. Through their demonstrated expertise they have earned a high school elective credit for this program and are eligible for academic from Southern Oregon University (if they chose to pursue those requirements).

Ours is the oldest continuously active autonomous mediation program between Sacramento (California) and Salem (Oregon). Your youth, his/her colleagues and their predecessors in the program have established and maintained a prominent reputation for the program in the Pacific Northwest. We have been invited to give presentations to professional audiences at conferences hosted by the Oregon Mediation Association, the Oregon Department of Education, the Oregon School Board Association and at universities; staff and student representatives of high schools from northern California to southern Washington have come to the Phoenix HS campus to learn of our program; we engage in community service, and; professional non-profits who work in schools have regularly asked us to assist in their trainings as fellow staff-trainers. I can speak with ease for hours about how impressed I am with every person who has entered into the Veteran leadership circle, and your youth is no exception.

It is this program to which your son/daughter is the most recent in a long line of mediators. They are truly genuine in what they do, and this expertise has been noticed by others. Some alumni of our program have been recognized by the Superintendent of the Oregon Department of Education and our state's national representatives to the United States Senate. Your son/daughters devotion and resoluteness has been incredible. Our challenges in recent years ranged from the usual issues of appropriateness of conduct in the classroom, incessant gossip and miscellaneous relationship concerns to the complexities of topics touching on themes of immigration, politics, physical violence, psychology and legal issues. Throughout it all our mediators have put their own personal ideological leanings aside and devoted themselves to what they do very well – finding a peaceful resolution to whatever topic is at hand. It is this hallmark which I cannot commend them enough for, for in so doing they continuously put the resolution of the conflict ahead of becoming embroiled in the conflict itself.

Thank you for the kind, polite young person who you send to school every day. It is a true joy to work with each of them. They honor the mediation program with their poise, maturity, responsibility and leadership initiative. If they have not spoken much about it, I would encourage you to ask them about every detail of the program. They have taken ownership of the program in many regards. I remain very proud of all Veterans.

Mr. John H. Cornet

Student-Mediation Dispute Resolution Program coordinator
Phoenix HS instructor for introductory and advanced courses in US History, American Government, International Studies, Psychology and Western Philosophy
John.Cornet@Phoenix.K12.Or.U.s

(Sample of) Veteran Student-Mediator Announcements



September 2006

Hello Veterans,

This is just a quick note. I thought about having a meeting, but decided to save the in-person meetings for important topics which have a high degree of immediacy, of which my words here do not. I do, however, have some rambling, seemingly disjointed thoughts I would like to share.....

Thanks to everyone for their time and help with last weeks training, especially to Sonia who planned and orchestrated it. It's a good start. I still want to renew a focus on getting freshman into the program – only three were involved last week. I'd really like to at least triple that number within the next month. What does this mean? Recruitment! Do you know any freshman? Whether yes or no, let's approach and invite many to join the program.

There are a few teachers who have not yet received their program refresher talk. This should have already happened. If you haven't done it, do it before this day is out. It's that important. I don't want to pull a 'Salem 1692' to see who hasn't done it (history folks know to what I'm referring to). ☺ Also, the Professional Mediation Certification training is approaching (November 30th, December 1st, 7th and 8th). If you have an interest I need to know asap. There are scholarships available but time is of the essence. It's an incredible opportunity. Kelsey, Megan and Callie are all Oregon State Mediator Certified, so if you'd like more information about skills learned then speak to them.

I was looking through the last few months-worth of mediation's from last year and noticed something. Many of our contractual agreements seem to include or (in a few cases) be exclusively "...to avoid and not speak..." between the disputants. While this is a fine default goal and likely will be involved to some degree, let's not target this initially. Aim higher, and modify your mediation strategies as necessary. This as an agreement is fine for not having a repeat of tensions (one of our goals), but it does not speak to the emotions or solve anything which prompted the conflict in the first place (another of our goals). Again, it is ok to have an agreement including this, but let's not have this be the goal from the outset of mediation and instead use it only when other avenues have not seemed to work.

Just some thoughts to consider.

Jian was in a workshop at the Medford library recently called 'Transforming Biases'. Very interesting material. Speak to him if you'd like to learn more about what he experienced there. Thanks for being a resource Jian!

A caution – we're soon to embark on practice mediation's. While having fun is important, in practice mediation's be sure to strive to engender some seriousness (the disputants might try to laugh it off, or sometimes we might have a little too much levity in the made-up dispute topic). We can't get an accurate sense of a students potential as a future Veteran when the practice topic is too silly. Ultimately, it is your advice I look toward in whom to elevate into the Veteran ranks with you.

A reminder to everyone: I am pulling your grades from time to time to check up on how you are doing. I consider you available to do mediation's only when your grades are looking good. If you are below a B-, then I will not even ask you to mediate during that class. No exceptions. So, for example, if you are at an A- for all classes except period 2, which might be C, then I will never ask to interrupt your period 2 class until that grade is raised. To return a class to being eligible for mediation, I will want to see consecutive weeks-worth of progress reports indicating the class be back at or better than B-.

To those of you who did the mediations so far this year, thank you for the thoroughness in your written write-ups of the mediations. They're perfectly documented.

I will be ordering some new Veteran Student-Mediator t-shirts soon. If there is an issue with the one you already have, just let me know. I'm thinking the same design, but slightly bigger/bolder print, especially on the front. An instead of a standard t-shirt, I'm leaning toward shirts with a collar. I'm open to suggestions for different designs, just so long as it is semi-official/professional/mature in appearance.

Thanks for all you do! You're wonderful!

Cornet

(Sample of) Veteran-Student Mediator Recognition Certificate

The following certificate is presented to all Veteran Student-Mediators who are graduating seniors in an informal mediation program leadership gathering a few days prior to their Phoenix HS graduation. It is slightly larger than is shown below.



(Sample of) Phoenix Mediation Conference Certificate



* * * P A R E N T S * * *

THERE IS AN OPPORTUNITY FOR YOUR SON/DAUGHTER TO JOIN THE

STUDENT-MEDIATION DISPUTE RESOLUTION PROGRAM

The mediation program at Phoenix HS is designed to...

- ✧ Educate students in skills of how to identify and break down tensions
- ✧ Teach students skills in how to resolve conflict peacefully through dialogue
- ✧ Empower students to teach dispute resolution skills to others
- ✧ Encourage the development of leadership characteristics in students
- ✧ Make available mediation-related professional opportunities for students
- ✧ Emphasize the importance of good grades and role-modeling behaviors
- ✧ Teach lifelong skills which will benefit students far beyond high school

Our program is the oldest continuously active autonomous program between Sacramento (California) and Salem (Oregon), and has developed a strong Pacific Northwest regional and statewide reputation.

We cooperate with schools and nonprofits throughout the nation as we work toward a common goal – strengthening school-based dispute resolution programs anywhere the nation.

The program have been involved in high-profile professional settings, such as directing presentations at conferences sponsored by the Ore. Mediation Association, the Ore. School Board Association, the Ore. Dep't. of Education and at universities; hosting our own conference; assist non-profit organizations in community settings and mediation trainings, and; hosting representatives from other school districts while we educate them in the details of our program and teach their students in conflict identification and resolution skills.

Students may earn accredited academic credit from Southern Oregon University, and high school credit toward graduation.

Students in this program will have the opportunity to earn State of Oregon professional Mediator certification and conduct volunteer professional work.

All students are welcome to join the program.

No experience necessary; we will teach all the conflict resolution skills.

If you have any questions, please don't hesitate to contact Mr. Cornet in any of the following ways:

PHS rm.North-207 535-1526 John.Cornet@Phoenix.K12.Or.Us

Please encourage your son/daughter to get involved.

Our Programs' Professional Outreach Providing Resources to Educational Settings

Mediation should never be viewed as a competitive enterprise. In this spirit the Phoenix HS Student-Mediation Dispute Resolution Program has regularly welcomed and responded to any requests for guidance or support from our colleagues, regardless of their location and without consideration of any reciprocal arrangement. To date, the support we have offered to different agencies encompass school districts and professional non-profit organizations.

Our Dispute Resolution Program has been consulted to varying degrees by officials in several school districts. The nature of this consultation runs the gauntlet from initial one-time support, problem-solving and idea sharing to the long-term facilitation of skill trainings, advocating on behalf of an emerging program with their respective schools administrative staff and even the intricacies of assisting with a program's structural development. We may speak to specific groups of students, a class, teachers, administrators or a districts school board. In a few cases, it is the alumni of the program who are providing this outreach.

The following educational sites are ones with which we have provided assistance in some capacity (beyond simply making available our program overview packet). In some cases this may be through our program's mediators facilitating trainings under the auspices of other organizations.

(Not included are schools represented in the audiences at presentations we've given unless our discourse with their representatives proved substantive).

- ✧ Ashland High School, Ashland School District, Ashland, Oregon (2002)
- ✧ Community College of Southern Nevada, Las Vegas, Nevada (2006) *alumni of our program were asked to build a foundation of a program
- ✧ Crater High School (Renaissance School), Central Point School District, Central Point, Oregon (2008)
- ✧ Eagle Point Middle School, Eagle Point School District, Eagle Point, Oregon (2011)
- ✧ Eagle Point High School, Eagle Point School District, Eagle Point, Oregon (2004 and 2005)
- ✧ Emory and Henry College, Virginia (2015)
- ✧ Grants Pass High School, Grants Pass School District, Grants Pass, Oregon (2009-2011)
- ✧ Hedrick Middle School, Medford School District, Medford, Oregon (2001 to 2007)
- ✧ Mountain View High School, Evergreen Public School District, Vancouver, Washington (2007-'08;'10) *discourse with student-mediator
- ✧ North Medford High School, Medford School District, Medford, Oregon (2005 to 2008)
- ✧ North Middle School, Grants Pass School District, Grants Pass, Oregon (2010)
- ✧ Orchard Hill Elementary School, Phoenix-Talent School District, Oregon (2010)
- ✧ Pleasant Hill High School, Pleasant Hill School District, Pleasant Hill, Oregon (2010 and 2012-2013)
- ✧ Rogue River High School, Rogue River School District, Rogue River, Oregon (2007 and 2009)
- ✧ Southbank International School, Westminster, London, United Kingdom (2008 and 2009) *interviews with aspiring mediator and staff representative
- ✧ Talent Middle School, Phoenix-Talent School District, Talent, Oregon (2001-2009)
- ✧ Weed High School, Siskiyou Union High School District, Weed, California (2007 and 2011)

This list should not be viewed as a commentary on their programs capabilities, as they have complete discretion to apply or disregard any aspect of our program they chose. We are a resource, but in no way orientate their respective programs.

Other schools have contacted us for information. The following schools are ones which we have provided our program overview packet and training materials to, inviting them to utilize them in any manner which may enhance their own program. This sharing has been the limit of our assistance to them. (Not included are schools represented in the audiences at presentations we've given unless more meaningful communication occurred)

- ✧ Corvallis High School, Corvallis School District, Corvallis, Oregon (2009)
- ✧ Lincoln High School, Portland School District, Portland, Oregon (2002)
- ✧ Oregon State University (Student Mediation Services), Corvallis, Oregon (2006)
- ✧ Tillamook High School, Tillamook School District, Tillamook, Oregon (2005 to 2007)
- ✧ Valley High School, Elk Grove Unified School District, Sacramento, California (2008)

This list should not be viewed as a commentary on their programs capabilities, as they have complete discretion to apply or disregard any aspect of our program they chose. We are a resource, but in no way orientate their respective programs.

Our Programs' Professional Outreach

Professional Conference Presentations

Mediation should never be viewed as a competitive enterprise. In this spirit the Phoenix HS Student-Mediation Dispute Resolution Program has regularly welcomed and responded to any requests for guidance or support from our colleagues, regardless of their location and without consideration of any reciprocal arrangement.

To date, the support we have offered to different agencies encompass school districts and professional non-profit organizations.

Our Dispute Resolution Program has given presentations in professional settings to administrators, instructors, community members, and other professionals. The nature of these presentations range from speaking specifically about the structure of the Phoenix HS program to the considerably broader theme of how mediation can affect an institutions sociocultural transformation.

Representatives of the Phoenix HS program have lead formal presentations to audiences in the following professional forums: (Presentations to individual School Boards are not included)

- ✧ Pleasant Hill High School, Oregon (December 2012)
Our program hosted PHHS teachers and administrators for a half-day presentation about the program structure and trainings.
- ✧ Oregon School Board Association Convention, Portland, Oregon (November 2010) *See the November 2008 event for explanation*
- ✧ Mediation Works, Medford, Oregon (June 2010)
Our two hour presentation was to the staff and volunteers of Mediation Works.
- ✧ Southern Oregon University, Ashland, Oregon (February 2010) *See the January 2009 event for explanation*
- ✧ Grants Pass High School, Grants Pass, Oregon (January 2010)
Our three hour presentation was with two dozen staff from Grants Pass High School (including principal, assistant principals', counselors, and classroom teachers, and a pair from their middle school program and revolved around every aspect of the program.
- ✧ Oregon School Board Association Convention, Portland, Oregon (November 2009) *See the November 2008 event for explanation*
- ✧ Phoenix Mediation Conference, Phoenix, Oregon (January 2009)
The Phoenix HS program hosted this first-of-its-kind conference! About 90 middle and high school students from Jackson, Josephine and Lane counties attended this 9:30a-4:00p event, as did graduate students from Southern Oregon University.
- ✧ Southern Oregon University, Ashland, Oregon (January 2009)
Our two two-hour presentations were to graduate students in education/teaching and revolved around every aspect of the program.
- ✧ Oregon School Board Association Convention, Portland, Oregon (November 2008)
Our 90 minute presentation was entitled 'Student Empowerment and Improved Climate through High School Mediation'
- ✧ Oregon Mediation Association Conference, Portland, Oregon (November 2008) *See the November 2006 event for explanation*
- ✧ Oregon Mediation Association Conference, Portland, Oregon (November 2007) *See the November 2006 event for explanation*
- ✧ Closing the Achievement Gap Conference, Portland, Oregon (May 2007)
At the conference sponsored by the Oregon Department of Education, our presentation was entitled 'Student Empowerment and Improved Climate through High School Mediation'. 90 minutes in duration, with an additional thirty minutes-worth of question/answer with interested participants who remained to further the discussion afterwards.
- ✧ Oregon Mediation Association Conference, Portland, Oregon (November 2006)
The presentation was entitled 'Growing Young Mediators: From Peer Mediation to Parent/Teen Mediation', done jointly with representatives of Mediation Works and Community Mediation Services; our contribution was regarding secondary-level mediation the entire presentation was ninety minutes in duration, although the portion about our program was only thirty minutes.
- ✧ Possibilities in Education Conference, SOU, Ashland, Oregon (April 2004) *See the April 2001 event for explanation*
- ✧ Possibilities in Education Conference, SOU, Ashland, Oregon (April 2003) *See the April 2001 event for explanation*
- ✧ Possibilities in Education Conference, SOU, Ashland, Oregon (April 2002) *See the April 2001 event for explanation*
- ✧ Regional Videoconference, Jackson County Educational Services District, Medford, Oregon (September 2002)
Five members of the program spent the afternoon speaking about the program to a regional audience and answering questions. Three hours in duration
- ✧ Oregon Perspectives, PBS Television, Medford, Oregon (January 2002)
This television broadcast was broadly about mediation in a secondary school setting and two Phoenix HS Student-Mediators were interviewed throughout the length of the show. Twenty-five minutes in duration
- ✧ Possibilities in Education Conference, SOU, Ashland, Oregon (April 2001)
The presentation at Southern Oregon University was entitled 'Mediation in Secondary School Settings'. One hour in duration

Our Programs' Professional Outreach Collaborative Endeavors and Consultation

Mediation should never be viewed as a competitive enterprise. In this spirit the Phoenix HS Student-Mediation Dispute Resolution Program has regularly welcomed and responded to any requests for guidance or support from our colleagues, regardless of their location and without consideration of any reciprocal arrangement. To date, the support we have offered to different agencies encompass school districts, police departments and professional non-profit organizations.

Our Dispute Resolution Program has also worked with professional non-profit organizations, in capacities which might include collaborating with strategy sharing, making Phoenix HS Student-Mediators available to lead youth and adults alike in skill trainings, idea generation and situational problem solving. A few of our mediators have also worked mediations of a professional nature through an established community-based organization. The following professional organizations we have collaborated with in some significant capacity:

- ✧ Central Oregon Mediation, Bend, Oregon (2010-2011)
- ✧ Community Mediation Services, Eugene, Oregon (2006)
- ✧ Conflict Resolution Center, Richmond, Indiana (2005)
- ✧ Mediation Works, Medford, Oregon (2000 to 2012)

This list should not be viewed as a commentary on their programs capabilities, as we basically help out as needed, often in just offering advice.

Our Dispute Resolution Program has also been invited to participate in community discussions for the purpose of sharing what we do and furthering a discourse about a given topic. Representatives of the Phoenix HS program have participated in (although not led) formal professional discourses in the following professional forums: (Presentations to individual School Boards are not included)

- ✧ Peacehouse, Ashland, Oregon (December 2009)
Representatives of our program conversed with Peacehouse about strategies to implement a 'Not In Our Town' type of program regionally, and troubleshoot the problems of integrating such resolution programs in area schools.
- ✧ Medford Area Drug and Gang Enforcement Team meeting, Medford, Oregon (December 2009)
Representatives of the program participated in a lengthy (two hour) discourse revolving around community-based avenues by which to provide alternatives to and solutions for gang behavior. This meeting was hosted by the Medford Police Department.
- ✧ Hispanic Interagency Committee of Jackson County, Medford, Oregon (February 2009)
Representatives of the program participated in a lengthy (75 minute) discourse revolving around peer-based conflict resolution in schools, the manner by which intergovernmental and private entities may offer assistance, and how to facilitate outreach to the county's Hispanic and migrant community.

Representatives of the program were featured speaking about girls and fighting in a news broadcast on 16th Feb.2010



Travel Itinerary for the Oregon Department of Education Conference Presentation, May 2007

Mr. John Cornet 535-5232
Mrs. Olya Cornet
Abigail Carroll, 12th
Chelsea Sunitsch, 11th
Kelsey Lape, 10th
Tamara Richey, 12th

Thursday, 10th May 2007

12:20p Depart Phoenix HS

Abt. 5:00p Arrive at Portland

We will be staying at the home of Emily (Mr. Cornet's sister) and John, at 7118 Northeast Morris Street in Portland. Emily is a teacher at Marshall HS and John works for United Postal Service. This is where Varsity Cross Country runners stayed when Mr. and Mrs. Cornet brought them up for a October 2006 competition.

(unconfirmed) Presentation to graduate students and professors at the Graduate School for Professional Studies, on the campus of Lewis and Clark College.

Tba Dinner (Mediation Program fund is buying!);
movie theater, homework, ice skating and/or relaxing at the house to follow. (You'll decide which then)

10:30p Lights-out

Friday, 11th May 2007

(your choice) Wakeup and breakfast. Breakfast at the house or International House of Pancakes?

(1 hour min.) Time reserved for homework! (at the house, or at a Starbucks Coffeehouse)

(unconfirmed) Meeting with administrators and selected staff at Marshall HS, regarding how to have an effective mediation program

Abt. 10:00a Depart for sightseeing at Multnomah Falls (assuming the weather cooperates)
Stop at Emily's home on the way back to change for the presentation.

(unconfirmed) Lunch near Mall-205 in Southeast Portland. Panda Express or Mexican place?

12:45p Arrive at the Oregon Convention Center for ODE's Closing the Achievement Gap Conference. The presentation is scheduled for the 1:15p-2:45p session, and is entitled "Student Empowerment and Improved Climate through High School Mediation"
Meet with Susan Castillo (Susan is the State Superintendent of Oregon schools) and Greg Smith (Greg is a nationally recognized expert in Ethnology, and was Mr. Cornet's graduate school professor/advisor)

4:40p Dinner in or around Eugene. (Valley River Center Malls' food court?)
(Parents: your daughter will telephone you as we're leaving Eugene to give you an updated return time estimate)

Abt. 9:00p Projected return to Phoenix HS

Things to bring:

- ✧ Homework!!! There will be some down time during the trip for academic studying.
- ✧ Sleeping bags (everyone). All four girls will be sharing a carpeted, unfurnished room. Pillows suggested.
- ✧ Anything necessary for an overnight trip (towel, toothbrush, etc.)
- ✧ Nice clothing for the presentation – this is a professional presentation to an audience numbering anywhere between 20 and 100, and we need to dress appropriately. No jeans or everyday t-shirts. Interview-caliber clothing is advised.
- ✧ Money for Friday's meals (\$20 recommended). (If you have financial need, please speak with me)
- ✧ Money for a film? (optional; if students want it)
- ✧ I'll use the Mediation fund to pay for one of your meals (Thursday dinner likely) and the Max (the Portland metro subway) fare.

Presentation Outline for OMA Conference

Conference Sponsor: Oregon School Boards Association, Portland, Oregon

14th November 2009

Conference Theme: tba

Presentation Title: “Student Empowerment and Improved Climate through High School Mediation”

Description: “This presentation will speak to the affect of a Student-Mediation Dispute Resolution Program upon the climate of a high school, emphasizing the skills, personal growth, leadership and empowerment of participating students, the improved connection between students and school, the role of mediation in alleviating the log of discipline issues, and specifics of the structure of the mediation program at Phoenix HS which has facilitated its success. There will be many opportunities for questions throughout, with comprehensive materials made available to help a school create or improve upon their own peer-mediation program. Seven students – six seniors and one junior – will take a major role in leading the presentation with the Program Coordinator.”

Introduction.....*John Cornet*

- Introduce Brooke, Autumn, Krystin, Rachel, Raechel, Aimee, Anya
- Brief foreshadowing of what the presentation will ‘look like’ Basic intro to the program: mediation at Phoenix HS; around since 2000

The Phoenix HS Program Structure / General.....*Anya*

- Who is in mediation? Different models seen: open to all anytime, one-time recommendation only, leadership class, etc.
- The process, from conflict and referral to debrief;
- What happens in the mediation room – strategies (caucus, mediation), listening for information, reframing, end-of-mediation documents, etc

The Phoenix HS Program Structure / Unique Specifics.....*Autumn*

- Clarify the role of in-mediation-room strategies (caucus as an information gathering strategy)
- Unique aspects of the Phoenix HS program which may differ from other programs statewide, and why. Title IV federal funding

Mediation Skills Training.....*Rachel*

- The program’s campus-wide goal
- Program is open to all, and a certain minimum criteria must be met to become a Veteran (ie, qualifications)
- Basic overview of skill trainings, with brief description of some significant ones

Conflict Issues/Themes.....*Brooke*

- What types of issues are generally referred to our program? Referrals from the administration, staff and student population.
- Be specific, with brief mention of common topics and emphasis on the more difficult mediation topics

Effects on School Climate.....*Aimee*

- Reiterate program goal: to saturate campus with as many students as possible trained in conflict resolution
- Program is highly visible: principal speaks of it; visual display in commons; t-shirts; all-call announcements, etc.
- Mediation statistics to illustrate the most prevalent conflict issues, with regular decrease every second semester
- For administrators, mediation is an alternative to discipline; written into school discipline structure/policy; open door to administrators
- Viewed as a leadership-orientated (not organizational or school spirit) program
- Onetime disputants occasionally chose to join the program

What else do we do?.....*Krystin*

- “Investigations” (looking into unapproved survey, MySpace, etc.) Skills building for Special Needs students
- Describe our professional outreach philosophy, and what the ethical teachings of this philosophy teaches students.
- Give presentations at conferences; host Phoenix Mediation Conference; help Mediation Works teach skills to Rogue Valley schools
- Contribute to meetings: Jackson Country Hispanic Interagency Meeting, School collaboration anti-gang meeting
- Professional doors which are opened for students (State of Oregon Certification, Juvenile court disputes, Mediation Works, etc.)

Reflections on Personal Growth.....*Raechel starts, then everyone is expected to share*

- Impact of mediation trainings on enabling mediation tools Neutrality; how to reframe what I say in a less aggressive way
- Public speaking – to audience of peers, staff, administrators, non-school professionals Consider how you have been affected!
- Perceptive listening; what people say behind their words; listening for feelings and needs; non-verbal communication identification
- Leadership; responsibility; acquired skills; self-control; liability awareness; student empowerment
- Recognize using mediation skills in unrelated settings – family, relationships, dealing with people or views you don’t particularly like, etc.

Personal Experiences in Mediation (all remaining time)*Brooke starts, then everyone is expected to share*

- Share stories of challenging mediations?

End of Presentation Questions/Answers.....*Autumn mc’s the discourse*
(everybody is expected to participate in q/a)

Closing.....*John Cornet*

Program Alumni

The following is a compilation of what Veteran Student-Mediator (not Intermediate or Probationary) alumni of the Student-Mediation Dispute Resolution Program have done in their post-high school years, identifying at least where they were in the few years immediately following their graduation.

Our program also maintains a Facebook group page devoted as a forum for alumni of the program to meet and remain in contact with present participants of the program.

2017 Aiswarya Vellanki.....
2017 Yasmin Conchas.....
2017 Brynn Strickland.....
2017 Madelene Marroquinn.....

2016 Katie Nguyen.....
2016 Madelynn Gearhart.....

2015 Holly Ragsdale.....
2015 Nevina DeLuca.....
2015 Emma DiFruscia.....
2015 Julia Holden-Hunkins.....
2015 Nathaniel Rogers.....
2015 Sean Rogers.....
2015 Ashlee Vos.....
2015 Randy Mena.....
2015 Maika Sallee.....
2015 Zora Rose.....
2015 Britni Teeple.....

2014 Lucas Gandy.....Columbia University (New York) to study art
2014 Erik Sorensen.....
2014 Micah Furlong.....
2014 Nancy Jacobs.....
2014 Arin Fitch.....
2014 Victoria Balzer.....
2014 Ricky Leavens.....United States Army
2014 Brittany King.....University of Oregon (Eugene, Ore)
2014 Claire Guy.....University of Oregon (Eugene, Ore)
2014 Deva Guy.....University of Oregon (Eugene, Ore)
2014 Niels Wernicke.....

2013 Kawitz Kaur.....Pacific University (Forest Grove, Ore)
2013 Belle Tegner.....Oregon State University (Corvallis, Ore)
2013 Michelle Hall.....Living, working and studying in Utah
2013 Miranda Redhead.....Southern Oregon University (Ashland, Ore) pursuing a degree in Art
2013 Britnee Acuna.....Southern Oregon University (Ashland, Ore)

2012 Lucia Hadella.....Oregon State University (Corvallis, Ore) studying English literature
2012 Courtney Dickinson.....Southern Oregon University (Ashland, Ore)
2012 Kaleb Wagner.....Brigham Young University (Idaho)
2012 Jeoff Underwood.....California Lutheran University (Thousand Oaks, California) studying forest resource management and environmental studies
2012 Jeremiah Rich.....Oregon State University (Corvallis, Ore) studying agriculture
2012 Ana Barba.....University of Oregon (Eugene, Ore) studying psychology, political science and international studies
2012 Kaitlyn Lee.....Southern Oregon University (Ashland, Ore) studying sociology and psychology

2011 Alicia Van Dyke.....Southern Oregon Art Academy (Grants Pass, Ore) studying art
2011 Shannon Wodehouse.....Westminster College (Salt Lake City, Utah)
2011 Krystal Wagner.....Brigham Young University (Rexburg, Idaho)
2011 Bethany Crozier.....Western Oregon University (Monmouth, Ore) studying pre-nursing
2011 Elishama Foster.....Rogue Community College (Grants Pass, Ore)
2011 Anya Gandy.....Antioch College (Yellow Springs, Ohio) to study political science with an emphasis upon agricultural politics. She interned over the summer at the National Farmers union in Washington DC. Then then transferred to Columbia University, where she studies in the College of Agriculture and Life Sciences.

2010 Tessa Smith.....Oregon Institute of Technology (Klamath Falls, Ore) studying civil engineering and environmental science
2010 Jessica Patterson.....Joined the United States Force, and is studying Arabic at the Defense Language Institute (Montgomery, Calif)
2010 Sarah Courier.....Oregon Institute of Technology (Klamath Falls, Ore) in the pre-MIT Diagnostic Sonography Program
2010 Alexandra Fenimore.....Attending community college in Coos Bay, Ore
2010 Brooke Cyphers.....Oregon Institute of Technology (Klamath Falls, Ore); Oregon State University (Corvallis, Ore)
2010 Sean Kaufman.....Living in Arizona and working in the field of computer technology
2010 Promise Grace.....Southern Oregon University (Ashland, Ore) to study criminology and gender, sexuality and women's studies
2010 Dillon McCord.....Santa Clara University (Santa Clara, California) to study music
2010 Geoff Jensen.....Oregon State University (Corvallis, Ore)
2010 Autumn Navarette-Spence.....Southern Oregon University (Ashland, Ore) studying neo-natal pre-nursing
2010 Raechel Viera.....Southern Oregon University (Ashland, Ore)

- 2010 Rachel Lawson.....Southern Oregon University (Ashland, Ore) studying sociology
- 2010 Aimee Canfield.....Living and working in southern Oregon, and aspiring to move to southern California to pursue theater arts
- 2010 Kyrstin Wallace.....Southern Oregon University (Ashland, Ore)
- 2010 Ethan Leonard.....Platt College (San Diego, California) studying graphic design
- 2010 Luke Amuchastegui.....Stanford University (Palo Alto, California) studying biology
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- 2009 Daniel Elsmore.....Southern Oregon University (Ashland, Ore). Living and studying in southern California in 2010
- 2009 Meghan Gillette.....Southern Oregon University (Ashland, Ore) to study medicine
- 2009 Sarah Buell.....Oregon State University (Corvallis, Ore) studying communications
- 2009 Kelsey Lape.....Linn-Benton Community College (Albany, Ore) to study pre-nursing; Rogue Community College (Grants Pass, Ore)
- 2009 Chelsea Passante.....Benedict College (Columbus, South Carolina) to study health and fitness
- 2009 Abbigale Foster.....Rogue Community College (Grants Pass, Ore) before transferring to Portland State University (Portland, Ore) to study medicine.
- 2009 Kevin Marshall.....University of Oregon (Eugene, Ore)
- 2009 Kayla Heath.....Chapman University (Orange, California) to study athletic training
- 2009 Nicole Knutson.....Oregon State University (Corvallis, Ore) to study new media communications. She spent several months in 2011 traveling throughout Europe and lived in Mexico for half a year.
- 2009 Carla Villanueva.....University of Oregon (Eugene, Ore) to study psychology
- 2009 Meghan Steiner.....Southern Oregon University (Ashland, Ore) to study nursing
- 2009 Austin King.....Living and working in southern Oregon
- 2009 Graham Thirkill.....University of Oregon (Eugene, Ore)
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- 2008 Chelsea Sunitsch.....Southern Oregon University (Ashland, Ore.) to study clinical and applied psychology, and dabble in political science. She then transferred to the University of Oregon (Eugene, Ore.) to study psychology
- 2008 Callie Fleeger.....The University of British Columbia (Vancouver, Canada) studying archaeology. She has worked at archaeology excavations on three continents.
- 2008 Hannah Wilson.....Oregon State University (Corvallis, Ore.) to study nursing; Oregon Health and Science University (Portland, Ore) to study nursing. She was accepted to the University of Pennsylvania
- 2008 Conrad Hulan.....University of Oregon (Eugene, Ore.) to study political science and English composition
- 2008 Megan Burr.....University of Oregon (Eugene, Ore) studying art
- 2008 Molly Hobson.....Oregon State University (Corvallis, Ore.) to study apparel design
- 2008 Logan Fairbanks.....Oregon State University (Corvallis, Ore.) to study engineering
- 2008 Ryan Garrett.....University of Oregon (Eugene, Ore.) to study environmental science
- 2008 Rebecca Singleton.....California State University at Humboldt (Arcadia, Calif.) to study international relations and conservation biology
- 2008 Eric Cobb.....Joined the Oregon National Guard with plans to be a firefighter and to study comprehensive conflict resolution. He will be residing in England for half a year in 2009
- 2008 Jesse Ritter.....Oregon State University (Corvallis, Ore.) to study zoology
- 2008 Jian Rossi.....Southern Oregon University (Ashland, Ore) to study political science and international relations
- 2008 K'la Davis.....Residing and working in Southern Oregon for a time before moving to Mexico for a religious mission to build structures for those in poverty.
- 2008 Kate Rogers.....University of Washington (Seattle, Washington) after having started at Walla Walla Community College (Walla Walla, Washington)
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- 2007 Abigail Carroll.....Washington University (St.Louis, Missouri) to study international studies and environmental science while minoring in Spanish. She will later add anthropology to his list of pursued academic disciplines. Abigail traveled throughout Europe for five weeks in 2007, and to Cuba and Ecuador. She has done a study abroad to the Universidad Iberoamericana Puebla in 2009 and to Ecuador in 2010.
- 2007 Elisabeth Foster.....Oregon Institute of Technology (Klamath Falls, Ore.) to study medical imaging. After a year she transferred to Western Oregon University (Monmouth, Ore.) to study education and business. She completed their graduate school program in secondary education there.
- 2007 Jason Sorensen.....Engaging in a religious mission to Thailand for two years. Southern Oregon University (Ashland, Ore)
- 2007 Jordan Marshall.....Southern Oregon University (Ashland, Ore.) to study political science, pre-law and economics.
- 2007 Katie Elias.....University of Oregon (Eugene, Ore.) to study political science
- 2007 Kayle Sharpe.....Texas A&M University (Dallas, Texas) to study dental hygiene. Continued her studies at Texas Women's University (Denton, Texas). In 2013 lived in Texas
- 2007 Nick Amuchastegui.....Stanford University (Palo Alto, California) to study engineering
- 2007 Nik Sorensen.....Engaging in a religious mission to Thailand for two years; then enrolled at Southern Oregon University (Ashland, Ore) and Brigham Young University (Salt Lake City, Utah). An Eagle Scout, he knows Mandarin Chinese.
- 2007 Sonia Rodriguez.....Southern Oregon University (Ashland, Ore.) to study physical therapy, and later Pacific University (Forest Grove, Ore.)
- 2007 Talia Engle.....Southern Oregon University (Ashland, Ore.) to study early childhood education with a direction toward an elementary teaching credential
- 2007 Tamara Richey.....Southern Oregon University (Ashland, Ore.) before transferring to Oregon Health and Sciences University (Portland, Ore.)
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- 2006 Alexander Ragsdale.....Rogue Community College (Grants Pass, Ore.) and Southern Oregon University (Ashland, Ore.) preparing for a career in biomedical technology
- 2006 Daniela Schofield.....University of Rochester (Rochester, New York) studying political science, pre-law and English. In 2008 she did an international internship, residing for half a year in London, traveling around Europe and working for the leader of the British House of Commons. She also took courses through New York University. She graduated in 2010 from Rochester with degrees in political science (concentration in American constitutional rights and Latin American politics) and English. For graduate school she attended the London School of Economics to pursue a Masters degree in 'Gender, Globalization and Development'. She lived in London in 2011.
- 2006 Emily Lubonski.....Southern Oregon University (Ashland, Ore.)
- 2006 John Maulsby.....Community College of Southern Nevada (Las Vegas, Nevada) for a year before transferring to Southern Oregon University (Ashland, Ore.) to study communications and dispute resolution. Later moved to Chemeketa Community College (Salem, Ore.) to earn his associates degree. Western Oregon University (Monmonth, Ore.) for a MA in Psychology and University of Oregon (Eugene, Ore.) for a Ph.D in clinical psychology
- 2006 Kristine Jensen.....University of Oregon (Eugene, Ore.)
- 2006 Marci Klimek.....Linfield College (McMinneville, Ore.) to study sports marketing and business, with a minor in biology.

- 2006 Sarah Giardina..... University of Hawaii (Manoa, Hawaii) to study architecture. Graduate studies at the University of Oregon (Eugene, Ore). She now lives in Hawaii.
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- 2005 Ashley McCarty..... Living, working and raising a family in Southern Oregon, where she also coached high school volleyball.
 2005 Amber Shannon..... Southern Oregon University (Ashland, Ore.) before transferring to the University of Oregon (Eugene, Ore.) where she is studying business management and Spanish language. Her studies will be completed in Texas.
- 2005 Bethany Wells..... living, working and doing undergraduate studies in Medford, Oregon
 2005 Carol Morono..... Southern Oregon University (Ashland, Ore) to study business management.
 2005 Jessica Gomez..... living and working in Medford, Oregon
 2005 Laura Taylor..... Southern Oregon University (Ashland, Ore.) studying genetics, and then entered their teachers education program to earn her elementary teaching certification. She is now a elementary school teacher.
 2005 Margaret Morefield..... Southern Oregon University (Ashland, Ore.) studying biology and mental health before transferring to Oregon Institute of Technology (Klamath Falls, Ore.) to study medical imaging
 2005 Melissa Abbott..... Southern Oregon University (Ashland, Ore)
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- 2004 Amanda Townsend..... living, working and studying in Alberta Province of Canada
 2004 Briana McColgan..... Trinity College (Dublin, Ireland) for a year before transferring to Oregon State University (Corvallis, Ore.) where Bri is studying forest recreation, Spanish language and English literature. She worked in orphanages in Romania for two months in 2007. In 2008, Bri was working in one of the nations most poverty afflicted schools in Louisiana under the auspices of the Americorps Program before returning to Portland, Ore. to live and work.
- 2004 Christina Anderson..... University of Oregon (Eugene, Ore.)
 2004 Felicia McGee..... Living and working in southern Oregon
 2004 Jason Reno..... John Hopkins University (Baltimore, Maryland), University of Oregon (Eugene, Ore.) studying political science
 2004 Kelly Riley..... Pacific University (Forest Grove, Ore.); Oregon Health and Science University (Portland, Ore) to study dentistry
 2004 Kourtney Selee..... Rogue Community College (Grants Pass, Ore.) studying pre-Nursing; Southern Oregon University (Ashland, Ore) studying psychology.
 2004 Kristi Elsmore..... Southern Oregon University (Ashland, Ore.) studying literature; United States military stationed in Afghanistan 2006-2007, and later in Iraq
 2004 Lauren Gell..... Portland State University (Portland, Ore.) studying psychology
 2004 Melanie Elsmore..... Oregon State University (Corvallis, Ore.) studying biology, Lane Community College (Eugene, Ore.) and Southwestern Community College to study nursing. She is now a RN in a hospital
 2004 Nicole MacKinnon..... living, working and raising a family in southern Oregon
 2004 Tracy Elsmore..... University of Oregon (Eugene, Ore.) with degrees in political science and non-profit administration. Later moved to Idaho. Works for the American Cancer Association.
-
- 2003 Amanda Hulbert..... Oregon State University (Corvallis, Ore.) studying pharmacy, where she earned her Doctorate degree in Pharmacy. She did her residency in South Carolina and Ohio.
 2003 Ben Mills-Cannon..... Linfield College (McMinneville, Ore.) studying computer science and philosophy. Traveled to Ireland for an extended stay.
 2003 Darci Moore..... Living and working in Sacramento, California in 2010
 2003 Elizabeth Downing..... Southern Oregon University (Ashland, Ore.) studying public health and criminology
 2003 Jamie Escobar..... University of Oregon (Eugene, Ore.)
 2003 Jessica Brown..... Pacific University (Forest Grove, Ore.) with degrees in psychology and sociology. In 2010 she was living in Idaho.
 2003 Kelsey Russell..... Oregon Institute of Technology (Klamath Falls, Ore.) studying dental hygiene, communication and dispute resolution
 2003 Mara Supan..... Pacific University (Forest Grove, Ore.) studying biology with a cellular and molecular emphasis. Mara also studied animal psychology in Zambia and rainforest biology in Costa Rica, in her preparations to begin veterinary graduate studies. In 2011 she attended gradate school in veterinary science at Oregon State University (Corvallis, Ore.)
 2003 Meg Sprang-Merriman..... United States military academy at West Point trained as a military intelligence officer. Attended the University of Portland (Portland, Ore.) studying Spanish language and organizational communication. Later stationed in San Antonia, Texas with the Air Force. In 2008 she was working on her Masters degree in negotiation and conflict management at Creighton. From Liberty University she earned degrees in ELL/Spanish and Secondary Education. In 2010 she was living in Texas
 2003 Nathan May-Cross..... Corbin College (Salem, Ore.); United States Air Force
 2003 Star Fry..... Southern Oregon University (Ashland, Ore.) studying psychology and education. Then lived in Portland, Ore., before completing her Masters degree and teaching credential at George Fox University (Newberg, Ore). High school social studies teacher in St.Louis, Missouri
 2003 Stephanie Cooper..... Lives in New Mexico
 2003 Tiffany Ross..... Oregon Institute of Technology (Klamath Falls, Ore.) before transferring to the University of Washington (Seattle, Wa.)
 2003 Sandra Rockwell..... Southern Oregon University (Ashland, Ore.) and Mt.Hood Community College (Portland, Ore) to study photography
 2003 Zach Miller..... Western Culinary Institute to focus on restaurant/hospitality management; living and working in Seattle, Washington for years before moving to Portland, Ore.
-
- 2002 Melissa Emerson..... Oregon State University (Corvallis, Ore.) studying exercise and sports science. She lived for several years in Australia
 2002 Melissa Lambert..... University of Oregon (Eugene, Ore.)
 2002 Mollie Summers..... Molly enrolled in Christian Heritage College (El Cajon, Calif) for a year before continuing her studies at Miracosta College (Oceanside, Calif) and San Diego Christian College (San Diego, Calif). In 2009 she was working as a pharmacy technician in the San Diego area of California.
 2002 Nick Marshall-Walsch.. Working for the Oregon Shakespeare Festival and the Craterian Theater
 2002 Valerie Holman..... living, working and doing graduate studies in Seattle, Washington. Living in Portland, Ore, in 2010
 2002 Cassie Erickson..... Southern Oregon University (Ashland, Ore.) studying psychology. Living in Arizona in 2010
 2002 Chrystal Fortugno..... Pacific University (Forest Grove, Ore.) studying psychology and social work. In 2008 she lived in Portland practicing social work and working in an elementary school as a paraeducator. She is planning on completing a Master's degree in international public policy and is interested in teaching at a university. As an undergraduate she lived for six months in Europe, spending considerable time in England, Ireland, Austria, Spain and Italy. In 2010 she was working as a paraeducator in the Portland School District and living in Oregon.
 2002 Courtney Young..... University of Portland (Portland, Ore.)
-
- 2001 Annie Kulig..... Western Oregon University (Monmouth, Ore.), Portland State University (Portland, Ore.)
 2001 Arianna Roberts..... Oregon State University (Corvallis, Ore.) studying merchandising management

- 2001 Bri Stitt..... Kings College (London, England) studying international affairs
- 2001 Crystal Brinkler..... ???tba
- 2001 Ivo Van Der Woude.... Eindhoven University (Eindhoven, Netherlands) studying information technology
- 2001 Kyle Prewitt..... University of Oregon (Eugene, Ore.); living in Portland, Ore. in 2010
- 2001 Mai Kagawa..... Soka University (Tokyo, Japan) pursuing graduate studies
- 2001 Sarah Whitmire..... living and working in Medford, Oregon
- 2001 Kacey Sterlie..... Brigham Young University (Salt Lake City, Utah)
- 2001 Keanon Ferguson..... University of Oregon (Eugene, Ore.) studying political science
- 2001 Kimberly Bishop..... California Polytechnic State University (San Luis Obispo, Calif.) studying human physiology. Kim has run six marathons (Portland, San Antonio, Vancouver Canada, Boston), and now teaches at a private 6-12 school in Eugene, Ore.



Phoenix HS students engage in mediation skills trainings, September 2008

Program Awards and Recognition

Numerous students who have participated in the program have received accolades for their efforts in local media (the Medford Mail Tribune newspaper's Outstanding Student of the Month, for instance) and from school administrators. To compose a list would be an exhausting paper-consuming exercise.

A smaller number of students and staff affiliated with the program have received regional and national recognition specifically for the conflict resolution work they've done while an active member of the Phoenix HS Student-Mediation Dispute Resolution Program. They are:

Emma DiFruscia Zora Rose imagine award 2015

Laura Taylor

*Recipient of the Young Peacemaker "Imagine Award" 2005

The Young Peacemaker Award annually honors a single person who has excelled at conflict resolution and in channeling these skills into making his/her immediate community better. Everyone in southern Oregon younger than 21 is eligible for this award. The awarding of Laura's honor was highlighted by her leadership and initiative in handling tensions which arose in response to the introduction of the schools Gay-Straight Alliance Club and subsequent racial tensions on campus.

Amber Shannon

*Recipient of the Young Peacemaker "Imagine Award" 2006

The Young Peacemaker Award annually honors a single person who has excelled at conflict resolution and in channeling these skills into making his/her immediate community better. Everyone in southern Oregon younger than 21 is eligible for this award. Amber's honor was in recognition of her initiative in aggressively tackling issues of prejudice and xenophobia on the high school campus, primarily through the creation of the Unity Club which she directed for two years.

John Cornet

*Finalist, Oregon Teacher of the Year 2006-2007

The Teacher of the Year Award annually honors one recipient and three finalists from a pool of all certified educators in the state of Oregon. The Oregon Department of Education specifically cited the development and success of the mediation program, its impact on school climate and empowerment of students, and the programs' corresponding professional outreach efforts as among the prominent reasons for Mr. Cornet's recognition as a finalist.

*Recipient of the "Imagine Award for Community Peacemaking" 2009

Mr. Cornet was recognized for designing the foundation of and continuing to coordinate and direct the Student-Mediation Dispute Resolution Program over the past decade, with particular emphasis upon the programs outreach initiatives throughout the state.

*Nominee, Oregon Teacher of the Year 2006-2007 and 2007-2008 (see above for elaboration)

*Nominee, Imagine Award for Community Peacemaking 2005 and 2009 (see above for elaboration)

Abigail Carroll

*Recognition from the Oregon Department of Education 2007

The Superintendent of Oregon schools, Susan Castillo, wrote a personal letter to Abigail in recognition of the initiative and accomplishment she has demonstrated under the auspices of the program to facilitate dispute resolution best practices among the states youth.

*Congressional Recognition 2007 (Senator Smith)

Abigail received a letter from United States Senator Gordon Smith, who wrote to express that her mediation efforts were noticed and appreciated from our nation's capital. She was credited for her multi-talented ability and her efforts in teaching and encouraging peaceful conflict resolution throughout southern Oregon schools.

*Nominee for the Young Peacemaker "Imagine Award", 2007, 2008 and 2009 (see above for elaboration)

Chelsea Sunitsch

*Recognition from the Oregon Department of Education 2007

The Superintendent of Oregon schools, Susan Castillo, wrote a personal letter to Chelsea in recognition of her tireless efforts to help others, specifically noting her skill with emotionally-charged disputes and trauma-induced conflict.

*Honorary Recognition 2007

In a presentation to the Oregon Mediators Association Conference in November 2007, Chelsea and her three colleagues gave a presentation which received the third highest evaluation from among all 40 professional workshop sessions.

*Congressional Recognition 2008 (Senator Smith)

Chelsea received a letter from United States Senator Gordon Smith, who wrote to express that her mediation efforts were noticed and appreciated from our nation's capital. She was recognized for her holistic skills in dissolving tensions, her handling of legally sensitive disputes and her senior project which was designed to raise awareness about sexual assault.

*Nominee for the Young Peacemaker "Imagine Award", 2007, 2008 and 2009 (see above for elaboration)

Erik Sorensen

*Recipient of the Young Peacemaker "Imagine Award" 2014

The Young Peacemaker Award annually honors a single person who has excelled at conflict resolution and in channeling these skills into making his/her immediate community better. Everyone in southern Oregon younger than 21 is eligible for this award. Erik was recognized for his talent in tackling disputes rooted in harassment, bullying and similar forms of aggressor-initiated disputes.

Hannah Wilson

*Honorary Recognition 2007

In a presentation to the Oregon Mediators Association Conference in November 2007, Hannah and her three colleagues gave a presentation which received the third highest evaluation from among all 40 professional workshop sessions.

*Congressional Recognition 2008 (Senator Smith)

Hannah received a letter from United States Senator Gordon Smith, who wrote to express that her mediation efforts were noticed and appreciated from our nation's capital. She was credited with particular skill in emotionally charged disputes.

Rebecca Singleton

*Congressional Recognition 2008 (Senator Wyden)

Rebecca received a letter from United States Senator Ron Wyden, who wrote to express that her mediation efforts were noticed and appreciated from our nation's capital. She was credited with her adaptive ability to identify psychological disturbance in disputants and to get help for them, in addition to her strength in tackling gang-related dispute topics.

Conrad Hulen

*Honorary Recognition 2007

In a presentation to the Oregon Mediators Association Conference in November 2007, Conrad and his three colleagues gave a presentation which received the third highest evaluation from among all 40 professional workshop sessions.

*Congressional Recognition 2008 (Senator Wyden)

Conrad received a letter from United States Senator Ron Wyden, who wrote to express that his mediation efforts were noticed and appreciated from our nation's capital. He was particularly recognized for his approach in handling hostile and potentially dangerous dispute topics.

Lucia Hadella

*Recognition by the Governor of Oregon 2012 (John Kitzhaber)

*Congressional Recognition 2012 (Senators Wyden and Merkley)

The Senators wrote to recognize and honor her mediation efforts. She was explicitly recognized for her emphasis on restorative justice and her career-long advocacy for mediation in presentations to professional audiences.

*Nominee for the Young Peacemaker "Imagine Award", 2012 (see above earlier page for elaboration)

Kaitlyn Lee

*Recognition by the Governor of Oregon 2012 (John Kitzhaber)

*Congressional Recognition 2012 (Senator Merkley)

Kaitlyn received a letter Oregon Senator Merkley, who wrote to recognize and honor her mediation efforts. Rather than excelling in one or two main areas, Kaitlyn was singled out for her all-around ability to bring about conflict resolution.

Courtney Dickinson

*Recognition by the Governor of Oregon 2012 (John Kitzhaber)

*Congressional Recognition 2012 (Senators Merkley and Wyden)

Courtney received a letter Oregon Senators Merkley and Wyden, who wrote to recognize and honor her mediation efforts. Courtney is particularly strong in emotionally charged disputes and conflicts which involve psychological subtexts.

Kaleb Wagner

*Recognition by the Governor of Oregon 2012 (John Kitzhaber)

*Congressional Recognition 2012 (Senators Merkley and Wyden)

Kaleb received a letter Oregon Senators Merkley and Wyden, who wrote to recognize and honor his mediation efforts. He is particularly strong at emotionally-charged issues and when recognizing when it is necessary to become more assertive to maintain control of the mediation process.

Ana Barba

*Recognition by the Governor of Oregon 2012 (John Kitzhaber)

*Congressional Recognition 2012 (Senator Merkley)

Ana received a letter from Oregon Senator Merkley, who wrote to recognize and honor his mediation efforts. She is particularly skilled in mediations involving cross-cultural conflicts and in working with students who have a traumatic background.

Tamara Richey

*Congressional Recognition 2007 (Senator Wyden)

Tamara received a letter from United States Senator Ron Wyden, who wrote to express that her mediation efforts were noticed and appreciated from our nation's capital. She was recognized for her four years as a prominent program leader and her high success rate in the mediations she's orchestrated.

Ellisabeth Foster

*Congressional Recognition 2007 (Senator Smith)

Ellisabeth received a letter from United States Senator Gordon Smith, who wrote to express that her mediation efforts were noticed and appreciated from our nation's capital. She was credited for her multi-talented ability and particular skill with complex and legally-sensitive issues.

Sonia Rodriguez

*Recipient of the Young Peacemaker "Imagine Award" 2007

The Young Peacemaker Award annually honors a single person who has excelled at conflict resolution and in channeling these skills into making his/her immediate community better. Everyone in southern Oregon younger than 21 is eligible for this award. Sonia's signature issue was her response to the nationwide immigration debate, in which she aggressively sought to anticipate problems within Rogue Valley high schools and proactively disarm such tensions as they were emerging.

*Congressional Recognition 2007 (Senator Wyden)

Sonia received a letter from United States Senator Ron Wyden, who wrote to express that her mediation efforts were noticed and appreciated from our nation's capital. She was recognized for her preemptive efforts in mitigating immigration-themed issues and skill in mediating culturally-sensitive disputes.

Callie Fleeger

*Honorary Recognition 2007

In a presentation to the Oregon Mediators Association Conference in November 2007, Callie and her three colleagues gave a presentation which received the third highest evaluation from among all 40 professional workshop sessions.

*Congressional Recognition 2008 (Senator Wyden)

Callie received a letter from United States Senator Ron Wyden, who wrote to express that her mediation efforts were noticed and appreciated from our nation's capital. She was recognized for her success with community mediation of adolescent-parent conflicts.

Megan Burr

*Congressional Recognition 2008 (Senator Wyden)

Megan received a letter from United States Senator Ron Wyden, who wrote to express that her mediation efforts were noticed and appreciated from our nation's capital. She was recognized for her skill in handling juvenile mediation issues which touched upon the legal system and with abilities on athletically-orientated disputes.

Molly Hobson

*Congressional Recognition 2008 (Senator Smith)

Molly received a letter from United States Senator Gordon Smith, who wrote to express that her mediation efforts were noticed and appreciated from our nation's capital. She was recognized for her skill in handling disputes which have an undercurrent of hostility.

Abbigale Foster

*Congressional Recognition 2009 (Senator Wyden)

Abi received a letter from United States Senator Ron Wyden, who wrote to express that her mediation efforts were noticed and appreciated from our nation's capital. She was recognized in particular for her multi-dimensional approach toward breaking down conflict.

Kelsey Lape

*Congressional Recognition 2009 (Senator Wyden)

Kelsey received a letter from United States Senator Ron Wyden, who wrote to express that her mediation efforts were noticed and appreciated from our nation's capital. She was recognized for her abilities in the mediation room in conjunction with her community service initiatives to encourage dispute resolution in educational institutions.

Daniel Elsmore

*Congressional Recognition 2009 (Senator Wyden)

Daniel received a letter from United States Senator Ron Wyden, who wrote to express that his mediation efforts were noticed and appreciated from our nation's capital. He was recognized for his success in breaking down potentially hostile conflicts and identifying indicators of victimization, harassment and bullying in disputants.

Meghan Steiner

*Congressional Recognition 2009 (Senator Wyden)

Meghan received a letter from United States Senator Ron Wyden, who wrote to express that her mediation efforts were noticed and appreciated from our nation's capital. She was recognized for being particularly strong in disputes with inherent cultural complexities and in addressing legal reporting-out issues.

Sarah Courier

*Honorary Recognition 2010

Sarah received a letter from State Superintendent of Public Schools Susan Castillo, expressing her appreciation for all this mediator had done on behalf of peaceful conflict resolution in schools. Sarah was recognized due to the strength of her multifaceted approach toward any given topic, which is integrated around the theme of restorative justice.

Brooke Cyphers

*Honorary Recognition 2010

Brooke received a letter from State Superintendent of Public Schools Susan Castillo, expressing her appreciation for all this mediator had done on behalf of peaceful conflict resolution in schools. Brooke was recognized for her ability to handle a diverse array of topics, from the benign gossip-orientated to those with volatile overtones.

Geoff Jensen

*Honorary Recognition 2010

Geoff received a letter from State Superintendent of Public Schools Susan Castillo, expressing her appreciation for all this mediator had done on behalf of peaceful conflict resolution in schools. He was recognized specifically for his skills in addressing athletic-orientated disputes, emotionally-charged issues and topics which reflect bullying tendencies and cultural discrepancies.

Tessa Smith

*Honorary Recognition 2010

Tessa received a letter from State Superintendent of Public Schools Susan Castillo, expressing her appreciation for all this mediator had done on behalf of peaceful conflict resolution in schools. She was recognized for her strength at handling issues of discrimination and complex multiple-student disputes which overlay athletic team structures and those of emotional sensitivity.

Belle Tegner

*Recipient of the Young Peacemaker "Imagine Award" 2013

The Young Peacemaker Award annually honors a single person who has excelled at conflict resolution and in channeling these skills into making his/her immediate community better. This was the only year in which was awarded to two people in the same year, which is appropriate since it is to her fellow Mediator. Everyone in southern Oregon younger than 21 is eligible for this award.

Kawita Kaur

*Recipient of the Young Peacemaker "Imagine Award" 2013

The Young Peacemaker Award annually honors a single person who has excelled at conflict resolution and in channeling these skills into making his/her immediate community better. This was the only year in which was awarded to two people in the same year, which is appropriate since it is to her fellow Mediator. Everyone in southern Oregon younger than 21 is eligible for this award.



Veteran Student-Mediators presenting at the Phoenix Mediation Conference, January 2009

Individual Program Statistics

It is important to provide the current Student-Mediators with a sense of the history of the program and of the achievements of their Veteran predecessors within the program, in a manner which supplements the program honors and individual mediation statistics. While all Veteran Student-Mediators have committed a tremendous amount of time and devotion toward this program, it is worth reflecting back to additionally highlight those who have by far exceeded the average performance of students in the program. As the program has largely remained constant throughout its history in terms of structure and skills training opportunities it is possible to accurately compare each student's mediation resume.

The following statistics reflect the top in various measurable categories in the history of the Student-Mediation Dispute Resolution Program. The year indicated is their graduation year. The statistics encompassed in the list below are current as of 23rd November 2011

Most Time Committed to Skills Trainings

| | |
|------------------------------|-------------------|
| Laura Taylor (2005) | 133 hours, 35 min |
| Abigail Carroll (2007) | 130 hours |
| Chelsea Sunitsch (2008) | 127 hours, 40 min |
| Anya Gandy (2011) | 117 hours, 30 min |
| Sarah Courier (2010) | 115 hours, 40 min |
| Logan Fairbanks (2008) | 103 hours, 45 min |
| Callie Fleeger (2008) | 101 hours, 50 min |
| Kelsey Lape (2009) | 100 hours, 15 min |
| Lucia Hadella (2012) | 99 hours |
| Megan Burr (2008) | 98 hours, 50 min |
| Rebecca Singleton (2008) | 95 hours |
| Sonia Rodriguez (2007) | 89 hours |
| Carol Morono (2005) | 86 hours, 40 min |
| Amber Shannon (2005) | 85 hours |
| Jaidyanne Podsobinski (2013) | 78 hours, 45 min |

Oregon State Mediator Certified

| |
|------------------------------|
| Chrystal Fortugno (2002) |
| Courtney Young (2002) |
| Kourtney Selee (2004) |
| Laura Taylor (2005) |
| Amber Shannon (2005) |
| Abigail Carroll (2007) |
| Jordan Marshall (2007) |
| Logan Fairbanks (2008) |
| Callie Fleeger (2008) |
| Megan Burr (2008) |
| Kelsey Lape (2009) |
| Sarah Courier (2010) |
| Anya Gandy (2011) |
| Lucia Hadella (2012) |
| Jaidyanne Podsobinski (2013) |
| Makiah Lee (2013) |
| Kawita Kaur (2013) |
| Isabel "Belle" Tegner (2013) |

Most Mediations Completed Over Their Career

| | |
|---------------|---|
| 74 mediations | Sonia Rodriguez (2007) |
| 72 mediations | Abigail Carroll (2007) |
| 70 mediations | Chelsea Sunitsch (2008) |
| 65 mediations | Rebecca Singleton (2008) |
| 64 mediations | Ashley McCarty (2005) |
| 63 mediations | Shannon Wodehouse (2011) |
| 62 mediations | Carol Morono (2005) |
| 61 mediations | Conrad Hulen (2005) |
| 60 mediations | Kelsey Lape (2009) |
| 56 mediations | Abbigale Foster (2009) |
| 52 mediations | Sarah Courier (2010) |
| 51 mediations | Lucia Hadella (2012) |
| 46 mediations | Kaitlyn Lee (2012) |
| 44 mediations | Nicole MacKinnon (2004) |
| 42 mediations | K.Kaur (2013), E.Foster (2011), B.Cyphers ('10) |

Program Founder: John Cornet

Phoenix HS Program Coordinator

John Cornet 2000 - present

Most Accumulated Training Levels Earned

| | |
|-----------|---|
| 33 Levels | Chelsea Sunitsch (2008) |
| 32 Levels | Sarah Courier (2010) |
| 31 Levels | Abigail Carroll (2007), Laura Taylor (2005) |
| 27 Levels | Brooke Cyphers (2010) |
| 21 Levels | Meghan Steiner (2010) |
| 20 Levels | Rebecca Singleton (2008), Sean Kaufman (2010), Lucia Hadella (2012), Jaidyanne Podsobinski (2013) |
| 19 Levels | Amber Shannon (2005), Autumn Navarette (2010), Katie Nguyen (2016) |
| 18 Levels | Courtney Dickinson (2012), Alicia Van Dyke (2011), Shannon Wodehouse (2011), Anya Gandy (2011), Kelsey Lape (2009), Callie Fleeger (2008), Sonia Rodriguez (2007), Sean Rogers (2015) |



The Student-Mediation Dispute Resolution Program at Phoenix High School
The oldest continuously active autonomous program between Sacramento (California) and Seattle (Wash.)

Professional – Accountable – Academically Rigorous – Successful – Respectful

Established in Summer 2000