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## “Don’t Hate, Peer Mediate!” – Teaching Students to Say YES to Non-Violent Conflict Resolution


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# DON'T HATE, PEER MEDIATE!

Teaching Students To Say YES to Non-Violent  
Conflict Resolution



PRESENTED BY:



**The Mediation Center of Savannah**  
Cutting the Emotional and Financial Costs of Disputes



United Way  
of the Coastal Empire



Courtney Knight Gaines Foundation

The Dunn Foundation Inc

Southern States Educational  
Foundation, Inc

# School Discipline Consensus Report

## Justice Center, 2014



*“Strategies from the field to keep students engaged in school and out of the juvenile justice system.”*

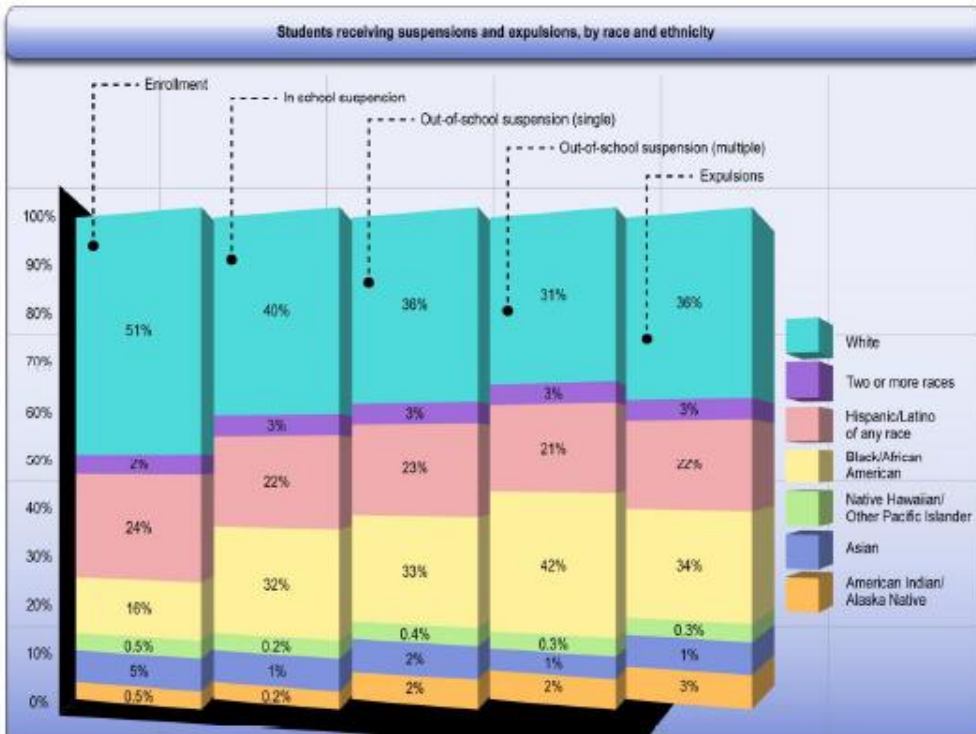
- ❖ What options should be available to consistently apply developmentally appropriate consequences for student misconduct; redress the harm done; and provide the necessary supports to change students problem behaviors and engage them in learning?
- ❖ How are effective classroom management approaches integrated into the school, including how to de-escalate conflicts with students and use culturally appropriate interventions?
- ❖ What measures are being taken to successfully integrate students back to the school after having been removed from school for disciplinary reasons?

# Shared Principles in Report



- #1: “Disciplinary systems that rely heavily on suspensions and expulsions to manage student behavior **produce poor outcomes** and must be changed.”
- #2: “Every effort should be made to **keep students in classrooms** where they can succeed and be engaged in learning, while providing appropriate supports to educators.”
- #5: “**Prevention measures should not continue to be outweighed by reactive interventions** and should consider both student behaviors and adult responses.
- #6: “When students’ actions cause harm, the **students must be held accountable for their actions** and every effort must be made to **protect victims** from further harm and to help with healing.”
- #9: “Practices that are found to be **effective and efficient by research** and can be implemented with fidelity should be prioritized.”
- #10: “Progress should be **continuously monitored using data and feedback** from a wide range of stateholders.”

# What Research Tells Us About Who Is Suspended and Expelled



❖ Black students suspended and expelled at a rate 3x greater than White students

❖ Black students represent 16% of student population, and 32-42% of Black students are suspended and expelled...

❖ ...White students represent 51% of student population and 31-40% of White students are suspended and expelled.

NOTE: Detail may not sum to 100% due to rounding. Totals: Enrollment is 49 million students, in-school suspension is 3.5 million students, single out-of-school suspension is 1.9 million students, multiple out-of-school suspension is 1.55 million students, and expulsion is 130,000 students. Data reported in this figure represents 99% of responding schools.

SOURCE: U.S. Department of Education, Office for Civil Rights, Civil Rights Data Collection, 2011-12.

Civil Rights Data Collection, 2011-2012

Civil Rights Data Collection Data Snapshot: School Discipline, Issue Brief No. 1 (March 2014)

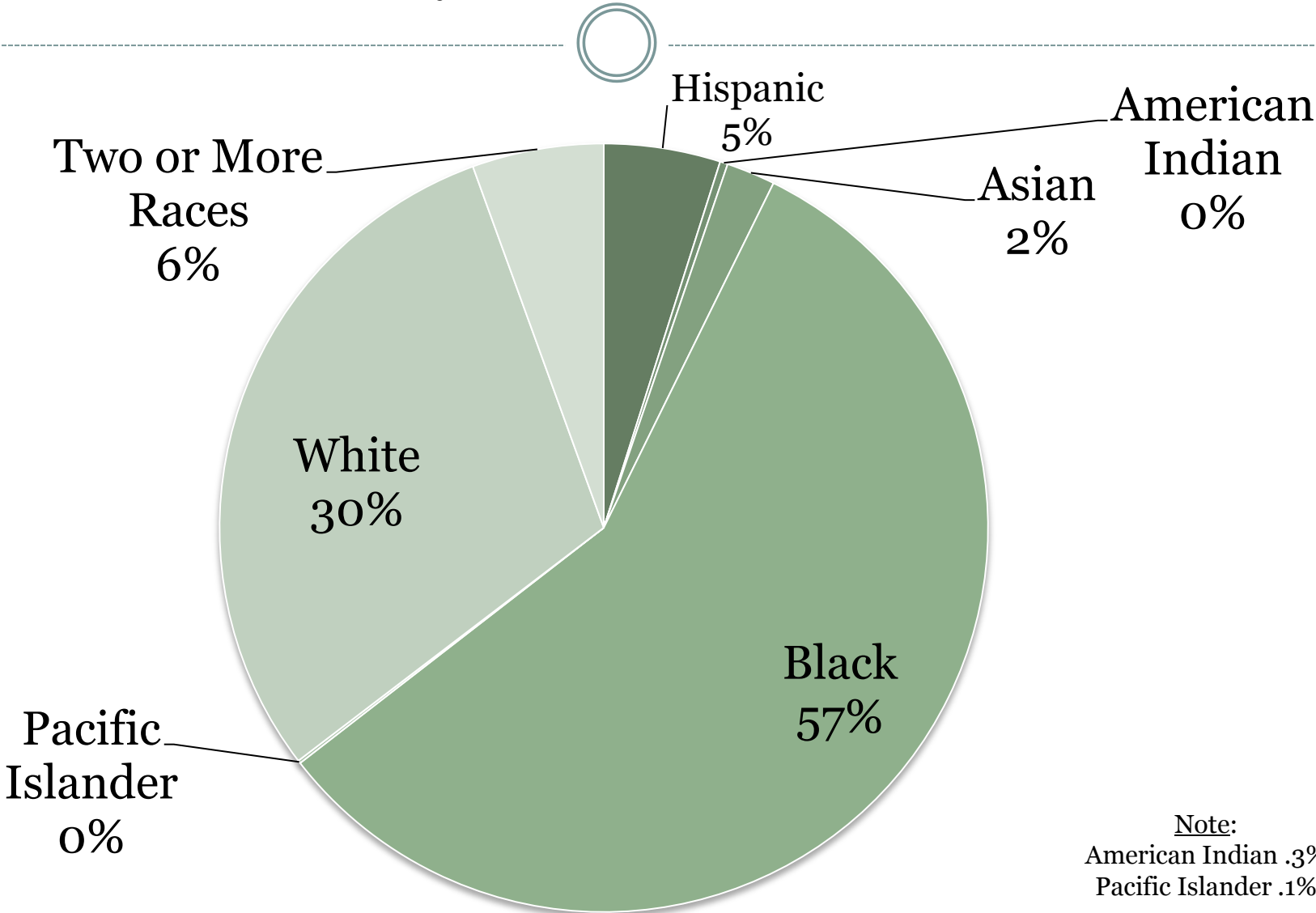
# What Does This Mean?



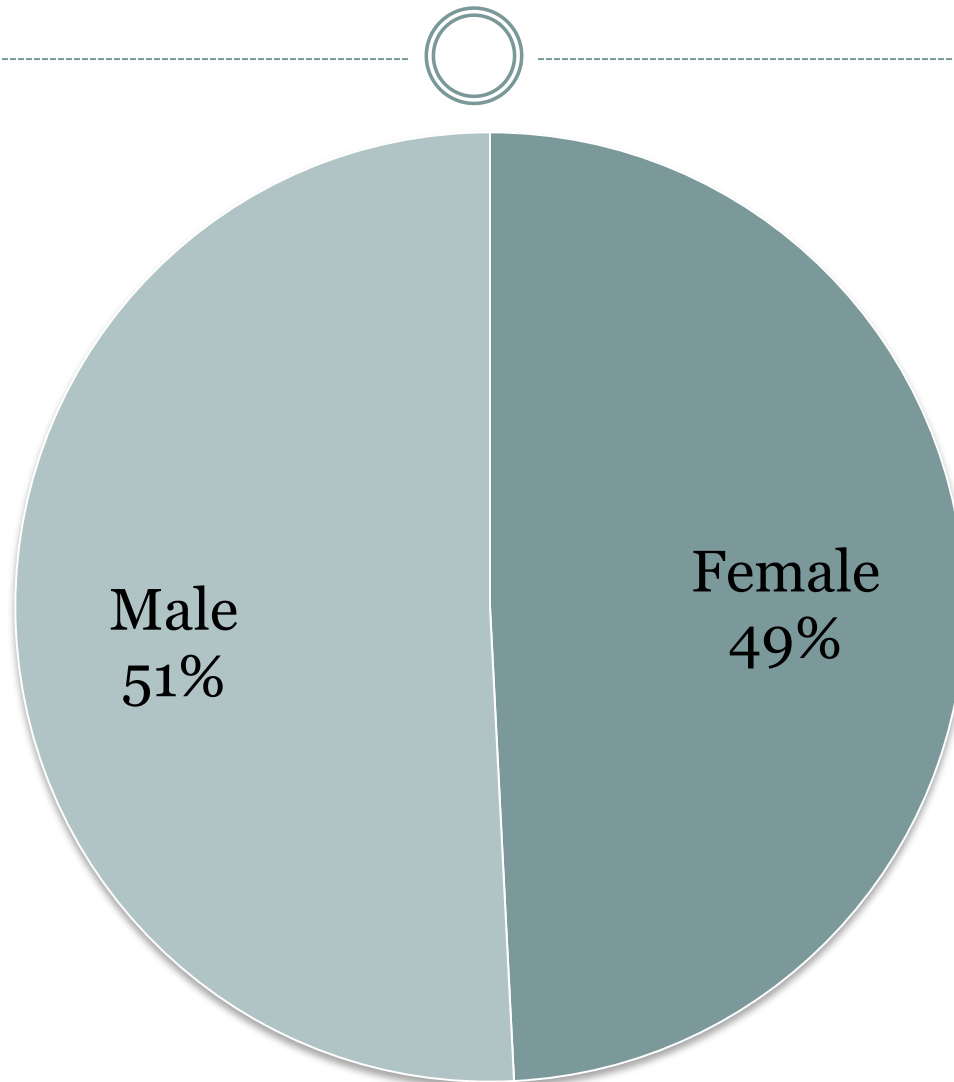
- ❖ Research has shown that students who are suspended and expelled are **less likely to graduate from high school** and the likelihood diminishes with every subsequent disciplinary action (studies conducted in 2012, 2011, 2007 and 2006)
- ❖ The more days a student is absent from school, the harder it is for him/her to stay on track
  - ❖ Suspensions can contribute to **chronic absenteeism, truancy, drop-out, involvement in juvenile justice system**
- ❖ When students are suspended or expelled, they also have **fewer opportunities to develop pro-social skills that can help them succeed at school**
  - ❖ i.e. interacting appropriately with peers, developing healthy relationships, and learning how to regulate their emotions and exercise self-control
- ❖ **There is lack of evidence that schools that are frequently removing students from the school for disciplinary reasons are improving academic achievement among the students remaining in the classroom!**

(Skiba, R. Arrendondo, M. and Rausch, M. *New and Developing Research on Disparities in Discipline (Bloomington, IN: Discipline Disparities Research to Practice Collaborative, 2014)*)

# SCCPSS School Climate Data: Ethnicity of SSCPSS Students

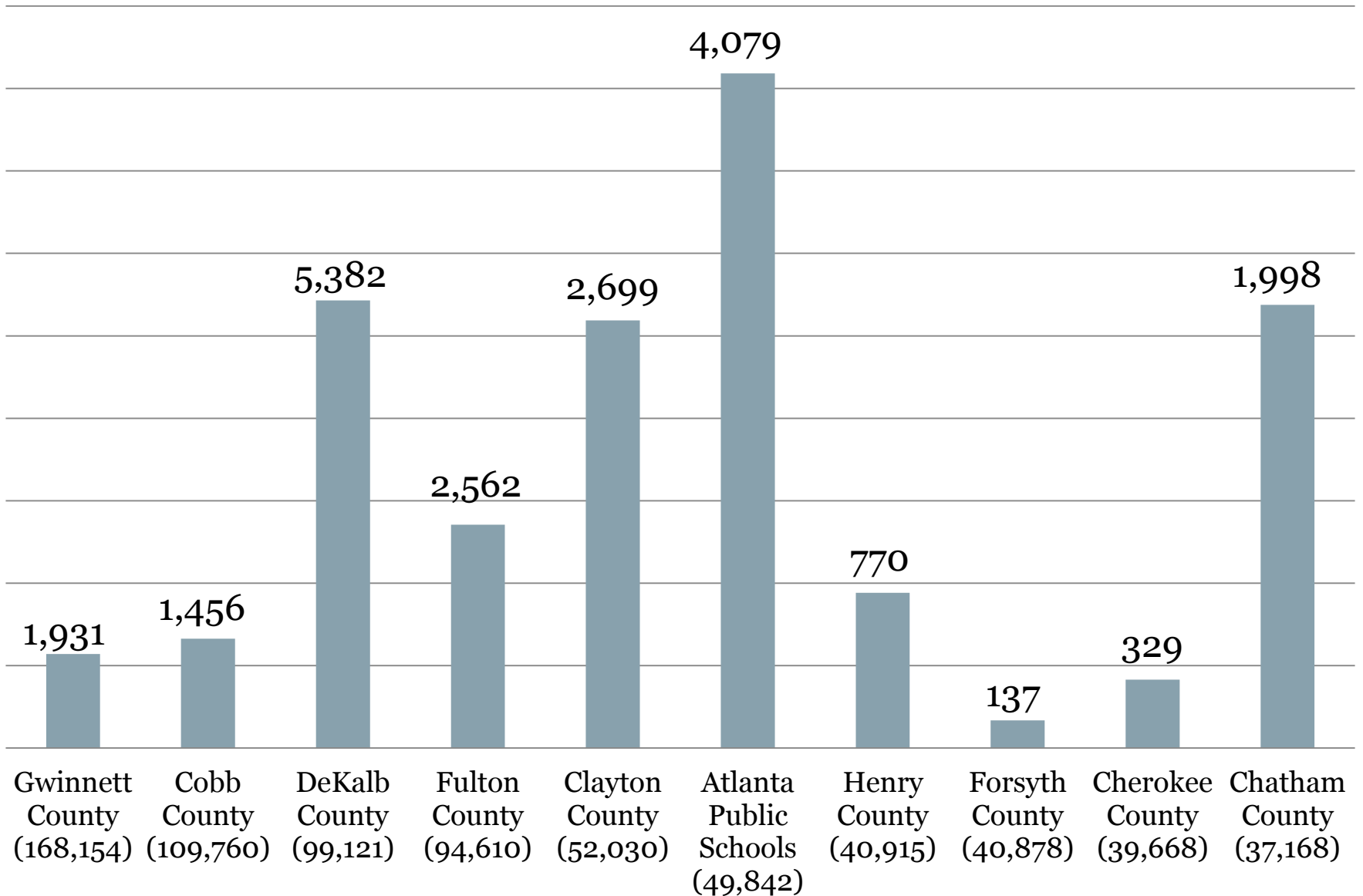


# SCCPSS School Climate Data: Gender of SCCCPS Students

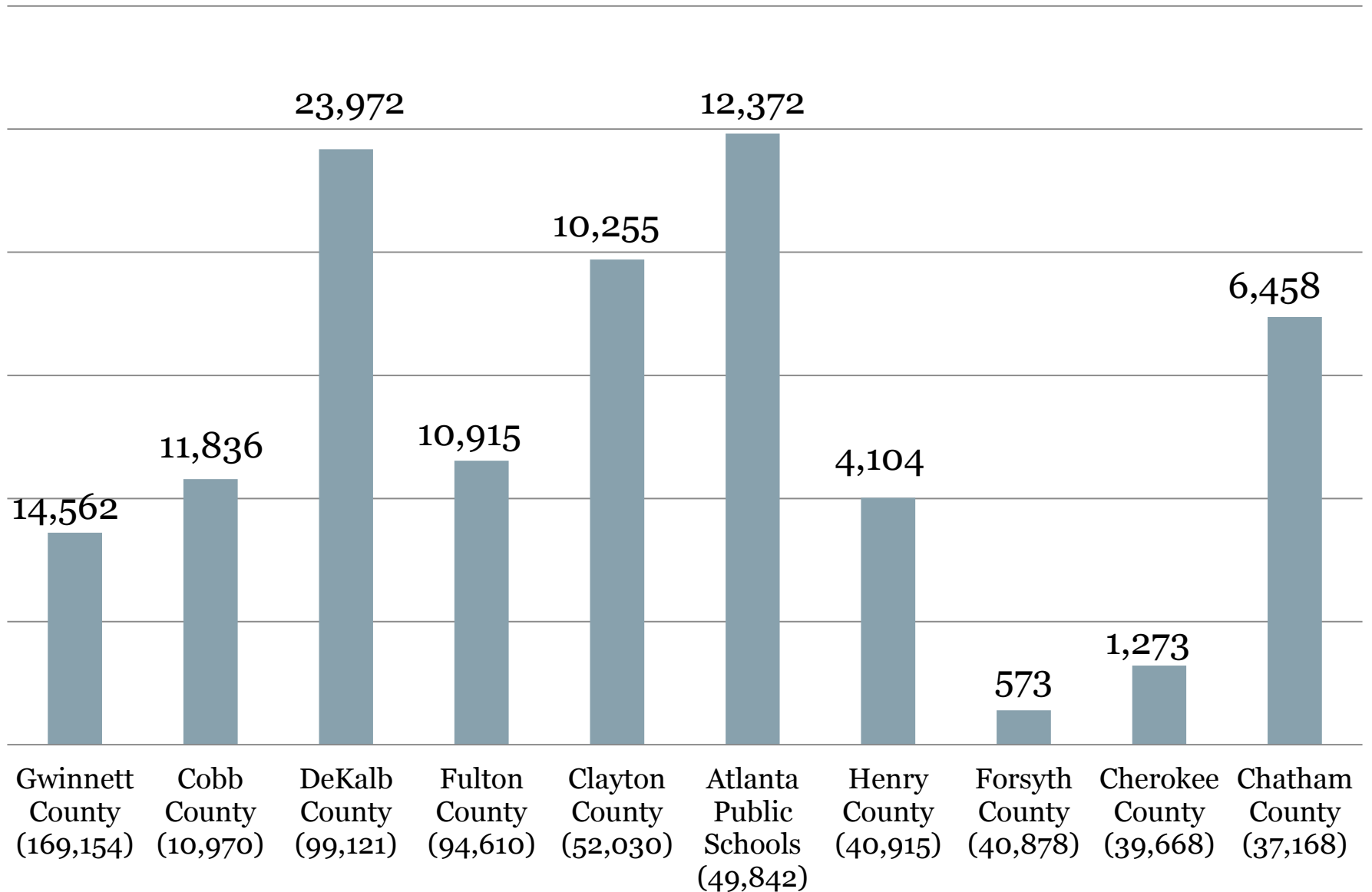




## Fighting Incidents in Top 10 GA School Systems



# OSS Incidents in Top 10 GA School Systems



# Restorative Practices



**“Restorative practices do things  
*with* people, rather than *to* them  
or *for* them.”**

(Ted Wachtel, International Institute for Restorative Practices)

# Restorative Practices



Consequences for misbehavior in which there has been physical or psychological harm caused to another person should reflect a restorative approach that does the following:

1. Focuses on repairing the harm that was caused by the misconduct
2. Encourages students to take responsibility for their actions
3. Helps students learn to avoid such behavior in the future



Source: “Restorative Practices: Fostering Healthy Relationships & Promoting Positive Discipline in Schools (A Guide for Educators)”, 2014



What were you thinking about at the time?

What have your thoughts been since?

Who has been affected by what you did?

In what way have they been affected?

What do you think needs to happen next?

What happened?

**Restorative practice**

# A Restorative Practice at Work: Peer Mediation in SCCPSS Schools



“We have to teach [students] the skills of **building peace**, just like we teach for the SATs.”

— *John Horan*

School President of North Lawndale College Preparatory High in Chicago  
(“Chicago’s Peace Warriors”, 2011)

Educators and researchers  
have reached the conclusion that  
“educators and parents must first recognize that  
***character is at least as important as intellect.***”

(What if the Secret to Success is Failure? *New York Times*, September 2011)

# Peer Mediation – What Is It?



- ❖ Peer Mediation is a way to resolve conflict in which the students in the conflict- the people who disagree- have a chance to sit face-to-face and talk, uninterrupted, so each **point of view** is heard.
- ❖ After the problem is identified, the disputants **create solutions together** that they both can accept to reach a **win-win** solution.
- ❖ They finalize an **agreement** to behave in some way from that point forward.
- ❖ The point of mediation is to address: **Facts, Feelings, Future** and allows students:
  - ❖ **A chance to be heard**
  - ❖ **A chance to develop new ways of thinking**
  - ❖ **A chance for the parties to develop their own solutions**

# Peer Mediation

“What Happened?”

“How did that make you feel?”

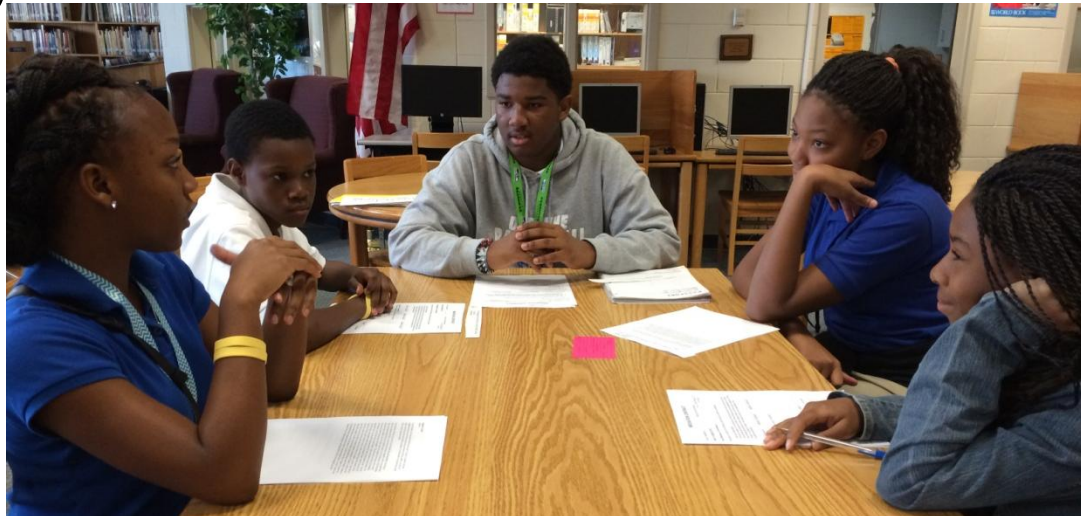
“Summarize what you heard...”

“You said you felt...is that correct?”

“How do YOU prevent this from happening again?”

Brainstorm for solutions and choose most effective one

Peer Mediator & Student Contract





# Four Goals of Peer Mediation



## 1. Separate the people from the problem

- Define conflict
- Attack the problem, not the person (no blaming!)
- Active listening, not passive hearing
- Safe, calm, private place



## 2. Focus on interests, not on positions

- You are not deciding right vs wrong!
- “What did you do?” / “What do you want and why?”



## 3. Invent options for mutual gain

- Find common ground
- Start with what's doable



## 4. Use objective criteria

- Be realistic in choosing solutions!



**Let's Try It – Ugli Orange Activity**

# Phases of Peer Mediation



- ❖ Phase 1: Defining the Problem
  - ❖ Step 1: Agree to mediate
  - ❖ Step 2: Find out what the problem is
- ❖ Phase 2: Explore the Problem
  - ❖ Step 3: Focus on Interests (remember Goal #2?)
- ❖ Phase 3: Find Solution and get Agreement
  - ❖ Step 4: Create Options
  - ❖ Step 5: Evaluate Options
  - ❖ Step 5: Write an Agreement

# Peer Mediation Training



- ❖ SCCPSS students (4<sup>th</sup> – 12<sup>th</sup> grade) receive a mandatory 12 hours of Peer Mediator Training before serving as a Peer Mediator at their school
  - ❖ *Throughout the school year, students are required to attend booster sessions and practice sessions to practice and refine their skills*
- ❖ Peer Mediators learn character skills such as **conflict resolution, effective communication, good listening techniques** and **problem solving** which they help other students to learn during mediation sessions.
- ❖ Peer Mediators are trained to uphold the Ethics of Peer Mediation: **Neutrality/Impartiality, Fairness, Confidentiality** and **Self-determination**.

# Does Peer Mediation Work?



- ❖ Peer Mediation programs are very successful when students are trained effectively. In the 2013-2014SY, **92%** of all mediation cases achieved success!
  - ❖ Success is measured if agreement was reached and maintained (according to two studies cited in the Australian Journal of Guidance & Counseling, 2010)
  - ❖ 464 students trained to be mediators; 452 students mediated; 202 mediations
  - ❖ Currently in 26 SCCPSS schools (TMC achieved our goal of having a Peer Mediation program in *all* high schools for the 2013-2014SY!)
- ❖ Of our students trained:
  - ❖ **95%** reported training taught them how to resolve conflicts peacefully (Retrospective Pre-Post Survey, The Mediation Center © 2014)
- ❖ Peer Mediation Training teaches self-control to students
  - ❖ According to a 2011 study, people who received training on self-control reported less anger than those who hadn't received the training (Journal of Research in Personality, 2011)
- ❖ 88% of students who had gone through peer mediation program felt that mediation helped them get along with students; 83% believed it helped them understand others in general better (McWilliam, N., "A school peer mediation program as a context for exploring therapeutic jurisprudence (TJ): Can a peer mediation program inform the law?", 2012)

# Re-examine: Ten Shared Principles



#1: “Disciplinary systems that rely heavily on suspensions and expulsions to manage student behavior produce poor outcomes and must be changed.”

*Partnering Schools offer Peer Mediation as a viable alternative to punitive disciplinary actions. Administrators spend less unnecessary time dealing with student conflict.*

#2: “Every effort should be made to keep students in classrooms where they can succeed and be engaged in learning, while providing appropriate supports to educators.”

*Peer Mediation is utilized during the school day, and students return to class if an agreement has been reached.*

#5: “Prevention measures should not continue to be outweighed by reactive interventions and should consider both student behaviors and adult responses.

*There is mandatory training for students AND adults who are involved in implementing and supporting the Peer Mediation Program.*

# Re-examine: Ten Shared Principles



#6: “When students’ actions cause harm, the students must be held accountable for their actions and every effort must be made to protect victims from further harm and to help with healing.”

*Peer Mediation requires disputing students to talk about FACTS and FEELINGS. Disputing students then have the opportunity to come up with their own solution(s) to repair harm, offer apologies, and set steps for FUTURE success.*

#9: “Practices that are found to be effective and efficient by research and can be implemented with fidelity should be prioritized.”

*Peer Mediation is a research-based practice and the training materials The Mediation Center uses are based upon research findings and research-based manuals and curriculum.*

# Re-examine: Ten Shared Principles



#10: “Progress should be continuously monitored using data and feedback from a wide range of stateholders.”

*The Mediation Center uses a Retrospective Pre/Post Survey to assess training effectiveness, Peer Mediation Evaluation form to assess mediator effectiveness, and Monthly Reports and a Rubric of Effectiveness to evaluate Program effectiveness at the individual school level.*



**Peer Mediation Student Survey**

Please circle a rating in both the NOW column, and in the BEFORE column for each question.

	NOW after training I would rate my knowledge/skills:					BEFORE the training I would rate my knowledge/skills:				
	Excellent	Very Good	Good	Fair	Poor	Excellent	Very Good	Good	Fair	Poor
I know how to resolve conflicts peacefully	5	4	3	2	1	5	4	3	2	1
I know valuable conflict resolution skills (ie remaining neutral, making fair decisions, maintaining confidentiality)	5	4	3	2	1	5	4	3	2	1
I know how to deal with conflicts (ie at home, at school, with my friends, etc)	5	4	3	2	1	5	4	3	2	1
I understand that the way I think about others in a conflict has an impact on how I am able to help	5	4	3	2	1	5	4	3	2	1
I know how to approach conflict situations with a "win-win" solution in mind	5	4	3	2	1	5	4	3	2	1
I know how to help others share their information in a conflict situation (ie taking turns, respecting each other, following the rules of peer mediation)	5	4	3	2	1	5	4	3	2	1
I know leadership skills (ie effective communication, active listening, integrity, etc)	5	4	3	2	1	5	4	3	2	1

Adapted from the Conflict Resolution Evaluation developed by the Burnett-Polk Counties Leadership Academy

The Mediation Center © 2012

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**PEER MEDIATION EVALUATION**

How would you rate the overall performance of the Peer Mediators?

excellent  good  fair  poor

Comments: \_\_\_\_\_

Do you feel the mediators listened to you?  yes  no

Were the mediators fair and neutral?  yes  no

Did the mediators help you find a solution to your dispute?  yes  no

Do you think that the mediation process helped you solve your problem?  yes  no

Do you think that the skills you used during the mediation process will be useful in future disputes?  yes  no

Would you recommend mediation to others?  yes  no

Do you feel that the mediation process helped you avoid fighting?  yes  no  already fought

Which way do you think is most effective in solving disputes between students?

Disciplinary Action, such as detention or suspension

Peer Mediation

Juvenile Court Referral

Please explain your answer: \_\_\_\_\_



Mediation Case Number (School initials, date)	Case referred by Staff or Student?	Date	No. of Students in Dispute	Grade of Students	Sex (M/F)	Race/Ethnicity	Location of Dispute	Administrator / Staff Mediated? (Y/N)	Type of Conflict?	Length of Mediation (To the nearest 5 minutes)	Signed Mediation Contract? (Y/N)	Agreement Kept? (Y/N)	Would the students have fought if not mediated? (Y/N)	Other disciplinary actions taken? (OSS, ISS*)
<i>HMS</i>	<i>Staff</i>	<i>9/25</i>	<i>3</i>	<i>7/7/8</i>	<i>F/F/F</i>	<i>AA/W/H</i>	<i>Hallway</i>	<i>N</i>	<i>R, N</i>	<i>40</i>	<i>Y</i>	<i>Y</i>	<i>Y</i>	<i>N</i>

Example

If there are multiple students involved: Use the "I" to indicate each different student

Ex: # of students in dispute: 3  
 Grade of students: 6 / 7 / 6  
 Sex of students: M / M / F  
 Race/Ethnicity: AA / W / H

**Race/Ethnicity**

AA = Afr. American  
 W = Caucasian  
 H = Hispanic  
 A = Asian/Pacific Isl.  
 MR = Multi-ethnic  
 U = Unknown

**Location**

B= Bus  
 Ca= Cafeteria  
 Cl= Classroom  
 H= Hallway  
 G= Gym/Locker Room  
 O= Outside  
 B= Bathroom  
 I = Internet/Online

**Type of Conflict:**

R= Rumors, gossip  
 H = Harassment  
 T = Threats  
 N = Name-calling  
 A = Argument  
 F = Fighting  
 H = Hitting  
 RL = Relationship (Boyfriend/Girlfriend)  
 B = Bullying (requires staff referral)

**Kept:**

Was agreement still in force a month later?  
 \*If students had to be referred to Peer Mediation a second time or if there was another administrative referral, then the agreement has not been kept.

**Would Students have Fought** (According to student evaluation form):

Y= Yes  
 N= No  
 A=Already Fought



### Peer Mediation Program | Rubric for Effectiveness

The Mediation Center's (TMC) Peer Mediation Program seeks to provide Savannah-area schools with peaceful, restorative, and effective means of conflict resolution. The goal of TMC's Peer Mediation Program is to change the way our public school system responds to student conflict from punitive, confrontational, expensive and destructive to empowerment, cooperation, restorative and productive. TMC is committed to working for change in each individual student by giving them an opportunity to participate in a conflict resolution process that honors each individual's story and responsibility to solve the problem for the future. The immediate goal is to decrease the number of conflicts requiring administrative intervention (that is usually punitive, without empowering the student), judicial, or law enforcement intervention - and to decrease the number of fights in each school that has partnered with the Mediation Center in having an active Peer Mediation Program.

Every quarter, The Mediation Center will produce a "grade" based upon the Rubric of Effectiveness for each school that is participating in the Peer Mediation Program. This Rubric serves several purposes:

1. Serves as an accountability measure between The Mediation Center and each partnering school
2. Provides feedback to each school on their progress (areas of improvement, areas of celebration, etc)
3. Provides detailed progress notes of each school's Program

#### Grades

**E** = Excellent

- ❖ School Program actively and successfully working on accomplishing the Project Activities
- ❖ Timely submission of Monthly Reports, Peer Mediation Evaluations
- ❖ Active School Coordinator who manages the Peer Mediators
- ❖ Appropriate and frequent referrals of student conflict to Peer Mediation as a means of decreasing OSS/ISS/punitive student disciplinary actions

**B** = Building

- ❖ School Program working at accomplishing the Project Activities
- ❖ Timely submission of Monthly Reports, Peer Mediation Evaluations
- ❖ A referral process for Peer Mediation is a work in progress
- ❖ School in its first year of utilizing the Peer Mediation Program

**U** = Under-utilized

- ❖ School Program attempts to accomplish the Project Activities
- ❖ School has a group of trained Peer Mediators but Peer Mediation is not being used as a resource to administrators
- ❖ School Coordinator(s) overloaded with several other projects and is unable to provide full support to the Program
- ❖ Administration deals with majority of student conflict

**I** = Inactive Program

- ❖ School has had a Peer Mediation Program in the past and does not currently have a program *or*
- ❖ School has been made aware of the Peer Mediation Program and a representative of the school (administrator, counselor, etc) has chosen not to participate

Project Activities:	Indicators:	Progress:
- Identify and recommend students in school to participate in Peer Mediator Training	- Create and maintain a group of 10-50* trained Peer Mediators at the school  *Depending on the size of each school population	
- Educate school administrators and staff on the purpose and process of Peer Mediation	- Each school meets with The Mediation Center at the beginning of every year to discuss how the Program will be utilized - Each school has a clearly defined student disciplinary process in which Peer Mediation is part of the referral process (ie develop a disciplinary flow-chart, create referral envelopes in every classroom)	- Previously partnered with school
- School Coordinator(s) for each participating school	- Each school has a staff member or team of staff members that serve as advisors and direct point-of-contact between The Mediation Center and the school - School Coordinator(s) receive training on the Mediation Process and all responsibilities required of them (ie timely submission of Monthly Reports, management of Peer Mediators, encouraging the proper use of Peer Mediation with their administration)	- Ms. Ruckler (Counselor) is School Coordinator
- Appropriate referrals to Peer Mediation by school administrators and staff	- Each school has a pre-determined list of conflicts that can be mediated - Each school has a clearly defined student disciplinary process in which Peer Mediation is part of the referral process (ie develop a disciplinary flow-chart, create referral envelopes in every classroom) - At least 50% of all appropriate conflicts are referred to Peer Mediation - Name-calling, teasing, rumors, arguing, disagreements, fighting (before/ after OSS)	- Data not available
- Mandatory twelve (12) hours of Peer Mediator Training must be completed	*Data must be collected from SCCPS *Fighting and OSS/ISS referral data is obtained from Georgia Department of Education	- Training not yet occurred
- Anonymous Evaluation for students participating in Peer Mediation	- Successful completion of Peer Mediator Training, with certificate of completion presented to each student - At least 50% students participating in mediation report that skills they used/were required to use (per the rules of Peer Mediation) during the mediation process will be useful in their future disputes - At least 50% students participating in mediation report that they would recommend mediation to others in their similar situation - At least 50% students participating in mediation report that they felt the mediators listened to them	- Data not available
- Appropriate cases are referred to Peer Mediation	- Submit a Monthly Report - # of students that participated in mediation session - Type of conflict mediated - Was an agreement reached? - Is the agreement still in effect a month out? (ie no more disciplinary referrals between the same students over the same conflict)	- Data not available
- Agreements are successful and effective	- At least a 80% agreement rate reached from all the mediation sessions conducted - At least 50% of students participating in Peer Mediation report that the mediators helped them find a solution to their dispute	- Data not available

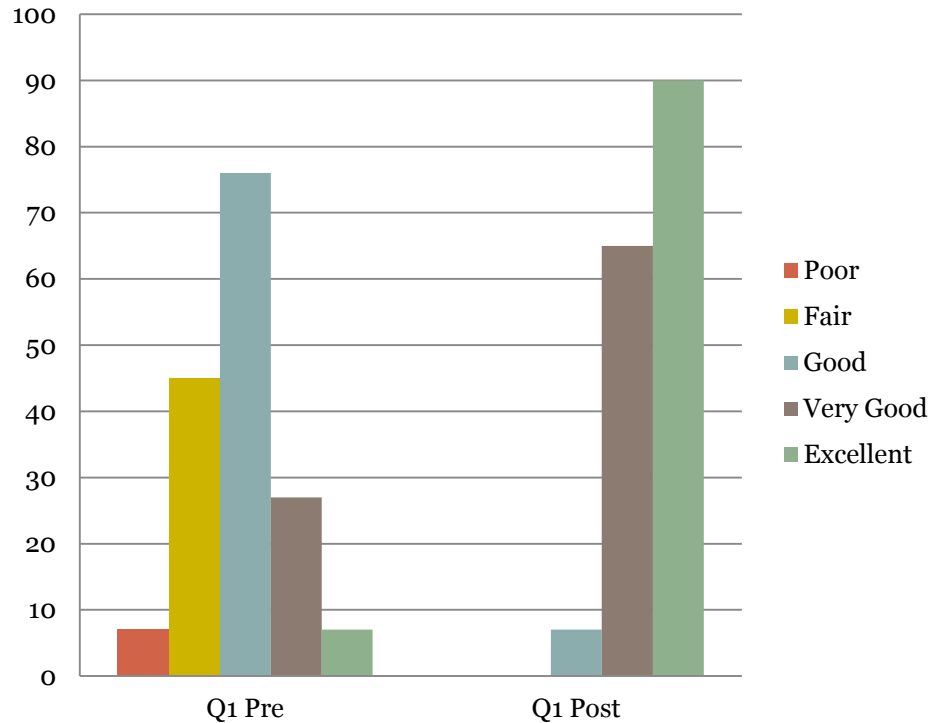
Pulaski Elementary School

TOTAL GRADE:     B

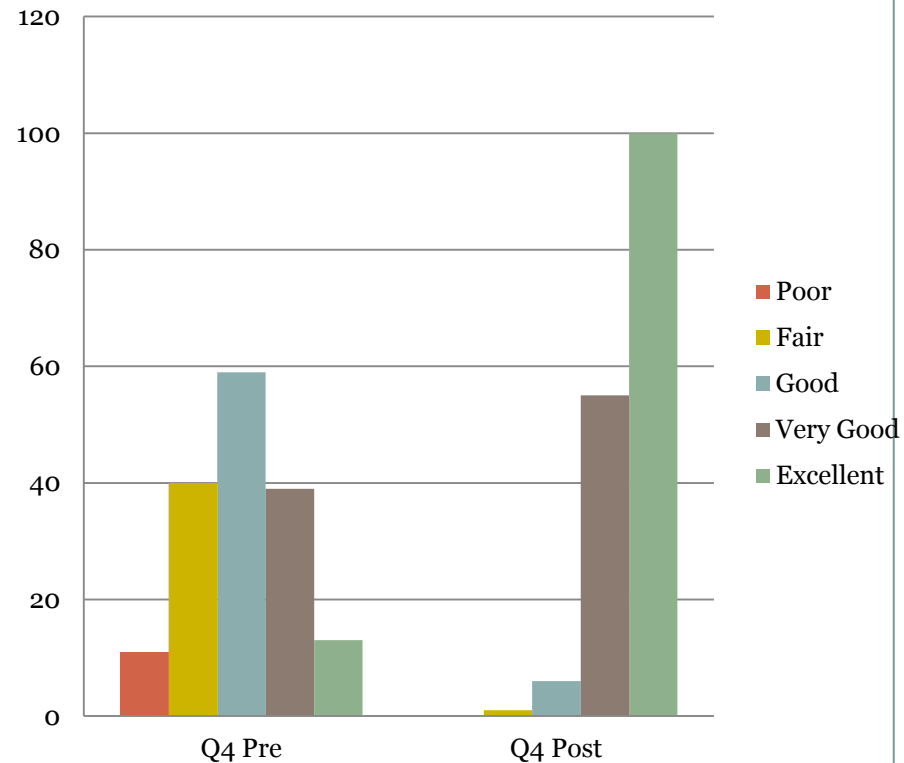
# Retrospective Pre/Post Survey



**Q1: I know how to resolve conflicts peacefully**



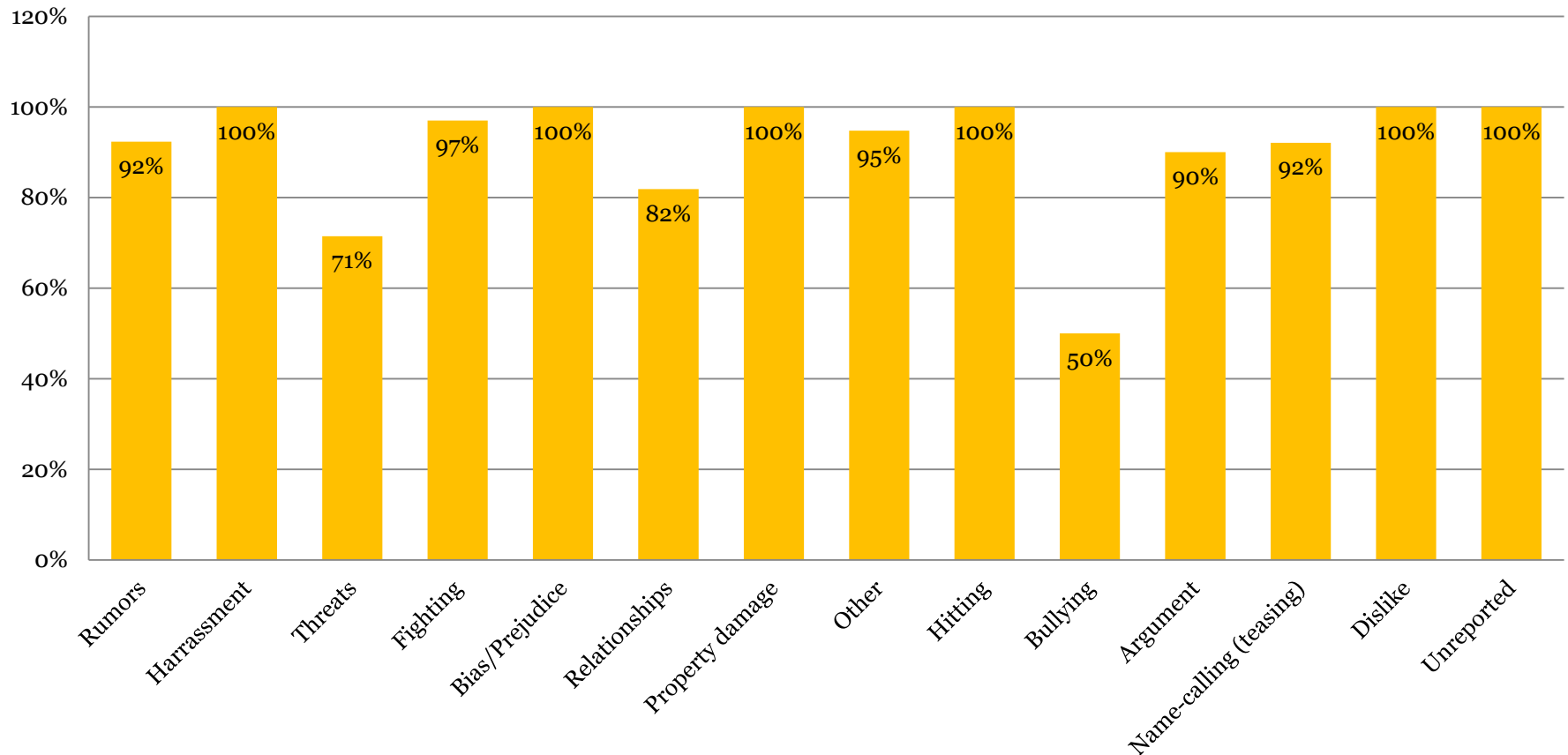
**Q4: I understand that the way I think about others in a conflict has an impact on how I am able to help**



# What Can Be Mediated?



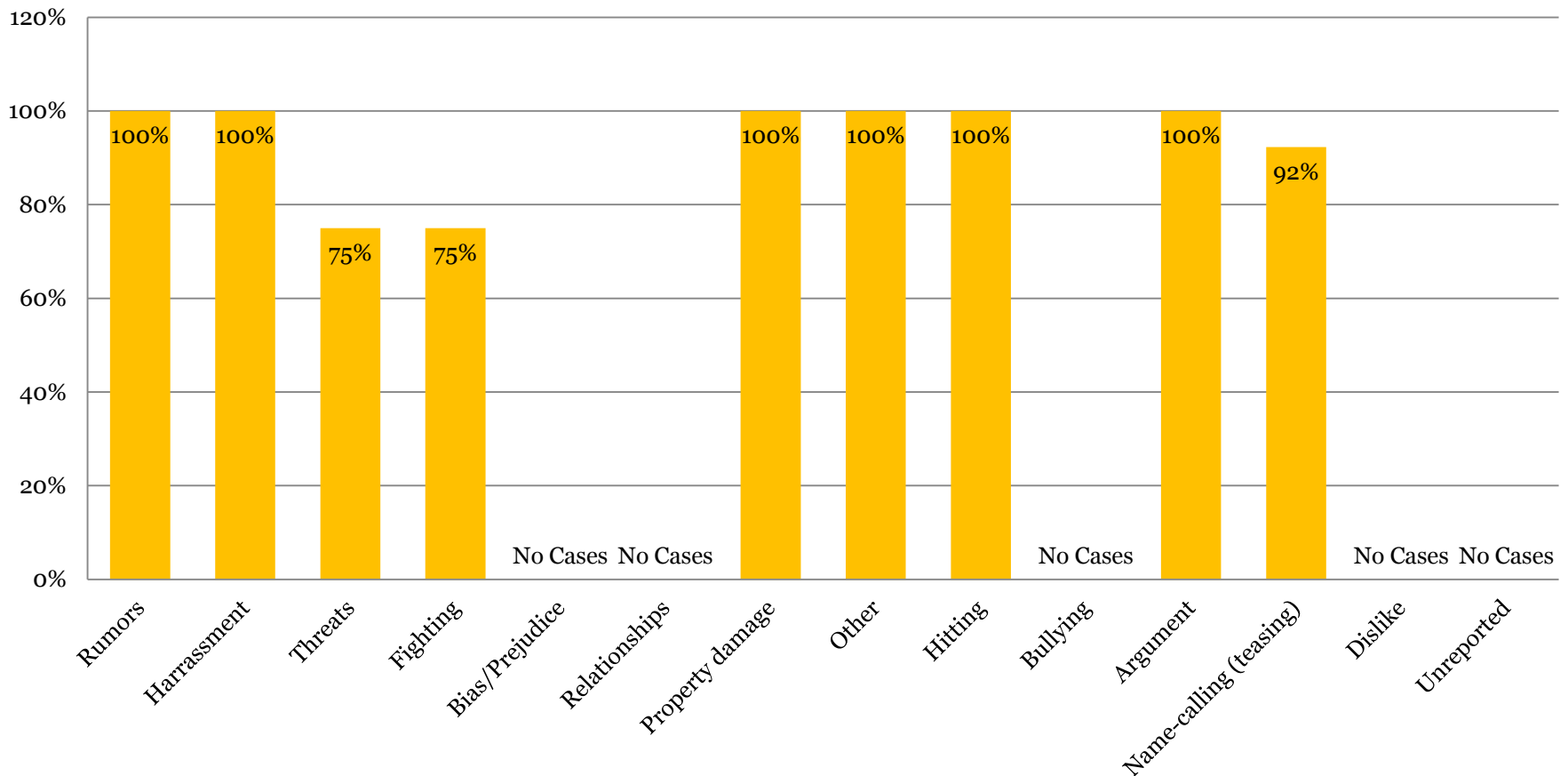
## Agreement Rate for Conflicts Mediated 13-14SY (ES, K=8, MS, HS)



# What Can Be Mediated? (ES)



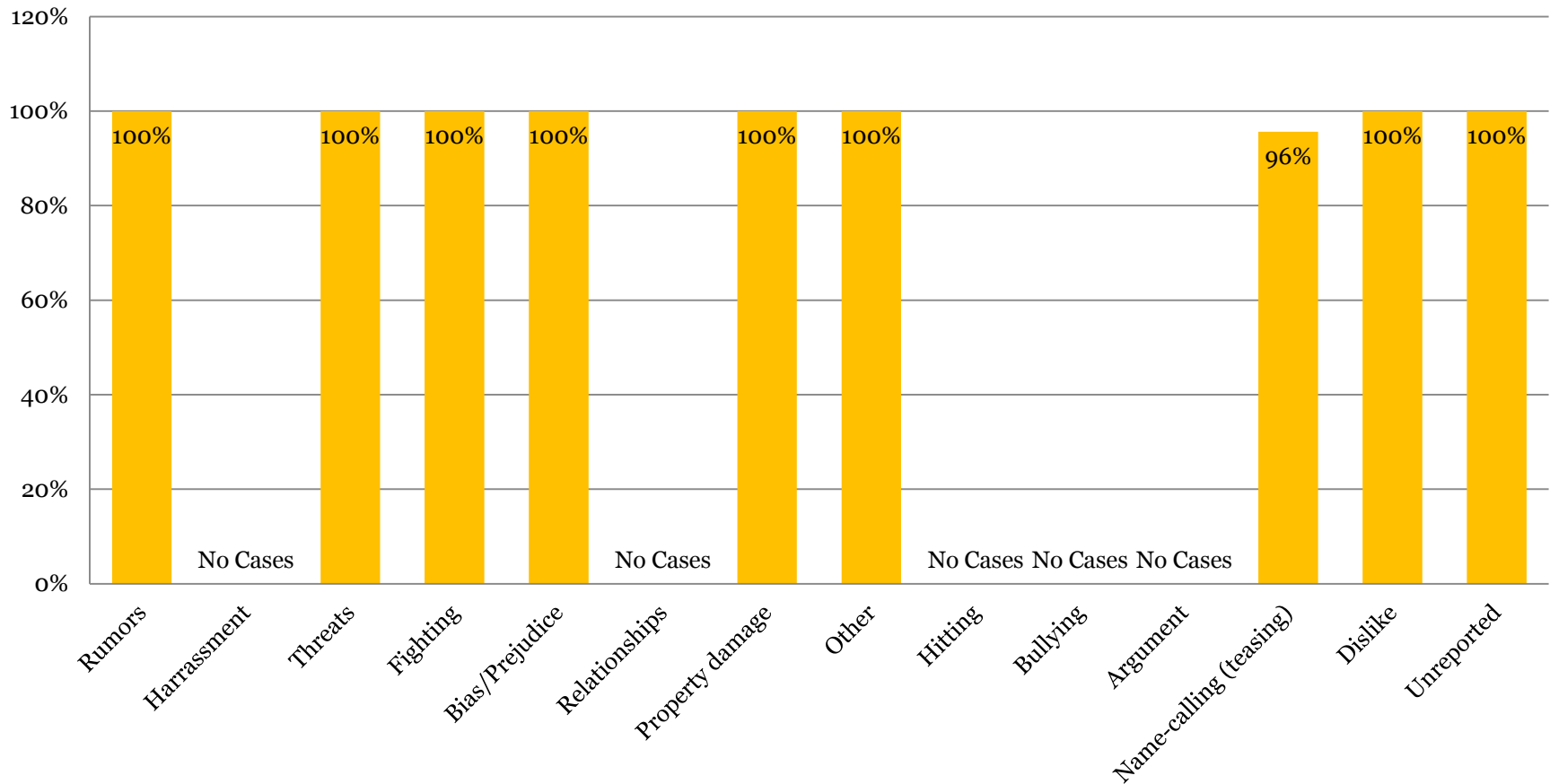
## Agreement Rate for Conflicts Mediated 13-14SY (Elementary School)



# What Can Be Mediated? (K-8)



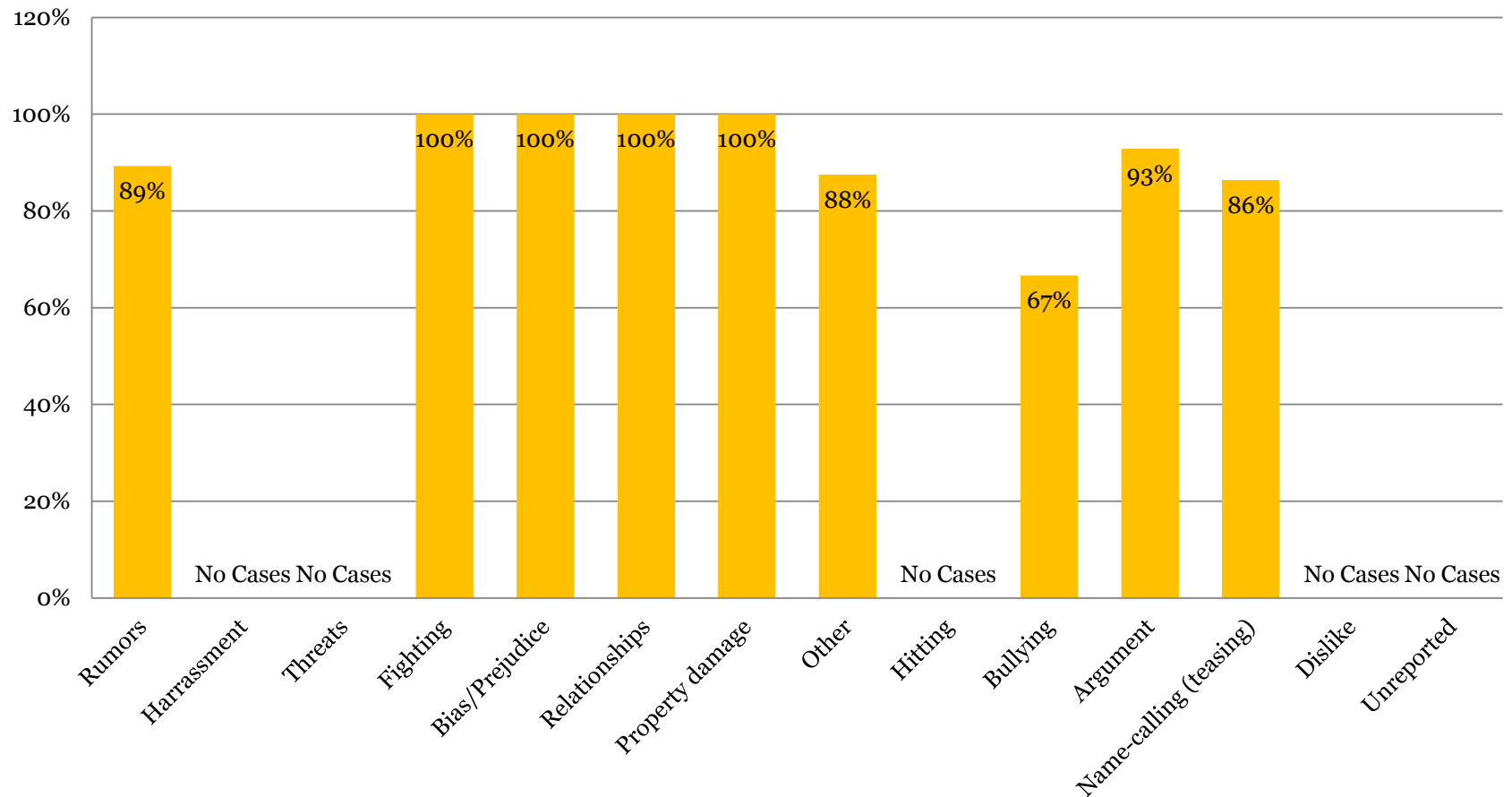
## Agreement Rate for Conflicts Mediated 13-14SY (K-8 Schools)



# What Can Be Mediated? (MS)



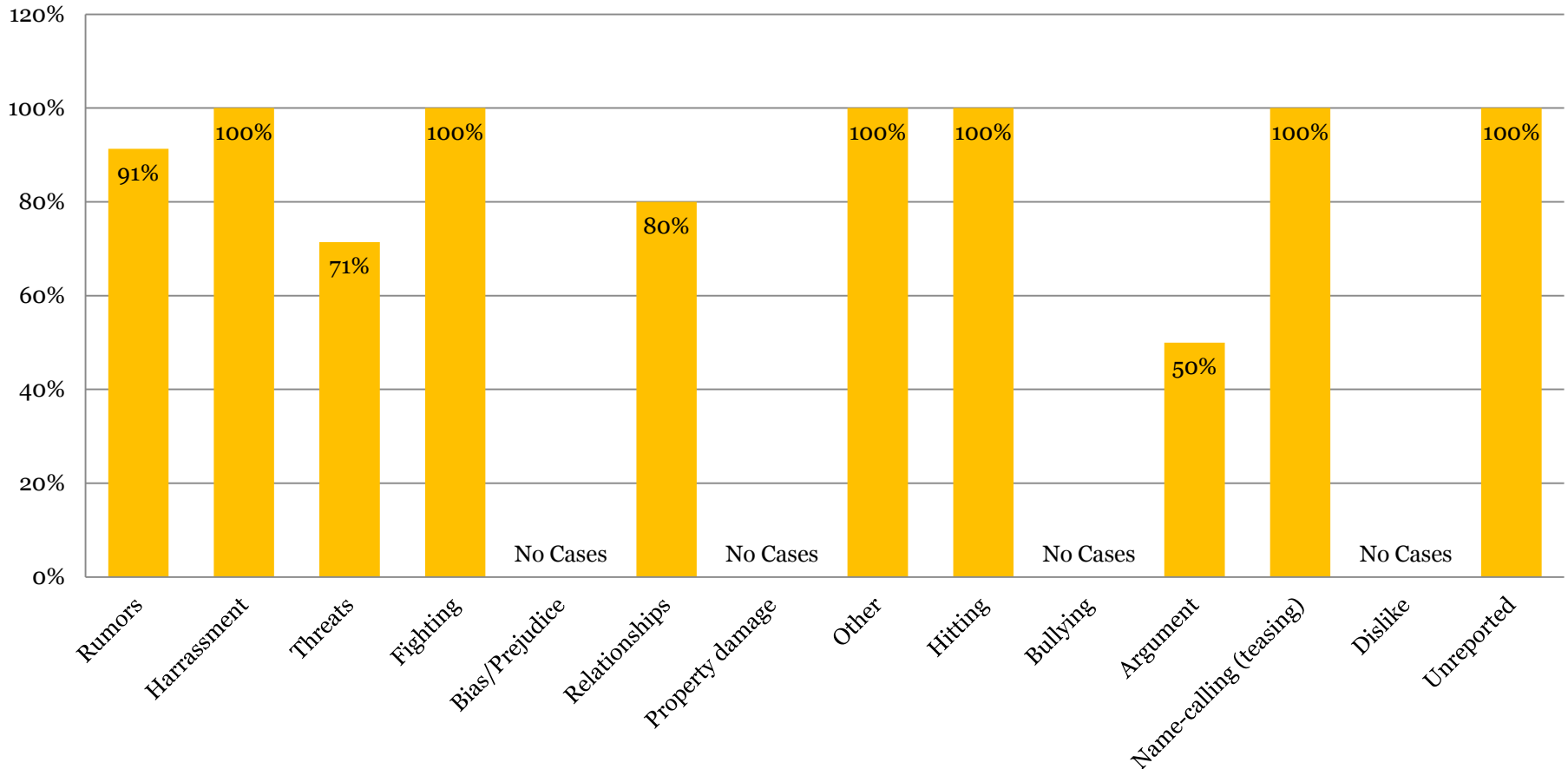
## Agreement Rate for Cases Mediated 13-14SY (Middle Schools)



# What Can Be Mediated? (HS)



## Agreement Rate for Conflicts Mediated 13-14SY (High Schools)

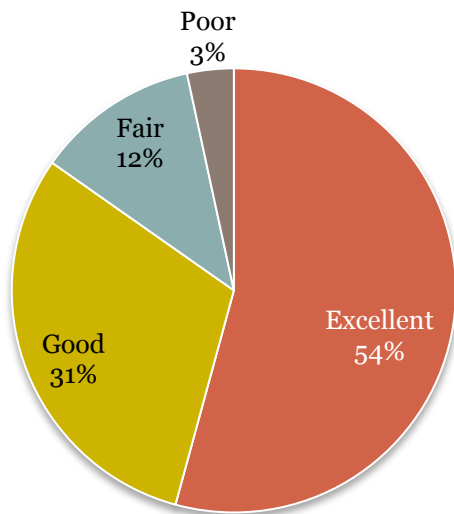




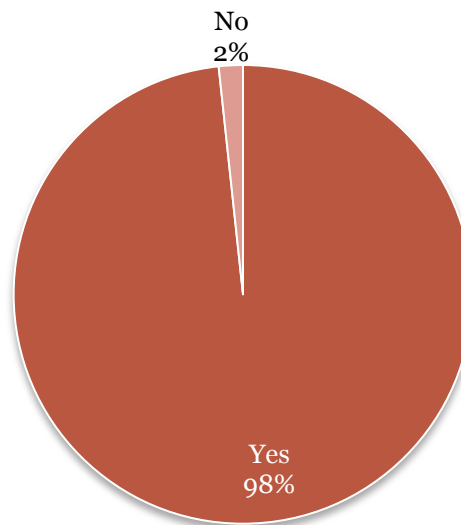
# What Students Are Saying About Peer Mediation



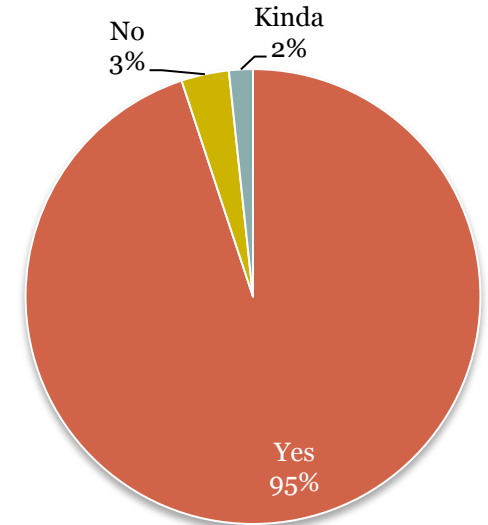
**How Would You Rate The Overall Performance Of The Peer Mediators?**



**Were The Mediators Fair And Neutral?**



**Do You Think That The Mediation Process Helped You Solve Your Problem?**



# Peer Mediation Video



# Implementing a Peer Mediation Program



# Peer Mediation Program at Your School



- ❖ Be prepared to **invest time and energy**, particularly during the initial phases
  - ❖ It takes time to change our perceptions of conflict, it takes time to learn our conflict style, it takes time to change the climate and culture of a school
- ❖ Gain support from those at school
  - ❖ **It only works if everyone is on board!**
- ❖ **Clarify** when/how restorative practices will be used
  - ❖ Be clear on the purpose of Peer Mediation and avoid overuse/unnecessary referrals (ie instances of imbalance of power – bullying)
- ❖ Do you have a **clearly defined map or plan** on where Peer Mediation can and should be used? (ie Disciplinary Flowchart)\*\*\*

(Sumner, M.D. et. Al., “School-based restorative justice as an alternative to zero-tolerance policies: Lessons from West Oakland”, 2010)

# Peer Mediation Program at Your School



- ❖ **Be prepared for changes** in school culture due to the increased student responsibility and voice
  - ❖ Everyone's voice is equal, which means all students get to share their side of the story, even if there is suspicion of lying.
- ❖ Involve adults who **understand adolescents and who respect community norms, values and cultures present at the school**
  - ❖ Must understand the students who they are working with

(Sumner, M.D. et. Al., "School-based restorative justice as an alternative to zero-tolerance policies: Lessons from West Oakland", 2010)

- ❖ **Find research-based training or sign up to get trained/certified in Peer Mediation.**

# Peer Mediation Program at Your School



- ❖ Disciplinary Flow-Chart and/or incorporation of Peer Mediation into the culture of the school
  - ❖ *The Mediation Center requires submission of a Yearly Commitment Form agreed and signed by School Administrator*
- ❖ Conflict occurs between students
- ❖ **Referral process in place**
  - ❖ Self referral, teacher referral, CPO referral, administrative referral
- ❖ Peer Mediators Notified
  - ❖ Peer Mediator schedule/sign-up or assignments by School Coordinator
- ❖ Peer Mediators & Disputants sent **to safe, secure, private room for mediation**



## DeRenne Middle School *Home of the Dolphins*

### Peer Mediation Request

**Peer Mediation Request Form** \_\_\_\_\_ Today's Date: \_\_\_\_\_

**Who are the students in conflict?**

Student #1 Name: \_\_\_\_\_

Gender \_\_\_ Grade \_\_\_ Race \_\_\_\_\_

Student #2 Name: \_\_\_\_\_

Gender \_\_\_ Grade \_\_\_ Race \_\_\_\_\_

Other Students Involved: \_\_\_\_\_

Referred by \_\_\_ STUDENT \_\_\_ STAFF

**What type of Conflict is it?**

**Where did it occur?**

- |                      |                          |                               |                 |               |
|----------------------|--------------------------|-------------------------------|-----------------|---------------|
| ___ Argument         | ___ Name Calling/Teasing | ___ Boyfriend/Girlfriend      | ___ Bus         | ___ Cafeteria |
| ___ Rumor            | ___ Group Problem        | ___ Dispute over a Possession | ___ Classroom   | ___ Hallway   |
| ___ Misunderstanding |                          |                               | ___ Bathroom    | ___ Outside   |
| ___ Other _____      |                          |                               | ___ Gym/Locker  |               |
|                      |                          |                               | ___ Other _____ |               |

Briefly describe the problem: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

\_\_\_ Check here if bullying may be involved.

Please place this completed form in the Peer Mediation Referral Box.

To be completed by Peer Mediation Coordinator:

Status of Referral: \_\_\_\_\_

If assigned to Peer Mediation, Mediation Case Number: \_\_\_\_\_

## MEDIATION CONTRACT

Date of Mediation: \_\_\_\_\_ Time of Mediation: \_\_\_\_\_ Case Number: \_\_\_\_\_  
[School Initials, Date]

**WHAT IS MEDIATION?**

**Peer Mediators' Commitment:**

We agree to abide by the following rules during and after this mediation:

1. We will not take sides.
2. We will not judge or try to punish you. We will not tell you how to solve this conflict.
3. We will help you solve your conflict. We will help you put your agreement in writing.
4. We will keep confidentiality – we won't tell others what you tell us today (unless it involves drugs, weapons or threat of harm to yourself or others. If you mention these things we will have to tell the Counselor). We will give a copy of your agreement to our counselor/coordinator.

\_\_\_\_\_  
 Mediator's Signature                      Mediator's Signature                      Mediator's Signature

**Students' Commitment:**

We agree to abide by the following rules of mediation:

1. Work hard to solve the problem
2. Don't Interrupt
3. No name calling or put downs
4. Tell the Truth
5. No Physical Fighting
6. Keep it Confidential – "What is said here, stays here"

\_\_\_\_\_  
 Student                                      Student                                      Student

The Problem:

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

School Requirements

School Coordinator / School Team Role &  
Responsibilities

Safety Issues

Checks and Balances

Collecting Data

Marketing the Peer Mediation Program





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