

CALIFORNIA SCHOOL PROFILES

As part of the development of this resource guide, a statewide survey was conducted to gain a sense of what schools are doing in the area of conflict resolution. The survey revealed that many schools across the state have implemented single or multiple components of conflict resolution programs. Some programs are in early developmental stages while others have been in operation for a number of years. Most schools have yet to implement a truly comprehensive program as outlined in this guide, but many are well on their way to doing so.

What follow are profiles — *snapshots* — of the kinds of conflict resolution education programs being developed and implemented by educators throughout the state. The descriptions are intended to give readers an idea of which school-based conflict resolution programs are being used and how schools are implementing these programs. Programs that have been in operation for a number of years and programs in their infancy are featured.

The survey also identified some of the more popular conflict resolution programs being used by schools (as determined by the number of citations of any one program) and consequently the names of several commercial programs are cited in this section. A list of these programs, along with contact information, can be found in the *Resources* section of this document. In no way does the mention of these programs suggest endorsement by the California Department of Education or the Sacramento County Office of Education.

The school programs described in the following profiles were selected from responses to the statewide survey and represent a cross-section of school settings in California. The elementary, middle and high schools listed have implemented conflict resolution programs in urban, suburban and rural settings. These schools serve student populations that vary widely in the number of students enrolled and the diversity of ethnic and socioeconomic groups they serve. The format of each school profile includes:

Contact Information

Representatives of the school programs featured in this document have agreed to provide information regarding conflict resolution program development and implementation. The contact person's title and phone number are listed for each school.

About the Students...

This section provides an overview of the enrollment figures, ethnic composition and socioeconomic status of the student population of each school. Program developers may wish to investigate program models being used in schools similar to their own or to compare and contrast program implementation at sites where the student population differs from their own. To the extent possible, schools were selected to represent the diverse ethnic, cultural and socioeconomic groupings found in the student populations of California's rural, suburban and urban communities.

About the Program...

This section provides a description of the conflict resolution program the school has implemented, as summarized by the school representative. Where available, unique program approaches and plans for future program expansion have been included.

ELEMENTARY SCHOOL PROGRAMS

Creekside Elementary School

Stockton, California

Contact Person: Counselor

(209) 953-8285

Lodi Unified School District

About the Students...

Student enrollment 1996-97:	900
Languages spoken:	English and eighteen others
Free or reduced lunch:	42% of the student population
Ethnicity of the student population:	
36% Caucasian	14% African American
21% Asian	13% Filipino/Pacific Islander
15% Hispanic	1% Native American

About the Program...

Creekside Elementary School employs a conflict resolution program based on peer mediation/negotiation. *The Community Board Program - Conflict Resolution Resources for Schools and Youth* materials were used to train staff and students. Approximately 100 students in grades 3 through 6 serve as student mediators. Selected student mediators receive 8 hours of training and attend monthly after-school meetings. Mediation services are offered on the playground during lunchtime recess. Student mediators are also available to help resolve classroom conflicts and serve as facilitators during class meetings. Student mediators are instrumental in the training of new conflict mediators.

The Creekside School peer mediation program has been in place for three years and continues to gain the respect of staff, students and parents. Future plans for Creekside Elementary School include providing training for other schools in the district that are interested in implementing conflict resolution programs.

Dickinson Elementary School

Compton, California

Contact Person: Counselor

(310) 898-6160

*Los Angeles Unified School District***About the Students...**

Student enrollment 1996-97:	948
Languages spoken:	English and Spanish
Free or reduced lunch:	70% of the student population
Ethnicity of the student population:	
76% Hispanic	
24% African American	

About the Program...

Imagine a learning environment in which students study the lives of some of the greatest historical figures of our time and analyze the wise decisions these great mentors have made as a way of learning to live peacefully and resolve conflicts without violence. Students at Dickinson Elementary are doing just that. *Peace Builders* and *Wise Skills* are the programs of choice at Dickinson Elementary and have been tailor-made to fit the profile of the school and surrounding community.

Students participate in classroom exercises designed to help them internalize the social, emotional and thinking skills taught through the *Peace Builders* approach to conflict resolution. The classroom activities are coupled with a major emphasis on cultural diversity and tolerance. The conflict resolution program also includes opportunities for students to serve as peer advocates, or "safeties" encouraging the entire student body to solve conflicts in a peaceful manner. A weekly reward system acknowledges students who have been "caught being good" Recognition for "most improved" and "best *Peace Builder* model" is given to students who internalize and apply the concepts of the program on a consistent basis. Teachers rate the efforts of their students according to progress made toward implementing the "Character" principles.

Since implementing the conflict resolution program, adults at Dickinson Elementary have noted a decrease in the incidence of fighting and other conflicts. Students are more courteous to each other, they avoid physical confrontations, praise one another, and engage in fewer “put-downs.” They are more aware of hurtful incidents they cause and strive to right the wrongs. The staff observe that a combination of conflict resolution, behavior management, enhancing self-esteem, and character development interwoven into a multicultural perspective has helped to bridge any intergroup tensions.

Future plans for the conflict resolution program at Dickinson Elementary include strategies to reach the community at large, continued reduction in the rate of suspensions, and increased parent involvement through outreach and training opportunities that would result in a positive impact on the total family unit. Dickinson Elementary would also like to influence other schools throughout the district to consider implementing conflict resolution programs.

Latimer Elementary School

San Jose, California
Contact Person: Principal
(408) 379-2412
Moreland Elementary School District

About the Students...

- Student enrollment 1996-97: 543
- Languages spoken: English and seventeen others
- Free or reduced lunch: 32% of the student population
- Ethnicity of the student population:
 - 62% Caucasian 6% African-American
 - 16% Asian 2% other
 - 14% Hispanic

About the Program...

Basic Principles by Zenger Miller is the conflict resolution curriculum of choice for the school community at Latimer Elementary. School staff participated in a four-hour training to learn how to implement the curriculum. Additional parent training was made available so that families could learn about the program and support the school by using the skills and methods of *Basic Principles* at home.

The curriculum has been implemented at all grade levels. In grades K through 3, the *Basic Principles* concepts are introduced and classroom activities provide practice of the skills presented. In grades 4 through 6, full exploration of the curriculum is provided by re-introducing the conflict resolution concepts on a more sophisticated level and providing activities to reinforce the skills presented.

The 1996-97 school year was the first year the curriculum was used schoolwide. The school has collected baseline data such as evaluation of training sessions, classroom presentations and activities. This information will be used, along with data collected during the 1997-98 school year, to help the leadership team determine the impact of the program. Future plans include continued program maintenance, additional incentives for participation and increased

recognition for using *Basic Principles*. Emphasis will be placed on providing more concrete ways to let students know how much adults in the school community appreciate their using the *Basic Principles* skills.

Mt. Woodson Elementary School

Ramona, California
Contact Person: Principal
(619) 788-5120
Ramona Unified School District

About the Students...

- Student enrollment 1996-97: 648
- Languages spoken: English and Spanish
- Free or reduced lunch: Approximately 33% of the student population
- Ethnicity of the student population:
 - 80% Caucasian
 - 15% Hispanic/Latino
 - 5% other

About the Program...

Using *The Community Board Program - Conflict Resolution Resources for Schools and Youth* materials, Mt. Woodson Elementary School's conflict resolution program provides both a classroom curriculum component and student conflict managers. The program has been in place for approximately eight years. Staff received initial training about the program and a minimum of two quarterly trainings are conducted annually. The counselor and resource teacher provide classroom instruction for all students.

Through a nomination process, 5th- and 6th-grade students are selected to become conflict managers. Students, teachers, principal, articulation team and student assistance team members may nominate students. Students receive initial training with subsequent follow-up training and meetings throughout the school year. Student mediators also provide presentations about the program and mini-demonstrations of the conflict resolution process. The conflict resolution component is part of a much larger endeavor that includes developing cultural awareness among students and staff, helping students understand which behaviors are considered within boundaries and which are not, and developing respect and self-esteem.

School staff note that a high percentage of 6th-grade student conflict managers become peer listeners at the middle school, and all the 5th-grade student conflict managers continue their participation as 6th graders. Adults have seen dramatic changes in the overall behavior of students who attend Mt. Woodson Elementary. There has been a significant decrease in general violence and an increase in the students' use of skills to resolve conflicts without resorting to physical violence. Future plans include more parent involvement and extending the skills of conflict resolution into the home.

Nightingale Elementary School

Santa Maria, California
Contact Person: Vice-Principal
(805) 937-2511
Orcutt Union Elementary School District

About the Students...

Student enrollment 1996-97:	716
Languages spoken:	English, Spanish and Tagalog
Free or reduced lunch:	Approximately 37% of the student population
Ethnicity of the student population:	
66% Caucasian	
29% Hispanic	
4% Asian	
1% other	

About the Program...

In operation for two years, the *Friend Mediators* (a peer mediation program) was “custom-made” by the staff of Nightingale Elementary. This program is similar to the *Peace Patrol* program being used at another site in the district. Thirty students serve in the peer mediation program and services are available to approximately 400 students in grades K through 3.

Student participation as *Friend Mediators* is voluntary. Interested students must apply, interview for the position, and if selected, receive extensive training in the theory and practice of conflict resolution. The goal of the *Friend Mediators* is to help their peers solve problems before they escalate into acts of violence. The *Friend Mediators* make presentations to explain the program and provide conflict resolution services on the playground during recesses. Future plans include expanding the mediation program to grades 4 through 6.

Nordstrom Elementary School

Morgan Hill, California
 Contact Person: Principal
 (408) 779-5278
Morgan Hill Unified School District

About the Students...

Student enrollment 1996-97:	652
Languages spoken:	English and Spanish
Free or reduced lunch:	Approximately 21% of the student population
Ethnicity of the student population:	
65% Caucasian	3% African-American
27% Hispanic	1% other
4% Asian	

About the Program...

Conflict Resolution in the Classroom is a schoolwide program used by Nordstrom Elementary for the past five years. Each year, with assistance from their consultant, the program is adjusted based on need. The program involves a curriculum component and a peer mediation component.

Classroom instruction includes a 3-session series per classroom provided by 9 outside trainers. "Arnold the Conflict Terminator" presents information and helps students examine the choices regarding how to deal with conflict. The classroom instruction also provides students with a common language regarding conflict resolution.

Selection of student conflict managers is based on a combination of peer and staff nominations. Students in grades 4 through 6 are chosen as conflict managers and receive extensive training. Conflict resolution services are offered on the playground during recesses. Students requiring mediation are either self-referred or referred by staff. The conflict managers are also trained to lead non-competitive games and activities, to provide verbal and written praise for students engaged in appropriate behavior, and to scan the playground for potential problems.

Since implementing the conflict resolution program, school staff have noted a reduction in the number of disciplinary referrals and an increase in the frequency of children using the “I messages” and other conflict resolution skills. Overall, members of the school community feel Nordstrom Elementary is a peaceful, violence-free campus.

The Nordstrom Elementary program also reaches out to parents and hosts parent workshops so that the conflict resolution language, tools and techniques being used at school can be employed at home. Future plans include expanding the program to cover issues of sexual harassment, diversity and general self-esteem.

Quail Summit Elementary School

Diamond Bar, California
Contact Person: Principal
(909) 861-3004
Walnut Valley Unified School District

About the Students...

Student enrollment 1996-97:	530
Languages spoken:	English, Chinese, Korean, Spanish and several Indian dialects
Free or reduced lunch:	Approximately 2% of the student population
Ethnicity of the student population:	
46.3% Caucasian	5.1% African-American
38.7% Asian	2.6% Filipino/Pacific Islander
7.3% Hispanic	

About the Program...

Quail Summit Elementary School uses the Irvine Mediation Center's *Mediation in the Schools* program as well as materials from *The Community Board Program - Conflict Resolution Resources for Schools and Youth*. The conflict resolution program has been in operation for approximately nine years.

In the classroom: students in grades K through 3 participate in the "Green Circle" in which they engage in several activities that deal with prejudice and prejudice reduction. In grades 4 and 5, students receive instruction in anger management and participate in "peaceful classroom" activities. A variety of videos, anger management lessons, and other teacher resources related to conflict resolution are woven into all disciplines.

Peer Mediation: 48 students in grades 4 and 5 serve as conflict mediators. Selection is based on a nomination process. Once selected, students are provided a one-day training in conflict management skills and techniques. A president and vice-president are elected by the conflict

mediators to help the advisor coordinate monthly meetings and schedule duties. Students find the conflict mediator experience rewarding as evidenced by 98% of 4th graders returning in their 5th grade year to serve as conflict mediators.

Schoolwide: parent and community involvement include communication about the program, invitations to the trainings being offered and invitations to end-of-year recognition celebrations. The Quail Summit Elementary program also includes a peace flagpole ceremony. Once a month a flag salute is conducted and the entire school population learns a peace song. The peace flag is raised during each month in which the school has a reduction in conflicts. Parents and community members are invited to participate in this monthly flag salute. From February to June, students who use conflict resolution skills to resolve conflicts receive “caught being good” cards.

Quail Summit Elementary School’s conflict resolution program has resulted in approximately 98% of students using conflict resolution skills in situations *outside* the school setting. Future plans include joining with other schools in the district to hold an end-of-year conflict mediator jamboree to celebrate the work accomplished during the school year.

Sheridan Way Elementary School

Ventura, California
 Contact Person: Principal
 (805) 641-5491
Ventura Unified School District

About the Students...

Student enrollment 1996-97:	598
Languages spoken:	English, Spanish and Vietnamese
Free or reduced lunch:	Approximately 99% of the student population
Ethnicity of the student population:	
85% Hispanic	
13% Caucasian	
2% other	

About the Program...

Teachers and the school counselor have drawn from *The Community Board - Conflict Resolution Resources for Schools and Youth*, *Conflict Resolution Unlimited*, *Peaceworks*, *Sunburst* and other conflict resolution curricula and materials to put together an eclectic peer mediation/conflict resolution program at Sheridan Way Elementary School. Students receive classroom instruction that includes conflict resolution, positive communication and peer mediation skills. The peer mediation component is open to students in grades 4 and 5. Selection is based on a nomination process. Mediators receive extensive training in conflict management skills and positive communication techniques, and fifth graders also mentor fourth graders. During the last two months of school, fourth-grade mediators are paired with fifth-grade mediators to gain practical experience in preparation for assuming mediation duties the following year.

Fifth-grade mediators are on duty at recesses and available to classroom teachers during class time as needed. Mediation duty is rotated and students work in pairs. All mediators participate on a voluntary basis and disputant participation is also voluntary. Future plans include seeking other financial resources to continue and expand the existing program.

Vista del Monte Elementary School

Palm Springs, California
 Contact Person: Principal
 (619) 416-8176
 Palm Springs Unified School District

About the Students...

Student enrollment 1996-97:	664
Languages spoken:	English, Spanish and Filipino
Free or reduced lunch:	Approximately 67% of the student population
Ethnicity of the student population:	
55% Hispanic	
37% Caucasian	
7% African-American	
1% other	

About the Program...

The Mustang Mediators at Vista del Monte Elementary School use a curriculum- and peer mediation-based program. The conflict resolution curriculum is integrated with the school’s *Here’s Looking at You, 2000* and *Character Counts* instruction. All teachers and support personnel have participated in staff training and curriculum implementation. Teachers maintain records of the number of lessons used and the dates the lessons were taught. Student participation in conflict resolution lessons is mandatory.

While steps to resolving conflicts are explicitly taught in all classrooms, selected students in grades 4 and 5 receive additional training to serve as conflict managers. Conflict managers attend an overnight retreat along with teacher sponsors, playground supervisors and interested parents; and are specially trained to serve in pairs to facilitate the use of conflict resolution skills between disputants.

Wilson Elementary School

San Leandro, California
Contact Person: Vice-Principal
(510) 667-3587
San Leandro Unified School District

About the Students...

Student enrollment 1996-97:	845
Languages spoken:	English and 17 others
Free or reduced lunch:	Approximately 49% of the student population
Ethnicity of the student population:	
35% Hispanic	12% Asian
28% Caucasian	11% Filipino
12% African-American	2% other

About the Program...

Using *The Community Board Program - Conflict Resolution Resources for Schools and Youth* materials, the staff at Wilson Elementary School have adapted lessons to meet the specific needs of the school community. The lessons are supplemented with monthly sessions that focus on a specific topic, such as respect or teaching the message through music. The program at Wilson Elementary began with a conflict manager component and after six months expanded to include a curriculum component. The school year starts with a conflict resolution “kick-off” assembly. This assembly provides information about the program and how the conflict manager component works. Students in grades 3 through 5 interested in becoming conflict managers receive applications at the assembly. During a one-week period, the entire school rotates through 4 mini-lessons so everyone becomes familiar with the program.

The selection of conflict managers for the peer mediation component is handled by an application and interview process. Once selected, students along with two teacher/advisors, a site administrator and nine parent volunteers are provided two days of training. Conflict managers work in pairs during recesses and are also available at the request of teachers during classroom time.

Wilson Elementary is also a *TRIBES* school and “lives and breathes” the philosophy and messages of *TRIBES*. The integration of music is emphasized in the conflict resolution program as well. Staff employ the work of a very well known children’s musician whose work includes many songs that promote peace and reinforce messages of the conflict resolution curriculum.

In addition to involving parent volunteers in the conflict manager component, conflict resolution program activities are shared with families and community members at all PTA, School Site Council, and Bilingual Advisory Council meetings. A weekly parent bulletin in English and Spanish also helps to keep families aware of what is happening at school related to conflict resolution.

Baseline data is being collected through the use of student and teacher surveys and monitoring changes in the types and number of conflicts. Having completed the first year of operation, teachers have already noticed a positive change in the way students handle conflicts. Without question, the quality of how conflicts are handled has improved. Students are now equipped with process tools they did not have before. Future plans include continued expansion of a schoolwide focus and to reach out and involve families more.

MIDDLE SCHOOL PROGRAMS

Antelope Crossing Middle School

Antelope, California

Contact Person: Counselor

(916) 745-2112

Dry Creek Elementary School District

About the Students...

Student enrollment 1996-97:	1,212 students in grades 6 through 8
Languages spoken:	English and fifteen others
Free or reduced lunch:	Approximately 22% of the student population
Ethnicity of the student population:	
72% Caucasian	
13.7% African American	
11.5% Hispanic	
2.8% other	

About the Program...

Using *The Community Board Program - Conflict Resolution Resources for Schools and Youth*, conflict management education at Antelope Crossing has been in place for 4 years. Once an elementary site with a student population of 750, the program at Antelope Crossing has been modified to accommodate the increased student population that is now on a multi-track, year-round schedule for grades 6 through 8. The program revolves around a peer mediation approach.

At the beginning of each school year, presentations are given in each of the sixth-grade classrooms describing goals and benefits of the program and defining the qualities required to become conflict managers. Students are then asked to recommend three students in their respective homerooms to serve as conflict managers. The list of recommended students is then reviewed by teachers, candidates are interviewed and selections are made.

The conflict managers attend a 3-day camp at which they receive training and instruction on conflict resolution theory, skills and techniques. The school counselor and three teachers provide the training. Conflict managers in the 8th grade can apply to serve as assistants during the training. Approximately 35 students attend the camp annually. Upon return from training camp, 6th-grade conflict managers “shadow” 7th-grade conflict managers to gain practical experience.

Promotion of the conflict manager program is handled by the conflict managers themselves through presentations to the student body describing the program and the process. Students may self-refer or be referred by staff and/or administrators. Sessions are generally 15 to 20 minutes in duration. Conflict managers have a conference room located inside the counseling office for mediation sessions. The Antelope Crossing Middle School is a new facility and the mediation room was specifically designed as part of the counseling center. Mediation sessions can be supervised from the outside since the room is enclosed by glass.

The school community fully supports the conflict manager program and teachers have agreed to release conflict managers during class time for meetings once a month. The return rate of students participating as conflict managers is approximately 75 to 80 percent. The student population has embraced the conflict management process and staff estimate between 600 and 700 conflicts have been resolved since the inception of the program.

Currently, there is no specific parent involvement component. However, parents are made aware of the program through regular updates at PTA, school site council and other meetings. Information about the conflict management program is also communicated through newsletters sent home on a regular basis. Future plans for Antelope Crossing Middle School include increased parent and community involvement, adding a schoolwide curriculum component and working with the local high school to establish a conflict resolution program on their campus.

Buckeye Middle School

Redding, California

Contact Person: Assistant Principal

(916) 225-0456

*Gateway Unified School District***About the Students...**

Student enrollment 1996-97:	534 (grades five through eight)
Languages spoken:	English, plus a variety of Southeast Asian languages/dialects
Free or reduced lunch:	Approximately 54% of the student population
Ethnicity of the student population:	
81% Caucasian	3.5% Asian/Pacific Islander
11% Native American	1 % other
3.5% Hispanic	

About the Program...

The Buckeye Middle School community firmly believes, "With our conflict managers modeling the skills needed to appropriately handle conflicts, our students have even more models for developing survival and coping skills." Conflict managers are chosen by their peers and approved by teachers. Annually, the names of all students are placed on a ballot by grade level and all students participate in nominating those individuals they feel are trustworthy and respected. Teachers then meet to endorse these individuals and to ensure there is fair representation based on race, gender, ethnicity, culture and social class. Once students are approved, they are personally invited by the assistant principal to serve their classmates. At Buckeye Middle School, because conflict managers are viewed by their peers as leaders, it is deemed an honor to be chosen.

Selected students attend training off campus in a retreat-like setting. Students learn effective communication skills, problem solving techniques, questioning strategies, anger management techniques, cooperation skills and empathy-building strategies during the training. Using these

skills, conflict managers guide disputants to resolve their conflicts. Conflict management duties are rotated weekly in the program for 5th and 6th graders. Conflict managers are paired and two teams at each grade level circulate the campus at recesses making their services available.

The program for 7th and 8th graders is more comprehensive in that the two conflict managers meet privately with the disputants in a designated room with adult supervision close by. All students are invited to voluntarily access the mediation services. Students or staff may request conflict managers for themselves or others by asking conflict managers, staff or administrators for assistance or by completing a request form.

The grade-level programs are coordinated by teacher volunteers and biweekly meetings are held to plan activities, process questions, and discuss concerns. Students may remain conflict managers by choice throughout their years at Buckeye Middle School. This, along with the school's annual selection of new conflict managers, has resulted in a pool of conflict managers who work informally as well as formally. To ensure all conflict managers are actively involved, the Buckeye Middle School program goals have been expanded to include community service, provide more student recognition incentives to reinforce positive behaviors, achievement and progress of all students, and to promote team-building among conflict managers.

Community service projects include fund-raisers to buy Christmas presents, canned food drives for Christmas baskets, and regular visits to an "adopted" nursing home. Another component of the Buckeye program is providing recognition for student effort and achievement. Conflict managers hold weekly breadstick sales to financially support their student recognition awards. The conflict managers generate more than \$500 for quarterly awards to recognize students who show improvement in grade point average, are included on the honor roll, and who have perfect attendance. Cash awards are given and drawings are held for prizes, cash and savings bonds. Recipients receive their prizes from the conflict managers who facilitate the student body recognition assemblies and help to arrange the celebrations. A pizza party, banana split social, root beer floats and ice cream are part of a week-long celebration involving over half the student body.

Evaluation to measure the success of the Buckeye Middle School program is conducted by students, staff and parents. The surveys completed by each of these groups provide positive feedback and suggestions for strengthening the program. The Buckeye community notes although their enrollment has increased, the number of referrals for low-level discipline infractions have decreased and suspensions are fewer than at neighboring schools. They believe their best evidence of success lies in the fact that students regularly seek the help of

conflict managers — conflict resolution is the accepted norm. Another indicator of success cited by the Buckeye community is that conflict managers go to their fellow conflict managers to help solve problems, demonstrating their confidence in peer mediation.

Buckeye Middle School Conflict Managers have presented a number of assemblies and workshops for their peers and for students and staff at other schools. They have been spotlighted in the newspapers, appeared on several television newscasts, and were recipients of the California School Boards Association's 1996 *Golden Bell Award*. Yet in spite of the many accolades, the school community continually seeks ways to strengthen its program. While some teachers use conflict management curriculum in their classrooms and others infuse it into the discussion of controversial issues, the Buckeye staff have identified the need for the whole school community to understand the principles of conflict resolution education and to model the skills. As a result, future plans include staff development to introduce a holistic approach to integrate conflict resolution into full school operation.

Central Middle School

San Carlos, California

Contact Person: Counselor

(415) 508-7321

*San Carlos Elementary School District***About the Students..**

Student enrollment 1996-97:	750
Languages spoken:	English, Chinese, Japanese, Russian and Spanish
Free or reduced lunch:	Approximately 1% of the student population
Ethnicity of the student population:	
81% Caucasian	0.6% Filipino
7.3% Latino	0.5% Pacific Islander
6.3% Asian	0.3% Native American
4% African American	

About the Program...

Central Middle School conflict managers and staff received initial training from the *Peninsula Conflict Resolution Center*. School counselors monitor the day-to-day operation of the program. Selection of conflict managers is based on peer and staff recommendations. Students requiring mediation are either self-referred or referred by staff. Conflict managers meet regularly to update information and procedures and to discuss concerns.

The students at Central Middle School are gradually embracing the concept of conflict resolution and realizing the benefits of having conflict managers available to help disputants resolve conflicts. Staff would like to see more student self-referrals. Future plans include providing more extensive on-going training, debriefing with current conflict managers, and creating a full- or half-semester class focused on conflict resolution education.

Cerro Villa Middle School

Villa Park, California

Contact Person: Assistant Principal

(714) 997-6251

*Orange Unified School District***About the Students...**

Student enrollment 1996-97:	1,050 7th and 8th graders
Languages spoken:	English, Egyptian-Arabic, Farsi, Greek, Hindi, Japanese, Korean, Mandarin-Chinese, and Taiwanese
Free or reduced lunch:	Approximately 19% of the student population
Ethnicity of the student population:	
66% Caucasian	2% African American
17% Hispanic	1% Pacific Islander and other
14% Asian	

About the Program...

In January 1996, the conflict management program at Cerro Villa Middle School began with advisor training provided by the Orange County Department of Education. In March, four more staff members were trained and the site-based conflict management program was implemented. By April 1996, after advertisements, general student meetings, application and interviews, thirty-eight 7th- and 8th-grade students were selected and trained in the conflict management process. By June, students had successfully resolved 54 conflicts between students. Referrals came from students, parents and staff members. The Cerro Villa conflict managers also demonstrated the process to teachers at a staff meeting, parents at PFSO (Parent Faculty Student Organization) and School Site Council meetings, and incoming classes from two of the feeder elementary schools.

With receipt of a Conflict Resolution and School Violence Reduction grant, administered through the County Office of Education, the conflict management program was expanded in September 1996 to include an after-school anger management class as an alternative to suspension. Rather than miss instructional time, identified students are enrolled in two 2-hour after-school sessions where they learn the types, causes and patterns of conflict, their own

personal triggers, how to deal with conflict in non-violent ways and effective communication techniques. Students also meet weekly for 30 minutes to discuss goal setting, their progress and any problems they may be experiencing. Parent support has been very high. Students graduate from the program when they have attained four anger management goals. Since September, of the 45 students assigned to Anger Management, only two were repeat offenders.

Overall, Cerro Villa Middle School staff have noted decreased suspensions for physical violence — from 34 days in the first semester of 1995 to 12 days in the first semester of 1996. Staff at Cerro Villa found that when compared to a school of similar size and socioeconomic background in their district, Cerro Villa had 22 fewer suspension days. However, if the number of students enrolled in the Anger Management program are added to the suspension days, the incidence of conflict at school has not decreased. As a result, future plans include:

1. The school site council will prepare the Comprehensive School Safety Plan to ensure a safe and orderly learning environment where the campus is secured from outside criminal activity and the safe ingress and egress of students is provided.
2. Ongoing conflict resolution and anger management programs will be offered through a continued effort in the Fall of each year to promote, interview, select and train students in the conflict resolution process. A new diversity component will be added to the training program and will be reinforced at bi-weekly after-school meetings when students will practice mediation skills and plan school-wide promotional activities. Mediators will be available in pairs during the school day on a pre-assigned rotational basis, except when specific languages are needed, to assist referred students. Two student conflict managers will be available for one hour after school on selected days to assist students on a walk-in basis.
3. The after-school Anger Management program will continue as a four-hour class with half-hour weekly follow-up sessions. A parent outreach component will be added to include a "How to" pamphlet with a suggested reading list for families. Quarterly evening seminars will be offered for parents of program attendees. A general session, "Peace in the Family," will be available to all Cerro Villa parents and community members in the fall and spring. Parents will learn conflict resolution and family communication skills so they can demonstrate and practice peaceful responses at home. Additionally, at the beginning of the school year all staff members, interested parents and community partners (representatives from the feeder schools, high school, Little League) will be trained in conflict resolution techniques. All participants will gain an understanding of the conflict management process and their roles in reinforcement of non-violent approaches to conflict in the school, home and community.

4. One period of release time will be provided for a certificated staff member trained and experienced in conflict resolution and anger management to manage the current programs, develop and implement proposed additions and provide parent and staff development. This site facilitator will also visit and involve every sixth-period homeroom during the first semester of school, providing communication techniques, problem solving skills and goal-setting activities as well as providing assistance to staff members for classroom implementation.

Pacoima Middle School

Pacoima, California

Contact Person: Counselor

(818) 899-5291

*Los Angeles Unified School District***About the Students...**

Student enrollment 1996-97:	2,130
Languages spoken:	English, Spanish, Armenian and Russian
Free or reduced lunch:	Approximately 76% of the student population
Ethnicity of the student population:	
92% Hispanic	
6% Caucasian	
1.5% African American	
0.5% other	

About the Program...

The conflict management program at Pacoima Middle School has been in operation for five years. By incorporating training material from a number of sources, staff have created a program customized for the Pacoima Middle School community. Students selected to serve as mediators are required to hold a "C" average in academic studies. Student mediators receive approximately two weeks of training. All mediators are in the same homeroom and serve on an on-call basis. Mediation is voluntary except when conflict is due to fighting, sexual harassment or racially motivated incidents. Referrals can be made by students, teachers, parents and administrators.

The success rate is very high — mediation is working at Pacoima Middle School. The number of fights has decreased and the suspension rate is down. Perhaps the best indicator of success is that of 600 cases mediated during the 1996-97 school year, the majority were referred by students. Future plans include building on current strengths and maintaining the existing program.

Roosevelt Middle School

Oceanside, California

Contact Person: SIP Coordinator

(619) 726-8003

*Vista Unified School District***About the Students...**

Student enrollment 1996-97:	1,693
Languages spoken:	English, Arabic, Samoan, Spanish, Tagalog, and Vietnamese
Free or reduced lunch:	Approximately 30% of the student population
Ethnicity of the student population:	
51% Caucasian	4% Filipino
33% Hispanic	2% Asian
9% African American	1% other

About the Program...

The Roosevelt Middle School conflict resolution program has been in place since 1992. A combination of classroom curriculum and peer mediation is employed using the *Resolving Conflicts Creatively* program developed by Linda Lantieri. Originally written for elementary schools, the program was modified by staff who developed a "Young Ambassadors" component and integrated other curricula into the lessons already taught in the classroom. The entire staff participate in a 3-day training to assist with implementation and understanding of the program.

Roosevelt is a year-round school with three tracks. Each track at the 7th and 8th grade has an advisor. With input from teachers, the advisors select a group of students to train as Young Ambassadors. In addition to students with positive leadership skills, Young Ambassadors may include students seen as negative leaders. These selected students meet once a week during lunch with their advisors. From this group of Young Ambassadors, students are selected to become mediators. Mediators receive a three-day training and are then prepared to mediate student conflicts throughout the year. The curriculum component of the program is taught through the language arts classes, ensuring all students receive classroom instruction in conflict resolution skills.

The district embraces and fully supports the *Resolving Conflict Creatively* program. Three to four times a year, training opportunities are offered for teachers and staff to learn about the program and to receive the classroom materials and lessons.

Several informal evaluations have been conducted and staff at Roosevelt Middle School feel that the positive school climate is a reflection of the conflict resolution program. Students know how to mediate their own problems or where to go for mediation, fights and conflicts occur less frequently, and the conflict resolution vocabulary is understood by more people. Future plans include continued expansion of the program and additional training for new teachers and students.

Wells Middle School

Dublin, California

Contact Person: Peer Mediation Supervisor

(510) 833-0917

*Dublin Unified School District***About the Students...**

Student enrollment 1996-97:	820
Languages spoken:	English and sixteen others
Free or reduced lunch:	Approximately 10% of the student population
Ethnicity of the student population:	
69% Caucasian	5% African American
11% Hispanic	3% Filipino
9% Asian	3% other

About the Program...

With a combination of curriculum and peer mediation, the conflict resolution program at Wells Middle School has been in place for three years. Using the *Conflict Resolution Unlimited* program, students receive a four and one-half week session of classroom instruction as part of a 6th-grade "wheel" in which students rotate through a variety of electives. Students are required to take the conflict resolution session. The program has been modified to include more instruction regarding cultural diversity and respecting different points of view.

Seventh- and eighth-grade students are eligible to serve as conflict managers. Interested students complete an application form and the advisor generally accepts any student who applies. At times, recruitment is necessary to ensure that mediators are reflective of the diversity of the school population. Mediations are conducted during lunchtime, with referrals made by students, teachers or administrators. The program is promoted through announcements and presentations and conflict mediators conduct schoolwide events throughout the year to highlight the program.

About half of the 7th-grade students return as 8th graders to serve as conflict managers. As part of the program evaluation, disputants participate in follow-up interviews. In addition, mediators and disputants alike write reflective essays about their experiences with the program. Staff collect data to determine whether the program helps reduce the number of conflicts at school. Staff and students agree that the school climate has greatly improved since the conflict resolution program was implemented.

Future plans include expanding the study of diversity issues (ethnic, cultural, gender, economic) because they often are the basis for student-student conflicts. The staff plan to work in partnership with the Friendship Center that was established as part of a county violence prevention grant. The Friendship Center provides counseling sessions for students and training for parents as a way of increasing family involvement.

HIGH SCHOOL PROGRAMS

Carlsbad High School

Carlsbad, California
 Contact Person: Peer Advocate Advisor
 (619) 434-1726
Carlsbad Unified School District

About the Students...

Student enrollment 1996-97:	2,169
Languages spoken:	English and sixteen others
Free or reduced lunch:	Approximately 18% of the student population
Ethnicity of the student population:	
66% Caucasian	2% African American
27% Hispanic	1% Native American
4% Asian/Pacific Islander	

About the Program...

Conflict resolution at Carlsbad High School is a major component of the peer advocate program. The process for students interested in becoming peer advocates begins with acceptance into the Advanced Communication Skills class. Students are invited to apply through various avenues, including recommendations by teachers or other staff. Students are asked to complete an application form, submit references/recommendations from a teacher or administrator and sit before an interview panel. Course enrollment is limited to 16 students. Once selected, the Advanced Communication class serves as a training course in communication skills and the prerequisite for serving in the Peer Advocate program. When students have completed this one-semester class, they are invited to apply for a peer advocate position. The program is so popular that each year, approximately 100 students apply for the prized positions.

Students selected to serve as peer advocates receive a week-long intensive skills training that includes conflict resolution theory and practice. This off-campus training program is conducted in partnership with the University of San Diego and students become university residents for one week. Newly trained Peer Advocates counsel fellow students on problems ranging from family difficulties to pressures from friends and school; however, the majority of their sessions deal with mediation between disputants. Peer Advocates meet twice a week for ongoing intensive skills training and are assigned a class period for mediation and peer counseling duties, ensuring availability for classmates throughout the day.

Community involvement is also a high priority in the Carlsbad High School program. Peer Advocates are an integral part of the Carlsbad Police Department Juvenile Justice Panel which was designed as a community-based alternative program for first-time juvenile offenders who have committed relatively minor crimes. Peer Advocates serve on a weekly basis with other community representatives. Peer Advocates also give a number of presentations about their program throughout the community.

Joyce Kistler, Program Advisor, and the Carlsbad High School Peer Advocates have been featured in news articles and have presented their program at workshops and conferences. They were also recipients of the 1996 Reader's Digest *American Heroes in Education* award. Of 650 nominations received by the publishing company for the annual award, only 10 were selected to represent the best of what teachers are doing to help solve the most pressing problems faced by America's schools.

Hanford High School

Hanford, California

Contact Person: Dean of Counseling

(209) 582-4407 ext. 329

*Hanford Joint Union High School District***About the Students...**

	East Campus	West Campus
Student enrollment 1996-97:	1,496	929
Free or reduced lunch:	32% of the student population	18% of the student population
Ethnicity of the student population:		
	59% Caucasian	41% Caucasian
	34% Hispanic	40% Hispanic
	3% African American	10% African American
	2% Asian	5% Asian
	1% Filipino	3% Filipino
	1% other	1% other
Languages spoken: (Both campuses)	English, Chinese, Gujarati, Hmong, Portuguese, Spanish, and Tagalog	

About the Program...

The conflict resolution program at Hanford High was created by the staff and utilizes a variety of materials. The curriculum component is delivered through the school's Interaction Academy and students are required to take a conflict management class during their sophomore year. Peer Counselors/Conflict Managers are available to the entire school population throughout the year. Referrals come from administrators, teachers, staff and students.

Conflict Managers receive special recognition credit and the Hanford High School community feels they have truly made a difference. Currently, the conflict management program is only available at the East Campus. Plans are under way to expand the program to include the West Campus.

Jordan High School

Long Beach, California

Contact Person: Principal

(310) 423-1471

*Long Beach Unified School District***About the Students...**

Student enrollment 1996-97:	3,114
Languages spoken:	English, Cambodian, Filipino, Spanish and Vietnamese
Free or reduced lunch:	Approximately 47% of the student population
Ethnicity of the student population:	
37% Hispanic	5% Pacific Islander
30% African American	3% Filipino
16% Asian	1% Native American
8% Caucasian	

About the Program...

Jordan High School's *PEACE 90805* is a conflict resolution program created by students and staff from a variety of resources and materials. Designed as a campus club, junior and senior students volunteer to help keep the peace among the student body. Since its inception, the *PEACE 90805* club has been a high-profile group with which students want to be associated. As a result, the membership is diverse, including natural leaders from all student groups and reflecting the various ethnic groups and cultures represented on the campus.

PEACE 90805 members attend a 4-day summer institute where they receive extensive training in communication skills, team building, group dynamics, and conflict resolution theory and practice. Once trained, members are available throughout the school day to provide peace-keeping services. Viewed as the "eyes and ears" on campus, *PEACE 90805* members work in partnership with administrators to identify potential problems before they escalate into major incidents and to serve as ambassadors who promote respectful tolerance among students.

At the beginning of every school year, *PEACE 90805* members speak to incoming 9th-graders as part of their formal orientation, providing information about the program and its services. Members meet once a week to discuss concerns, ask questions, and plan community service activities. The club's community outreach has generated a great deal of positive support and has increased involvement from the community at large.

Staff have noted a gradual, positive change in student attitudes since the inception of *PEACE 90805* three years ago. There has been a positive change in the school climate with less racial tension, fewer conflicts escalating into major incidents, and an overall feeling of mutual respect by all. Future plans include building on the strengths of the current program and expanding the community service component.

Rancho Verde High School

Moreno Valley, California
 Contact Person: Activities Director
 (909) 485-6200
Val Verde Unified School District

About the Students...

Student enrollment 1996-97:	1,824
Languages spoken:	English, Chinese, French, Ilocano, Khmer, Lao, Portuguese, Spanish, Tagalog, Vietnamese and numerous dialects from the Philippines
Free or reduced lunch:	Approximately 51% of the student population
Ethnicity of the student population:	
37% Hispanic	4.5% Filipino
27.5% African American	3% Asian
27% Caucasian	1% other

About the Program...

The conflict resolution program at Rancho Verde High School began informally two years ago as a club composed of volunteers. Since then, the program has expanded to an elective class. The program, created by the staff to meet the unique needs of the school, utilizes a variety of resources. Approximately 110 trained peer facilitators, mediators and counselors provide conflict resolution services on campus. Peer Advocates are trained through the elective class. A portion of the Peer Assistance elective provides advanced peer assistance skills and techniques.

The schedule at Rancho Verde High School includes three thirty-minute STEN (Student Teacher Educational Needs) sessions between instructional periods. It is during this STEN time that mediation sessions occur. Peer mediators work through the STEN period or until the conflict is resolved — usually 25 to 40 minutes. Conflict resolution sessions are mandatory for students returning from any suspension that was precipitated by a fight. Other sessions may be recommended by adults or students or requested by disputants.

Program impact is determined by reviewing the school's "crime report," monitoring occurrences and recurrences of conflicts, evaluating conflict resolution contracts, and conducting feedback surveys with students and staff. Future plans for the Rancho Verde High School program include (1) adding a community service component that will allow the high school peer advocates to serve as mediators, facilitators, tutors and counselors on the middle school campus and (2) streamlining procedures so teachers can make referrals directly to the Peer Advocates rather than submitting written referrals to the Assistant Principal who then forwards them for mediation.