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A Comparison study of the San Francisco Community Board Whole Schools Conflict Resolution Project

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A COMPARISON STUDY OF

THE SAN FRANCISCO COMMUNITY BOARD

WHOLE SCHOOLS CONFLICT RESOLUTION PROJECT

AND

THE CLARK COUNTY SOCIAL SERVICE

SCHOOL MEDIATION PROGRAM

by
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ABSTRACT

A Comparison Study of The San Francisco Community Board Whole Schools Conflict Resolution Project and The Clark County Social Service School Mediation Program

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The key purpose of this study was to compare and contrast the San Francisco Whole Schools Conflict Resolution Project to the School Mediation Program utilized in Clark County, Nevada. The evaluation further assessed the impact the San Francisco Project had on incidents of school-related violence in order to project these figures to the Clark County Program.

The methods used in this evaluation included a review of the implementation processes and training components for each conflict resolution program. The researcher also conducted a pre- and post- training analysis of San Francisco Unified School District incidents of school-related violence. Additionally, the Clark County School District's incidents of school-related violence for the 1997-8 school year were examined. Lastly, surveys were conducted among Clark County teachers to indicate staff perspectives of conflict resolution programs and the presence of school-related violence.

Key findings of this study indicated that the Clark County School Mediation Program closely imitates its model. More significantly, the study revealed that there is no correlation between the presence of a conflict resolution program and incidents of school-related violence.

School-related violence is a nationwide priority. However, conflict resolution programs do not reduce the incidents of school-related violence. The researcher recommends that the Clark County School Mediation Program is reexamined and that a violence prevention component is added to the curriculum. Finally, it is recommended that additional studies examining the impact of conflict resolution programs on school-related violence are conducted in this field.

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CHAPTER 1

INTRODUCTION

Parents, teachers, and school administrators are confronted daily by statistics and reports regarding incidents of school-related violence. An estimated 3 million crimes occur on or near 85,000 school campuses in the United States each year (Coben, 1994). The U.S. Department of Education in conjunction with the U.S. Department of Justice reported that in 1996, students ages 12 through 18 were victims of about 255,000 incidents of nonfatal serious crime at school (Kaufman, Chen, Choy, Chandler, Chapman, Rand, and Ringel, 1998). Physical attacks or fights without a weapon led the list of reported incidents in public schools with approximately 190,000 occurrences for 1996-7 (National Center for Education Statistics, 1998).

Findings from the National Longitudinal Study on Adolescent Health, conducted by the Journal of the American Medical Association, indicated that 24 percent of students were victims of violence during the 1996-7 school year. An alarming 12 percent indicated that they had carried a weapon within the previous 30 days (U. S. Department of Education Safe and Drug Free Schools Program, 1997). Furthermore, a Youth Risk Behavior Study conducted by the Centers for Disease Control revealed that 37 percent of high school students experienced instances of being physically attacked at school during the 1996-7 school year (Centers for Disease Control and

Prevention, 1998a). Students and parents assume public schools are safe and violence-free environments, yet the previous school-related crime statistics indicate otherwise.

Research suggests that conflict resolution programs promote a safe school environment and reduce incidents of campus violence. Levy and Maxwell (1989) indicate that these curriculum-based programs are designed to teach students about conflict and alternatives to violence. Furthermore, conflict resolution programs are preventative in nature and emphasize empathy training, social skills, attitudes about conflict, stress and anger management and bias awareness (Levy and Maxwell, 1989). The curriculum is designed to improve students' problem-solving, communication, reasoning, and anger management skills.

Conflict resolution programs present alternatives to violence by offering students a more peaceful problem-solving approach to resolving disputes. Instead of physical fights, threats and verbal attacks, students are taught specific conflict resolution skills. Conflict resolution helps promote each individual's responsibility for making decisions, fosters respect and cooperation, and develops the concept of fairness. According to Prothrow-Stith (1991), "there is no better place than school, where diverse groups of children congregate, to learn these important lessons" (p. 173). Prothrow-Stith (1991) further ascertains that a student's self esteem can be enhanced if he

discovers how to create non-violent, non-hostile relationships with his classmates.

Although numerous studies provide evidence that conflict resolution programs decrease school-related violence, very few carefully controlled and thorough research studies have been performed. Most of the studies conducted focus on program success with respect to the number of resolved conflicts. However, few studies have examined the relationship between the presence of school-based conflict resolution programs and the presence of school-related violence. The studies that have examined this relationship reveal data that suffers from being correlational and is suspect due to a lack of clear definition of the dependent variables. Therefore, despite the prevalence of conflict resolution programs in schools across the country, the claims of effectiveness are largely untested (Johnson and Johnson, 1996).

Purpose

The focus of this study is to compare and contrast two conflict resolution programs. The information will then be used by the researcher to predict future expectations on school-related violence in Clark County, Nevada. The researcher will use a comparison case study of the San Francisco Whole Schools Conflict Resolution Project and the Clark County Social Service School Mediation Program.

For the purpose of this paper, a conflict resolution program is defined as: a curriculum-based system designed to teach students about conflict and

alternatives to violence that are preventative in nature (Levy & Maxwell, 1989). The curriculum includes: social skills, empathy training, stress & anger management, attitudes about conflicts, and bias awareness (D. W. Johnson & R. Johnson, 1996a). School-related violence is defined generally as incidents of aggression between students or upon teachers such as: physical attacks with a weapon, physical attacks without a weapon (hitting, kicking), vandalism, and robbery of a person.

This study will illustrate the components and implementation process of the Conflict Resolution Program utilized in Clark County public schools. It will also provide the reader with numeric data on incidents of school-related violence in Clark County public schools.

Research Questions

The research questions of this study are the following: How does the implementation process of the Clark County Social Service School Mediation program compare to that of the San Francisco Community Board's Whole Schools Conflict Resolution Project? What impact did the San Francisco Community Board Program have on incidents of school-related violence? What statistical data can be inferred for the Clark County Social Service School Mediation Program about incidents of school-related violence?

Significance of the Study

A comparison study of two conflict resolution programs' implementation processes is significant for several reasons. First, understanding the

components used in each program may reveal an explanation for the individual success of that program. More specifically, by comparing the components and implementation process of the Clark County Social Service School Mediation Program to that of the Whole Schools Conflict Resolution Project, the researcher will determine how closely Clark County followed its model. This information may then indicate the anticipated outcomes of the Clark County Social Service School Mediation Program with respect to incidents of school-related violence. This study is therefore significant to the Clark County Neighborhood Justice Center and the Clark County School District because it will provide predicted statistics and expectations about the impact of the present conflict resolution program on incidents of school-related violence.

Definition of Terms

Throughout this paper, the following definitions will apply: school-related violence includes violent crimes and nonviolent crimes. Violent crimes include physical attack or fight with a weapon, robbery, murder, and sexual assault. Nonviolent crimes include physical attack or fight without a weapon, theft/larceny, and vandalism.

The term 'at school' is used to describe events occurring in the school building, on the school grounds, or on a school bus.

Elementary school students are youths grades one through five. Middle school students are youths grades six through eight. High school students include youths grades nine through twelve.

Conflict resolution programs are school-based programs designed to teach students about conflict and alternatives to violence. Conflict resolution programs are preventative in nature and emphasize empathy training, social skills, attitudes about conflict, stress and anger management and bias awareness (Levy and Maxwell, 1989).

School mediation programs are a type of conflict resolution program and emphasize mediation as the primary means of resolving conflicts. These programs are curriculum based and teach students of all grade levels how to deal with conflict in a positive manner. Furthermore, the program is based on the principles of empowerment and school-community involvement (Dozier, 1999).

CHAPTER 2

REVIEW OF RELATED LITERATURE

This chapter provides a review of the literature related to the study. The researcher first examines the theoretical foundation of conflict, followed by reports on school-related violence. The next segment of this chapter provides information about the history of conflict resolution programs and their impact on the school environment. Finally, the review of literature illustrates several studies that examine the relationship between conflict resolution programs and school-related violence.

Theoretical Foundation:

Various theories of conflict exist, most of which assert that conflict is an essential and positive aspect of human development and interpersonal relationships (D. W. Johnson and R. Johnson, 1996). Yet, the concept of conflict is not elementary. Some psychologists define conflict with an emphasis on frustration, others focus on decisions between attractive and unattractive alternatives, and still others concentrate on the feelings of the people involved (Johnson, 1979). The most influential definition is that of Deutsch (1973), who states that "a conflict exists whenever incompatible activities occur" (p. 10). Deutsch (1973) further contends that "an action that is incompatible with another action prevents, interferes, injures, or in some manner makes the latter action less likely or effective" (p. 10). Conflict is a

fundamental part of every social relationship. It is a normal and predictable part of human interaction (Lyman, Foyle, and Azwell, 1993). Furthermore, according to Deutsch (1973), conflict has many positive functions. It differentiates groups from one another and fosters group and personal identities. Conflict prevents stagnation, stimulates interest and curiosity, is the medium through which problems can be revealed, and is the foundation of personal and social growth (Deutsch, 1973).

The field of conflict resolution is strongly supported by the social interdependence theory. This social-psychological explanation contends that conflicts are inherent in all social relationships, and the way in which they are managed depends on the nature of the social interdependence existing in the situation (D. W. Johnson & R. Johnson, 1989). Social interdependence theory further ascertains that structuring a situation cooperatively results in promotive interaction which creates *constructive* resolutions of conflicts. Conversely, structuring a situation competitively results in oppositional interaction, which creates the *destructive* resolution of conflicts. Therefore, cooperative, rather than competitive, relationships within the classroom's social environment create the constructive, positive atmosphere that fosters learning and conflict resolution (Johnson & Johnson, 1991).

Schools should encourage and promote conflict and be conflict-*positive* rather than conflict-*negative* organizations (D. W. Johnson & R. Johnson, 1995; D. W. Johnson & R. Johnson, 1996b). Unfortunately, most schools are

dominated not by cooperation, but by competition (D. W. Johnson, R. Johnson, and Holubec, 1994). In a competitive situation, students work against one another in order to achieve a goal that only one or a few can attain. On the contrary, cooperative situations allow students to work together to maximize their own and each other's learning. Cooperative activities promote working together to accomplish shared goals. (D. W. Johnson, R. Johnson, and Holubec, 1994). The foundation of cooperation versus competition is noteworthy because cooperation is the key to constructive conflict resolution (D. W. Johnson, R. Johnson, and Smith, 1991). According to Deutsch (1973), a cooperative context tends to increase the frequency of conflict and strengthen the likelihood that constructive strategies will be used to promote constructive outcomes.

The fear of conflict resulting in violence at school is a concern for educators, administrators, parents, and students. Conflict resolution programs are often promoted in order to reduce incidents of violence and *destructively* managed conflicts in schools.

School-Related Violence:

Public schools in large cities have experienced increasing levels of criminal activity, gun possession, gun use, and violent behavior within the past several years (Thornberry, Huizinga, and Loeber, 1995). A U. S. Department of Justice report in 1993 revealed that violent crimes committed against adolescents between the ages of 12 and 17 had risen nearly 24

percent between 1988 and 1992 (Wood, Zalud, and Hoag, 1996). For every category of violent crime, young people between the ages of 12 and 18 are more likely to be victims than any other age group (Noguera, 1998). Youth violence is widespread in American society, and schools across the United States have experienced its impact within the past decade. (Wood et al., 1996) Furthermore, violence in schools is diverting energy and resources from classroom instruction (Ascher, 1994).

In a study conducted by Ellickson, Saner, & McGuigan (1997), 54 percent of 12th grade students indicated that they had engaged in at least one violent act in the past year. Conducted in 1990, this study used a self-administered survey of 4,586 students in California. The participants were ethnically diverse: 71% Caucasian, 8% African-American, 9% Hispanic, 9% Asian, and the remainder multiethnic or Indian. Fifty-four percent of the respondents were female. Other critical findings include that 14 percent of the sample attacked someone with the intention of hurting or killing that person and 13 percent of respondents carried a concealed weapon on school grounds.

A more recent study conducted by the Centers for Disease Control and Prevention (CDC) reveals similarly astounding statistics on school-related violence. A national school-based Youth Risk Behavior Survey was conducted in 1995 by the CDC among a representative sample of 10,904 high

school students. The study was developed by the CDC in cooperation with a host of federal, state, and private sector partners to focus on priority risk behaviors among American youth. The data revealed that during the twelve month period preceding the survey, 8 percent of respondents had been threatened or injured with a weapon on school property, 16 percent had been involved in a physical fight on school property, and 35 percent had personal property stolen or deliberately damaged (Centers for Disease Control and Prevention, 1998b).

A study conducted by the U.S. Department of Justice in conjunction with the U.S. Department of Education in 1998 reported that students ages 12 through 18 were victims of nearly 1.3 million incidents of serious violent crime at school (Kaufman, et al., 1998). The study also revealed that rates for serious violent crime were higher for males than females at school Moreover, the study declared that when considering all nonfatal crime, 12 through 18-year-old students were victims of approximately 3.3 million crimes while attending school in 1996 (Kaufman, et al., 1998).

In a 1994 survey conducted by the National School Board Association, 75 percent of school officials reported the occurrence of violent student-on-student incidents in their building (Mediascope, 1998). These statistics are significantly higher than those previously discussed by this author. However, the data supports the claim that violence among youth is a public matter and of societal concern.

The United States Government has deemed the increase in school-related violence of critical importance. In 1986, the original Drug Free Schools and Communities Act was passed into law. In 1994, that act was modified to become the Safe and Drug Free Schools and Communities Act, passed as a part of the Improving America's Schools Act (National Center for Education Statistics, 1998). This act authorizes the secretary of education to make grants to states to prevent school violence. Funded activities include violence prevention and education programs for students, training and technical assistance for teachers, and the development of violence and drug prevention programs involving the community (Kopka, 1997).

In 1989, President George Bush hosted an education summit that culminated in the adoption of the U.S. national education goals. The original six goals were formalized into law with the passage of the Goals 2000: Educate America Act of 1994 (Crews and Counts, 1997). Goal 7 states: "By the year 2000, every school in the United States will be free of drugs, violence, and the unauthorized presence of firearms and alcohol and will offer a disciplined environment conducive to learning" (Kopka, 1997, p. 58). This initiative is designed to prevent violence in and around schools (Safe and Drug-Free Schools Program, 1997). Government funding resulted in the implementation of school-based conflict resolution programs across the country. According to Crews and Counts (1997), an estimated $91.48 million was allocated to the 50 states for efforts to obtain the mission of Goals 2000.

Conflict Resolution Programs

As a field, conflict resolution in education has grown dramatically over the past ten years. The origin of conflict resolution is generally identified with Mary Parker Follet's research in the 1920's. The theories of Jean Piaget, Albert Bandura, Kurt Lewin, Morton Deutsch, and Roger Johnson all provide a research base for conflict resolution. In addition to the individual scholars that studied conflict resolution, various group programs for conflict resolution emerged in the early 1970's.

In 1977, The Community Board Program in San Francisco initiated training community members and residents in conflict resolution and mediation skills. The program expanded in 1982 and developed the School Initiatives Program as a response to growing conflicts and incidents of violence in public schools. The project consisted of a Conflict Resolution Resources program in addition to classroom curricula that trained teachers to design, implement, and maintain school-based conflict resolution programs (Prothrow-Stith & Weissman, 1991).

The Community Board Whole Schools Conflict Resolution Project is different from other programs because it uses a whole school approach to conflict resolution. By exposing and training an entire school - teachers, administrators, support staff, and students, in conflict resolution concepts and skills, a harmoniously functioning school community is created. This community is empowered with abilities to resolve conflicts, prevent violence

and create a peaceful atmosphere that is conducive to learning (The Community Board Program, 1999).

Another pioneer in the conflict resolution field is the Children's Creative Response to Conflict (CCRC). This organization suggests that if children are taught the skills of conflict resolution at an early age, they will be less likely to use violence later. In 1972, The Teaching Students to Be Peacemakers program launched as an extension of the work of the Cooperative Learning Center at the University of Minnesota. This program is based on the research of constructive conflict resolution and integrative negotiation. It initiated the development of The Peace Education Foundation (PEF), which began implementing training programs for schools in the 1980's. In addition to The Peace Education Foundation, the organization Educators for Social Responsibility (ESR) launched programs in public schools in the early 1980's. ESR expanded on its research in equitable, non-violent resolution of community social issues and eventually developed a comprehensive conflict resolution education program entitled Resolving Conflict Creatively (Bodine and Crawford, 1998).

In the 1990's, the field of conflict resolution developed rapidly. The Centers for Disease Control presented violence as a public health issue, and the U.S. Department of Justice began to promote conflict resolution and violence prevention as part of their role (Bodine and Crawford, 1998). In February of 1995, the American Bar Association recommended and

encouraged school boards and school administrators to incorporate curricula on dispute resolution into their elementary through high schools, for all students. It also encouraged the implementation of school-based peer mediation programs because a school-wide mediation program provides a visible example of the potential of conflict resolution education (Curwen and Freifeld, 1997).

"As adults, we cannot solve young people's problems for them. We can, however, provide them with the knowledge, skills, and encouragement to resolve conflict in a non-violent manner, using words instead of fists or weapons," declared Attorney General Janet Reno at a congressional subcommittee meeting in 1996. (Reno, 1996, p. 31) Reno's statement came in response to the declaration of violence as a public health issue by the Centers for Disease Control. Additionally, the U.S. Department of Justice began to promote conflict resolution as part of their role (Bodine and Crawford, 1998). Further support came from a study on the effectiveness of anti-violence programs, indicating that children have the ability to unlearn violent behaviors in fewer than six months (Associated Press, 1997). These findings dispel the notion that nothing can be done about increasing violence among America's youth and support the need for conflict resolution training in schools.

Conflict resolution is a method or strategy that enables people to interact with each other in positive ways in order to resolve their differences

(Stomfay-Stitz, 1994). Conflict resolution programs improve student attitudes toward conflict, enhance communication skills, and provide a thorough understanding of nonviolent problem solving. The current goal of the conflict resolution field is to change the school culture by establishing a group of teachers, community members, and students that practice conflict resolution and peacemaking on a daily basis. Many educators will agree that finding ways to resolve conflicts peaceably in schools may be the primary challenge of education (Stomfay-Stitz, 1994). However, providing a nurturing environment for students, administrative staff and teachers can reduce violence, making safer public schools and communities possible. This environment must resolve conflict through communication rather than violent acts.

Relationship Between Conflict Resolution Programs and School-Related Crimes:

Various studies have been conducted across the nation to examine the effectiveness of conflict resolution programs. Project SMART (School Mediators' Alternative Resolution Team) in New York City is one of the oldest and largest conflict resolution programs in America. In the first year of program implementation, suspensions and detentions for fighting declined by more than 65 percent at four of the nine involved high schools (Singer, 1991).

A more complete study conducted by K. Powell, L. Muir-McClain, and L. Halasyamani in 1992 involved school-based conflict resolution programs at

nine public schools. The focus was to determine if conflict resolution training reduces interpersonal violence among students. Three classes were selected as the experimental group - one class from each grade: four, five, six. Three control classrooms - each of grade four, five, and six, were randomly selected as the control group. Eighty-three students participated in the experimental group, and eight-eight in the control group. During a seven-week implementation period, teachers in the experimental group introduced conflict resolution into existing curricula through almost daily 30-minute lectures.

Pre-and Post-test survey scores improved for the treatment group, with mean scores changing from 25.73 pretest to 22.10 post-test ($t=-6.15$, $p<.001$). Mean scores of the control group changed little, from 21.39 pretest to 21.55 post-test ($t=0.41$, $p>.10$) (Powell, et al., 1995). No reported incidents of battery or fighting occurred among subjects in either the experimental or control group during the project implementation period. Results suggest the curricula improved conflict resolution techniques among students and support the notion that conflict resolution programs are beneficial in the classroom setting. Reduction in objectionable behavior among control students may have occurred because they were influenced by experimental students outside of class time. This activity further supports social interdependence theory if the experimental students were promoting cooperative situations, rather than competitive ones.

Riverhead High School in suburban Riverhead, New York implemented a school-wide anti-violence project featuring conflict resolution curriculum in 1995. This high school enrolls approximately 1,200 students in grades ten through twelve. Thirty -two percent of the students are African-American, 5 percent are Hispanic, and 63 percent qualify as Other. During the spring semester of 1993, 25 percent of the school population received an out-of-school suspension for rule violations including physical fighting, weapons possession, assault upon teachers or other students, and drug possession. After implementation of the anti-violence project, physical fights decreased by more than 68 percent and displays or threats to use a weapon decreased by 63 percent. Furthermore, assaults on classmates reduced by 66 percent and assaults on teachers by 100 percent (U.S. Department of Education, 1998).

A statewide survey of high school administrators responsible for school discipline was conducted in California in 1995. Over 70 percent of the respondents indicated that student-peer conflict resolution programs reduced the incidents of student suspensions. A majority of the respondents also perceived the conflict resolution programs as reducing school violence, classroom disruptions, suspensions, and repeat referrals to the principal's office (D. W. Johnson and R. Johnson, 1996a).

Overall, most of the reports and studies on conflict resolution provide evidence that the programs decrease discipline problems, suspensions, detentions, and incidents of school-related violence. However, the data

commonly fails to provide statistics about the types of conflict that occur in schools, the reasons for the conflict, and the correlation between school-related violence and conflict resolution programs. D. W. Johnson and R. Johnson (1996a) report that data from most of the studies are "suspect due to the lack of clear definition of the dependent variables. Concepts such as fight, discipline problem, referral and suspension are ambiguous and may be defined in quite different ways by different researchers and different teachers" (p. 493).

Moreover, many of the studies reviewed have high external validity because they were conducted in actual classrooms and schools, but they have low internal validity. Students were not randomly assigned, but instead were specifically selected to participate in mediation programs. Additionally, various training curriculum materials were used and many of the studies were short-term case studies lacking control conditions. Numerous studies relied on self-reported data that required respondents to remember and document past events. For these and additional methodological reasons, the conclusions of many of the studies should be acknowledged with caution.

CHAPTER 3

METHODOLOGY

The original intention of this study was to determine the effectiveness of conflict resolution programs on incidents of school-related violence in public high schools in Clark County, Nevada. The researcher was informed by the Clark County Neighborhood Justice Center that the School Mediation Program was established in 1992. However, only two elementary schools actually instituted programs in 1992 and the high school program was not implemented until the 1997-98 school year. Therefore, the researcher had insufficient time for evaluation of the high school program.

This qualitative study instead used a comparative case method approach to explore two conflict resolution programs. The first program, the San Francisco Community Board Whole Schools Conflict Resolution Project, was chosen by the researcher because it was the model for the second program, the Clark County Social Service School Mediation Program. The researcher analyzed the implementation processes and training components of each program to examine similarities and differences. Pre- and post-training data on incidents of school-related violence in the San Francisco Unified School District was examined. The statistical differences will be computed and described in the next chapter of this paper. Then, the

researcher will provide data from the Clark County School District indicating incidents of school-related violence prior to program implementation.

Data Collection Techniques

The instruments used in this study were face-to-face interviews, telephone interviews, public documents, and private documents. The face-to-face interview was advantageous in this study because it provided the researcher with a complete source of information about the Clark County School Mediation Program. The interviewee was Danielle Dozier, Supervisor of the Clark County School Mediation Program. The researcher prepared in advance a list of specific questions to ask during the interview. Please refer to Appendix 1 for a copy of these questions.

Telephone interviews were conducted to explore Clark County School District Staff members' perceptions about the School Mediation Program. The researcher contacted a staff member of every school participating in the School Mediation Program via telephone. The staff members selected to participate in the survey were involved participants in the School Mediation Program at their respective schools. Each school representative was asked to respond to seven predetermined questions. The questions were prepared by John N. Carpenter, Ph.D., a Federal Program Evaluator for the CCSD with assistance from Maureen A. Parco, Management Analyst for the Clark County Social Service Department. These questions were originally used by the evaluators in 1993, while conducting surveys among students involved in the

NJC School Mediation Program. Each participant replied with one of the following phrases: 'yes', 'no' or 'do not know'. The responses were recorded in a table and will be statistically analyzed and summarized in the following chapter. Please refer to Appendix 2 for a list of the questions asked of each school staff member and the table in which responses were recorded.

The public documents used in this study were provided by Bob Harrington of the San Francisco Unified School District Planning Resources and Information Systems Office and by Ray Wilis, Director of the Clark County School District Public Information Office. This information included data on incidents of school-related violence in San Francisco and Clark County public schools.

The private documents used in this study were provided by the Community Board Conflict Resolution Program via Krista Timlin, Program Coordinator. These documents included a thorough description of the Conflict Resolution Resources Program, implementation manual and evaluation criteria. Krista Timlin supplemented the written documents with a telephone interview on March 5, 1999.

After obtaining facts about the Clark County Social Service School Mediation Program, the researcher prepared a table to organize the gathered material. This table listed the various components present in the Clark County Social Service School Mediation Program. The researcher then compiled the data presented by the Whole Schools Conflict Resolution Project and added

this information to the table. The purpose of this procedure was to feasibly compare and contrast the components of each program. A copy of this table is located in Appendix 3.

The researcher then examined the numeric values of incidents of school-related violence from the Whole Schools Conflict Resolution Project. A table was designed outlining the San Francisco Unified School District schools that operate a conflict resolution program. This table designated various categories of school-related crime including: knife incidents, gun incidents, disturbances, assaults, battery against administrators, battery against non-students, battery against students, battery against support staff, battery against teachers, burglaries and robberies. Likewise, a table specifying the Clark County School District incidents of violence was designed for schools with conflict resolution programs. After constructing the above listed tables, the researcher then inserted data obtained from the respective school districts into the tables. Additional information added to the San Francisco Unified School District table included the student populations for the 1994-5 school year and the student populations for the 1997-8 school year. These figures were needed to determine the rate of crime at each school for these years.

Due to variations in student populations for each school from 1994 to the 1997-8 school year, the researcher used *crime rate* as the indicator of the number of incidents of school-related crimes. The rate of crime was computed

by first calculating the summation of incidents of school-related crime for each school during the particular year. Then, the researcher divided the individual school student populations by 100. The summation value was divided by the new student population value. The calculated figure is a representation of the incidents of crime at the school per 100 students.

CHAPTER 4

FINDINGS OF THE STUDY

Every school day, 50 million students attend more than 110,000 schools across the nation (Centers for Disease Control and Prevention, 1998c). The school environment makes a tremendous impact on American youth, both during instruction and apart from class time. The Clark County School District (CCSD) has a total of 219 schools, enrolls as many students as the states of Wyoming and Vermont combined, and ranks as the 10th largest school district in the nation. Furthermore, the CCSD experiences an enrollment increase of 5-6% each year and a transience rate of 43% (Clark County School District, 1998).

According to Clark County School District School Police reports, 54 assaults were reported during the 1997-98 school year. Additionally, 853 incidents of battery, 416 burglaries, and 37 robberies occurred. School Police confiscated 178 knives and responded to 369 disturbances (incidents that disrupt the normal flow of the classroom or school environment). These incidents resulted in over 1,300 arrests for criminal activities on school campuses in Clark County last year (Clark County School District, 1998). It has been established that Clark County students experience conflict on a regular basis. To ensure that conflicts are resolved constructively rather than

with violence, the CCSD has instituted conflict resolution programs in many of the County's public schools.

During the fall of 1992, the Clark County Social Services Neighborhood Justice Center received four days of school-based conflict resolution program implementation training by the Community Board Program. The Community Board model was chosen by then Area Manager, Ruth Urban, for numerous reasons. Primarily, Urban desired a consultant that was in proximity to Las Vegas and was willing to send an individual to Clark County to conduct the sessions. In addition, the Community Board had over eighteen years of experience as an agency specializing in conflict resolution and is a leading disseminator of classroom conflict resolution curricula.

Training was initially conducted at Kermit Booker Elementary School and CBT Gilbert School. The Community Board Program used three components of the Whole School Approach to Conflict Resolution: 1) Curriculum: helping educators present and integrate conflict solving curriculum into existing lesson plans; 2) The problem-solving classroom: infusing the values, concepts and skills of conflict management into classroom teaching strategies; and 3) Conflict Management (peer mediation): planning, implementing and maintaining a conflict manager program.

The Clark County Social Services Department collaborates with the CCSD to determine which schools necessitate peer mediation training. However, due to limited funding, not all schools can participate in peer

mediation programs. Currently, only 26% of the public schools in Clark County utilize a peer mediation program. Please refer to Appendix 4 for a list of schools in Clark County that currently have a conflict resolution program.

Analysis of the Data: Program Comparisons

The Community Board Program uses a ten-step implementation process for the Whole Schools Conflict Resolution Program (WSCRP). Step one involves developing and establishing support from three key areas: on-site school participants (students, staff, support staff, administration and parents), the school district and the local community. The second step is the formation of an adult conflict resolution implementation team. Step three is the development of a long range strategic plan for the school-wide implementation of conflict resolution, typically a three to five year plan. The next step is to conduct the staff training. This is followed by the a seminar on how to implement the conflict resolution curriculum for students. Step six is the student selection process. Step seven is student training. Next, the conflict management program is implemented in the school - a process that varies in duration depending on the needs of the school, the program(s) already in place and the school calendar. After program implementation is completed, the school begins the program maintenance process. Program maintenance consists of peer mediator coaching and biweekly student mediator meetings. The final step of the implementation process is the program evaluation. The WSCRP evaluation process examines three critical

areas: school climate, effectiveness and possible areas and needs for program improvement. Each school is responsible for conducting an individual evaluation. The Community Board Program does not have the staffing power or financial resources to conduct evaluations at each of the schools that utilize its program (Timlin, 1999).

The Clark County School Mediation Program differs slightly from its model. A fundamental variation is that Clark County uses an eight-step approach rather than a ten-step approach to program implementation. Steps one and two of the implementation process emulate the model program. However, step three is entirely different due to the lack of a long-range strategic plan in the Clark County School Mediation Program. Instead, Clark County devotes step three to staff orientation and the distribution of conflict resolution training curriculum.

Steps four and five of the Clark County program duplicate the San Francisco-based program. In step six, Clark County conducts student orientation and the student mediator selection process. The model program does not delineate student orientation as a separate procedure. Step seven for both programs is student training. In Clark County, this process is composed of two half-day sessions for elementary student mediators and two full day sessions for secondary student mediators. Only the mediators attend the training sessions, but all students are exposed to the curriculum by teachers on an on-going basis.

The final step of the Clark County School Mediation Program is termed 'follow-up' and is similar to step nine of the model program. Coordination Team members keep statistical information on the number of mediations conducted, reasons for mediation, number of mediations that reached an agreement, and playground observations. This information is required by Federal Program Evaluators for funding purposes.

Another fundamental difference between the two conflict resolution programs involves the maintenance and evaluation processes. The Clark County School Mediation Program does not designate a maintenance step or an evaluation step as a part of the program implementation process. Program maintenance is provided by the Neighborhood Justice Center School Mediation Staff for a three year period and is the responsibility of the school thereafter. Evaluations are completed by Federal Programs and then forwarded to the Neighborhood Justice Center. Similar to the model program, individual schools in Clark County are not responsible for program evaluation. Please refer to Appendix 5 for a visual comparison of the two programs.

The Community Board Whole Schools Conflict Resolution Project and the Clark County School Mediation Program both combine traditional peer mediation and conflict resolution curricula for students. The programs are designed to give students and adult influencers (teachers, administrators, and parents) conflict management skills to increase young people's sense of control resolving their own problems (Community Boards, 1999).

Conceptually, the San Francisco Community Board Model includes the following elements:

- an on-site leadership team involving teachers, parents, and students responsible for preparing, promoting, and implementing the components;
- a peer mediation program which addresses conflicts between students, between students and adults, and between adults;
- school staff who support the program, use the skills and approaches, implement the curriculum and refer conflicts to mediation;
- the implementation of conflict resolution curriculum in the classroom to teach students conflict management skills, effective communication, and problem-solving skills;
- a conflict resolution program by and for adults for conflicts that arise between teachers, between teachers and parents, etc. and,
- parents who accept the program, use the skills at home, and provide support (Harder+Company, 1997).

The Clark County School Mediation Program uses the same approach as the model. However, the on-site leadership team does not have parent participation at every school in Clark County. Parents are encouraged to engage in the School Mediation Program, but involvement and commitment levels differ from school to school. Another distinct difference in the two programs is the emphasis the Community Board model places on mediation occurring for disputes among adults as well as among students. The Clark County School Mediation Program primarily focuses on mediations between students or between a student and a teacher, but not among two adult staff members.

The Conflict Resolution curriculum designed by the San Francisco Community Board is divided into six chapters. It teaches students about conflicts, the concept of individual differences and points of view, the

importance of feelings and a vocabulary for recognizing and describing them. In addition, it emphasizes communication techniques demonstrates the power of listening in understanding and resolving conflicts.

The Clark County School Mediation Program uses the same program materials as the model. However, the Neighborhood Justice Center made modifications in the training style by providing updated illustrations, adding graphics, emphasizing user friendly terms and techniques, and reformatting documentation logs. According to Danielle Dozier of the NJC (1999), the School Mediation Program makes modifications on a continuous basis to tailor the program to the needs of a particular school. However, the conflict resolution techniques and curriculum content provided by the Community Board Program are not altered.

The purpose of comparing the Clark County School Mediation Program to its model was to discover any significant differences between program components. Overall, the Clark County School Mediation Program emulates its model, the San Francisco Community Board Whole Schools Conflict Resolution Project. The singular component that Clark County does not utilize in the implementation process is the long-range strategic plan. However, the researcher has determined that these programs are structured in the same manner and therefore, should yield similar results upon implementation.

Part two of this study examined incidents of school-related crime that occurred in public schools with conflict resolution programs. More specifically,

the researcher examined incidents that occurred among schools in the San Francisco Unified School District (SFUSD) and Clark County School District (CCSD). The purpose of this analysis was to determine the correlation between the presence of conflict resolution programs and incidents of school-related violence.

The researcher first analyzed schools in the SFUSD that utilize conflict resolution programs trained by the Community Board Program. A list of these schools is located in Appendix 6. Data on incidents of school-related violence was analyzed for the 1995-6 school year because the schools examined by the researcher all initiated conflict resolution implementation in 1996. Data was also examined for the 1997-8 school year to provide post-conflict resolution training information. The researcher computed the net change of incident rates for each school to determine the correlation between the presence of a conflict resolution program in school and the incidents of school-related violence.

Findings revealed that 50 percent of the schools that received conflict resolution training reported an increase in school-related violence rates. The largest rate differences were increases of 4.0,4.0 and 3.1 incidents per 100 students at Balboa High School, Grattan Elementary and Mission High School respectively. All three schools began conflict resolution training in 1996. According to Krista Timlin of the Community Board Program, Balboa High School was recently reconstituted and as a result experienced a complete

staff turnover. For this reason, Timlin indicated that the conflict resolution program at Balboa High School may not be efficient and that the staff changes have had an impact on the program (Timlin, 1999). It should be noted that Timlin revealed this information to the researcher without occupying statistical figures on incidents of school-related violence. However unlike Balboa High School, Grattan Elementary School did not experience Implementation Team changes and was reported to have an effective program. The reason for the elevated incident rate is unknown. Lastly, Mission High School received extensive training in 1996 by the Community Board Program, but shortly thereafter, the Program Coordinator resigned (Timlin, 1999). Similar to Balboa High School, Mission High School's staff changes may have been a determining factor in the increase of incidents of school-related violence during the 1997-8 school year.

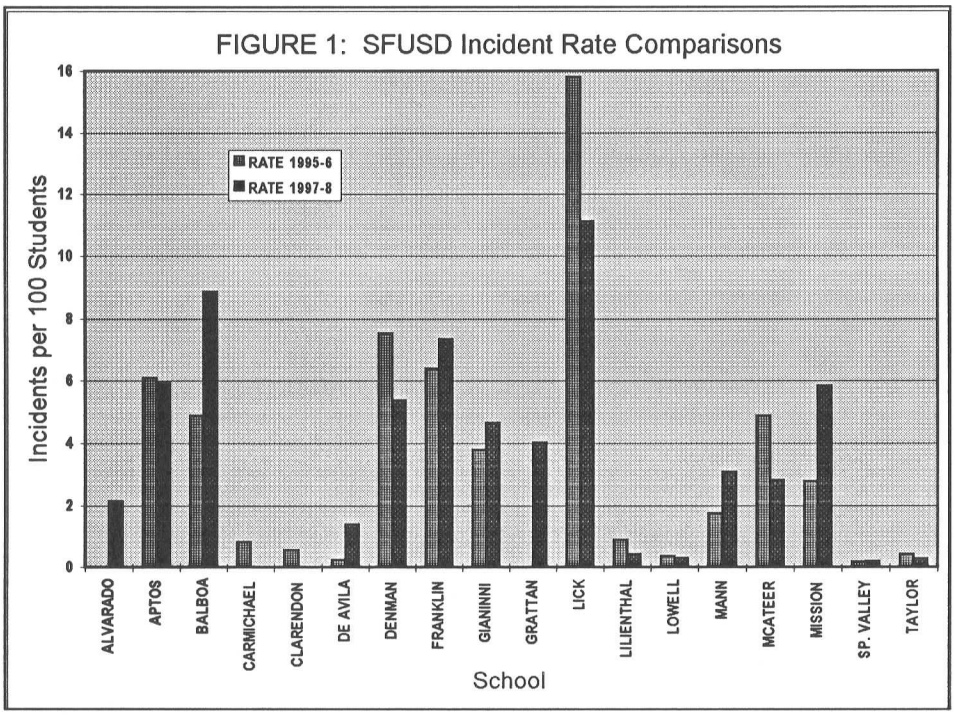
In contrast to the schools in the SFUSD that experienced significant increases in incident rates, only one school reported a decrease. Lick Middle School experienced a decrease of 4.7 incidents per 100 students during the 1997-8 school year. Lick accomplished extensive training from the Community Board Program and prior to training, had the highest incident rate of all public schools examined in this study, 15.8 incidents of school-related violence per 100 students. Post-training data reveals that Lick Middle School continues to report the highest number of incidents of school-related violence, 11.1 per 100 students.

A third type of statistical comparison is that of a minimal net change in incident rate. Lilienthal Elementary, Spring Valley Elementary, Taylor Elementary, Aptos Middle School and Lowell High School all experienced a change in incident rate of +/- 0.5 or less. This indicates that the conflict resolution program training has not impacted the incidents of school-related violence in a positive or negative manner. Please refer to Table 1 for a complete overview of the results of the pre- and post-training statistical comparison.

Table 1:
Incident Rates of School-Related Violence Among SFUSD Schools Trained by the Community Board Program

SCHOOL	1995 RATE	1998 RATE	NET CHANGE
ALVARADO	0.0	2.2	+ 2.2
APTOS	6.1	6.0	- 0.1
BALBOA	4.9	8.9	+ 4.0
CARMICHAEL	0.8	0.0	- 0.8
CLARENDON	0.6	0.0	- 0.6
DE AVILA	0.2	1.4	+ 1.2
DENMAN	7.5	5.4	- 2.1
FRANKLIN	6.4	7.3	+ 0.9
GIANINNI	3.8	4.6	+ 0.8
GRATTAN	0.0	4.0	+ 4.0
LICK	15.8	11.1	- 4.7
LILIENTHAL	0.9	0.4	- 0.5
LOWELL	0.4	0.3	- 0.1
MANN	1.8	3.1	+ 1.3
MCATEER	4.9	2.8	- 2.1
MISSION	2.8	5.8	+ 3.0
SPRING VALLEY	0.2	0.2	0.0
TAYLOR	0.4	0.3	- 0.1

Figure 1 provides a visual representation of the pre- and post- training results as a function of the incidents of school-related violence per 100 students.



Among SFUSD schools with conflict resolution programs, the average number of incidents of school-related violence per 100 elementary students was 0.4 prior to program implementation and 1.1 after program implementation, an increase of 0.7. For middle school students, the average number of incidents was 6.8 prior to program implementation and 6.3 after implementation, a difference of 0.5. Among high school students, the average number of incidents was 3.2 prior to program implementation and 4.5 following implementation, an increase of 1.3 incidents per 100 students. Calculations for the SFUSD study revealed that the average number of

incidents prior to program implementation was 3.2 per 100 students and after program establishment, the figure increased to 3.5 incidents per 100 students. The data also revealed that the median number of incidents of school-related crimes was 1.3 before program training and 3.0 after program training, an increase of 1.7 incidents per 100 students.

Although these figures are relatively low with respect to incidents of crime, it is important to note that the researcher's intention is to analyze the correlation between conflict resolution program training and incidents of school-related violence. These statistics reveal that an all-encompassing generalization cannot be made with respect to the impact of the presence of a conflict resolution program on incidents of school-related violence. According to the researcher's findings, some schools experienced a significant decrease in incidents of school-related violence after conflict resolution program implementation. However, more notable is that many schools demonstrated an increase in the number of incidents of school-related violence. More specifically, 44 percent of the SFUSD schools with conflict resolution programs displayed an increase in incidents of school-related violence after program implementation.

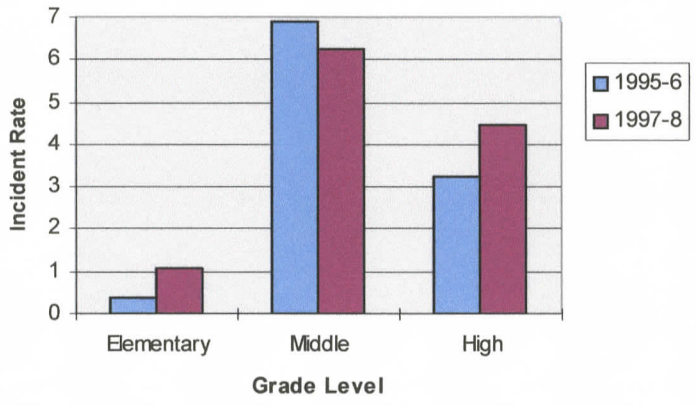
In predicting incident rates for Clark County, Nevada, it is difficult to ascertain an overall generalization about the future rate of school-related violence. The SFUSD schools with conflict resolution programs demonstrate various results with respect to incident rates. Furthermore, the research does

not indicate the possible factors that could have determined the variances in incidents of school-related violence at each school. According to Krista Timlin of the San Francisco Community Board Program (1999), Mission High School and Balboa High School both experienced crucial staff changes within their Implementation Teams. Timlin indicated that because the WSCRP relies so heavily on program staff, the eradication of an Implementation Team and a Coordinator's retiring may cause the programs at each school to produce unexpected results. Further examination of these two schools depicts a significant increase in incidents of school-related violence after program implementation. Therefore, it is significant to note that Implementation Team participation and continuity are factors in determining the possible outcomes of a program.

Further statistical analysis of the Whole Schools Conflict Resolution Project's impact on incidents of school-related violence was examined according to grade level. The researcher investigated the net change in incident rates according to the three categories of grade level: elementary, middle, and high school. Findings revealed that in the 1995-6 school year, the elementary schools participating in this study averaged 0.4 incidents of school-related violence per 100 students. During the 1997-8 school year, this rate increased to 1.1, a net change of +0.7. In contrast, the middle schools reported an average of 6.9 incidents per 100 students in 1995-6 and a rate of 6.3 in 1997-8, meaning a net change of -0.6. Finally, the high schools

recorded a rate of 3.2 incidents during the 1995-6 school year, followed by a rate of 4.5 in 1997-8. This accounted for a net change of +1.3. A visual representation of these values is depicted in Figure 2.

Figure 2:
Pre- and Post-training Comparisons of SFUSD by Grade level

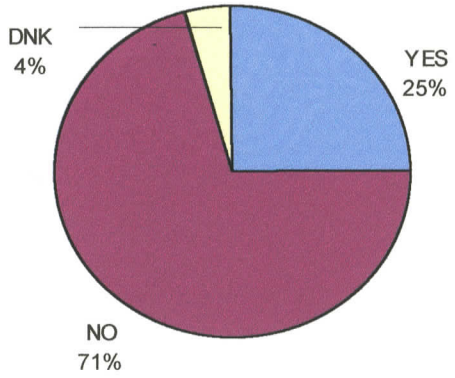


Exploring the impact of the Whole Schools Conflict Resolution Project on schools as a function of grade level provided numeric figures representing average net changes from pre- to post- conflict resolution training. These values indicate the average impact the Whole Schools Conflict Resolution Project training has had upon the grade levels. If the net changes were similar for all three grade level categories, one would conclude that the Whole Schools Conflict Resolution Project impacts the rate of incidents of violence in the same manner. However, the research revealed that the elementary and high school grade levels demonstrated an increase in incident rates, whereas

the middle schools experienced a rate decrease. This information suggests that the Whole Schools Conflict Resolution Project does not impact all grade levels equally. Moreover, the data indicated that there is no consistent correlation between the presence of a conflict resolution program and the incidents of school-related violence.

In addition to examining numerical data about incidents of school-related violence, the researcher conducted staff perception surveys among public schools in Clark County with conflict resolution programs. The results of the survey are depicted in Appendix 2. An essential question asked in the survey focused on the staff members' perceptions of incidents of school related violence at their schools. The results of this specific survey question are depicted in Figure 3.

FIGURE 3:
Clark County School istrict
Staff Perceptions on the Presence of Violence in Their School



This finding was further analyzed to determine if the staff members that perceived school violence to be a concern (25 percent) worked in a school with a high incident rate. Incident rates are listed in Appendix 7. Results indicated that of the schools that participated in the study, three with the highest incidents of school-related violence rates all stated that there are not a lot of fights in their schools. These three schools were Bridger, Swainstrom, and Carson and displayed rates of 3.0, 3.3, and 3.6 respectively. Furthermore, three of the schools having rates less than 0.3 indicated that there are a lot of fights in their schools. These schools were Culley, Ira Earl, and Hill with rates of 0.1, 0.2, and 0.3 respectively. These results demonstrate that a staff member's perception of the presence of school-related violence may not represent reality.

These findings are important to conflict resolution research because such programs are initiated to enhance school safety. However, the perception of school safety may be very different from the statistical figures on incidents of school-related violence and crime. Much of the research previously conducted in this field relies on self-reported data from students, teachers and administrators. By comparing self-reported data to actual statistical values, one may conclude that the former method is not entirely accurate.

CHAPTER 5

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

It is estimated that approximately 8,500 conflict resolution programs exist in U.S. public schools today, an increase of 25 percent since 1992 (Bodine and Crawford, 1997). The National Association for Mediation in Education indicates that the increase in the number of conflict resolution programs is partly due to the rise in reported incidents of school violence (D. W. Johnson and R. Johnson, 1996a). The main purpose of this study was to determine the impact of the San Francisco Whole Schools Conflict Resolution Project on incidents of school-related violence. These figures were then going to be used to predict the outcomes of the Clark County Social Service School Mediation Program with respect to incidents of school-related violence. This information is significant because data illustrates that 88 percent of Clark County public schools with conflict resolution programs experienced at least one incident of school-related violence during the 1997-8 school year. Annual conflict resolution program evaluations reveal information and statistics about mediations solved each year, but they do not examine the impact of the programs on incidents of school-related violence.

Research and evaluations of various conflict resolution programs across the country claim that conflict resolution programs are effective in terms of reducing the incidents of school-related violence. However, many of

these studies are based on staff members' perceptions and are not quantitative. Furthermore, numerous studies rely primarily on self-report data and require the respondents to recall past events. As the researcher indicated during the analysis of survey question no. four, staff perceptions are not always consistent with statistical reports.

Discussion of Results

The findings of this particular study indicate that there is no correlation between the San Francisco Whole Schools Conflict Resolution Project training and incidents of school-related violence. Although the San Francisco-based program may be successful at solving mediations and teaching students conflict resolution skills, it is not effective in reducing incidents of school-related violence across all grade levels. Moreover, the elementary and high school grade levels demonstrated an increase in rates of school-related violence after conflict resolution program training. In consideration of the discrepancy in calculated incident rates among San Francisco Unified School District schools, the researcher cannot provide a prediction about the impact of the Clark County School Mediation Program on school-related violence.

Based on the findings of this study, the researcher recommends several courses of action. The National School Board Association (1999) advocates that all school districts develop or update Safe Schools Plans that address early warning signs of crime and violence and include sufficient counseling for students. Under such plans, schools should: establish

reporting procedures for safety and security concerns, take proactive risk reduction measures, institute comprehensive staff training and schedule regular assessments by community based collaborative groups.

In accordance with the NSBA, the researcher suggests that the San Francisco Community Board Conflict Resolution Program complies with the above listed recommendations. The primary concern is taking proactive risk reduction measures. The San Francisco Community Board should incorporate into its conflict resolution curriculum at least one chapter on violence prevention to provide students with alternatives to fighting. Violence prevention curriculum provides students with facts about the real risks they face as either the victims or the perpetrators of violence (Prothrow-Stith, 1991). Additionally, these programs promote role-playing, analyze the precursors of violence, and address the gains and losses of fighting. In order for the SFUSD to effectively reduce incidents of school-related violence, a violence prevention component is advised.

Likewise, the researcher recommends the Clark County School Mediation Program to examine the statistical evidence and impact of the San Francisco Whole Schools Conflict Resolution Project on school-related violence. This analysis will reveal that there is no correlation between Clark County's model program and the reduction in school-related violence rates. The Clark County School District should then also modify its conflict resolution program to include a component on violence prevention.

Additionally, Clark County should add a long-range strategic planning component to its implementation process. The model program, the Whole Schools Conflict Resolution Project, uses this component to forecast program needs and predict program outcomes. Clark County would benefit from a long-range strategic plan because it provides an outline of the implementation and maintenance processes and predicts measurable outcomes. This plan would also allow the Clark County School Mediation Program to predict program needs as a result of population growth, school staff changes and new school openings. In fact, a long-range strategic plan is a critical element for County programs because of the expected population growth of the County.

Another recommendation for the Clark County School Mediation Program to consider is the modification of the evaluation process for the conflict resolution programs. Evaluations conducted at the school level that include an analysis of the school-related violence incident rates would be more effective than the evaluations currently used. Furthermore, the results of these evaluations should be furnished to the Implementation Team members at each school. This data is beneficial to school staff because it will provide statistical facts and figures that demonstrate the program's effectiveness at each school. This information is also valuable to the Implementation Team because it indicates the actual incident rates for school-related violence. The Implementation Team members can compare these values to their

perceptions on the presence of violence within the school environment. This procedure is especially critical for those Team members that do not perceive school-related violence to be of concern.

Recommendations for Further Research

According to Johnson and Johnson, (1996a) a lack of systemic research exists for carefully designed and cumulative studies on school-based conflict resolution programs. Moreover, few longitudinal studies have been conducted to examine the impact of these programs on the rates of school-related violence. Additional studies are needed in this field to determine the impact of the Whole Schools Conflict Resolution Project and its modeled conflict resolution programs on school-related violence. Further research should include the construction of a pre- and post- test among various schools that utilize the San Francisco Community Board Whole Schools Conflict Resolution Project as their model. The studies should specifically analyze the programs' impact on rates of school-related violence.

Additional research should also focus on the various factors that contribute to the school-related violence rate fluctuations in schools utilizing conflict resolution programs. This area of study is beneficial to the field of conflict resolution because it would indicate the critical factors determining the success of a program with respect to school-related violence.

Next, the researcher recommends that Clark County Social Services examines the School Mediation Program's impact on school-related violence

rates. Current evaluations do not provide this data and according to Dozier (1999), instead focus on the types of mediations resolved and the percentage that is mediated favorably. A thorough scientific evaluation of the program is needed to determine if it is truly beneficial to the participants.

Furthermore, the School Mediation Program costs thousands of dollars to operate each year. If the Clark County Social Services Department could demonstrate that the program reduces school-related violence rates, funding sources and dollars would certainly increase. This supplement in funding would allow more schools to participate in conflict resolution training. Conversely, if research results reveal that the School Mediation Program does not reduce school-related violence rates, the NJC and CCSD may reconsider funding the program and instead allocate the monies toward more advantageous programs.

Lastly and on a broader scale, the researcher recommends that the Centers for Disease Control and the United States Department of Education continue to promote and enhance school safety by funding studies that examine the impact of conflict resolution programs on school-related violence. The information gained from such studies will increase the understanding of the impact of conflict resolution programs on student behaviors. Furthermore, they will contribute significant evidence about factors affecting school-related violence to the field of conflict resolution.

Appendix 1
Interview Questions for Danielle Dozier of the Clark County Social Service Neighborhood Justice Center

1. How was it decided to use the Community Board Program as a training model?

2. When did the NJC receive training by the Community Board Program?

3. How long did the entire training process take?

4. Who was trained?

5. Who funded the training?

6. What manual or materials were used?

7. When implementing the Conflict Resolution Program in Clark County , what modifications were made from the original model?

8. Why were these modifications made?

9. Who determined that these modifications were necessary?

10. When implementing the Conflict Resolution Program in Clark County Schools, were the same materials used in Clark County as in San Francisco?

11. If "Yes", can I view a copy of the manual / materials?

12. If "No", what manual was used...why?

13. How long does it take to train one school?

14. Who receives the training? (grade levels/staff/admin.)

15. What is the student selection process?

16. Who conducts the training?

17. How is the training conducted? (frequency/time frame)

18. What are the different training components?

Appendix 1 continued

19. Prior to program implementation, what sort of baseline on incidents of violence was conducted among Clark County Schools?

20. What is the program implementation process?

21. What agency is responsible for evaluation of the current conflict resolution program in Clark County Schools?

22. How often do they evaluate the program?

23. What criteria are examined during the evaluation?

24. May I view a copy of an evaluation?

25. Is the community involved in the CCSD / NJC Conflict Resolution Program?

26. If so, how? - To what extent?

27. How many schools have been trained to date (El. Ed., Middle, High)?

28. What is the goal of the NJC with respect to training **all** schools in Clark County?

29. What do you predict is the future of school-based Conflict Resolution programs in Clark County?

30. May I please obtain a list of all the schools with Conflict Resolution Programs currently in place including the year in which each program was implemented at each?

Appendix 2
School Staff Member Attitudes and Perceptions About the School Mediation Program

SCHOOL	1	2	3	4	5	6	7	COMMENTS
BECKLEY	Y	Y	Y	N	Y	Y	Y	
CULLEY	Y	Y	Y	Y	Y	Y	Y	
CAHLAN	Y	Y	Y	N	Y	Y	Y	
CUNNINGHAM	Y	Y	Y	N*	Y	Y	Y	HAS DECREASED
DAILEY	Y	Y	Y	N	Y	Y	D	
CARSON	Y	Y	Y	N	Y	Y	Y*	OTHER FACTORS
EARL, M	Y	Y*	Y	N	Y	Y	D	
HILL	Y	Y	Y	Y*	Y	Y	Y	IS DECREASING
MACKEY								
MCCALL	N*	Y	Y	N	Y	Y	Y*	OTHER FACTORS
PARK	Y	Y	Y	N	Y	Y	D	
TAYLOR	Y	Y	Y	N*	Y	Y	Y	HAS DECREASED
WYNN								
GRAGSON	Y	Y	Y	N*	Y	Y	Y	"A LOT" IS VAGUE
HOGGARD	Y	Y	Y	N	Y	Y	Y	
SQUIRES								
THOMAS								
LUNT	D	D	D	D	D	D	D	NEW COUNSELOR
EARL, I	Y	Y	Y	Y	Y	Y	Y	
BRACKEN	Y	Y	Y	N	Y	Y	Y	
WOOLLEY	D	D	Y	Y	D	Y	D	NEW COUNSELOR
ROWE								
HERRON	N	Y	Y	Y	Y	Y	N	
LINCOLN	Y	Y	Y	N	Y	Y	Y	
BRIDGER	Y	Y	D	N	Y	Y	Y	
SWAINSTROM	Y	Y	Y	N	Y*	Y	Y	OTHER FACTORS
HYDE PARK	Y	Y	Y	N	Y	Y	Y*	OTHER FACTORS
ELDORADO								
BASIC	N	Y	Y	N	Y	Y	Y	
KNUDSON								
MANCH	Y	Y	Y	Y*	Y	Y	Y	HAS DECREASED

Appendix 2 continued
Questions used in Staff Perceptions Survey:

1. Do students cooperate with one another more at school now than they did before the training?

2. Do students know they can go to peer mediators to solve problems without fighting?

3. Do students at your school like the peer mediation program?

4. Are there are lots of fights among students at your school?

5. Since the peer mediation program began, have you have noticed a positive change in the school climate?

6. Has the mediation program had a positive impact on student/student relationships?

7. Have incidents of violence or crime at your school decreased due to the presence of a peer mediation program?

Rating Scale: Each respondent was informed to reply using one of the following options: Yes (Y), No (N), Do Not Know (D). An (*) after a response indicates the respondent added an explanation to further support his/her reply. Please refer to the "Comments" column in the table for this information.

Appendix 3
A Comparison of Conflict Resolution Program Components

Criterion	San Francisco Community Board Program	Clark County School Mediation Program
Materials:	Community Board Conflict Resolution Curricula	Community Board Conflict Resolution Curricula
Audience?	Whole School, Community, Parents	Whole School, Community, Parents
Student Selection Process:	Peer nomination	Peer nomination
Implementation Process:	10-step	8-step
Long-Range Strategic Plan:	Present	Absent
Evaluation used	Determined by School	Federal Programs
Evaluator(s)	School Staff	Federal Programs
Evaluation Frequency	Determined by School	Annually
Community Involvement:	Present	Determined by School
Average Baseline on Incidents (violence)	El. Ed: 0.4 Middle: 6.9 High: 3.2	El. Ed: 0.5 Middle: 2.3 High: 3.4
Post-Program Incidents?	El Ed.: 1.1 Middle: 6.3 High 3.2	N/A

Appendix 4

The following is a comprehensive list of Clark County Schools with a Clark County Social Services School Mediation Program:

Elementary:

Beckley, Will
Bracken, Walter
Cahlan, Marion E.
Cambeiro, Arturo
Carson, Kit
Crestwood
Culley, Paul
Cunningham, Cynthia
Dailey, Jack
Derfelt, Herbert
Earl, Ira
Earl, Marion
Fitzgerald, H. P.
Galloway, Fay
Gilbert Magnet
Gragson, Oran
Harmon, Harley
Herr, Helen
Herron, Fay
Hill, Charlotte
Hinman, Edna
Hoggard, Mabel
Jydstrup, Helen
Katz-McMillian
King, Martin Luther Jr.
Lincoln
Lunt, Robert
Mackey Magnet
Madison
Manch, J. E.
McCall, Quannah
Mountain View
Park, John S.
Rowe, Lewis E.
Squires, C. P.
Taylor, Robert
Thomas, Ruby S.
Wilhelm, Elizabeth
Woolley, Gwendolyn
Wynn, Elaine

Middle:

Bridger, Jim
Brown, B. Mahlon
Hyde Park
Knudson, K. O.
Swainstrom, Theron
Von Tobel, Ed
West, Charles

High:

Basic
Chaparral
Eldorado
Mojave

Appendix 5
Implementation Process Comparison Of the WSCRP and Clark County School Mediation Program:

Implementation Procedure	San Francisco Community Board Conflict Resolution Program	Clark County School Mediation Program
Develop & establish support	X	X
Form adult conflict resolution team	X	X
Develop long-range strategic plan	X	---
Staff orientation	---	X
Conduct staff training	X	X
Student selection process	X	X
Student orientation	---	X
Student training	X	X
Program implementation	X	X
Program maintenance	X	X
Program evaluation	X	X

Appendix 6

The following is a comprehensive list of San Francisco Unified School District schools with a Community Board Conflict Resolution Program:

Elementary:

Alvarado
Carmichael
Clarendon
De Avila
Golden Gate
Grattan
Lilienthal
Spring Valley
Taylor

Middle:

Aptos
Denman
Franklin
Gianinni
Lick
Mann

High:

Balboa
Lowell
McAteer
Mission
Washington

Appendix 7
Clark County School District Data on Incidents of School-Related Violence per 100 Students:

SCHOOL	97-8 POP.	INCIDENTS	RATE
CRESTWOOD	752	0	0.0
DAILEY	786	0	0.0
DERFELT	758	0	0.0
KING	575	0	0.0
MTN. VIEW	860	0	0.0
WILHELM	984	0	0.0
JYDSTRUP	1015	1	0.1
GALLOWAY	979	1	0.1
CAHLAN	955	1	0.1
KATZ-MCMILLAN	1766	2	0.1
CULLEY	858	1	0.1
SQUIRES	831	1	0.1
LUNT	788	1	0.1
WYNN	745	1	0.1
HOGGARD	649	1	0.2
EARL, I.	929	2	0.2
TAYLOR	458	1	0.2
GILBERT	447	2	0.2
ROWE	782	2	0.3
HILL	727	2	0.3
BECKLEY	851	3	0.4
CUNNINGHAM	1024	4	0.4
BRACKEN	509	2	0.4
THOMAS	1256	5	0.4
EARL, M.	695	3	0.4
CAMBIERO	787	4	0.5
MCCALL	566	3	0.5
HYDE PARK	1235	7	0.6
HARMON	686	4	0.6
MACKEY	489	3	0.6
FITZGERALD	555	4	0.7
LINCOLN	686	5	0.7
PARK	834	7	0.8
MANCH	591	6	1.0
HERRON	1183	13	1.1

HINMAN	572	7	1.2
BASIC	2669	35	1.3
GRAGSON	983	14	1.4
KNUDSON	1075	17	1.6
ELDORADO	2259	37	1.6
CHAPARRAL	2622	45	1.7
WOOLLEY	615	11	1.8
MADISON	434	8	1.8
VON TOBEL	1553	31	2.0
BROWN	1147	28	2.4
BRIDGER	1231	37	3.0
SWAINSTROM	1776	58	3.3
WEST	1057	37	3.5
CARSON	336	12	3.6
MOJAVE	1511	108	7.2

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