

# The Supreme Court of Ohio

COMMISSION ON DISPUTE RESOLUTION & DISPUTE RESOLUTION SECTION

## TRAINING PROGRAM STANDARDS – SCHOOL ATTENDANCE MEDIATION

The School Attendance Mediation Training Program Standards (hereafter “School Attendance Standards”) have been approved by the Supreme Court of Ohio’s Dispute Resolution Section in accordance with standards established by the Commission on Dispute Resolution.

### I. Purpose

To set forth school attendance mediation standards for Rule 16.23 of the Rules of Superintendence for the Courts of Ohio.

*(Training program sponsors may apply for Rule 16 training program approval by submitting the “Application for Training Program Approval” located on the [Dispute Resolution Section’s website](#))*

### II. General Requirements

A school attendance mediation training program shall last a minimum of 14 hours, not including welcoming remarks, introduction, breaks and closing remarks.

Course materials (written or electronic) shall be distributed to all participants prior to the training program. Nothing in this provision precludes faculty from sharing activities, exercises, and supplemental materials throughout the course, so long as such materials meet the School Attendance Standards set forth herein and are approved in advance by the Dispute Resolution Section in accordance with standards established by the Commission on Dispute Resolution.

### III. Faculty Qualifications

Faculty shall be qualified by education, or have the necessary practical skills to conduct the program effectively in accordance with standards set forth herein. A training program sponsor shall have an ongoing duty to report any activity, criminal or otherwise, that would adversely affect the faculty’s ability to perform the functions of faculty delivering a training program.

### IV. Training Program Methodology

Both of the following techniques shall be used:

- A. Mediation Role Play – at least 3.5 hours must be devoted to supervised role play. It is strongly recommended, but not required, that the role play be conducted in small groups of 3-4 participants per role play coach; and
- B. A combination of at least three of the following techniques, shall be used:

1. Lecture
2. Group discussion
3. Written exercises/activities (e.g., drafting mediation documents, such as confidentiality, agreements, a memorandum of understanding, a mediator's introductory remarks, agreements to mediate, etc.)
4. Mediation demonstration

## **V. Training Program, Minimum Requirements**

The following categories shall be addressed for the minimum time specified for each subject (a non-exhaustive list of examples of topics that meet the requirement are listed in each category)

- A. Legislative Framework (minimum of 105 minutes)
  1. Overview of Past and Current Legislation
    - a. S.B. 181
    - b. Ohio Revised Code
    - c. Every Student Succeeds Act
    - d. H.B. 410
  2. Laying the Foundation for School Attendance Mediation
    - a. Assisting with Compliance
    - b. Benefits of Mediation from Different Perspectives
      - i. School Personnel
      - ii. Parents
      - iii. Students
- B. Core Values of Mediation (minimum 60 minutes)
  1. Review of Core Values approved by the Dispute Resolution Section based on standards established by the Commission on Dispute Resolution
    - a. Self-determination
    - b. Impartiality
    - c. Neutrality
    - d. Fairness of Process
    - e. Flexibility and Informality
    - f. Competence
    - g. Confidentiality/Privilege
    - h. Voluntary Resolution
    - i. Cooperation
    - j. No Conflicts of Interest
  2. Analyze core values from mediator perspective and discuss how to incorporate them into practice
  3. Goals, expectations, purpose
  4. Building the team
  5. Setting the agenda
- C. Why Kids Miss School (minimum 165 minutes)
  1. Human Trafficking

2. Historical Reasons
    - a. Personal Issues Involving Parent or Guardian
    - b. Child Having Problems with Other Students
    - c. Child Does Not Get Up on Time
    - d. Problems Getting to School on Time
    - e. Safety Concerns
    - f. Health-Related Issues
    - g. Academic Concerns
    - h. Diminished Value of Education
- D. Skill Development (minimum of 330 minutes)
1. The Six-Stage Facilitative Mediation Model
    - a. Overview of Stages
    - b. Purpose of Each Stage in Laying Foundation of Collaboration and Creative, Strength-Based Problem Solving for Attendance Issues
  2. Overview of the UMA and its impact on school attendance cases
- E. School Attendance Mediation Programs (minimum of 45 minutes)
1. Best Practices
    - a. Build a Collaborative approach among Schools, Courts and Communities
    - b. Identify the Population and the Level of Intervention
    - c. Individualize the Program
    - d. Understand Absence Intervention Team Roles
    - e. Follow-Up and Track Information
    - f. Develop Training Requirements
  2. Program Flow Chart
- F. Mediation Participants (minimum of 45 minutes)
1. Core Parties in Mediation
    - a. Mediator
    - b. Parent/Caregiver
    - c. Teacher (Elementary School)/School Representative (Middle and High School)
  2. Additional Parties in Mediation: Who, Why and When?
    - a. School Personnel: Resource Officer, Nurse, Guidance Counselor, Coach, Administrative Staff
    - b. Student
    - c. Other Family Members/Friends
  3. How to Manage Parties at the Table
- G. Unique Characteristics of School Attendance Mediations (minimum 45 minutes)
1. Time Constraints/Maximizing Time
  2. School Buildings
  3. Participants Who Lack Capacity
  4. Fire Alarm
  5. Interpreter Services

6. Power and Control issues
7. Teacher Availability
8. Student Signing Agreement
9. Cultural Awareness

H. Writing Agreements (minimum 45 minutes)

1. Legible
2. Action-Oriented
3. Personalized
4. Customized
5. Deadlines
6. Follow Up
7. Clarification of Responsibilities
8. Contingency Planning

## **VI. Approval**

Any mediation training program approved by the Supreme Court of Ohio Dispute Resolution Section as meeting these standards, is approved for a period of two calendar years. The training program sponsor, however, shall submit a listing of scheduled courses as least 45 days before each course, giving the date, time, location, and cost, if applicable, of the training program. Any material change in the course (such as a change in a primary faculty member, expert, or the curriculum) requires a new application to the Supreme Court of Ohio Dispute Resolution Section.

## **VII. Revocation of Approval**

The Supreme Court of Ohio Dispute Resolution Section has the right to audit approved training programs during the period for which the training program has been approved. Such an audit may include, but is not limited to: attendance of any part of the course, examination of evaluation forms, examination of curriculum and written materials, and interviewing participants. Approval of programs that are determined to no longer comply with these standards and/or the “*Obligations and Responsibilities for Sponsors*” outlined in the “*Instructions, Obligations, and Responsibilities for the Approval of Required Dispute Resolution Trainings under the Supreme Court of Ohio Rules of Superintendence for the Courts of Ohio,*” located on the Dispute Resolution Section web site, will be revoked.