

## Restorative Practices in Schools: An Antidote to Zero Tolerance

by Ted Wachtel

**Z**ero tolerance is intolerable. The severe punishment of all misbehavior and infractions of school rules, no matter how minor, does more harm than good because it poisons relationships in the school community. Restorative practices provide the antidote, holding students accountable, but in a caring and supportive way that maintains and enhances good relationships.

Ridiculous examples of zero tolerance abound. Fourth graders in Colorado were suspended from school for pointing their fingers like guns on the playground. An eighth-grade honor student in Texas faced five months in a military-style boot camp for bringing a small amount of alcohol to school in a bottle of soda pop. A Rhode Island twelve-year-old was suspended for bringing a toy gun to class. A nine-year-old in Virginia was suspended from school for ten days for handing out Certs mints in class. The result of such extreme punishment is outraged parents and alienated students - not a safer school environment.

The National Longitudinal Study of Adolescent Health (Add Health), a large federally-funded research project involving a nationally representative sample of 83,074 students from 127 schools, found that where the school environment promotes "connectedness" there are significant positive outcomes among students, such as less violence, less drug and alcohol use, and less teen pregnancy. The Add Health study found that the need to feel like one belongs to and is cared-for at school is one of the most crucial requirements for student health and well-being. On the other hand, harsh discipline policies undermine school connectedness and create animosity and fear among youth and adults.

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## Safe Schools: Strategies for Changing a Culture

by Catherine Bargaen

**G**iven recent societal trends of increasing violence and harassment in schools, no one would be surprised to hear that many teachers, administrators and communities are looking for ways to make their schools "safe schools". But what does a safe school look like? Some seek to make schools safe by enforcing zero tolerance school discipline policies, where any perpetrators of violence are consistently suspended or expelled. Others try to implement anti-bullying programs that attempt to identify and then isolate bullies in hopes of creating a safer school environment for remaining students. In addition, teachers are constantly handed new information and programs designed to assist with classroom discipline and behavioral issues. We all try to do what we can to make our schools safe places for children, yet we continue to witness and be disturbed by ongoing incidences of aggression and violence.

School District #35 in Langley, British Columbia was no exception. In June 2000, the Langley School Board adopted a strategic plan, the first goal of which was to promote safe schools. Again, the issue presented itself: how do we make our schools safe in an effective, long-term way? Brenda LeClair, Deputy Superintendent of Educational Services, Dyan Burnell, District Counsellor Coordinator, and others in the school district recognized the limitations inherent in a punitive approach for promoting safe schools. Dissatisfied with a model based on punishment and isolation to keep a school safe, Dyan and Brenda were convinced of the effectiveness of applying restorative justice principles to school discipline issues.

Having a long-standing relationship with a local agency, Fraser Region Community Justice Initiatives (CJI), a new partnership was born when the district and CJI agreed to work together to explore how restorative justice principles might be applied throughout the local school system, which includes 46 schools, 2000 staff and over 21 000 students. The concept was that restorative justice based approaches will give frustrated parents and educators alike additional strategies for effectively addressing misbehavior, the underlying issues responsible for that behavior, and harms that occur as a result.

Although there are a number of individual schools across Canada, the United States and elsewhere that have begun to use restorative justice based approaches for dealing with school conflict and discipline situations, this project is one of the first in the province of BC that is addressing the issue in a comprehensive manner throughout the entire school district. It is also unique in that both CJI and school district staff involved in the project are committed to ensuring that this project is sustainable and not one more "here today, gone tomorrow" program.

We are currently in the second year of a multi-year project with sustainable funding. The project focuses on eliciting existing wisdom as well as providing training and education for school administrators, teachers, counselors, support staff, students and parents in

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## VOMA Connections

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## Anti-Bullying Program Aims to Shift Culture in Schools: Is This Restorative Justice in Action?

by Jane Riese

Schools are tightly knit communities. From the daily dealings of the busy classroom, out to the playground, the cafeteria, the hallways and bus stops, schools are places that are designed to nurture, house and guide our children through their most expansive years of growth and development. Most of us have vivid recollections of school days, some more pleasant than others, as we clearly spent the better part of our childhood there.

As supporters of restorative justice, many of us believe that these concepts are useful in most aspects of life, with schools being no exception. Americans have had no choice but to notice that violence in the past decade has greatly altered our sense of safety in the school community. But until recently, we've allowed a more subtle form of violence, bullying or peer abuse, to go unchecked. Can restorative concepts be used in schools to address bullying? And will school professionals have the time and motivation to learn about restorative justice, even if it does provide some answers?

Fortunately, our eyes are open to the importance of bullying prevention efforts. Unfortunately, it has taken multiple tragic and devastating incidents to catapult us into action. Thirteen states have recently adopted anti-bullying legislation, and the U.S. Department of Health and Human Services has instituted a National Bullying Prevention Campaign to be launched in the fall of this year. Even our currently reigning Miss America, Erika Harold, has decided to dedicate her year to speaking out against schoolyard intimidation.

*Americans have had no choice but to notice the violence in the past decade has greatly altered our sense of safety in the school community.*

As one who has worked for many years in the trenches with victims of violent crime and more recently in the meaningful work of victim/offender mediation, I am excited and refreshed at the notion of being part of this prevention movement. Let's eliminate these harms in the first place and create some peace for a change! Implementing effective prevention efforts in the community spares individuals and society the suffering and loss of being harmed by and of harming others.

In 1999, I responded to the call from Family-Child Resources (FCR) to participate in

combating the bullying behaviors that were contributing to the violent acts in our nation's schools. The first and most natural step for me was to join forces with Dr. Dan Olweus ([olweus@psych.uib.no](mailto:olweus@psych.uib.no)), professor of psychology at the University of Bergen and author of the Olweus Bullying Prevention Program, which first started in Norway in 1983.

Olweus, a true pioneer of this now-popular topic, began to blaze these trails in the late 1960's. His program is soundly research-based and has earned the status of being a **Blueprint** program by the University of Colorado's Center for the Study and Prevention of Violence ([www.colorado.edu/cspv](http://www.colorado.edu/cspv)), or one of the top 11 violence prevention programs in the country. He is joined by Dr. Susan Limber ([slimber@clemson.edu](mailto:slimber@clemson.edu)), Associate Director of the Institute on Family & Neighborhood Life at Clemson University ([www.clemson.edu/groups/ifnl](http://www.clemson.edu/groups/ifnl)), the **Blueprint** co-author and a top program consultant, who directed the first wide-scale implementation and evaluation of the Olweus program in our country. I found that the more Drs. Olweus and Limber taught me about this model, the more I believed that this was a restorative process in disguise. Interested readers should also consult Dan Olweus' study, **Bullying at School: What We Know and What We Can Do** (Blackwell Publishing, \$22.95).

The program is social justice based, focusing on shifting norms in schools, away from abusive behavior as being "popular" among children, and towards acceptance and respect for differences. Responding to the victims' experience is central; yet everyone, including the bully, belongs to the community and needs our support. The "circle" is used in each classroom weekly, not necessarily as a tool to address actual bullying incidents, but to build community and enhance communication.

Adults act as role models and must examine their own responses to check for comments or intonations that may belittle or humiliate students or their colleagues, not an easy task for many. The program includes everyone in the school culture. Bus drivers, custodians, cafeteria staff and parents receive training in addition to all students and teachers. Adults and children learn rules against bullying, how to respond when bullying occurs, and how to support victims. Students are encouraged to be tolerant of differences, and empathy-building discussions may become part of the circle process, thus part of the classroom climate.

The focus is on positive support rather than sanctions, with the school environment taking on a 4:1 ratio of praise vs. correction. And when discipline codes require punishment, it should be relevant, addressing the specific harm caused. Olweus cautions against the use of peer mediation in situations of bullying, similar to the differences we note between victim/offender mediation practice and community mediation processes. There is a power imbalance in incidents of bullying, so great care must be taken not to harm or re-victimize the target.

*Responding to the victims' experience is central; yet everyone, including the bully, belongs to the community and needs our support.*

School personnel assure me that they have never been more overwhelmed with reporting, regulations, and curricular demands than they are today. Schedules barely allow them to find time to use the rest-room, and they are swamped with state and national testing requirements. Most support bullying prevention efforts, and eventually admit that the time investment will pay off in the decreasing number of the "small-fires-to-put-out" among their students all day long. Still, a consistent effort toward genuine implementation of this model with fidelity takes time and perseverance.

So, if it appears difficult to introduce this highly popular, relatively well-funded, nationally recognized school program against bullying, try to get schools to embrace the more lofty-sounding principles called "restorative justice" with all else educators have on their plates. But if we can do both, without school systems having to become "enlightened" about the language of restorative justice, onward!

*For more information about bullying or the Olweus Bullying Prevention Program, contact Jane Riese, Manager, Bullying Prevention Services, Family-Child Resources, Inc., 3995 E. Market St., York, PA 17402, (717) 757-1227; (e-mail) [jriese@f-cr.com](mailto:jriese@f-cr.com). Jane Riese, a member of the VOMA Board of Directors, is a one of five Olweus Bullying Prevention expert trainers in the United States. FCR is a nonprofit agency located in York, PA, annually serving more than 12,500 families and children in the communities in which they live and work.*



### Zero Tolerance

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Zero tolerance policies, which mandate harsh punishment (usually expulsion) for the first occurrence of an infraction, seek to make schools safer. Yet students in schools with harsh discipline policies report feeling less safe at school than do students in schools with more moderate policies. (McNeely, Nonnemaker, & Blum, p.145.)

Zero tolerance, however, is still perceived as a constructive policy. Paul Vallas, recently imported from Chicago as the new CEO of the Philadelphia school district, sees zero tolerance as a key element in his reform efforts to save the district. As a result of these policies, for example, 33 kindergartners have been suspended from Philadelphia public schools from September through December 2002, up from one during the same period in the previous school year.

Schools should not tolerate unruly and harmful behavior. But Philadelphia, like many places where schools are overwhelmed by discipline problems, has resorted to simply ignoring them. A state legislative inquiry into the growing violence led to the placement of a full-time attorney, the Safe Schools Advocate for victims of harassment and violence in the Philadelphia schools. Understandably, incoming CEO Paul Vallas had to address this issue squarely and zero tolerance was the expedient response.

Vallas, like most school administrators, is unaware of the existence of a viable alternative: restorative practices. Though the systematic introduction of both formal and informal restorative strategies, school leaders could enhance the health and well-being of all students, including those

who are causing trouble. In Minnesota schools, for example, a statewide initiative encouraging the use of restorative measures has produced decreases in disciplinary problems in those schools that have made significant efforts to implement such strategies.

In a formal evaluation in Pennsylvania, the Community Service Foundation (CSF) and Buxmont Academy's six school/day treatment programs have achieved remarkable results with delinquent and high risk youth through the systematic use of restorative practices. Research results reveal dramatic reductions in offending, as well as significant positive shifts in attitudes. (McCold, 2002) The sister organization of CSF and Buxmont, the International Institute for Restorative Practices (IIRP), provides education, training and consulting for teachers and school administrators. A dramatic drop in discipline problems and other improvements in school culture have been seen at the two pilot sites, a high school and a middle school. These results, the product of the IIRP's efforts, empirically demonstrate the power of restorative practices to create "Safer Safer Schools," the name given to the IIRP's public schools initiative. ([www.iirp.org/Pages/ssspilots.html](http://www.iirp.org/Pages/ssspilots.html))

Restorative practices are an alternative to zero tolerance that work better than mere punishment. This assertion is not theoretical, but empirical. The evidence will surely mount as more and more schools adopt restorative practices. The challenge now is to make that happen.

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### Safe Schools: Strategies

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restorative justice philosophy, values, principles, and practical applications. The hope is to build capacity for respectful, peace-making, restorative interventions at every level in Langley School District educational hierarchies, thereby reducing the incidence of adversarial, punitive, retributive responses to conflicts and tensions that arise.

That's a lot of lofty goals and ideas. So what are we actually doing?

For starters, we offer regular presentations and educational sessions about restorative action that help raise awareness across the school district. Changing a culture, however, requires not only education and awareness building, but practical skills and programs that can be implemented. In Secondary Schools, we have a "Restorative Action" curriculum for students, parents, and staff. The trainers, two staff from CJI and two from Langley School District, provide a four-day training designed to equip participants to be Restorative Action Mediators in their schools. The training includes Restorative Action philosophy, Communica-

tions Skills, and Initial Meeting/Mediation skills. The participants can then form "teams" in their schools, to be called upon when conflict in the school arises. Referrals to the teams may come formally from school administration, or more informally from concerned friends or staff. We have completed this process with two secondary schools thus far.

At the elementary level, our training consists of a similar curriculum as the secondary schools. The participants are teachers, parents, and other staff from the elementary schools. At this point, we are not training the elementary school children directly, but equipping their educators with restorative skills and then later, providing those educators with the training and curriculum to train their own students.

Through all this, we aim for a systemic effect of changing a culture, but in the day-to-day realities, we are encouraged by individual students, parents and educators who are each learning skills and changing their worldview. We have often heard students say they liked our training

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because they are now more able to listen to their friends and show caring and empathy. One secondary student who completed our training remarked: "My friends say I'm listening to them now. They don't know what's happened to me!" An elementary school teacher stated in an assignment to us: "I never really took the time to listen before without any personal agenda. I was amazed when the person thanked me for listening and said she had better clarity on how to solve her problem ...when I hadn't told her to do anything!" Our goal of "culture change" will take years of consistent hard work. However, we are encouraged to continue because of individual interactions that reveal how developing a restorative mindset can be life-changing for individuals and those around them.

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## A Whole School Approach to Restorative Justice

by Belinda Hopkins

In the last few years, several initiatives in the United Kingdom have involved aspects of a restorative approach to school-based conflict, misbehavior, and disruption. Most have involved outside facilitators, such as the police, offering restorative conferencing to schools in bullying incidents or when exclusion is being considered.

Conferencing is a process that involves as many people as possible who feel directly affected by an incident or by inappropriate, offending behavior. Everyone involved has a chance to say how they have been affected by the incident, how they were feeling, how they feel currently, and what can be done to repair the harm and make things as right as possible.

Anecdotal evidence suggests that the people involved with conferencing have benefited from the process, the inappropriate behavior has been reduced, and all sides have been able to move forward more positively. Some schools now train young people to run conferences themselves, in the same way that an increasing number of primary and secondary schools use peer mediators to help resolve conflicts in the playground.

Great enthusiasm for using restorative approaches in schools exists in the Thames Valley, where the Thames Valley Police have been in the forefront of promoting restorative justice for dealing with youth offending. In Nottingham and Oxfordshire, educators, youth workers, and police are sponsoring projects aimed at promoting a whole school restorative approach to conflict and inappropriate behavior. Many police school liaison officers throughout the Thames Valley are using restorative conferencing regularly, not only for offending behavior but also for conflict and bullying in schools. In January 2002, the Devon and Cornwall Police started using Youth Affairs officers in six secondary schools to run conferences and an increasing number of police authorities, Youth Offending Teams and education authorities are taking an interest in restorative approaches.

In 2003 there begins an innovative project involving a partnership of the Department of Education and Employment, the Home Office, the Youth Justice Board, the Association of Chief Education Officers (ACEO) and the Association of Chief Police Officers (ACPO). These august and influential bodies have set out a series of protocols for creating safer schools. One part of this is to introduce police officers trained in restorative skills into schools, working alongside a project officer. The pair will support teachers in dealing with challenging situations using restorative interventions. 100 police officers, with their project managers, are to be placed in schools around England and Wales in areas where there are significant

levels of street crime and anti-social behavior.

For teachers, a training package in restorative skills has been developed and will provide practical training not only in conferencing but, more importantly, how to deal with the day to day challenges in the classroom and school playground in a restorative way.

*Enthusiasts believe that restorative practices in schools can transform existing approaches to relationship and behavior management. Building and nurturing relationships is at the heart of a successful and happy school.*

### Challenges

Effecting change in a school culture is not without its challenges. In the Thames Valley and in Nottingham, while there is undoubtedly benefit to the individuals involved in conferences, the school community as a whole remains largely untouched by the process and the philosophy.

As a practitioner and a consultant working in the field of restorative justice in schools I acknowledge that major factors militate against the development of a Whole School Restorative Approach, including a shortage of time and pressures from conflicting priorities. The shortage of time affects dealing with issues in a restorative manner as well as the time available for training, support, and the review of practice. Similar pressures affect teacher training programs, which leave little or no room for preparing new teachers with relational and conflict management skills.

There are also issues of relevance and openness to change. Some projects use outside facilitators, in some cases police officers, to run conferences in the event of extreme behavior. Although such facilitators may themselves be aware of the wider potential of the approach, they have not found it easy to reach the wider school community. In some cases, teachers have been understandably cautious about police officers working in school on behavior management issues. Conversely, staff can welcome outside support and then risk that they feel disempowered and left thinking the skills of a mediator or a conference facilitator are

too difficult for them to use themselves.

A final challenge is to ensure that the ethos and principles of restorative justice are embraced at every stage of the process. Unfortunately, the process is often imposed on unwilling participants or facilitated by inexperienced facilitators who try to threaten participants or impose their views. Careful preparation of all parties in a conference or mediation is vital to the success of such interventions. This preparation needs to be done with sensitivity, as does the careful follow up of all interventions so that issues arising can be dealt with properly.

### Ways forward

Shortage of time and pressure from other priorities tend to dissolve once a school community is convinced a restorative approach can make a difference. Dealing with conflict and inappropriate behavior restoratively takes time initially, but it greatly reduces the total time that such situations usually take. Peer mediation, for example, greatly reduces the time teachers need to spend on playground conflict. In fact, in conjunction with active citizenship and conflict management skills, it can greatly reduce playground and classroom conflict on its own.

Making behavioral change within a school context is complex and the key is to use restorative principles from the beginning. Voluntariness is a fundamental part of any restorative intervention. If those affected do not want to take part, then a different way must be taken; it must be a restorative school project. However enthusiastic senior administrators might be about restorative justice, though, the project will not be successful unless the majority of the school community is on board, including teaching staff, support staff, students, parents, administrative staff, lunchtime staff and caretakers. It is crucial to consult as many people as possible before embarking on a project; use as many channels as possible to communicate what the project is about.

Ideally, a steering group comprised of representatives from the above-mentioned groups would oversee the whole project. A second ideal would be to develop training capacity from among these groups so that there is not continued reliance on outside training and support. Whole school involvement is at the heart of effective school improvement. This is congruent with the restorative values of respect, inclusion and empowerment and the belief that those with the problems are those most likely to find and embrace the solutions.

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continued from page 5.

It is too early to report on how restorative approaches have impacted on a school community. The next step is for the ethos and values of these two processes to inform every aspect of school life and for mediation to be a natural part of dealing with conflict or inappropriate behavior at school.

Enthusiasts believe that restorative practices in schools can transform existing approaches to relationship and behavior management. Building and nurturing relationships is at the heart of a successful and happy school. For restorative interventions to succeed there needs to be something there to repair in the first place, and so community building becomes as important as community repair in a Whole School Restorative Approach. In such an environment people are more likely to want to work, more likely to achieve, and less likely to be or feel excluded.

*Belinda Hopkins is director of Transforming Conflict (www.transformingconflict.org) and can be reached at belinda@transformingconflict.org. The National Association of Special Educational Needs has published a longer, more detailed version of this article in its journal Support for Learning [Vol. 17, No 3 (2002), pp. 144-149]. In the coming year, Jessica Kingsley Publishers will release a volume on Restorative Justice in Schools that will contain further details about the Whole School Approach to Restorative Justice.*

**Whole School Restorative Justice Processes and Skills**

	<b>RESTORING</b> (Repairing harm done to relationships and community)	<b>RELATING</b> (Developing/nurturing relationships and creating community)
<b>Processes</b>	Process for: <b>Undisputed responsibility:</b> <ul style="list-style-type: none"> <li>Restorative Conferencing</li> <li>Family Group Conferencing</li> <li>Victim/Offender Mediation</li> <li>Sentencing Circles</li> </ul> <b>Disputed responsibility, conflict, mutual recrimination:</b> <ul style="list-style-type: none"> <li>Mediation</li> <li>Peer Mediation</li> <li>Healing Circles</li> <li>No-Blame Approach to Bullying</li> </ul>	Process includes: <ul style="list-style-type: none"> <li>Circle time for Staff (for planning, review, support, and team building)</li> <li>Circle time for Students</li> <li>School Council</li> <li>Circle of Friends</li> <li>Peer Counseling and Mentoring</li> <li>Whole School Development of Relationship Management Policy (Behavior Management tends to be student-focused)</li> </ul>
<b>Skills</b>	Skills Include: <ul style="list-style-type: none"> <li>Non-Violent Communication</li> <li>Active Non-Judgmental Listening</li> <li>Conflict Transformation</li> <li>Developing Empathy and Rapport</li> <li>Having Difficult Conversations</li> <li>Restorative Debriefing After Critical Incidents</li> <li>Understanding and Managing Anger</li> </ul>	Skills include: <ul style="list-style-type: none"> <li>Emotional Literacy</li> <li>Developing and Maintaining Self-Esteem</li> <li>Valuing Others Explicitly</li> <li>Assertiveness</li> <li>Acknowledging and Appreciating Diversity</li> <li>Constructively Challenging Oppression and Prejudice</li> <li>Connecting Across Differences</li> </ul>

**Relationships**

← **Much Overlap** →

**VOMA Co-Chairs' Corner**

We wholeheartedly welcome five new VOMA Board of Director members! Joining Martin McAnallen (Belfast, Northern Ireland) who was appointed at the 2002 conference annual meeting are: Karren Baird-Olson (Northridge, CA) Harley Eagle (Porcupine, SD) and Leslie Young (Loveland, CO). Also recently appointed is Ada Pecos Melton (Albuquerque, NM). All will attend the Board's mid-year meeting in March, and VOMA looks forward to their leadership, ideas, energy and enthusiasm.

And we say good-bye now (but not farewell) to outgoing board members Lorraine Stutzman Amstutz, Kathy Elton, Doris Luther and Sue Wiese. Thank you all for your tireless commitment to VOMA. We hope to keep you integrally involved in VOMA initiatives as time permits.

The torch has been passed to incoming co-chair, Annie Roberts, from outgoing co-chair, Sue Wiese. We will miss Sue's calm presence and gentle spirit at meetings. However, Sue is continuing her work by spearheading the History of VOMA report — a chronicle of the organization's development from its beginnings 18 years ago. Anyone who would like to contribute should

feel free to contact Sue.

Please mark your calendars now for the VOMA 2003 Conference to be held in Nashville, Tennessee, November 2-5. Check the VOMA website (www.voma.org) soon for details. Note the change in scheduling this year: VOMA will combine one to three-day trainings and offer shorter workshops over a three day period (noon Sunday to noon Wednesday), providing participants with a wider range of opportunities. Expect more advanced presentations on emerging issues and practices in addition to the basics usually offered. Exciting social gatherings (please consider arriving a day early — November 1 — and a VOMA group can spend Saturday night at the Grand Ole Opry!) are being planned along with discussions on critical issues in Restorative Justice.

Stay tuned for more news on the VOMA re-granting program available to all VOMA members, and generously supported by the William and Flora Hewlett Foundation.

**Annie Warner Roberts and Walter Drew Smith**, co-chairs

**HOT TIP from the co-chairs...**

If you haven't read Howard Zehr's latest publication, *The Little Book of Restorative Justice*, order your copy today! It is not to be missed.

As Russ Immarigeon, *VOMA Connections* newsletter editor, says in his book review in our last issue, "the brevity of this volume belies its bountifulness."

Zehr's focus on basic RJ principles are a worthy reminder for knowledgeable practitioners, and a gift of clarity for those newer to the field.

At a "good value for money" cost of only \$4.95, you may order through our website link with Amazon.com or via our new relationship with DollarBack.com (www.dollarback.com/VOMA) and a percentage of your purchase will be donated to VOMA's work.



## Aides, Administrators and All the Teachers You Can Get

by Nancy Riestenberg

### Outcomes

The Cass Lake-Bena Elementary School on the White Earth Reservation decreased in-school suspensions from 61 per month in 2001-2002 school year to 13 per month in the first three months of the 2002-2003 year. The amount of time students spent in detention also decreased by a full hour.

A director of an alternative learning center filed the following report:

*I think the training helped us, as a program, to focus our efforts on student responsibility and accountability in a restorative setting rather than the more traditional punitive system. As for numbers, here are some I found interesting: Attendance has improved significantly. The last grading quarter of the previous school year we had 25 unexcused absences and 32 tardy incidents. The first quarter of this year we had four excused absences, one unexcused, and four tardy incidents.*

Further, the director noted that between the last quarter of the 2001-2002 school year and the first quarter of the 2002-2003 school year excessive noise/swearing episodes declined from 97 to 40, off-task (not doing your work, not paying attention) events from 54 to 20, and inappropriate physical contact (pushing, grabbing, shoving) incidents from 10 to one.

### Imaginative Developments

*Ramsey Elementary Stop Everything and Dialogue (SEAD)*

Monthly school-wide circle dialogues occur when staff select topics, such as positive and negative peer pressure, "Keys to a Peaceable Kingdom: what would your classroom look like or sound like if it were peaceful," or bullying, etc. Every classroom in the school has a circle dialogue; then the students in small groups or individually make some art—a poster, poem, or picture that represents ideas expressed in the circle. The art is then posted in the hallways, so everyone can be reminded of the topic and positive actions that can be done to make schools safe.

*Ottertail County Attendance Policy Collaboration*

Eight districts established data-sharing policies to track truants across district lines. Parents were going from district to district to avoid truancy charges. Truant students and families are offered problem-solving circles, where circle keepers contact family, and provide a process to discuss issues, raise awareness of family stories, and identify resources and possible solutions. Plans are developed that get kids back to school and/or to services.

*Special Education Re-integrative Meeting: a circle to improve communication*

Special education due process hearings can be contentious and painful for all parties involved, so contentious that is not uncommon that families or staff leaves the district after the hearing. Because of this unintended and challenging outcome, CFL is encouraging Hearing officers to suggest a circle to improve communication to all interested parties. Participation is totally voluntary and is intended to deal with issues, emotions, respect, and integrity, and to develop a communication plan so that families and staff can work together in the future for the child.

In 1997, the Minnesota Department of Children, Families & Learning (CFL) published *Restorative Measures: Respecting everyone's ability to resolve problems* (<http://cfl.state.mn.us>), which described the practice of restorative justice to school aides, administrators and classroom teachers. Spurred by concerns about zero-tolerance policies that produced a three-fold rise in expulsions over a two-year period, CFL staff encouraged the use of restorative practices in lieu of suspensions and expulsion. This encouragement included technical assistance, referrals to community or law enforcement restorative justice programs, workshops, weeklong seminars and grants for training, implementation, and evaluation.

While some school districts used their own staff development money and smaller grants from CFL for training, the two largest grant initiatives have been In-School Behavior Intervention grants and Restorative Schools Staff Training grants. The former funding source awarded four districts for the implementation and evaluation of restorative practices over a three-year period (1998-2001). Activities included hiring restorative justice planners, training administrators in circles to repair harm, offering training in classroom management and/or circles to staff, and student advocacy for social/emotional and academic problems.

We learned three things from the first round of grants and evaluation:

- Restorative practices, such as circles to repair harm, are viable alternatives to suspension;
- Restorative philosophy and practices had classroom management and teaching applications; and
- Staff hired on grant money inevitably leave a district when the grant money is spent.

The schools in the evaluation that had baseline data showed a 30 to 50 percent reduction in suspension. One elementary school reduced its behavior referrals for inappropriate physical contact from seven per day to a little more than one per day.

Restorative philosophy — respecting everyone's ability to resolve harm — and the circle process were compatible and adaptable with other classroom and behavior management approaches. In one school, the staff had been trained in Diane Chelsom Gossen's behavior management program; **Restitution: Restructuring School Discipline** (New View Publications, 1992) The title indicates the program's inherent restorative qualities. Other school classroom management programs, such as **Responsive Classrooms** augments and encourages circle training. <http://www.responsiveclassroom.org>.

In addition, several teachers improvised off the talking circle format, using the talking piece in academic settings. The talking piece is passed around for reactions to

short stories, to summarizing material, or to generate ideas for writing projects. It is a convenient way to include everyone in lessons.

Hiring a restorative justice planner or consultant to conduct restorative practices helped the schools to start their work quickly. However, once the grant money was used, none of the districts were able to maintain the positions. The administrators found it difficult to consistently use restorative practices for discipline, as they were accustomed to giving that work to the planner.

For that reason, in 2001, the second round of grant money for restorative schools was specifically earmarked for staff development. Grants were awarded to a range of applicants: a suburban high school, a reservation K-4 school, a state wide association of alternative programs, one large urban district and a five-county coalition of school districts in the northwestern part of the state. The idea was to try to increase the capacity of administrators, teachers and aides, so that they could use these principles and practices as an integral part of their job. The grantees have embarked upon an ambitious round of training, offering both classroom management training as well as circle and conferencing trainings. To date, over 700 people have been trained, and there are some imaginative developments and encouraging outcomes (see sidebar).

Research on positive youth development indicates that the environment is as important as individual interventions for students' health outcomes. Building the capacity of the educators — aides, administrators and teachers — to use problem solving behavior management, restorative philosophies and restorative practices helps them to hold students accountable for harm and to address the harm they have experienced, while still providing those students with much needed support. There is an even longer return in increasing the capacity of the staff already in place. One adult can make a difference. Imagine what can be done when all adults act as one adult.

*For further information about Minnesota schools' restorative initiatives, contact Nancy Riestenberg, a Prevention Specialist with the Minnesota Department of Children, Families & Learning, 1500 West Highway 36, Roseville, MN 55113, at 651-582-8433; (e-mail) [nancy.riestenberg@state.mn.us](mailto:nancy.riestenberg@state.mn.us).*

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Shop online at over 250 stores via [www.dollarback.com/VOMA](http://www.dollarback.com/VOMA) and a percentage of your purchases will benefit VOMA!

## Resources

### School-based Restorative Justice — Context and Practice

by Russ Immarigeon

School-based restorative justice practices come with an understanding not simply of how to process conflicts and disciplinary problems, but also of what we know about the educational environment in which these conflicts and disputes occur. In a very real sense, restorative justice that occurs within schools comes at least in part from a desire to improve the quality of schooling, as well as how schools address conflicts and disciplinary problems.

#### *School-based Conflict Resolution*

The Association for Conflict Resolution publishes an important journal, **Conflict Resolution Quarterly** (formerly **Mediation Quarterly**), which recently published three articles in its Summer 2002 (Vol. 19, No. 4) issue about institutionalizing school-based conflict resolution initiatives. An editorial opens this issue stating that mediators should become involved with conflict resolution education for at least three reasons: conflict resolution works, professional self-interest urges it, and others will do it if mediators do not. The same could be said about "restorative justice education." The term "professional self-interest" may bristle some, and it can clearly be a danger, but education writer Paul Goodman used to write about "professional work" being "good work." That sounds right, although terms like "professional self-interest" should raise eyebrows. Good intentions often drift beyond their objectives.

In the first article, Randy Compton, executive director of the School Mediation Project in Boulder, Colorado, describes the National Curriculum Integration Project and warns about problems inherent in schools that emphasize "test-oriented" results, which will only become more onerous with the implementation (and enforcement) of the White House's "No Child Left Behind" initiative that is weighed down with requirements that are likely, educators say, to cause its own demise. Next, in separate articles, Eve Ford of the Oregon Dispute Resolution Commission and Jennifer Batton of the Ohio Commission on Dispute Resolution and Conflict Management examine efforts to institutionalize school-based conflict resolution education in Oregon, where there is great community involvement in such efforts, and in Ohio, where a comprehensive approach has been going on a number of years. In Ohio, in-school capacity building includes activities, such as parent involvement, collaborative decision-making, community partnership, and school-wide dispute resolution systems, and pedagogy, including cooperative learning, critical thinking, multicultural methods, thematic teaching, problem-based learning, positive discipline, and social and emotional learning styles.

Yearly subscriptions to **Conflict Resolution Quarterly** cost \$75.00 for individuals and \$175.00 for agencies, institutions, and libraries. Single issues are \$36.00. To order, contact Jossey-Bass, 989 Market St., San Francisco, CA 94103-1741, (888) 378-2537 (toll free), (website) [www.josseybass.com](http://www.josseybass.com).

Also available from Jossey-Bass is the newly released **Kids Working It Out: Stories and Strategies for Making Peace in Our Schools** (\$35.00, 360 pages, 2003), edited by Tricia S. Jones, who edits **Conflict Resolution Quarterly**, and Randy Compton. The 14 articles, plus additional resource material, in this volume focus mainly on conflict resolution education, but several articles address the Olweus anti-bullying approach as well as restorative justice. As the editors note, this volume focuses on the whole field of conflict resolution through a comprehensive overview of different options and programs for a variety of school settings. The volume also includes numerous stories, not just of in-school successes, but also of the students themselves. In addition to anti-bullying and restorative justice approaches, articles focus on individual peer mediation, interpersonal "peaceable classroom" methods, whole-school strategies, and community-wide programs. Jones and Compton conclude the volume with an important essay that outlines lessons learned from successful interventions, including the importance of involving key people in planning, setting goals and objectives, adapting conflict resolution education efforts to changing needs, assessing and evaluating conflict resolution efforts, listening to students, thinking systemically, and selling principles and practices.

#### *Academic and Practice Research*

**The British Journal of Criminology** (42/3, Summer 2002) has published a special issue on "Practice, Performance and Prospects for Restorative Justice." It's an impressive collection of 11 articles that cover a range of themes, including a debate on practice standards between desert and restorative justice theorists, the relationship of restorative justice to community justice, the relationship between restorative justice and the transition from violent political conflict (Northern Ireland, South Africa), and the transformative potential of restorative justice within state bureaucracies. Key authors include volume editors Kieran McEvoy, Harry Mika and Barbara Hudson, as well as Ann Skelton, Declan Roche, John Braithwaite, Andrew Ashworth, Allison Morris, and Martin Wright. For information about single

issues of this volume (\$15), contact Oxford University Press at the following e-mail address: [jnl.orders@oup.co.uk](mailto:jnl.orders@oup.co.uk).

In the November 2002 issue of the **European Journal of Social Work**, also available from Oxford University Press, British social worker Jane Dalrymple examines the role of advocacy for children and youth in family group conferences. Advocacy and restorative justice are little mentioned in the same breath, but they share an important relationship nonetheless. As Dalrymple notes, disempowered and vulnerable persons, including children, may have special need for advocates. Still, the presence of advocates raises numerous issues, which have rarely been examined in the restorative justice literature. Dalrymple, thus, does a useful service in this important article, titled "Family Group Conferences and youth advocacy: the participation of children and young people in family decision making."

In a recent issue of the **International Journal of Victimology** (9/2, 2002), researcher Roderick F. A. Hill examines occurrences of victimless restorative justice cautioning in Thames Valley (UK). Victimless restorative justice seems not quite right, especially if one holds a "victim meets offender" definition of restorative justice. In fact, however, victims often do not participate directly in restorative justice meetings. Clearly this is an issue for further discussion. Here, however, Hill gathers evidence about the consequences of the victim's absence. Hill found that victims were absent in 82 percent of cases involving restorative justice in the Thames Valley Police restorative justice cautioning project. In the U.K., cautioning is the process whereby police administer warnings to persons who have admitted their offenses. Previously, these warnings were often shame-inducing, tear-producing punishments. A shift in emphasis, based on what was learned from Wagga Wagga and similar police-based efforts with restorative justice, resulted in such names as "restorative conference" (when victims attended) or "restorative caution" (when victims did not attend). Hill argues for use of the terms "victim-present caution" and "victim-absent caution" to avoid confusion. In any case, Hill's reviews on cases from early 2000 found several ways non-attending victims can lose restorative justice benefits: if victims are misinformed about the process, if their lack of attendance is seen as disinterest in benefiting from the process, if facilitation of the process is poorly done, or if the victim's voice is communicated wrongfully. Further information about this journal is available from [jnl@sabapubl.demon.co.uk](mailto:jnl@sabapubl.demon.co.uk).



## Conferences & Trainings

### Atlanta, Georgia

The National Conference on Peacemaking and Conflict Resolution (NCPCR) 2003 PeaceWeb Conference & Expo, "Weaving the Future of Peacemaking" will be held April 3 - 7, 2003 at the Sheraton Gateway Hotel Atlanta Airport in Atlanta, Georgia.

NCPCR promotes the use of non-violent approaches to the resolution of conflict and the improvement of conflict resolution theory and practice, the development of an inclusive society that values diversity, and an international forum for continuing dialogue about the uses of conflict resolution as a tool for social justice and a force for peace. VOMA will participate in the Gathering of the Networks on April 3 with a morning session called "Welcome to the Victim Offender Mediation Association," geared toward people who want more information about what VOMA is and does. In the afternoon, VOMA will host an informal VOMA member gathering to talk about new VOMA initiatives and how members can be more involved in shaping VOMA's direction and work.

Other featured events include: Skill building for mediators working with resistance, uncertainty and conciliation; examining the role that conflict resolution plays in the struggle for social justice; facilitating intercultural dialogue; integrating peacemaking into schools; peace between victims and offenders; problem-solving partnerships with law enforcement and communities; tribal mediation and contemporary conflict resolution; healing racism in a global culture; team building in the classroom; restorative justice and conflict transformation; building mediation programs in rural communities; inspiring a new generation of peacemakers; and the power of ceremony in peacemaking. For further program and registration information, contact Damita Harvey NCPCR, 3070 Bristol Pike, Suite 116, Bensalem, PA 19020, (215) 245-6993; (e-mail) [ncpcr@apeacemaker.net](mailto:ncpcr@apeacemaker.net); (website) [www.ncpcr.org](http://www.ncpcr.org).

### St. Paul, Minnesota

The University of Minnesota's National Restorative Justice Training Institute's 2003 training schedule is now set. Dates, topics, and trainers are as follows: April 25-26: Indigenous Justice: Implications for the Restorative Justice Movement (Harley Eagle and Ruth Yellowhawk); May 15-16: Peacemaking & Spirituality: Multi-faith Implications for Restorative Justice (Mark Umbreit, Abdi Ali, Marilyn Smith and Neal Thao); June 2-7: Victims of Severe Violence Meet the Offender: A Journey Toward Healing and Strength (Umbreit, Roni Burkes, Karin Ho, Carolyn McLeod, Jacki Millar, Marilyn Peterson and Gary Ten Bear); June 26-28: Introductory Victim Offender Mediation & Conferencing: A Multi-Method Approach (Umbreit and McLeod); July 16-19: Peacemaking Circles in Schools and Communities (Oscar Reed, Chuck Robertson, Mary Sam and Jamie

Williams); July 24-25: Hate Crimes & Political Violence: Restorative Responses in the U.S., N. Ireland & S. Africa (Robert Coates, Umbreit, and Betty Vos); August 13: Restorative Justice: Key Principles and Practices (Umbreit); Aug. 14-15: Forgiveness & Healing: Cautious Implications for Deep Restorative Justice (Umbreit and TBA); Sept. 4-6: Introductory Victim Offender Mediation & Conferencing: A Multi-Method Approach (Umbreit and McLeod); Oct. 6-11: Victims of Severe Violence Meet the Offender: A Journey Toward Healing and Strength (Umbreit, Burkes, Ho, McLeod, Millar, Peterson and Ten Bear); Nov 6-7: The Rhythms of Compassion: Toward Authentic Peacemaking Within Our Communities and Ourselves (Umbreit and TBA); and Nov 8: Healing and the Law: A Restorative Justice Perspective (Janine Geske and Umbreit). For further information, contact Vicki Griffen, Center for Restorative Justice and Peacemaking, 1404 Gortner Ave., St. Paul, MN 55108, (612) 624.3744, (e-mail) [rjp@che.umn.edu](mailto:rjp@che.umn.edu); (website) <http://ssw.che.umn.edu/rjp>.

### Ft. Lauderdale, Florida

The Third Annual Restorative Justice Academy, sponsored by the Community Justice Institute at Florida Atlantic University, will be held from April 21 to May 2, 2003. Scheduled courses will focus on working with key court personnel to implement restorative justice, the use of restorative justice in residential settings and schools, the integration of restorative justice into teen courts, and "training the trainers" sessions on restorative justice and restorative group conferences. For further information, contact (954) 762-5668 or [www.barjproject.org](http://www.barjproject.org).

In conjunction with this event, the Community Justice Institute is sponsoring a conference entitled "Conferencing and Restorative Decision Making: Research, Policy and Practice" from April 27 to April 29, 2003. This symposium will feature Judge Barry Stuart, Howard Zehr, and Ada Pecos Melton, as well as researchers, policy makers and practitioners from the US and other countries, in an exploration of the intersection of policy, research and practice of restorative decision making and conferencing. To register for the symposium please call the Community Justice Institute at (954) 762-5668 or visit our website at [www.barjproject.org](http://www.barjproject.org). Registration fee is \$200 before April 4th, 2003 and \$250 after this date. Fees will cover the symposium, materials, opening reception, continental breakfasts and all breaks. Hotel accommodations may be made at the Doubletree Guest Suites, 2670 E Sunrise Blvd, Ft. Lauderdale FL. Rates are \$99.00 a night and reservations may be made by calling (954)565-3800.

### Minneapolis, Minnesota

The American Humane Association's Family Group Decision Making Conference, which will be held in Minneapolis, MN from June 4-7, 2003, is broadening its reach beyond traditional child welfare practices to restorative justice as a means of engaging with children, young people, and communities. The conference aims to develop strong partnerships and strategic alliances with practitioners, researchers and policymakers involved in such areas as domestic violence, education, juvenile justice and economic self-sufficiency. VOMA participation at this conference includes presentations by Annie Roberts, Sue Wiese, and Walter Drew Smith. For more information about this conference, please visit [www.fqdm.org](http://www.fqdm.org).

### Creating Healing Dialogues Between Victims and Offenders

*Victim-Centered/Offender-Sensitive Mediated Dialogue* is a promising restorative approach to addressing the needs of victim and offender. David Doerfler and Jon Wilson provide trainings, presentations, and retreats to understand this dialogue process, facilitate necessary preparation, and gain a deeper understanding of the victim and offender experience and the vast complexity of issues and feelings that dominate their lives in the aftermath of violent crime. Upcoming open training locations include Texas, California, New York and New England. For further information contact: David Doerfler, M.Div., (800) 260-7442, access code 74, (e-mail) [safeplace49@aol.com](mailto:safeplace49@aol.com), (websites) [www.concentricjourneys.com](http://www.concentricjourneys.com), or [www.sanctuarytexas.org](http://www.sanctuarytexas.org), or, Jon Wilson, Editor-in-Chief, **Hope Magazine**, (207) 359-4651, (e-mail) [jon@hopemag.com](mailto:jon@hopemag.com).

**VOMA**  
20th Annual  
**International  
Training Institute  
& Conference**

Nashville, Tennessee USA

**November 2-5, 2003**  
*(please consider arriving on the 1st  
and spend Saturday night at the  
world-renowned **Grand Ole Opry** !)*

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Details, updates, and registration  
information will be available  
on our website:

**[www.voma.org](http://www.voma.org)**

Book Review**Stand by Me: The Risks and Rewards of Mentoring Today's Youth**by **Jean E. Rhodes**Harvard University Press  
\$22.00, 163 pages (2002)**In Schools We Trust: Creating Communities of Learning in an Era of Testing and Standardization**by **Deborah Meier***Beacon Press*  
\$23.00, 200 pages (2002)by *Russ Immarigeon*

**S**chool-based restorative justice, as well as conflict resolution, requires relationships not just among school community members (administrators, teachers, parents, students, and other staff), but also with non-school community members (taxpayers, media, local decision makers, and courts and law enforcement). Students, primary beneficiaries of restorative justice processes, often have little relationship with any of these school and non-school members, in part because they are adults. Some important recent research on family and school networks has shown that young people have few meaningful contacts with adults other than their parents.

In these two fine volumes, the authors, both as cautious in their pronouncements as they are critical in their assessments, highlight the paucity of relationships between young people and adults and what this means for community-building, individual development, and institutional well-being. Neither of these volumes is an obvious candidate as "a restorative justice book," yet each in an important addition to the literature of the field.

At bottom, these volumes ask us to be proactive yet remain skeptical. A critical gaze does not conflict with a constructive approach.

*Mentoring*

Jean Rhodes is an assistant professor of psychology at the University of Massachusetts, Boston and has been studying mentoring for at least a decade. In this thin but richly informative volume, she reviews all that we know about mentoring and its implications.

According to Rhodes, three things work in mentoring young people:

- Enhancing social skills and emotional well being;
- Improving cognitive skills through dialogue and listening; and
- Serving as a role model and advocate.

Rhodes argues that mentoring provides "unique openings for non-parent adults...somewhere between their parents and their peers."

She stresses the importance of developmental theory in assessing mentoring. For instance, she shows: "Preteens and early teens, around 10 to 14 years of age, seem more responsive to adult influences than older adolescents, who gravitate to group-based programs, where adults are available on the sidelines but are not there necessarily for the purpose of forming close bonds. Romantic involvements also compete increasingly for the attention and commitment of older adolescents as do bonds with peers who are just good friends. Mentors of older youth tend to experience their relationships as less close and supportive than mentors of preteens do, and for this reason, among others, relationships with older adolescents are at higher risk for early termination."

Restorative justice emphasizes relationships. Unfortunately, restorative justice theory and practice too rarely integrate psychological, sociological, and developmental aspects of relationships. Rhodes' study is one, of perhaps many, that add important dimensions to the promise of restorative justice.

*...restorative justice theory and practice too rarely integrate psychological, sociological, and developmental aspects of relationships.*

Rhodes concludes, "Changes in families, work demands, and communities have left many adolescents bereft of the adult supports that were available just a few decades ago, while presenting them with increasingly complex challenges. No one institution – whether families, schools, church, or after-school programs – can completely compensate for the social isolation that many children and adolescents experience, and each institution is stretched by the limitations of the others. Different youth derive benefits from different resources, and mentoring and other youth programs can protect them

against negative choices and support their healthy development."

*Community & Education*

Deborah Meier is an award-winning educator, well known for her work creating the Central Park East School in New York City, a story that she has told in *The Power of Their Ideas: Lessons for America from a Small School in Harlem* (Beacon Press, 1996). She now serves as co-principal of the Mission Hill School in Boston.

One of the barriers school officials face as they grapple with student disruption or misbehavior is that they are also floating in paperwork, much of it aligned with the movement toward testing and standardization, an approach that Meier argues is at odds with establishing meaningful "school accountability." The seeds of a good school environment, Meier suggests, can be found in what educator Mike Rose calls "messy human reality." Meier, herself, puts "faith in the extraordinary drive and capacity of all children to learn and in the ability of ordinary adults to be powerful, active citizens in a democracy."

Meier argues that the "quasi-science of testing" does not bring accountability, competency or community. Instead, she asks us to examine "the complicated nature of trust." Conflict and frustration, she says, are realities of life. "Organizing schools around collective decision making among teachers, having teachers be responsible for each other's work, inviting parents into the life of the school, balancing the authority of professional and lay leadership, dealing with often sharp differences – all of these are enormous challenges that never go away." Meier argues for "small and rooted school communities (that) are not escapes from the larger world but the best possible training for coping successfully with such a world."

Isn't this the raw material for restorative justice? If restorative justice is to have a future, it is one that entwines itself with similar struggles.

*To obtain a copy of these books, contact Harvard University Press at [www.harvard.edu/press](http://www.harvard.edu/press), or Beacon Press at [www.beaconpress.com](http://www.beaconpress.com).*

# VOMA Membership Information & Application

- **Agency membership** is available to any organization that has an interest in victim offender mediation, conferencing and circle processes, the philosophy of restorative justice, or the criminal justice system. Annual agency dues are **\$150.00**.
- **Individual membership** is available to those persons interested and/or involved in victim offender mediation and conferencing programs. Annual individual dues are **\$40.00**.
- **Student membership** is available to full-time students. Annual student dues are **\$25.00**.
- **Library and educational institution memberships** are available, which consist of a subscription to the newsletter. Annual library and educational institution dues are **\$30.00**.

**VOMA membership benefits** include the *VOMA Connections* newsletter, the Annual Directory of Members, access to VOMA resources, and discounts on Annual Conference registration.

## ----- Membership Application -----

Please print:

**Name/Contact Person** \_\_\_\_\_ **Title** \_\_\_\_\_

**Organization/Agency Name** \_\_\_\_\_

**Mailing Address** \_\_\_\_\_

**City** \_\_\_\_\_ **State/Province** \_\_\_\_\_ **Postal Code** \_\_\_\_\_ **Country** \_\_\_\_\_

**Telephone (\_\_\_\_\_)** \_\_\_\_\_ **Fax (\_\_\_\_\_)** \_\_\_\_\_ **e-mail** \_\_\_\_\_

**Type of Membership** (full-time students, please list name of school) \_\_\_\_\_

**Amount Due \$** \_\_\_\_\_ (Please enter credit card information below or enclose check or money order in U.S. funds, payable to **VOMA**)

or  VISA  MasterCard Card Number \_\_\_\_\_ Expiration Date \_\_\_\_\_

Print Name of Cardholder \_\_\_\_\_ Cardholder Signature \_\_\_\_\_

**As a service to members, VOMA may provide the following information in the Membership Directory and on the Website.**

**Please check all appropriate boxes:**

### Areas of Interest:

- Community  Restorative Justice (work with victims, offenders, and communities)  Environmental/Public Policy  Workplace/Organizational  
 Research  Other

### Type of Practice:

- Mediation  Peer Mediation  Circles  Facilitation  Training  Education  Other

### Areas of Practice:

- Victim Advocacy  Offender Advocacy  Domestic Violence  Serious and Violent Crime  
 Court Annexed  Reintegration  Community  Faith-Based  
 Schools/Universities  Youth  Cross-Cultural  Environmental/Public Policy  
 Family  Schools and Youth  Training & Teaching  Indigenous Peoples specify:

**Clients:**  Victims  Young Offenders  Adult Offenders  Community Members  Other

### Organizational Setting:

- Court-Based  Government  Community-Based  Educational  Nonprofit  Law Office  
 Faith-Based  Private Practice  Human Rights  Insurance  Organizational/Workplace  
 Other

**Language:** Services offered in  English  Spanish  French  Other specify:

### I am interested in volunteering or working in these areas:

- Board Committee  Newsletter  Website  Conference  Book Reviews  Membership  
 Training  Fundraising  Videos/Other Resources

Part of VOMA's mission is to increase the diversity of its membership.

It would help us to achieve success with this goal if you provide the following information (Optional):

### I am a member of an equity seeking group:

- Gender  Race/Ethnicity  Gay/Lesbian/Bisexual/Transgender  Faith-Based  Disability  
 Other specify:

**VOMA** lists the following information on our website: name, organization, mailing address, phone, fax, e-mail, web address.

I do **NOT** want to have my information listed on the VOMA website.

Please publish ONLY the following (circle): name, organization, mailing address, phone, fax, e-mail, web address.

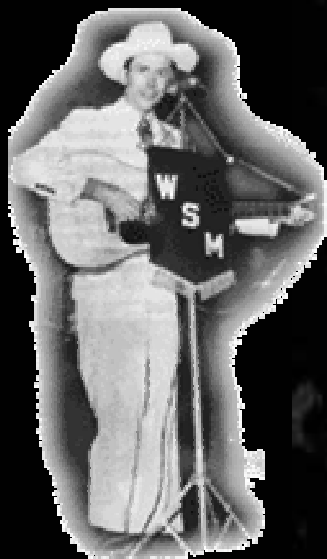
**Please clip application form, enclose payment, and send to:**

**VOMA**, c/o Center for Policy, Planning, and Performance, 2344 Nicollet Avenue South, Suite 330, Minneapolis, MN 55404, USA.

**THANK YOU!**



*Announcing...*  
**VOMA's 20th Annual  
International Training Institute  
and Conference**



November 2-5, 2003  
Nashville Tennessee USA

***Mark your Calendars!***



**Victim Offender Mediation Association**

c/o Center for Policy, Planning, and Performance  
2344 Nicollet Avenue South, Suite 330  
Minneapolis, MN 55404 USA