

Harwood Union Youth Programs

- Guys and Girls Groups
- Smoking Cessation
- Anger Management
- Creative Expression through the Arts
- Personal Problem-Solving
- Substance Abuse Cessation
- Healthy Relationship Training
- Anti-Harassment Training
- Individual and Small Group Counseling

Harwood's RJ Facilitators

Lisa Atwood, Ellen Berrings, Rebecca Busker,
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Restorative JUSTICE

Research on Restorative Practices

Harvard Civil Rights Project. (2000). *Opportunities suspended: The devastating consequences of zero tolerance and school discipline policies*. Report from the National Summit on Zero Tolerance, Washington, DC.

Mikaelsen, B. (2001). *Touching spirit bear*. New York: Harper Trophy. (Youth Novel)

Mirsky, L. (2007). SaferSanerSchools: Transforming school cultures with restorative practices. *Reclaiming Children and Youth*, 16, 2, 5-13.

Shenk, B. T. & Zehr, H. (2001). Restorative justice and substance abuse. *Youth and Society*, 33, 2, 314-328.

Strang, H. & Braithewite, J. (Eds.). *Restorative justice and civil society*. Cambridge, UK: Cambridge University.

Umbreit, M. (1994). *Victim meets offender: The impact of restorative justice in mediation*. New York: Criminal Justice Press.

Community Service Possibilities

- United Way
 - Vermont Adaptive Ski Program at Sugarbush
 - Lost Nation Theater
 - Central Vermont Hospital
 - Waterbury Food Shelf
 - Vermont Sunshine Society
 - Salvation Army
 - Rural Vermont
 - Farm Advocacy
 - Green Mountain Club
 - Meals on Wheels
 - North Country Animal League
 - Waterbury Senior Center
 - Vermont Granite Museum
 - Recycle North
 - Special Olympics
 - Vermont People with AIDS Connection
 - Local libraries
- Students can request other community service options.

Harwood Union Middle/High School

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Sue Duprat, Athletic Director

Passion Respect Inquiry Dedication Excellence

Serving the towns of Duxbury, Fayston, Moretown,
Waitsfield, Warren, and Waterbury



**RESTORATIVE
JUSTICE
ALTERNATIVE
OPTIONS TO
TRADITIONAL
DISCIPLINE**



HARWOOD UNION
MIDDLE/HIGH SCHOOL

Restorative practices prevent, address, and change behaviors that hurt individuals, families, our school, and our community.

Restorative practices focus on repairing the harm and reintegrating those involved in the conflict.

This involves fostering collaboration among and between all members of the Harwood community by dialoging on important issues, restoring relationships, creating a peaceable climate, and providing youth a sense of hope, purpose, and place.

Restorative **JUSTICE**



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❖ **Why Restorative Justice?**

School is an opportunity for young people to change and grow, to learn from their mistakes and seek ways to strengthen their character and interpersonal skills so that they become best prepared for higher education, successful careers, and active citizenship. To help students learn from their conflicts and mistakes and become an upbeat member of the school community, restorative justice may be offered as an alternative or requirement, replacing or combining with traditional consequences of detention, suspension, and expulsion.

Here are the options:

❖ **Calling a Council**

A student who is concerned about an issue and doesn't know what to do about it may call a council. The issue can be personal, academic, social, or political. The student invites who s/he thinks can help — teachers, parents, friends, or others — who together meet once or more often to form the council. The student controls the council meeting by setting the agenda, explaining the problem, inviting suggestions, asking questions, and choosing what s/he wants to do. Students can ask their TA teacher or another trained staff member for help arranging, preparing for, and leading a council.

❖ **Mediation**

Mediation is when one or more trained mediators respond to a particular situation by bringing two

or more people together who are in disagreement, oftentimes joined by others to support them, in order to heal and resolve the conflict. Both people affected must agree to the mediation. One of the mediators first contacts all people involved and their supporters to hear their sides of the issue, giving the participants a chance to learn about the mediation process and to think about what they would say. Students can choose one or both mediators from the list of trained Harwood staff members.

❖ **Circle Conference**

The Circle Conference expands mediation to involve several people who have been negatively affected by the actions of one or more individuals or groups in the Harwood community. Facilitated by trained Harwood staff or community members chosen by the participants, everyone affected by the conflict can bring support people to share his/her side of the story. All must be willing to participate in the Circle Conference as an alternative to or a reduction of traditional consequences.

The facilitators first contact all people involved to hear their points of view, giving the participants a chance to learn about the Circle Conference and to think about what they would say. At the Circle Conference, each participant shares his/her experiences and ideas for solving the problem. This may include apologizing for their actions, engaging in community service, helping out in school, attending extra help, participating in a youth program, or another solution.