

Representatives from the sites receiving YOEM training and technical assistance share information about their community partnership efforts.

School Safety

UPDATE

Practicum caps YOEM initiative and national training

Representatives from the 10 jurisdictions that received Youth Out of the Education Mainstream (YOEM) training and technical assistance awards met October 15, 1997, in Westlake Village, California, to share goals, objectives and progress reports regarding their communities' partnership efforts. The practicum caps the YOEM initiative launched in March 1996 and sponsored by the U.S. Department of Justice's Office of Juvenile Justice and Delinquency Prevention and the U.S. Department of Education's Safe and Drug-Free Schools Program.

The initiative targets five categories of youth outside the educational mainstream: truants; dropouts; suspended and expelled students; youth whose school attendance is irregular due to fear of crime and violence at school and in their communities; and juvenile offenders seeking to transition from correctional facilities to mainstream schools to complete their educations.

Following four regional training forums conducted during the summer of 1996 by the National School Safety Center (NSSC), 10 jurisdictional partnerships were competitively selected in November 1996 to receive training and technical assistance provided by NSSC. The three eastern sites chosen were the Safe Connections program of the Washington, D.C., Public Schools; the New Jersey Juvenile Justice Commission's partnership located in Essex County/Newark, New Jersey; and the school district partnership of Reading, Pennsylvania.

The two southern region recipients were Jefferson, Henderson and Christian counties' schools partnership in Kentucky and a Macon County, Georgia, partnership. The two Midwest sites were the Nebraska Safe Schools Coalition and a Hennepin County, Minnesota, partnership. A Phoenix, Arizona, partnership located in a southwest suburban setting and two western jurisdictions in Las Vegas, Nevada, and San Jose, California, completed the sites chosen to receive assistance.

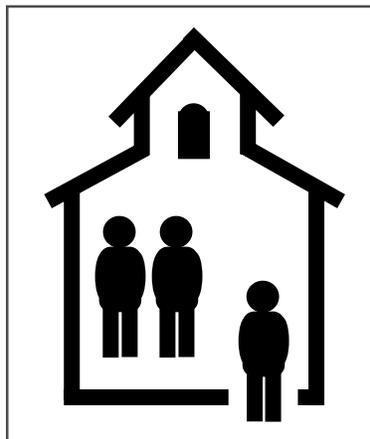
YOEM training sessions were designed to assist the 10 jurisdictions by refining each jurisdiction's goals and objectives as needed and identifying existing community strengths and resources; disseminating information on effective and promising intervention techniques; enhancing the roles of local educators, juvenile justice personnel, community leaders, youth-serving groups and the business community in jurisdictional program formulation and implementation; and identifying methods of working reciprocally among local agencies to develop and implement effective programs.

In spring 1997, preliminary assessments and training and technical assistance programs were conducted in each of the 10 jurisdictions. NSSC staff worked with key personnel at each site to customize the training components to best meet the needs of each jurisdiction. In some cases, the training and technical assistance took the form of providing consultants to make presentations in large, districtwide forums addressing issues of reaching at-risk youth. In other cases, groups of 10 to 20 representatives from agencies within the jurisdiction

conferred with NSSC consultants in round table, interactive discussions regarding site-appropriate YOEM and related training topics.

Shared progress and vision

At the Westlake Village practicum October 15, representatives of the participating sites shared the following progress reports regarding their communities' partnership efforts at reaching youth out of the education mainstream.



Kentucky's Youth Assistance Model

Two years ago, an alliance was formed among several Kentucky youth-serving organizations interested in easing the transition of adjudicated youth from juvenile justice settings or treatment facilities to educational settings. Included in this partnership were Jefferson County, Christian County and Henderson County public schools, the Office of Juvenile Justice, the Cabinet for Human Resources, the Kentucky Department of Education, the University of Kentucky and the Kentucky Coalition for State Agency Children.

The priority of the Youth Assistance Model partnership was to collect data on school-aged adjudicated youth in Kentucky. The partnership found that the school systems were losing nearly 95 percent of adjudicated youth because such youth failed to make successful transitions into school. The system for dealing with adjudicated youth in these counties was characterized by gaps in services, in identification of the population, in the school re-entry process and in community support.

One year ago, the partnership became involved in the Youth Out of the Education Mainstream initiative. The model proposed as part of YOEM addresses the identified gaps in services to Kentucky's adjudicated youth and, by establishing a network of agencies, charts ways to close the gaps and provide opportunities for youth to develop into productive citizens in their communities.

The alliance set forth as part of the Youth Out of the Education Mainstream initiative the following objectives:

- Establish a uniform system by which youth in juvenile justice or treatment facilities can return to school.
- Create a bridge coordinator position in each school district to facilitate the return of adjudicated youth to school enrollment. The bridge coordinator will screen each returning student by conducting transition interviews, collecting appropriate data and obtaining parental releases for juvenile record sharing.
- Design an "educational passport" that will facilitate the sharing of information across jurisdictions for returning students, including notifying schools regarding the impending releases of juveniles from treatment facilities or incarceration.
- Recruit and train mentors for each returning student.
- Monitor progress of returning students to further assess their needs and to identify barriers to successful re-entry.
- Provide alcohol/drug prevention education and other counseling and prevention support to youth and their families.
- Offer support groups for juveniles who have witnessed violence, particularly domestic violence. (Approximately 60 percent of this population had a history of domestic violence in their families.)

Cyril Wantland, director of Safe and Drug-free Schools Program, Jefferson County Public Schools, and Nancy

Satterfield, director of Support Programs for Henderson County Public Schools, represented the jurisdiction at the practicum. According to Wantland, "The Youth Assistance Model has improved communication among participating agencies as a result of the training and technical assistance received under the Youth Out of the Education Mainstream Initiative. The training has facilitated our awareness of other successful programs implemented across the United States."

Newark's juvenile justice and schools partnership

Representing the Newark Public Schools (NPS) and Juvenile Justice Commission (JJC) partnership was Carol Winer of New Jersey's Juvenile Justice Commission.

Prior to partnership efforts, JJC and NPS had functioned as independent entities; no distinct effort had been made to work as a team and/or to understand the other agency's problems and concerns. Agencies exchanged educational records when students moved from one system to the other, but no personal contact or follow-up occurred.

New program goals and services put into effect as a result of the partnership involve JJC participation in attendance committee meetings at the school district; additional training for both NPS and JJC staff; the creation of a committee to determine the educational placement of returning JJC students prior to their releases; and the implementation of a process that assures the transfer of information and educational records between the two agencies.

A new priority is specifying NPS school attendance concerns so that JJC can assist the schools and students in correcting attendance problems. The two agencies plan to maintain the new open lines of communication and to continue identifying mutual needs and concerns.

Regular meetings are now scheduled between the Newark Board of Education and JJC. Further, a newly developed screening committee of JJC staff and NPS staff meet together to review profiles and educational transcripts of students who will be released from JJC.

The YOEM technical assistance was essential to the progress achieved by JJC and NPS. It provided the opening needed to develop this liaison. The training enlightened participants about other partnerships throughout the U.S. and served as a stimulus for creating a cohesive force within the partnership. Additionally, sharing informal time with one another during training encouraged growth of relationships and friendships among staff members of the two agencies. Members learned that they can accomplish much more when they work together.

Truancy Task Force of Clark County, Nevada

Just prior to involvement with the YOEM initiative, Clark County formed a Truancy Task Force. It included the school

COVER STORY

district, juvenile courts, the district attorney's office and various police agencies united to work on the problems of increased truancy and serious outgrowths of truancy. Vicki Hulbert of the district attorney's office attended the October 15 meeting and presented Clark County's progress report.

Truants and potential truants and dropouts were the at-risk population targeted for collaborative services. The goals of the Clark County Task Force on School Truancy are:

- to advocate legislation that effectively supports school attendance;
- to establish an effective community support program for students at risk for truancy, dropping out and criminal behavior;
- to establish effective school-based truancy prevention programs; and
- to achieve coordination among schools and agencies that work with at-risk youth.

Objectives and services of the task force include continuing efforts to promote legislation and ordinances that support regular school attendance; continuing development of school policies and procedures to promote school attendance; establishing a daytime curfew; helping local schools institute effective truancy and dropout prevention programs; organizing and implementing a school attendance review board; and providing on-site parenting classes at schools.

The YOEM technical assistance provided information on successful truancy and dropout prevention programs, direction on focusing the task force's efforts, training of community groups outside of the task force regarding truancy prevention and partnership development, and ongoing technical assistance on legislative issues.

As a result of YOEM training, the Clark County Task Force on School Truancy plans to: establish effective school attendance review boards; continue providing on-site parenting classes; develop community resource guides; implement successful individual school truancy and dropout prevention programs; and create partnership programs with the business community to reward good school attendance. Such collaboration depends upon key factors such as adequate funding, continued cooperation among agencies, community support, cooperation within the school district, and citizens' and legislators' support for enactment of ordinances.

The task force has experienced remarkable growth through its training process. Initially, the group had only a general awareness of community problems associated with truancy. As a result of the YOEM training, the task force has identified specific effective truancy prevention programs; focused its efforts on the "doable;" achieved most of the statute changes needed to have an effective program; and has begun to implement some of the proposed programs.

Truancy Abatement Task Force, San Jose, California

Ron Soto of the Department of Parks, Recreation and Neighborhood Services in San Jose represented the collaborative at the practicum. San Jose was selected as a YOEM site because of its track record in developing a previous collaborative organization to address the service needs of youth exhibiting at-risk, high-risk and gang-involved behaviors.

Two of the major goals of the Truancy Abatement Collaborative (TAC) are to ensure communication and on-going collaboration among service providers and schools, thus increasing resources, addressing service gaps and decreasing duplication of efforts; and to prevent school attendance problems at the elementary level by increasing school attendance for all grades and mitigating behavioral and delinquency problems at school through a coordinated continuum of prevention, intervention and law enforcement programs. Progress has been made in developing a data base of available services, a list of service gaps/needs within school districts and task force recommendations for a continuum of service model.

TAC worked with NSSC to define details for YOEM technical assistance which included:

- convening a forum to define truancy prevention/intervention continuum of services;
- bringing in experts to assess effective program models;
- visiting the NSSC resource center to review materials and information about truancy prevention models; and
- completing an application for a California Department of Education truancy grant.

Macon County, Georgia

While some partnership efforts existed prior to the YOEM training and technical assistance, the YOEM initiative set the path for stronger partnerships among agencies and schools in Macon County, Georgia. Fort Valley State University and the Literacy Council of Macon County, Inc. focused their combined efforts on youth at risk of dropping out at the middle school and early high school levels. According to YOEM representative Virginia C. Martin of the Literacy Council of Macon County, Inc., youth in rural settings are often overlooked. Though fewer in number than at-risk youth in large urban settings, these troubled youth, too, need interventions that motivate them to be responsible contributors to society.

The Macon County partnership goals are:

- to increase awareness among students and their families regarding post-secondary educational opportunities;
- to provide academic and career counseling and publicize the availability of financial aid for college;
- to increase post-secondary enrollment;
- to encourage dropouts to re-enter regular high school or enter a GED high school equivalency program; and
- to provide services such as academic advising, tutoring and

COVER STORY

SAT enrichment; cultural enrichment activities; group counseling; field trips to post-secondary institutions; career exploration and aptitude assessment; and the development of computer systems to access data on careers, post-secondary education and financial aid.

Planned programs and services include: early intervention with middle school students through various workshops and group counseling sessions; intervention with high school dropouts via coordination with the Literacy Council of Macon County, including group or individual counseling and cultural or recreational activities; interaction and involvement with support agencies serving at-risk youth; sharing YOEM training information with area juvenile resources; and a campaign to involve young people in community life and to encourage them to speak out about issues specific to young persons' needs.

This partnership's future success will require such key factors as motivated participants, student involvement, parental support and involvement, cooperation from schools and other agencies, and continued funding. Accomplishing stated goals means that the partnership must work together to provide adequate transportation; gain adequate access to facilities appropriate for meeting with youth; generate supportive interest among youth, parents and community organizations; and provide safe community sites at which youth can meet or gather. Such objectives require funding, and the partnership is committed to seeking at-risk/neglected children grant funds for programs and projects that will break the cycle of poverty and remedy a lack of education. Members of the partnership envision continued and expanded collaboration with community groups and individuals.

Community apathy is a major contributor to problems among youth and to youths' lack of success in school. Successful long-range planning will require increased input from youth and their families regarding the scope of problems and possible solutions. More community representation — including key agencies and the school system — would greatly enhance future training and would help start a dialogue among all the agencies that serve youth in Macon County.

Safe Connections, District of Columbia Public Schools

The District of Columbia Public Schools has entered partnerships and completed formal memoranda of understanding/agreement with many of the agencies now currently involved in the Safe Connections initiative. The targeted populations for the Safe Connections YOEM training are youth involved in the judicial system, students excluded from school and truant. Margaret G. Labat represented Safe Connections and reported on the partnership's progress. Dr. Labat stated that the information and ideas shared by NSSC are invaluable to future program design and implementation and will also en-

hance current programs.

Safe Connections' goal was to establish a forum to improve the service delivery for youth out of the education mainstream. Doing so requires building a network of agencies and organizations that provide services to targeted youth; strengthening coordination of service delivery among agencies; and assisting in the creation of school and community prevention and intervention programs that mediate risk factors and enhance protective factors in the lives of targeted youth.

Instrumental to these efforts are the establishment and maintenance of effective communication strategies and the design and institution of technology to support the network. Such processes include:

- establishing and/or designating an organization to coordinate collaboration among agencies;
- identifying the collaborative efforts that provide improved service delivery for the targeted population;
- developing a plan to coordinate activities (i.e., time lines, evaluation strategies and management of information flow);
- instituting and maintaining a clearinghouse of information on youth out of the education mainstream in the District of Columbia;
- disseminating data and information on the activities of youth out of the education mainstream; and
- developing a student-designed, student-maintained program of outreach to other students experiencing problems that can lead to disruption in education.

NSSC facilitated a Safe Connections Conference (a pivotal factor in developing the collaborative partnership) where representatives from agencies and community organizations learned about city services and discussed service delivery for youth out of the education mainstream. NSSC provided information about and access to research-based materials; prevention experts and program consultants; and programs/resources available from the U.S. Departments of Justice and Education.

Each agency participating at the Safe Connections Conference committed to a pooling of creative strategies to enhance the technological support and to maintain and consistently improve service delivery to youth out of the education mainstream. Collaborative actions proposed by committee members and conference participants include identifying a liaison from the school system to interface with all agencies and recommending changes in internal and external agency procedures.

Nebraska Safe Schools Technical Assistance Cadre

David Friedli of Toward a Drug Free Nebraska represented the Nebraska Safe Schools and Technical Assistance Cadre. The at-risk youth targeted from his area were: Nebraska youth

COVER STORY

absent from school due to fear and intimidation; truants, drop-outs and youth suspended or expelled from school, particularly due to the recent passage of a Nebraska law requiring schools to provide alternative education to those suspended or expelled.

The YOEM partnership in Nebraska includes representatives from: the Nebraska Governor's Office, the Nebraska Department of Education, the U.S. Attorney's Office for the District of Nebraska, the City of Omaha Enterprise Zone, Omaha Community Partnership, Nebraska PACT, Safe Futures-Omaha, the Omaha Public Schools, the University of Nebraska-Omaha Department of Public Administration, and the Toward a Drug Free Nebraska Project. Each of the cooperating entities had been providing prevention education, intervention, enforcement and support consistent with their own objectives. While loose associations had been formed, the YOEM initiative training marked the first time these key players had come together to design and implement a cooperative strategy to address at-risk youth.

The goal was to establish a Nebraska Safe Schools Technical Assistance Cadre composed of law enforcement personnel, educators, staff developers and community prevention professionals who could make available no-cost or low-cost assessment, consultation, evaluation and planning for safe schools. Prior to the establishment and training of the Nebraska Safe Schools Technical Assistance Cadre, no statewide program existed to reach youth who were not being served by traditional educational programs. While different entities in Nebraska had begun to address the issue of youth out of the education mainstream, Nebraska had no system that directly assisted schools and communities to assess, develop and implement programs and processes to reduce the number of at-risk youth.

The objectives of the new cadre are as follows:

- establish a 50-member Nebraska safe schools cadre;
- provide technical assistance to a minimum of 50 districts, including Omaha;
- provide on-site technical assistance to a minimum of 100 school buildings, at least 25 of which will be in the Enterprise Zone;
- collect data regarding technical assistance needs;
- create localized action plans for addressing youth out of the education mainstream issues;
- promote and distribute resource materials in the Nebraska Safe Schools Center;
- create a Nebraska Safe Schools link to the Nebraska PACT Web site; and
- evaluate the effectiveness of the Nebraska Safe School Technical Assistance Cadre.

The new cadre will offer the following services: on-site tech-

nical assistance to school districts; access to resources through a statewide lending library; brokering of services provided by participating agencies and groups; presentation of promising practices of safe schools at statewide conferences and meetings; creation of a crisis response team to help schools respond to school safety concerns; the publishing of monthly articles in the Drug Free Nebraska Project newsletter about alternative education approaches; and conducting a one-day pre-conference session on youth out of the education mainstream prior to the Nebraska Partnerships Conference on Substance Abuse Education and Prevention.

Additional training of the cadre is critical to provide members with skills and knowledge needed to perform assessments accurately and confidently. Promotion of the cadre throughout Nebraska is another key factor in the success of the program. School leaders must know about the cadre and its potential to help districts develop plans to meet the needs of students out of the education mainstream.

Following YOEM training, the collaborating groups continue to meet to plan additional training experiences for the cadre. The level of communication among the groups has improved dramatically, and information about training and services is being shared on a regular basis. A library of materials has been established and continues to expand.

NSSC conducted a two-day training, which was the first step in establishing the statewide cadre. Major components of the training included: conducting school site assessments, addressing legal issues, acknowledging the community's role in truancy prevention, facilitating collaboration of education and law enforcement, and eliciting promising practices from Nebraska schools and communities.

Two things readily became apparent through the YOEM training process. The first was the identification of a significant number of groups that have an interest in youth out of the education mainstream and also have resources available to address issues related to such youth. The second revelation was the tremendous power source available from collaborative effort when the key players in one state come together and work for one cause.

Insights from training

In the course of carrying out its Youth Out of the Education Mainstream mandate, NSSC has observed the following:

- The people of the U.S. remain steadfast in their commitment to educating all American youth.
- Community partnerships are vital to creating effective and successful programs to mediate risk factors and to promote protective factors that help youth reach their potential.
- Providing safe environments in homes, schools and communities is crucial to nurturing young people and fostering their development as productive, socially responsible citizens.

Striking a balance: restorative juvenile justice

Representing a back-to-basics look at the goals of juvenile justice, the U.S. Justice Department's Office of Juvenile Justice and Delinquency Prevention (OJJDP) has released *Balanced and Restorative Justice for Juveniles*. Supported by a grant from OJJDP, the Center for Restorative Justice & Mediation at the University of Minnesota School of Social Work and Florida Atlantic University jointly completed this project.

Restorative justice focuses on crime as harm and justice as repairing harm. The Balanced and Restorative Justice model offers a vision of victims, offenders and communities as equal recipients of juvenile justice services and as important, active co-respondents to juvenile crime. The manual describes ways in which jurisdictions hold juvenile offenders accountable to individual victims and the community, enable offenders to function as productive citizens, and transform juvenile justice agencies into resources for enhancing public safety.

A need to restore losses to victims

Traditionally, any group of agencies referred to as a "justice" system has been charged with addressing three needs: the need to sanction crime, the need to support offender rehabilitation and the need to enhance public safety. In recent years, justice systems have been asked to address a fourth need: the need to restore losses to victims to the greatest extent possible.

In focusing on the ideal of treatment that is in the best interests of offenders, juvenile justice has often neglected to effectively sanction offensive behavior and to address public safety. Little attention has been given to making victims whole. Because of the limits inherent in the individual treatment agenda, juvenile justice has been largely unsuccessful in achieving its rehabilitative goal. Most states in the past decade have adopted retributive policies that give central emphasis to punishment. Both punitive and treatment approaches have placed the offender in a passive role as the object of services on

the one hand and punishment and surveillance on the other. Such roles require no positive, constructive actions.

A balanced approach in a restorative framework

To meet basic needs, juvenile justice professionals must develop innovative intervention priorities based on clearly stated outcomes. Professionals must also change the context of intervention by defining new, more active roles for citizens, offenders and crime victims in the justice process. Effective approaches must be used actively in daily decision making to guide reform and ensure effective management.

A balanced approach addresses the public need for: sanctioning, based on accountability measures that both clearly denounce and provide meaningful consequences for offensive behavior; offender rehabilitation and reintegration; and enhanced community safety and security. These three system goals are directed toward the primary "clients/customers" of the system — the victim, the offender and the community.

The overarching goal of balance suggests that policies and programs should address each of the three goals in each case of offensive behavior. No one objective can take precedence over any other without creating a system that is out of balance; efforts to achieve one goal (e.g., community protection) should not hinder efforts to achieve other goals.

As the primary sanctioning goal in the balanced approach, accountability refers specifically to the requirement that offenders "make amends" for the harm resulting from their crimes by repaying or restoring losses to victims and the community. Competency development, the rehabilitative goal of intervention, requires that youth who enter the juvenile justice system should exit the system more capable of being productive and responsible in the community. The community protection goal explicitly acknowledges and endorses a long-time public expectation that juvenile justice must place equal emphasis on promoting public safety and security at the lowest possible cost. Finally, the mission is founded on the belief that justice is best served when the victim, the community and juvenile offenders are viewed as equal clients of the justice system who will receive fair and balanced attention, be actively involved in the justice process, and gain tangible benefits from their interactions with the juvenile justice system.

To be successful in meeting the needs of its three customers, however, the balanced approach mission must be implemented within a value framework that recognizes crime as harm done to victims and the community, values the participation of victims and community in resolving crimes, and prioritizes restoration as a goal of the justice process.

STRATEGIES

Sanctions, offenders and public safety

A major priority of any justice system is to publicly denounce harmful behavior and to provide consequences for offenders. To accomplish this, a justice system must develop meaningful requirements for offender accountability and consequences related to the nature and degree of harm resulting from offenses and the relative culpability of the offender in causing this harm. Societies that are the most effective in controlling crime provide for a “shaming” process intended to affirm community values and to make offenders aware of the harm caused by their behavior to the collective society. In these “low crime” societies and communities, such denunciation is followed by a process of offender repentance and reparation, and by a community effort to support reintegration, conciliation, and (in most cases) forgiveness.

In the balanced approach, the traditional individual treatment agenda is replaced by a broader emphasis on the goal of competency development, which requires that offenders “exit the system more capable of being productive and responsible in the community.” Competency is essentially the capacity to do something well that others value. Competency development would therefore emphasize the need for a broader concern with youths’ maturational development and for programs and practices that help young offenders acquire skills that allow them to survive and thrive in conventional communities.

The community protection goal in the Balanced and Restorative Justice model is an attempt to define community protection more broadly to include structuring the offender’s time in the community, developing a continuum of sanctions and incentives, and building the preventive capacity of community institutions. In addition, a balanced protective strategy would also provide for secure confinement for those offenders who represent a clear risk to public safety that cannot be managed in the community.

A holistic approach

Policy and practice of the Balanced and Restorative Justice model address the interests of three clients through a balanced allocation of resources. Although the mandate to serve three clients rather than one will provide a challenge to juvenile justice systems that have maintained a one-dimensional focus, the model assumes that significant offender change cannot occur without involvement of victims and the community. Because making amends to victims is viewed as a first step in the meaningful rehabilitation and reintegration of offenders, achieving rehabilitative objectives is also contingent on meeting reparative obligations. Attempts to enhance public safety that do not also engage the community and victims — as well as offenders — are at best limited to efforts of risk management of individual lawbreakers. Finally, sanctioning that is not focused on accountability to victims and that does not

involve victims and communities in the process is likely to be only punitive rather than responsive to the interests and mutual needs of victims, community and offenders.

The complexity of juvenile justice requires that reform efforts be carefully planned and include input from staff as well as other stakeholders in the system and community. Balanced and Restorative Justice is a framework to guide every decision and action in the system. The following guidelines will improve prospects for success in implementing the model:

- Start small.
- Pick institutional targets and community projects with the potential for wider expansion and ongoing operation.
- Develop a steering committee to set goals/monitor progress.
- Engage juvenile justice staff and decisionmakers in values clarification, consensus building, assessment and goal definition.
- Identify at least one grass roots victim advocacy organization and/or several victims of juvenile crime as active sponsors/partners in the overall implementation effort.
- Cultivate conventional community institutions to “own” and sponsor specific projects.
- Ensure cultural diversity in all pilot efforts; focus on impacting minority overrepresentation and racial discrimination in juvenile justice.
- Build on the power of the group.
- Mix youth, adults and the elderly on projects.

Making things right

The history of justice reforms in the U.S. has been one of pendulum swings between an emphasis on punishment and an emphasis on treatment. Similarly, public policy and discourse seems to fluctuate between “It’s all society’s fault” and “It’s all the individual’s fault.” The public and professionals are increasingly frustrated with false choices between simplistic options. The Balanced and Restorative Justice model addresses both individual and community responsibility by focusing on repair of harm and requiring that both offender and community contribute to victim and community restoration and to offender reintegration.

Balanced and Restorative Justice for Juveniles: A Framework for Juvenile Justice in the 21st Century by Gordon Bazemore, Mark Umbreit and Kay Pranis, Office of Juvenile Justice and Delinquency Prevention, August 1997. Information or resources related to the Balanced and Restorative Justice for Juveniles Project may be obtained from: Center for Restorative Justice and Mediation, University of Minnesota, 1985 Buford Ave., 386 McNeal Hall, St. Paul, MN 55108-6144; phone 612/624-4923, fax 612/625-8224; ctr4rjm@che2.che.umn.edu

NSSC REPORT

NSSC News Service will be available by subscription only beginning in 1998

For the past several years, school districts, police chiefs, state and federal legislators, juvenile court judges and media across the country have received complimentary copies of *School Safety*, America's leading school crime prevention newsjournal, and *School Safety Update*, NSSC's monthly newsletter on school crime prevention planning. Beginning January 1998, the *School Safety News Service* is changing to a subscriber-paid service. Recent funding changes require this transition.

The staff at the National School Safety Center and the Office of Juvenile Justice and Delinquency Prevention are gratified to have provided this resource for more than a decade as a public service to readers such as you. We would like for you to continue as one of our valued colleagues. Beginning January 1, 1998, the annual subscription rate for the *School Safety News Service* will be \$79 (\$99 outside the United States) — a bargain for national coverage of school safety issues, effective prevention/intervention strategies and programs, and networking opportunities.

As a special offer to our current readers, if you subscribe

to the *School Safety News Service* and make payment before January 30, 1998, NSSC will send you a complimentary copy of either of NSSC's most popular specialty publications:

- *School Safety Check Book* (a \$20 value), NSSC's most comprehensive text on crime and violence prevention in schools or
- *School Crime and Violence: Victims' Rights* (a \$15 value), NSSC's primer on school safety law.

The National School Safety Center looks forward to bringing you a continuing array of effective programs and strategies to make your school safer. When serious incidents occur on school campuses, the courts often ask school officials: What training or what prevention materials have you accessed to minimize school crime? Being able to affirm that you are affiliated with NSSC's national school violence prevention network can only enhance your position. More importantly, the information and resources you receive may preclude a major crisis.

To subscribe to the *School Safety News Service* and to receive your free publication, call or write: NSSC, 4165 Thousand Oaks Blvd., Suite 290, Westlake Village, CA 91362; phone 805/373-9977; fax 805/373-9277.

NON-PROFIT ORG.
U.S. POSTAGE
PAID
PEPPERDINE
UNIVERSITY

NATIONAL SCHOOL SAFETY CENTER
PEPPERDINE UNIVERSITY
24255 PACIFIC COAST HIGHWAY
MALIBU, CA 90263

not necessarily represent the official position or policies of the U.S. Department of Justice or Education or Pepperdine University. NSSC makes no warranty, expressed or implied, nor assumes any legal liability or responsibility for the accuracy, completeness, or usefulness of any information, apparatus, product or process described herein.
Copyright © 1997 by the National School Safety Center.
ISSN 1094-9720
Executive Editor: Ronald D. Stephens
Editor: June Lane Arnette
Associate Editor: Sue Ann Meador
Associate Editor: Marjorie Creswell Walsleben
Special Counsel: Bernard James

The *School Safety Update* is published by the National School Safety Center to communicate current trends and effective programs in school safety. As a component of the NSSC *School Safety News Service*, the newsletter is published six times each school year: the newsjournal is published three times a year in the fall, winter and spring. Annual subscription to NSSC *School Safety News Service*: \$79. Correspondence should be addressed to: NSSC, 4165 Thousand Oaks Blvd., Suite 290, Westlake Village, CA 91362, telephone 805/373-9977, FAX 805/373-9277.
Prepared under Grant No. 95-MJ-MU-0032 and funded in the amount of \$1.05 million by the Office of Juvenile Justice and Delinquency Prevention, Office of Justice Programs, U.S. Department of Justice, and the U.S. Department of Education in partnership with Pepperdine University. Points of view or opinions in this document do