

RESTORATIVE

# works

2011-2012 



## NEW ELEMENTARY PROGRAM OPENS

In 2012 at the request of a local school district, CSF Buxmont Academy opened its doors to elementary school students, providing restorative education.

# RESTORATIVE *Works*

2011-2012 



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# From the President

## A GLOBAL LEARNING NETWORK

**W**e all see conflict and harm daily. If we are willing, we can learn to respond to harm, and more important, we can prevent it. We know many people share our desire to improve human

relationships and restore community in a world that has lost much of its social connectedness.

The International Institute for Restorative Practices (IIRP) and its educational programs grew out of our own decades of working with troubled youth. Tens of thousands of people have come to our learning events since the inception of the Real Justice program in 1995. We aim to help individuals achieve positive changes in their own communities.

**“The Restorative Practices Learning Network will encourage us and enhance our connections and our strength.”**

To harness our collective energies, the Restorative Practices Foundation, the philanthropic sister organization of the IIRP, is launching a collaborative Learning Network to advance restorative practices around the globe.

### The Learning Network goals are to:

- Increase the number of people around the world using restorative practices in a wide range of fields.

- Assist restorative practitioners in learning from each other and improving their efforts by focusing on what is working well.

- Cooperate with like-minded organizations to avoid duplication of effort and highlight useful learning resources and events.



The Restorative Practices Learning Network will encourage us and enhance our connections and our strength.

To receive updates about the Learning Network, sign up for the Restorative Practices eForum at: [iirp.edu/connect](http://iirp.edu/connect)

In addition to this new initiative, the Foundation will continue providing scholarships for worthy students in the IIRP's master's degree programs and subsidizing training for disadvantaged communities and developing countries.

We hope that this annual issue of *Restorative Works* will help you envision new possibilities. With your support, together we can create a more restorative world.

A handwritten signature in black ink that reads "Ted Wachtel". The signature is written in a cursive, flowing style.

**Ted Wachtel**  
President and Founder

# NEW MASTER OF SCIENCE DEGREE APPROVED

IIRP Graduate School



**A** new Master of Science in Restorative Practices program was approved this June by the Pennsylvania Department of Education.

Along with our existing master's programs, this degree provides the benefit of incorporating independent study that will allow students to focus their graduate/postgraduate studies with the support of the IIRP faculty.

"This program is ideal for working professionals from diverse fields," explains Ted Wachtel, president of the IIRP. "This flexibility is a direct response to the requests we've received from professionals seeking graduate education."

Professionals interested in criminal justice, leadership, community building, and the pastoral and counseling fields will find this a relevant addition to the education and youth counseling programs we began with in 2006.

Online education makes our curriculum more accessible and affordable to students beyond our Bethlehem campus. With this growing curriculum, most of an IIRP master's degree may now be earned online or through faculty-directed independent study off campus.

The IIRP is now better poised to advance education and research to develop the growing field of restorative practices. Our students positively influence human behavior and strengthen civil society throughout the world.

# HIGHLIGHTS OF THE ACADEMIC YEAR

## Accreditation Celebration, October 2011

This past fall, the IIRP celebrated its accreditation as the world's first graduate school wholly dedicated to the emerging field of restorative practices. This event was generously underwritten by Grim, Biehn & Thatcher, a local law firm.



## Commencement, June 2012

The fifth commencement ceremony of the IIRP Graduate School took place in June 2012. Sixteen men and women were awarded the Master of Science in Restorative Practices and Education or the Master of Science in Restorative Practices and Youth Counseling.



“I learned how to help people understand one another, believe in themselves and find their own way.”  
—Yvonne Platts, IIRP Graduate, 2012



“The graduate program shattered my comfort zone and rendered me abjectly dissatisfied with my status quo. Bless you all!”  
—Jeffrey Farr, IIRP Graduate, 2012

(AlumniSpotlight)

## Beth Alosi

### Class of 2011



With Ford Motor Company, Beth Alosi is utilizing her master's degree from the IIRP in the business world.

As a Consumer Experience Movement (CEM) Coach, Beth works with Ford dealerships in Pennsylvania, New Jersey and New York and is building community with a focus on developing leaders, vision and values, emotional intelligence, accountability and performance management.

Said Beth, “I use a ton of stuff I learned in grad school: circle go-arounds to begin and end all my meetings, inquiry-based and self-reflective techniques. Everything I do is based in restorative practices.”

Since learning about restorative practices, Beth Alosi has implemented them in each chapter of her working life. Before shifting gears to work with Ford, she employed the practices as an adult literacy instructor, where she was called on to present at conferences on teaching adults with learning disabilities.

# PROFESSIONAL DEVELOPMENT FOR EVERYONE

## Events Across North America

**E**veryone who finds themselves in positions of authority — from parents, teachers and police to administrators and government officials — can benefit from learning about restorative practices.

The field of restorative practices has significant implications for all aspects of societies and helps to:

- Reduce crime, violence and bullying
- Improve human behavior
- Strengthen civil society
- Provide effective leadership
- Restore relationships
- Repair harm

Restorative practices can develop better relationships among an organization's constituents and help the overall organization function more effectively.

To make learning more accessible, the IIRP has developed a series of four-day events and is working with partners to bring engaging, interactive professional development to locations across North America, from our own campus in Bethlehem, PA; to Beaver Dam, WI; Burlington, VT; Chicago, IL; Detroit, MI; Englewood, CO; Nashville, TN; New Orleans, LA; New York, NY; Philadelphia, PA; Toronto, ON; and Vancouver, BC.



**Unique to our learning model, participation in professional development events may be applied toward IIRP graduate education.**

### (SnapSHOT)

15TH WORLD CONFERENCE: BUILDING A WORLDWIDE RESTORATIVE PRACTICES LEARNING NETWORK



« “I come to the IIRP World Conference because there is really so much more to learn from practitioners — from the experts. There is nothing better than coming together at a gathering like this, where we get to listen, ask questions and get good advice. And when we get back home we can do a better job.”

– **Martin Chan, School Staff Developer, Singapore**

» This year's conference, held in Bethlehem, Pennsylvania, brought together restorative practitioners and researchers from across the globe.

# TOWARD A RESTORATIVE WORLD

Working *with* IIRP Affiliates and Colleagues

## {ONTARIO, CANADA}

FaithCARE (Faith Communities Affirming Restorative Experiences) works with churches from various denominations to implement circle processes for decision making and to discover what it would look like to apply to congregations the full continuum of restorative practices, from formal restorative conferences to more impromptu and less formal restorative interactions. IIRP Canada's director, Bruce Schenk, presented with Anne Martin, of Shalem Mental Health Network, at this year's IIRP World Conference. ○

## {CALIFORNIA, USA}

San Francisco Unified School District has begun a district-wide implementation of restorative practices. The IIRP did trainings for the four initial pilot schools in San Francisco and subsequently provided a training-of-trainers program for district staff. These staff are now licensed to provide the IIRP's training using its educational materials, making implementation affordable and sustainable after IIRP instructors leave. ○

## {MICHIGAN, USA}

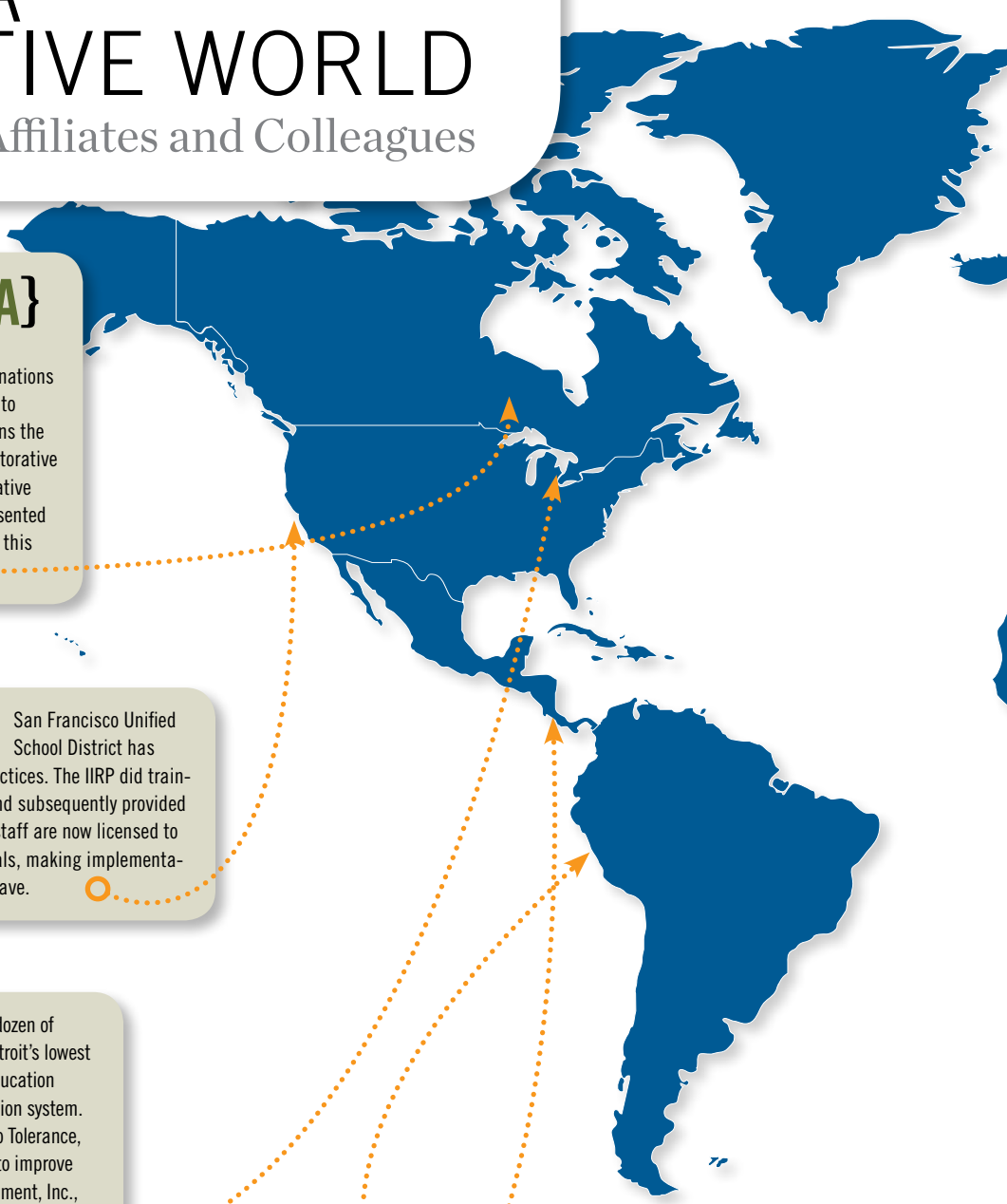
A dozen of Detroit's lowest performing schools have been taken over by the state's Education Achievement Authority in a redesign of their public education system. As Michigan's Board of Education called for an end to Zero Tolerance, restorative practices was recognized as a key component to improve school climate. In collaboration with Black Family Development, Inc., the IIRP trained 600 school staff in circles and other restorative practices to start their new school year. ○

## {SAN JOSE, COSTA RICA}

Organizations and schools in Guatemala, Panama, El Salvador, Nicaragua and Costa Rica are learning basic restorative practices, thanks to funding from the Strachan Foundation. Miguel Tello heads both the Foundation and the Central American Center for Restorative Practices, an IIRP affiliate. ○

## {LIMA, PERU}

Mayor Susana Villarán launched "Give Back To Your City" in Lima this June in order to resolve neighborhood conflicts, using restorative practices. Jean Schmitz, director of the Latin American Institute of Restorative Practices, is coordinating the creation of a restorative zone with multiple government agencies, schools and community organizations in Lima's Barrios Altos to address conflicts, crimes and offenses. ○





**{IRELAND}** Priest abuse cases have devastated individuals, torn families apart and shaken the foundations in many communities. Les Davey, CEO of IIRP UK & Ireland, began work with church dioceses and a victim advocate organization to use restorative conferencing to help bring victims and offenders together to better understand the impact of these crimes and meet the emotional needs of victims.

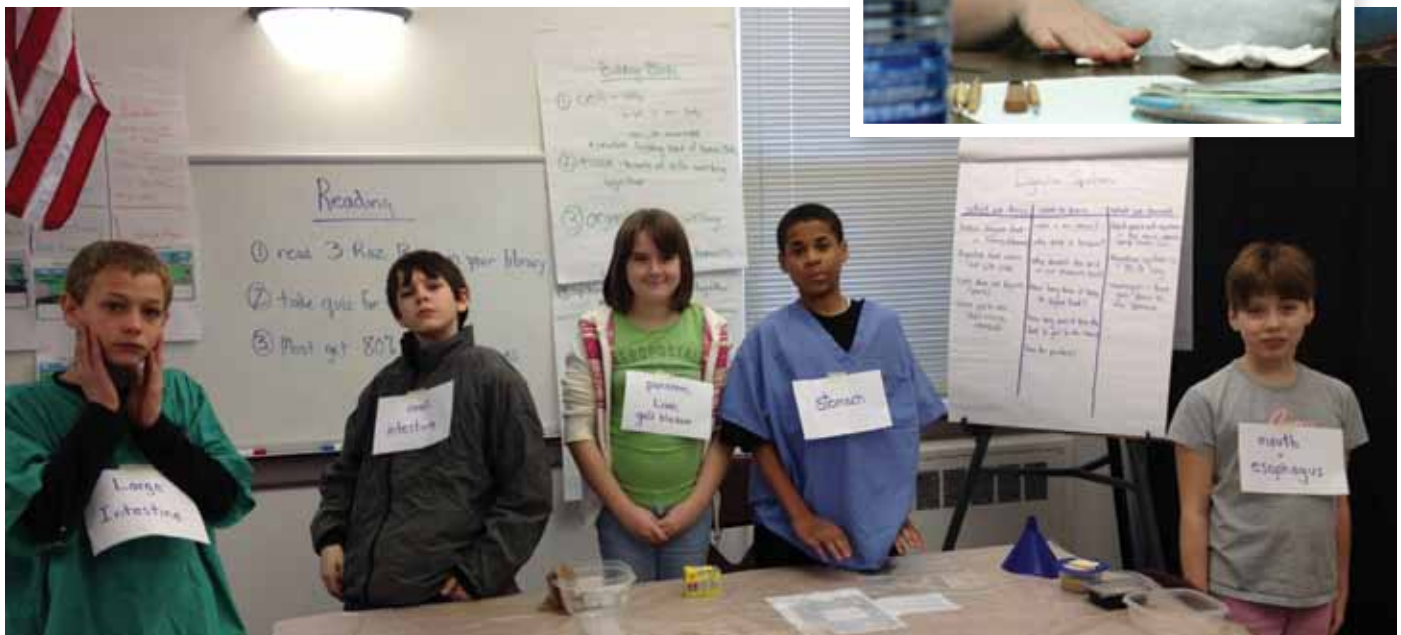
**{HULL, UK}** This January dramatic results were reported in Hull, England, the “world’s first restorative city.” Since adoption of restorative practices in school and community-wide initiatives, classroom disruptions dropped by 90%. In the community, police have seen custodial sentencing drop 23% while reducing the number of youth entering the justice system to half the national average. Ted Wachtel, president and founder of the IIRP, was first invited to Hull in 2008 by Estelle Macdonald, who now serves as the CEO of the Hull Centre for Restorative Practice, which carries out the training and provides the leadership for that ongoing effort.

**{HONG KONG}** Four students from the City University of Hong Kong traveled to the IIRP Graduate School for a five-week visitation program as part of their studies. With their help, and in conjunction with the IIRP’s Hong Kong affiliate, the Centre for Human Restoration, the IIRP’s videos are being translated into Chinese.

**{HUNGARY}** Family Group Decision Making has proven successful with reintegrating former prisoners back into their communities at Balassagyarmat prison. Now nine other prisons in Hungary are experimenting with this FGDM process, not just for inmates being released from prison, but also for those facing difficulties or crises during imprisonment. Vidia Negrea, director of CSF Hungary, an IIRP affiliate, is pleased that FGDM is now part of a governmental project supported by the European Union.

**{SINGAPORE}** Lutheran Community Care Services is becoming the IIRP’s newest affiliate. Ted Wachtel met with LCCS trustees Bishop Terry Kee and David Chew and Executive Director Daniel Ang, while in Singapore to present a keynote at LCCS’s Restorative Practices Conference, to discuss its collaboration with the IIRP.

# Working Restoratively with **SCHOOL CHILDREN** CSF Buxmont Academy (Grades 1-12)



**A**sixth-grade girl (we'll call "Kara") was struggling with destructive anger outbursts but learned how to express her feelings in a healthy way and become a leader at the Buxmont Elementary Program at Pottstown.

The first CSF Buxmont program to serve young children, Buxmont Elementary opened in January (at the request of the Pottstown, Pa., school district) and has made great strides helping students improve behavior and academics through restorative practices. (Community Service Foundation [CSF] and Buxmont Academy are IIRP model programs.)

School coordinator Jessica Petrolati told Kara's story. On her second day, during an unfamiliar process talking

about feelings, Kara began yelling and banging things around, ran from the room and broke a window. After Jessica and Kara talked a bit and she calmed down, Jess told Kara that the next day they would need to discuss the "restorative questions."

The next day Kara said she was very ashamed of her behavior, and Jess asked her the first restorative question: "What happened?" Kara's answer: "I got mad." Period. She had never been asked to discuss her feelings before. When she got mad, she yelled and broke things, said she was sorry and that was the end of it. "That's not the way we do things here," said Jess. "You're going to have to talk about it." Jess then went through the other restorative questions: "What were you thinking about at the time?" "Who do you think was

affected by your actions?" "What can you do to make things right?" Kara opened up and answered each one.

That afternoon Kara talked with her fellow students in group, apologizing for her behavior. The other kids not only accepted her apology, but they also gave her advice on how they deal with anger.

Kara's outbursts became milder and less frequent as she learned how to talk about her emotions. Her mom also saw a big change in Kara's behavior at home. Kara taught her parents about the restorative questions. When she got angry, Kara asked her parents, who had never talked about such things, "Can we talk about it?"

And when other kids in school had an issue, Kara would help them out by asking them questions and helping them talk about their feelings.

## RESIDENTIAL PROGRAMS ON COLLEGE CAMPUSES

University of Vermont

**A** restorative circle helped heal relationships following a hurtful bias incident at the University of Vermont last spring.

On the bulletin board on an all-male dormitory floor, someone posted a large sign attacking a staff member with homophobic slurs, signing it: “Everyone.”

Christina Olstad, assistant director of residence life at UVM, where the IIRP’s Building Campus Community has helped implement restorative practices for the last year, facilitated a circle that included all the floor residents and the staff member.

Christina began by saying how frustrated and sad the incident made her, to know that something like this could happen at UVM, because it so violated the values they held dear. She then posed some questions, which the men addressed in a series of go-arounds: How do you feel about the state of your community, that this incident of bias and hate occurred here? What do you need now to deal with this incident, and what can you commit to?

Several men disclosed their own history of being bullied and harassed for being different and said that the incident had hurt them. Some said they resented being implicated by the hateful sign’s author, insisting, “I’m not ‘Everyone!’” One man talked about the time someone broke the glass on the vending machine, saying, “We could replace that broken glass, but we can’t replace the broken glass of the staff member’s feelings!” The staff member shared how surprised he was,



**With the Building Campus Community program residential staff learn to establish agreed-upon behavioral norms, build decorum and facilitate collaborative processes that prevent and resolve conflicts.**

because he thought he had such positive relationships with members of the floor community.

In the weeks afterward, the staff member said he really felt a sense that the floor community was coming together. There were no more bias incidents for the remainder of the semester. And the staff member felt comfortable staying in that community, which, said Christina, was “huge.”



### (ALUMNI SPOTLIGHT)

«“What I learned at the IIRP Graduate School helped my students come up with solutions to enable them to make it in the grown-up world.” – **Donald Jackson**

IIRP graduate Donald Jackson relies upon restorative practices to empower high school students in Philadelphia with special needs.

# WHOLE-SCHOOL CHANGE

## Through Restorative Practices

**A**chieving lasting school climate change is an intensive, strategic implementation effort that begins with leadership. In the beginning of the change process, all the talk is about kids. But when the process is really underway, it becomes about adults. Changing adults is much more challenging.

Mike LaPorta, principal of Freedom High School, in Bethlehem, Pa., took a big risk in a high-profile situation and called for a restorative conference this spring. Freedom High School was then just completing its first year of the Whole-School Change implementation project, and Mike and his staff had received extensive professional development in restorative practices.

When several Freedom seniors (popular sports stars who had never been in trouble) were involved in end-of-the-year pranks (breaking into school after hours, baby-oiling the halls, putting red dye in the fountain, etc.), Mike held a restorative conference with the students, their families and other school staff. At the conference, the students expressed remorse for their actions and were assigned consequences, including suspensions, the task of making formal spoken public apologies to staff and students, 100 hours each of community service and a return to school during school year 2012-13 to address students regarding good versus bad choices. Mike deliberately invited some staff to the conference who had been criticizing restorative practices for being soft on crime. After

experiencing a conference they changed their outlook.

In a decision that was controversial to some other members of Freedom's staff, Mike decided that the boys would be permitted to take part in their graduation ceremony, because, as he wrote in an email to staff, "These boys have been punished enough!" When they heard that the boys were going to be allowed to participate at graduation, some of Freedom's teachers threatened to boycott the ceremony. Mike gathered the faculty together and talked about the incident, the conference and the outcome. Dr. Joseph Roy, superintendent of the Bethlehem Area School District, was present and supported the principal, telling the teachers he was surprised and disappointed to hear that some of them were thinking about boycotting, saying, "It would be a shame to mar

"This restorative conference was the most impressive, intense and exhausting experience in my professional career. We're changing the culture of our high school."

– Mike LaPorta, Principal

graduation because of your intolerance, and it would be on you, turning your back on your principal when he's trying to be courageous with a difficult situation." He continued, "We have to remember, we're educators 100 percent of the time. We don't become executioners in discipline situations. Discipline situations are just another opportunity for education."

In the end, all the teachers decided to attend graduation with all the students and their families. Our schools are not just about educating students; they are also places for adults who are hanging on to the punitive response to behavior to learn and grow through professional development. More important, Whole-School Change creates a safer environment for adults in authority to have the courage to do something different because it's the right thing to do.



## Restorative Practices Formula for Success in the Lehigh Valley



Restorative practices reduces conflicts and increases instructional time so students can learn.

In 2012 Allentown School District joined the Bethlehem Area School District to implement Whole-School Change .

Sustaining better school climates will impact 10,000 high school students in the Lehigh Valley.

In 2011 Bethlehem Area School District reported decreased suspensions for serious code-of-conduct infractions.

- 83% ↓ Profanity/obscenity
- 81% ↓ Threat/harassment/bullying
- 75% ↓ Physical assault on a student
- 64% ↓ Endangerment



### (DONOR SPOTLIGHT)

«Katie Kyndely made a legacy gift, establishing the **Shawn Suzch Memorial Scholarship** to support a selected graduate from Buxmont Academy who shares Shawn’s determination and courage to make positive personal changes in his life. In establishing this annual scholarship through her estate, Katie’s gift supports education and helps young people become lifelong learners and learners for life.

Katie Kyndely with Rick Pforter, CSF Buxmont director, visiting a banner honoring Shawn Suzch as a Hometown Hero.

# FAMILIES COME TOGETHER

New Book: *Family Power: Engaging and Collaborating with Families*

A homeless teenager named Jenna found a new home — in a place she never expected — thanks to a restorative practice known as Family Group Decision Making (FGDM), provided by the Community Service Foundation, an IIRP model program.

Jenna had run away from home to escape her mother, an illegal drug user. The court wouldn't permit Jenna to return home to her mother nor live with her father, as he had abused her sexually. With no family or friends to take her in, Jenna was about to be placed in "the system." But she found a place to live — with extended family members — because of an FGDM conference.

In an FGDM extended family members and supporters meet together to make a plan to solve a family issue. The family leads the decision-making process, with the support of professionals.

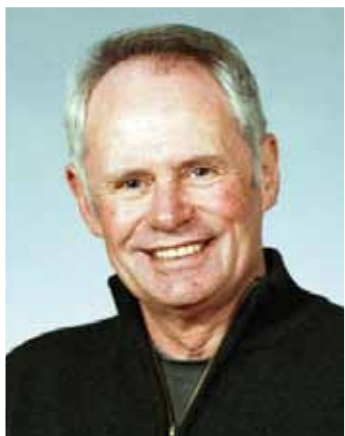
At the beginning of an FGDM conference the professionals share pertinent information about the case, discuss available resources and answer family members' questions. In the next phase, "private family time," the professionals leave the room and the family

group deliberates and devises a plan. When they're finished, the professionals return and the family group presents their plan. The professionals approve the plan and determine if it meets legal standards.

Jenna's aunt and uncle were initially reluctant to attend her FGDM conference, claiming they couldn't be a resource for her because they had three daughters in college. The coordinator suggested they come anyway to support others.

The conference happened to be the aunt and uncle's wedding anniversary. During private family time, they realized they were needed, and that they had resources, knowledge and a lot of love to share with Jenna. They agreed to take her into their home. A year later Jenna was still living with her aunt and uncle, and thriving.

This story, illustrating the power of FGDM, is from a book published this year by the IIRP: *Family Power: Engaging and Collaborating with Families*, by IIRP Graduate School lecturer Elizabeth Smull, IIRP president and founder Ted Wachtel and author Joshua Wachtel. Besides stories about how FGDM is used in various settings, the book provides detailed process guidelines.



(SNAPSHOT)

«“I do not believe that professionals can give power to families. Rather, families will take power and become ‘power-full’ when professionals create the right conditions for this to occur.” — **Mike Doolan**, former Chief Social Worker of New Zealand

# THANK YOU

The IIRP and its consortium of organizations appreciate all charitable gifts, great and small. We want to acknowledge the following contributors to Community Service Foundation and the Restorative Practices Foundation who gave between July 2011 and September 2012 in support of our daily work and the IIRP's mission.

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By educating one student,  
we don't just impact one person.  
**We change the world around them.**



Restorative Practices Foundation

International Institute for Restorative Practices students and alumni become catalysts for change, modeling a restorative approach to practice and leadership, doing things *with* people, not *to* or *for* them.

The Restorative Practices Foundation removes financial barriers for students seeking restorative education. Additionally, the Foundation supports the implementation of restorative solutions in communities around the world.

With your support, restorative practices has the potential to positively influence human behavior and strengthen civil society around the world.

[RestorativePracticesFoundation.org](https://RestorativePracticesFoundation.org)