

RESTORATIVE PRACTICES

Works

2010-2011

ACADEMIC YEAR IN REVIEW





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“The fundamental premise of restorative practices is that people are happier, more cooperative and productive, and more likely to make positive changes when those in authority do things *with* them, rather than *to* them or *for* them.”

— Ted Wachtel, President & Founder of the IIRP

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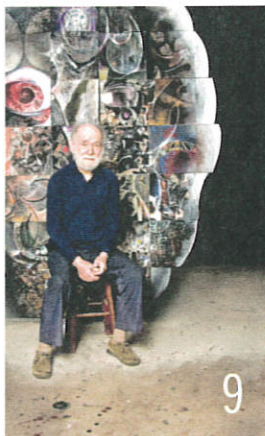
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iirp.edu

an accredited graduate school



Accreditation was the highlight of this year for the IIRP Graduate School. The designation was the culmination of 11 years of hard work by our trustees, faculty, staff and students. However, our drive began long before then, when my wife Susan and I, both public school teachers, were looking for solutions to the increasingly challenging behavior of young people in schools, families and communities. Susan and I left public education, founded Community Service Foundation (CSF) in 1977, and developed schools, group homes and other programs for delinquent and at-risk youth that used strategies we now call "restorative practices." We established the International Institute for Restorative Practices (IIRP) in 2000 to promote our own restorative strategies and those developed by others.

Restorative practices are spreading. The IIRP's SaferSanerSchools™ Whole-School Change program is gaining recognition as a major player in the countrywide movement to end zero-tolerance measures and restore dignity in schools. In April 2011, National Public Radio provided a forum for the IIRP's Continuing Education Division to discuss the efficacy of the program and its success in building positive school climate in inner-city schools in Philadelphia, Baltimore and Detroit. A report by the Philadelphia Commission on Human Relations stressed the value of restorative practices in schools, which allow educators and staff to actively build bridges and teach respectful behavior by example.

Though our network extends around the world, Bethlehem remains the IIRP's hub. We invite folks to come here to study, and then go back to their communities and countries, equipped with the knowledge to create programs that are culturally appropriate and sustainable within the framework of their own needs and resources. While we recognize that conflict is integral to being human, what we propose is to get better at managing conflict, and to minimize conflict by proactively restoring community in an increasingly disconnected world.

We hope you will find this publication useful in learning more about our various programs, each based on our fundamental belief that all of what we do is about changing the way human beings interact with one another, to make a better future for generations to come.

Theodore Wachtel



"I give much credit to what I've learned at the IIRP... the concepts of management and leadership that are truly embedded in the program, which helped me become a much more effective leader."

— Thomas Fertal, Principal, Lancaster Catholic High School, 2011 IIRP Graduate

The IIRP Graduate School Granted Accreditation: *New Prospects Unfold*

In June 2011, the International Institute for Restorative Practices Graduate School (IIRP) was granted accreditation by The Middle States Commission on Higher Education. In conferring the designation, this unit of the Middle States Association of Colleges and Schools judged restorative practices to be a field worthy of advanced study and recognized the IIRP's unique contribution as the first graduate school in the world wholly dedicated to the study of these practices.

With this designation, the school's graduate credits, certificates and master's degrees are now acknowledged all across America and around the world.

Utilizing restorative practices with students has allowed me to assist them with their problem-solving skills and accepting responsibility for their actions.

— Lisa Cofield, 2011 IIRP Graduate



Helping Professionals Meet Today's Leadership Challenges in Their Work

The IIRP's Graduate School courses help dedicated professionals build relationships and enhance communication in their classrooms, workplaces, organizations or communities. Each IIRP class provides a supportive learning environment that is engaging and rigorous. Several of our recent graduates have remarked positively about the curriculum's mixture of theory and practice and its invaluable contribution to their personal growth. Interested potential students are urged to start with just a single course, without needing to apply for admission. They may take up to 12 credits before applying to the master's degree or certificate programs.

The Master of Restorative Practices and Education (MRPE) and the Master of Restorative Practices and Youth Counseling (MRPYC) programs are both 30 credits and share a core curriculum. Students may also earn an 18 credit Certificate in Restorative Practices (CRP).



Alumni Spotlight

Marie-Isabelle Pautz
Class of 2010



"I took away valuable lessons that are applicable to real life situations in both my personal and professional life."

After earning a Master of Restorative Practices and Youth Counseling degree, Marie-Isabelle Pautz became Coordinator of the Center for Restorative Approaches at Neighborhood Housing Services, in New Orleans, Louisiana.

In the aftermath of Hurricane Katrina, school environments were plagued by severe disrespect and violence. Marie-Isabelle facilitates and trains school staff and community members in restorative processes that build relationships and solve problems. At Walter L. Cohen High School, for example, "Young people are now asking for circles so that problems don't escalate into violence," reports Marie-Isabelle. (Restorative circles provide opportunities for people in all kinds of communities to share feelings, ideas and experiences to build trust and mutual understanding.)

Reflecting on her time at the IIRP, Marie-Isabelle recognized the invaluable opportunity to intensely focus on both restorative practice and theory, thanks to the faculty's "wealth of wisdom and experience" and the chance to reflect with peers.





Pay-It-Forward Scholarships and Low-Interest Loans

The Restorative Practices Foundation (RPF), the philanthropic sister organization of the IIRP Graduate School, initiated Pay-It-Forward Scholarships in the winter of 2011 for those students attending the Institute.

The scholarships are offered to promote an increase in the numbers of restorative professionals who graduate from the IIRP annually. When graduate students accept funds from the Restorative Practices Foundation, they do so with the understanding that as economic circumstances allow they will strive to replenish the funding pool. This ensures that monies will be available to future students. The Foundation also offers short-term low-interest loans to assist students with the costs that the scholarships do not cover.

There has been a direct correlation between what I've learned in IIRP classes and what I do in my work. The learning offered a structure of theory and application to change the way I engage staff, youth and families."

—Roxanne Atterholt, 2010 IIRP Graduate



Individuals That Make Up the Graduate School

316

ENROLLED STUDENTS

Much of our student body are teachers, social workers, counselors, school administrators and criminal justice professionals.

111

ALUMNI

57 - MRPYC
24 - MRPE
30 - CRP

48

FACULTY & STAFF

2011

ACCREDITATION

"When I talk to others, I know that people are interested in the restorative practices movement. I am part of it and I hope that this journey will grow, not only with me, but with other people around the world."

— Jean Schmitz, Director of Latin American Institute for Restorative Practices



The IIRP takes its well-honed professional development programs outside of the Graduate School, presenting the simple principle that involving entire communities to resolve conflicts will help make happier, more productive and connected people.

The Continuing Education Division hosts events in classrooms in public and private schools, juvenile probation offices and campus residential-living programs.

In Latin America, restorative practices is part of a growing effort to confront the social consequences of poverty and violence. The IIRP is excited about its two new affiliates: the Central American Center for Restorative Practices, headquartered in Costa Rica; and the Latin American Institute for Restorative Practices, headquartered in Peru.

The IIRP works with community leaders and collaborates “on the ground” and across the globe to share its resources: providing educational materials, preparing instructors and helping establish local capacity to implement effective programs. Besides Peru and Costa Rica, Latin American countries where the IIRP and its affiliates are working include Brazil, Chile, Colombia, Guatemala, Mexico, Nicaragua and Panama.

Thanks to our affiliates, selected books and DVDs have been translated into 10 languages:

Arabic
Chinese
Dutch
French
German

Hebrew
Hungarian
Portuguese
Spanish
Swedish



Expanding Our Influence Beyond the Graduate School

5062

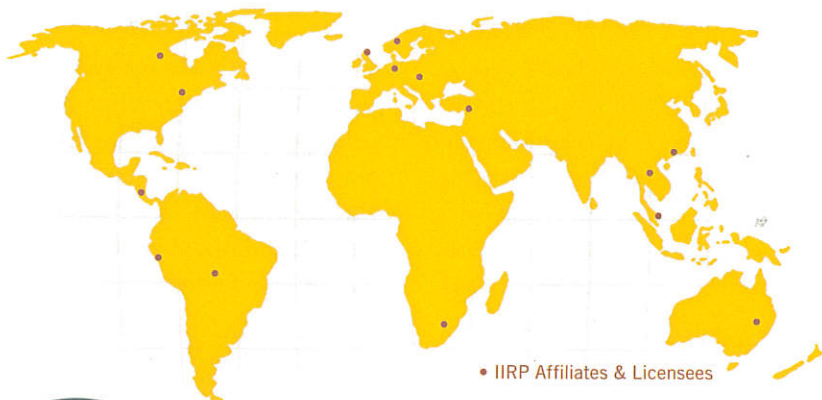
EVENT
PARTICIPANTS

20,154

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194

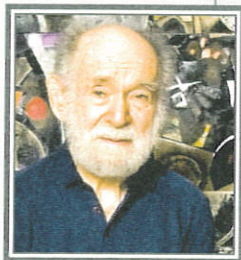
LICENSED
INSTRUCTORS



IIRP's Annual Restorative Practices World Conference

This year's conference in Nova Scotia brought together approximately 530 education, criminal justice and social services professionals from a dozen nations. To date, there have been 14 world conferences held in six countries.

Donor Spotlight



Deeply moved by the work of the IIRP, renowned artist Si Lewen, then 87 years old, donated the majority of his life's artwork to endow the IIRP Graduate School in 2006.

This year the James A. Michener Art Museum, in Doylestown, Pa., exhibited a selection of more than twenty works from Mr. Lewen's second book of drawings, *A Journey*. The IIRP created a film with an original soundtrack showcasing all 72 drawings in *A Journey*. The Si Lewen Art Museum is located at the IIRP Graduate School.

the **si lewen**
ART MUSEUM

"The whole staff of our middle school has been trained, including lunchroom workers and custodians. Before, they felt: 'Nobody pays attention to us.' Now they feel part of the school community and that somebody cares. It's making a difference everywhere."

— Nuo Ivesay, Principal, Kosciusko Middle School, Hamtramck, Michigan

SaferSanerSchools™ Whole-School Change Program

The SaferSanerSchools™ Whole-School Change program represents a cost-effective way to achieve lasting whole-school culture change. The program enhances and builds relationships between students, staff and parents, improves student behavior, increases instructional time, reduces violence and bullying and creates a sense of community.

"To accomplish everything a school needs — mainly academic goals — becoming a school with a restorative climate and culture is essential. My students are now in better shape — both academically and behaviorally — than they've ever been. If you're serious about becoming a restorative school, the best way to get there is with the Whole-School Change Program."

— Rhonda Richetta, Principal,
City Springs Elementary/Middle School
Baltimore, Maryland

The IIRP provides a comprehensive two-year school implementation program, unlike piecemeal efforts using varied approaches that lack an explicit focus. The IIRP helps the school leadership and staff develop a customized plan based on its own needs and goals.



John Bailie, IIRP director of Continuing Education, said the IIRP has figured out a way to teach restorative practices — how to consistently build community, relationships and social bonds — to almost anybody. Said Bailie: "The idea that really separates us from other programs is that this is something that can be understood and used by everyone from five-year-olds to 95-year-olds. It's not just another new thing imposed by those in charge of large systems." That's why everyone in a school community becomes proficient in restorative practices through the SaferSanerSchools™ Whole-School Change program.



IIRP Hosts Panel of “Dignity in Schools” Advocates

The IIRP has developed partnerships with school districts across the country, as well as national and international organizations concerned with upholding dignity in schools and opposing “zero-tolerance” policies and school pushout.

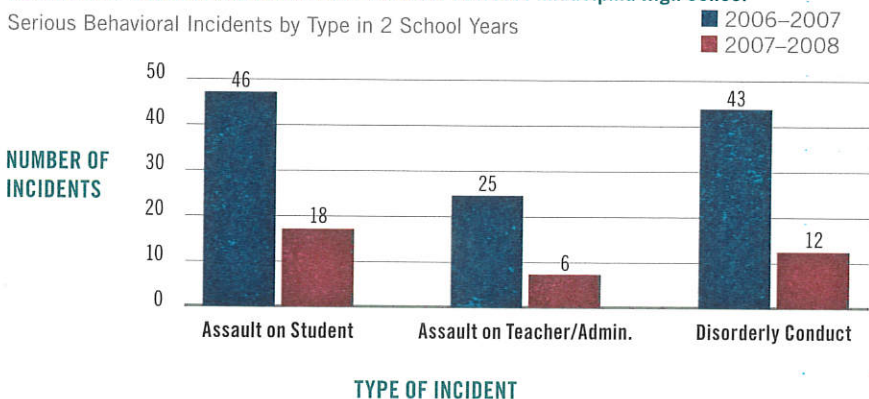
Working with the Dignity in Schools Campaign (both the national and New York City chapters), the New York Civil Liberties Union, Teachers Unite (NYC), the Teacher Action Group (Philadelphia), The National Economic and Social Rights Initiative (NESRI) and the Children’s Defense Fund, the IIRP convened a one-day conference, “Restoring Community in Schools: Promoting Positive Alternatives to the School-to-Prison Pipeline,” at the City University of New York this May.

The panels and conversation in New York echo the grassroots effort, referenced in a report by the Philadelphia Commission on Human Relations, of Philadelphia inner-city students, who asked for a continuation of restorative efforts to peacefully resolve conflict in their schools.



Restorative Practices Reduces Violent Incidents at West Philadelphia High School

Serious Behavioral Incidents by Type in 2 School Years



Creating New Models to Keep Youth Connected and Families Together

Kevin Finnigan, as his mother Mary puts it, “fell in with the wrong crowd.”

After multiple interactions with the Bucks County, Pa., Juvenile Probation Office, Kevin was facing residential placement for repeated non-violent probation violations. In most communities, this would require Kevin to leave his family and school for the duration of his placement. When that placement ended, he would then have to deal with the upheaval of reintegration into his home community.

Instead, Kevin was referred to a groundbreaking new program, the Community Service Foundation (CSF) Restorative Reporting Center (RRC). This model program of the IIRP, developed in collaboration with the Bucks County probation authorities in 2010, was designed to allow young people like Kevin to stay home with their families and attend their home schools for the duration of their placements. The RRC model immerses youth in an intensive environment of restorative practices. An expert staff works with these at-risk young people to help them take responsibility for their actions and make lasting changes in their lives, directly involving the youths’ family members in this process.

Kevin flourished in the RRC. He attended the program in the late afternoon and evening after spending the day at his regular school, then returned home at night. “They taught me to deal with

situations that I see in real life, like peer pressure,” Kevin said. He stressed how much he valued the RRC counselors and how he felt he “could talk to them about anything.” Kevin is now on track to graduate high school and has plans to attend a local community college to study counseling—with hopes of helping other young people.

Teens adjudicated to this program receive academic support and help in developing positive learning, communication and coping skills, along with drug and alcohol treatment when necessary. To meet their court-ordered community service hours, the young people are engaged in meaningful projects every Saturday.

Mary Finnigan believes the program helped her son because it taught him life lessons while keeping him in the situations where he would have to immediately use his new skills. “Had they put him away, I think he would have been more sheltered. [With the RRC program] he still had to deal with pressures by staying in the same school and coming home to the same family. He learned to deal with his life.”





"The people at CSF Buxmont really cared about me and made me feel that I was worth something. If I hadn't had them to show me the 'other side' I wouldn't know how to love my children or myself."

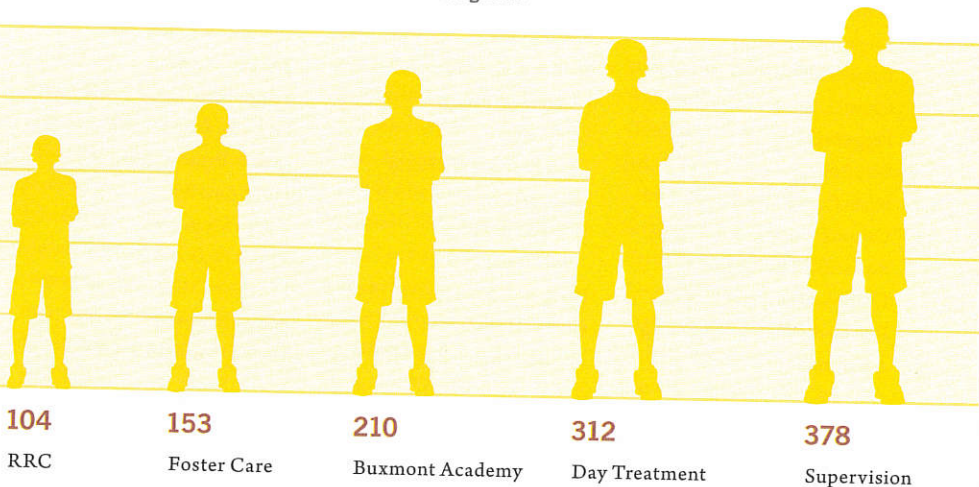
— Tiffany Morris, CSF alumna

Restoring Connections Between Youth and Community

Since 1977, more than 10,000 young people have turned their lives around while attending CSF and Buxmont Academy [CSF Buxmont], IIRP model programs. Many of these teens have serious issues: They may be in trouble with the law, abusing drugs and alcohol, habitually truant, pregnant or alienated from their families and communities. The overriding conviction at CSF is that all young people are capable of change and growth, and the staff will not give up on them.

CSF Buxmont programs provide education, counseling, foster care and other services to help youth and their families grow and change through restorative practices. To strengthen the family structure, CSF's Restorative Conferencing and Family Group Decision Making (FGDM) programs engage young people and their families in taking responsibility for their actions and solving problems. These tools focus on repairing harm and preserving family unity and social connectedness.

Youth served in fiscal year 2010-2011 in CSF Programs



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 made during the past academic year (July 2010-June 2011) in support of our daily work and the IIRP's mission.

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Donors \$100-\$499 continued

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Please excuse any misspellings or omissions, but let us know so we can correct our error.



WHAT IS *Restorative Practices*

Restorative practices is a new field of study that has the potential to positively influence human behavior and strengthen civil society around the world.

The fundamental premise of restorative practices is that people are happier, more cooperative and productive, and more likely to make positive changes when those in authority do things *with* them, rather than *to* them or *for* them.

The field of restorative practices has significant implications for all aspects of society — from families, classrooms, schools and prisons to workplaces, associations, governments, even whole nations — because restorative practices can develop better relationships among these organizations' constituents and help the overall organization function more effectively. For example, in schools, the use of restorative practices has been shown to reliably reduce misbehavior, bullying, violence and crime among students and improve the overall climate for learning. Everyone who finds themselves in positions of authority — from parents, teachers and police to administrators and government officials — can benefit from learning about restorative practices.

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