

RESTORATIVE WORKS

2022 YEAR IN REVIEW



THE QUESTIONS
WE ASK MATTER.



Graduate School

IMPACTING COMMUNITY

"Walking to With" in Wichita Public Schools

IMPACTING HIGHER EDUCATION

The Collaborative Center for Restorative Practices in Higher Education

RESTORATIVE WORKS

2022 YEAR IN REVIEW

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THE QUESTIONS WE ASK MATTER.



Questions frame people as either objects or actors. Why do those people misbehave; or What is my role in these conflicts?

They frame situations as problems or possibilities. What is wrong with schools today; or How can we create more inclusive communities?

These questions matter because they guide our thinking. We can see life as either/or, the glass half empty or full; or we can ask what is in the glass and see what assets we have, recognizing the bounty of both water and air.

The IIRP is full of curious learners and empathic listeners. The scholars and practitioners featured in this magazine continually ask: What can we do better?

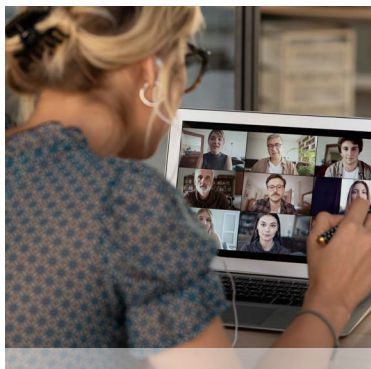
“I have seen an evolution in how we frame our questions and who we include as participants in discussions — and I see how these choices have transformed our thinking.”

- People in Kansas City have the courage to ask themselves how to reconcile with their city’s complex and painful past (p. 8).
- In Wichita, school leaders and teachers are using circle prompts to explore methods to create meaningful relationships with 46,000 students (p. 9).
- Young people who have committed offenses learn critical life skills while taking responsibility for their actions. (p. 15).

I have seen an evolution in how we frame our questions and who we include as participants in discussions — and I see how these choices have transformed our thinking. We know that decisions are best made when the voices of those directly involved are heard and accounted for. Of course, it’s not just asking good questions; it’s making sure we are open to the listening and learning that follows.

Curiosity is a key nutrient for both personal and community growth. It feeds us and helps us to remain open, empathize with others, innovate, and collaborate. I feel hopeful reading the stories from the past year. Restorative practitioners will lead us to a more inclusive and compassionate future.

Linda J. Kligman, Ph.D.
President



THE HISTORIC APPOINTMENT OF THE IIRP'S FIRST WOMAN PRESIDENT

The International Institute for Restorative Practices (IIRP) proudly announced the appointment of Linda J. Kligman, Ph.D., as its new President. After completing a nationwide search, she has been chosen as the third President of the IIRP and the first woman to assume this role.

Dr. Kligman has been with the IIRP for eleven years and is also a graduate of the school. In her previous roles as Vice President for Advancement and then Vice President of Administration, she was instrumental in the development of the IIRP. This experience, along with her unique combination of skills as a scholar, practitioner, and a leader in the field of restorative practices, will help her continue that momentum as President. Dr. Kligman will focus on the growth of the graduate school's enrollment and impact, developing more research in the field, and expanding the reach of restorative practices into new areas.

"I am thankful the founding president, trustees, faculty, and staff saw a need in the 21st century for an institution dedicated to the study of restorative practices," states Dr. Kligman. "I look forward to stepping into my new role and helping to implement that vision and guide the way to a more inclusive, participatory, and just future. Together, we will constantly pursue living up to our vital mission." She adds: "This pursuit will keep us focused on making continuous improvements to our graduate school, so our students are well-equipped to tackle the tumultuous, pained, and divisive experiences occurring around the globe. Our world needs individuals capable of supporting more compassionate and caring communities. Our students and alumni welcome these possibilities daily and are using what they have learned to make a positive impact."



Dr. Kligman earned her Doctor of Philosophy in Interdisciplinary Studies with a concentration in Ethical and Creative Leadership and a specialization in Martin Luther King, Jr. Studies from Union Institute and University. Believing wisdom is built from the ground up, she utilized co-constructivist methodology to examine restorative practices within organizational leadership. Her dissertation, *Widening Circles: A Grounded Theory Study of Workplace Leadership*, received two honors from Union Institute and University. She holds Bachelor of Science degrees in Civil Engineering and Appropriate Technologies, both from Drexel University, and a Master of Science in Restorative Practices from the IIRP Graduate School.

After graduating from Drexel, she participated in the *Walk to Save the Amazon*, walking more than 3,000 miles through North and Central America to raise awareness about deforestation and sustainable development. Crossing mountains, rivers, cities, and villages and speaking with many different people was one of her greatest honors, but she realized that despite creating connections, she was lacking community. She found balance in working in business development and community building, taking on leadership roles at the AIDS Fund in Philadelphia, the Nonprofit Center at LaSalle University, and the Jenkintown Community Alliance in Jenkintown, PA, where she currently resides.

As a lifelong learner, Dr. Kligman has continued studying the democratization of workplaces and service delivery, which has led to her forthcoming book *Heart Strong Work: Improving Workplace Culture*. In this text she explores the praxis of "culture keeping," which engages all employees in an organization, not just those in leadership.

NEW SPECIALIZATIONS AND THESIS OPTION: STUDENT VOICES

As a graduate school that strives to meet the educational and aspirational goals of our students, we are constantly challenging ourselves to grow our program and expand the field of restorative practices. An outcome of those efforts has been the launch of a thesis option and two new specializations. The thesis option provides students with the opportunity to do original research and publish with the guidance and mentorship of top faculty in the field. The specializations allow students to concentrate several of their courses in specific areas of interest. Our first two specializations are in the areas of Education and Community Engagement.

Over the past year, the feedback from students pursuing these opportunities has been very positive.



Our first thesis student, Claire de Mézerville López, came to Bethlehem from Costa Rica to defend her thesis in August 2022.

"I chose the IIRP thesis option because it represents the spirit of restorative justice — collaboration, curiosity, and humility. Continuing to work with the faculty at the IIRP on the quest to better understand what it means to be restorative was too important of an opportunity to pass up. The thesis option has already pushed me to reimagine what successful implementation can look like within our school communities. Perhaps even more importantly, I know the program and its process will serve as a continual reminder that investigating restorative justice is the ultimate exercise in admonishing one's ego. We are always learning something new and evolving our understanding of the world as we encounter diverse voices and experiences. I am looking forward to being wrong time and time again."

THOMAS LEVY

Vice Principal of School Culture
Brooklyn, NY, USA

"As a principal with the Peel District School Board in Ontario, Canada, I chose the IIRP to complete my Master of Science in Restorative Practices with a specialization in Education. The knowledge and strategies gained have provided me with multiple entry points to build and restore relationships with all stakeholders. Using an equitable approach through affective statements, questions, and the conferencing script allows myself and my staff to understand and consider lived experiences. I highly recommend the program."

NORMA DWYER

Principal
Ontario, Canada

"I chose the Community Engagement Specialization because it aligns with my philosophy of restorative justice. I believe that fully restorative work occurs in community. I want to deepen my understanding of the varied ways in which communities can foster someone's ability to embrace their human potential."

JONATHAN C. SHENK

Small Business Owner and Presbyterian Minister
Princeton, NJ, USA

"I chose the Education Specialization because of my passion for developing restorative school cultures and climates in my district. The courses in the education specialization offer educators and practitioners key skills for working with marginalized youth. My education at the IIRP has given me tools to address community violence and harm using evidence-based research that gets to the root causes of harm in my local community. My goals include starting my own freedom school rooted in Restorative and Transformative Practices. In my future, I plan on getting an Ed.D. or a Ph.D. in education, and know my experiences at the IIRP will help prepare me for my future in educational justice and organizational leadership."

TRIO! HARRIS

Restorative Justice Facilitator
Oakland, CA, USA

To learn more about the thesis or specializations, please contact us at studentservices@iirp.edu.

CONGRATULATIONS TO OUR 2022 GRADUATES!

Kelci Adams, Colorado
 Sheila Balk, California
 Brigitt Barlow, Pennsylvania
 Abigail Callaghan, New York
 Kailani Capote, New York
 Rebecca Carson Eisenman, Massachusetts
 Matthew Cook, Wisconsin
 Nadira Edwards, Florida
 Kelsey Elder, Pennsylvania
 Erin Fonzo, Pennsylvania
 Raymundo Galarza, Illinois
 Roberta Gibson, Ontario, Canada
 Shannon Guyer, Iowa
 Keith Hickman, New York
 Tamara Hoang, Connecticut
 Nicole Hocker, Pennsylvania
 Jessica Homeier, Texas
 Glen Horrigan, Massachusetts
 Ann Huggins, New Mexico



Hannah Johnson, Maryland
 Trudy Junkroski, New York
 Christa Kerber, Delaware
 Nicole Lalumiere-Weaving, California
 Thomas Levy, New York
 Tamara Locskai, Alberta, Canada
 Abigail McLain, Minnesota
 Michael Merced-Gilardino, Nevada
 Stephen Pascucci, New Hampshire
 Brenda Ramos, California
 Deborah Reisdorph, Alabama
 Krystal Schmidt, Pennsylvania
 Christine Sferco, Pennsylvania
 Julian Shafer, Connecticut
 Kimberly Speidel, Illinois
 Tanika Sykes, Maryland
 Hemanth Venkataraman, New York
 Ivan Villaseñor Madriz, California
 Michael Weiss, Pennsylvania
 Deanna Zilske, New Hampshire

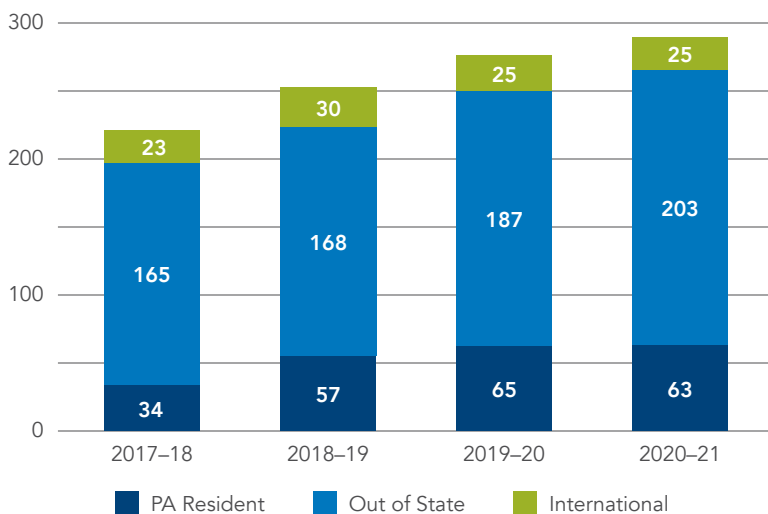
GRADUATE SCHOOL GROWTH

In 2022 we welcomed 84 new graduates to the IIRP alumni family.

39 Master of Science
in Restorative
Practices alumni

45 Graduate
Certificate
recipients

HEADCOUNT BY RESIDENCY



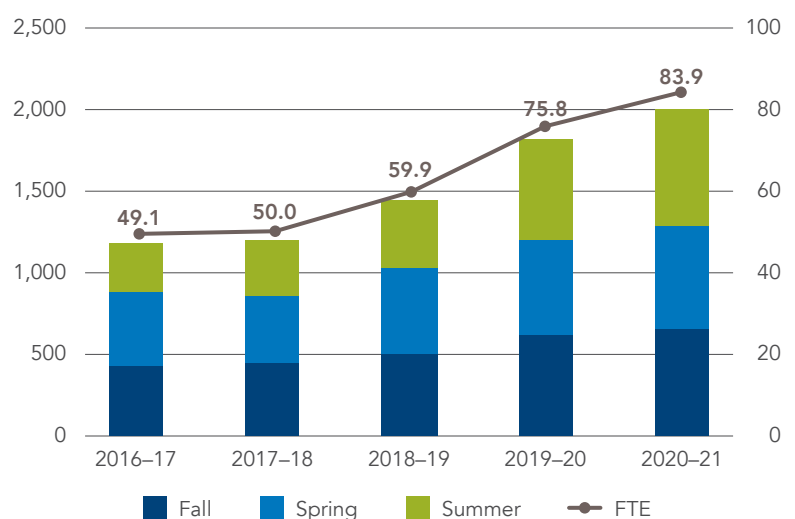
We are proud to see graduate degree enrollment has steadily grown since 2018. Students are investing in continuing education despite an ever-changing socio-economic landscape, both in the U.S. and internationally.

Students enrolled in the Master of Science in Restorative Practices degree program are taking on and completing more credits than in the past. In 2021 we introduced degree specializations that allow students to concentrate several of their courses in specific areas of interest.

Additional information about the IIRP's graduate enrollment is available in the IIRP Factbook.

FTE (Full Time Equivalency) is calculated by dividing total credits by 24, the equivalent of a full year of full-time enrollment.

CREDITS BY TERM



COMING SOON: THE COLLABORATIVE CENTER FOR RESTORATIVE PRACTICES IN HIGHER EDUCATION

After three years of novel research with the Restorative Practices in Higher Education Learning Collaborative, led by IIRP Director of Research and Program Evaluation and Associate Professor Gina Baral Abrams, DrPH, research is completed and has moved into the analysis phase. This research included participants from 30 colleges and universities from across the United States and one in Jamaica. The participants are professionally diverse, from housing and student life to academics and human services. Some members of the collaborative have continued their research and have written and defended dissertations that examine restorative practices in higher education.

In 2021, the research from the Learning Collaborative inspired the creation of the IIRP professional development event Reimagining Campus Community with Restorative Practices. This event is tailored for all members of the higher education community, including faculty, staff, and students. It is a foundational professional development event, where participants learn ways to foster and

facilitate engagement and build positive relationships, whatever their sphere of influence, to strengthen equity, belonging, and collective efficacy of the campus community.

Another output of the research has been the establishment of the forthcoming Collaborative Center for Restorative Practices in Higher Education. This permanent academic center is built upon the model of collaboration and co-creation that was a key part of the research initiative. "Seeing the impact that restorative practices has made on the members of the Learning Collaborative and their institutions has us extremely excited and optimistic about what can be accomplished going forward with this newly established forum," says Gina. "The IIRP is committed to being a convener of people and ideas so that the benefits of restorative practices can be experienced throughout higher education. We look forward to sharing more details as the Collaborative Center takes shape."

"Seeing the impact that restorative practices has made on the members of the Learning Collaborative and their institutions has us extremely excited and optimistic about what can be accomplished going forward with this newly established forum."

— Gina Baral Abrams, DrPH, IIRP's Director of Research and Program Evaluation and Associate Professor





INVITING COLLECTIVE ENERGY
IGNITING SOCIAL CHANGE • JAN 25-27

LOOKING AHEAD TO THE ONLINE WORLD CONFERENCE 2023

The IIRP World Conference has traveled across the globe and has served as a forum for community leaders, educators, scholars, and members of the justice field to expand the field of restorative practices. In 2022, our conference went online and increased our reach to an engaged international audience of more than 750 individuals. The 2023 World Conference will be held online on January 25-27. We will be back for an in-person conference in October 2023.

“Our goal is to be conveners and curators of restorative conversations — to both expand and continuously challenge the field,” explains Keith Hickman, the IIRP’s Executive Director of Collective Impact, on the conference’s purpose. “We host conversations with top experts and practitioners around relevant topics and complex systems that affect all people.”

The 2023 Online World Conference is centered around addressing social challenges to create pathways for change. The theme — Inviting Collective Energy and Igniting Social Change — is built on the belief that these pathways are developed best through collaboration.

Specific areas of focus include:

- Intergenerational Cooperation
- Community Engagement
- Systemic Adversity
- Environmental Justice

The conference will offer several unique and engaging opportunities for attendees in the form of:

- Research Poster Sessions
- Plenary and Panel Discussions
- On-Demand Videos
- Engagement Breakout Sessions
- Art and Musical Performances

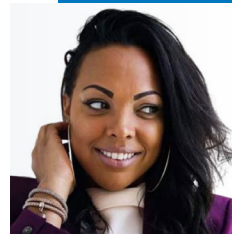
KEY SPEAKERS

at this year’s event will include:



**SHEILA
WATT-CLOUTIER**

*Environmental, Cultural, and
Human Rights Advocate*



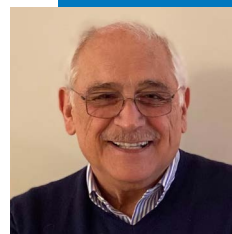
**CLAUDINE
MILES**

*Co-Founder and CEO
Restore More™*



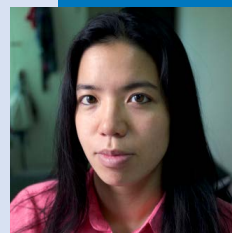
**KENYATTA
STEPHENS**

*CEO
Black Family Development, Inc.*



**JOHN
POURDEHNAD, Ph.D.**

*Doctoral Faculty
Thomas Jefferson University*



**AUDREA
LIM**

Writer and Journalist



For more information
on the conference and
to register, visit
iirp.edu/2023

KANSAS CITY MUSEUM TELLS THE WHOLE STORY

Striving to be “home to the whole story,” the Kansas City Museum does not shy away from the complicated yet vibrant history of its city, which includes racial inequity, socioeconomic adversity, and transgenerational trauma. The museum, in Kansas City, Missouri, formerly a private residence of industrious lumber baron Robert Long, has evolved and expanded throughout its 82 years of existence. The museum began as a natural history and science museum with large, realistic exhibits of historical events, people, animals, and ancient fossils. Over time, it grew to include anthropology, global history, experiential exhibits, and local history.

Today, the museum also serves as a place for the community to convene and participate in an ever-evolving collective learning experience centered around their shared local history. In 2020, Executive Director, Anna Marie Tutera, tasked with a major renovation of the museum, began to think more intentionally about both the physical restoration of the space and how the museum exists within the city. “We started to reimagine how to create a space that was much more welcoming and inclusive and would actually be the realization of our new mission of the museum, which is to focus on the often-untold stories of Kansas City’s history. We want to share stories and content from Kansas Citians to create a very participatory learning environment that represents multiple experiences and perspectives.”

To help make these goals a reality, the museum is using restorative practices and has partnered with the IIRP for implementation. Heading up the effort is the IIRP’s Director of Community Engagement,

Henry L. McClendon, Jr. Between 2020–2022, staff and leadership were trained in creating a restorative environment that uses replicable techniques to engage with community partners and individuals, facilitate difficult conversations, and create a space for healing to occur. Henry states: “The museum is using restorative practices to create a more unified Kansas City that can deal with its past and help shape its future.” Besides continuous training and onboarding, the IIRP also provides support with consulting, coaching, and future-focused strategies that create an even greater positive impact.

As a result of embracing a restorative methodology, the museum established the Restore KC program. The program strives to build leadership, develop staff, strengthen cross-agency collaboration, and expand its reach by embedding a restorative ethos into its work culture and organizational practices.

Restore KC also produces public programming that encourages interpersonal connection and self-reflection, confronting current and historical harms while fostering healing and reconciliation. The content embraces and sparks challenging conversations that address subjects like collaborative peace-making during crisis, sharing stories of survival and healing from sexual abuse and human-trafficking, and honoring cultural traditions that are reflective of their local communities. The goal is not only to function as a restorative environment in and of itself, but to disseminate the restorative ethos to partners and community members so that the city can truly grow in a community-first way.



“WALKING TO WITH” IN WICHITA PUBLIC SCHOOLS

This year we embarked on our largest implementation of Whole-School Change to date with Wichita Public Schools (WPS), the largest school district in Kansas, serving approximately 46,000 students. Whole-School Change (formerly SaferSanerSchools) is the IIRP’s multi-year K–12 program that teaches school administrators, educators, counselors, and support staff how to explicitly build positive school climate and culture using restorative practices with courage and competency.

Wichita Public Schools is investing in restorative practices to rebuild relationships and reconnect to their community in response to the effects that COVID-19 and pandemic restrictions have had on their schooling communities. IIRP Director of School-Based Implementation, Ryan Fenderson, is implementing a multi-tiered approach to training and coaching across the district, which includes the input and participation of administrative leadership, teachers, behavioral specialists, and building staff. “Working with Wichita Public Schools has been nothing short of amazing. Leadership is intentional and supportive of the wide-spread implementation of restorative practices across their district.”

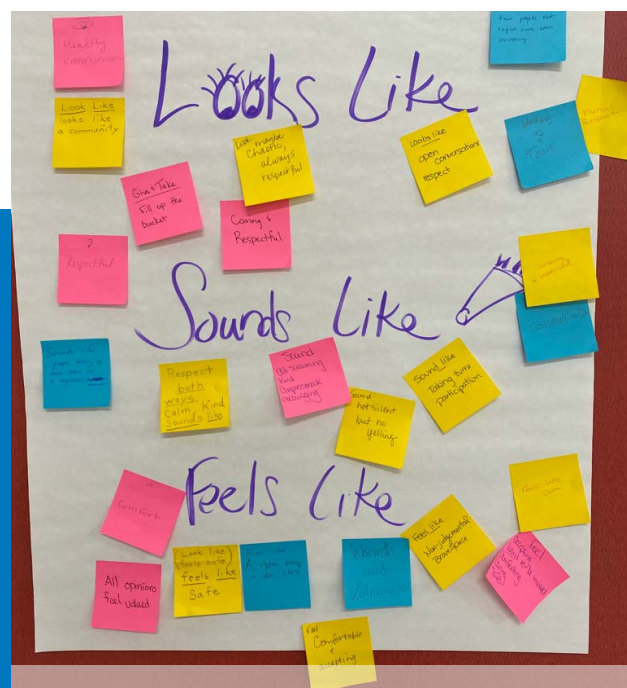
Referring to the social discipline window, Branden Johnson, Executive Director of Secondary Leadership and Instruction at Wichita Public Schools, speaks about the importance of soliciting feedback from staff and students by sticking to their goal of “walking to with.” By giving high support with high expectations and providing empathetic listening, he states that “walking to with is a very powerful tool, giving voice and giving

choice to those who are directly affected by decisions made in the school-sphere.”

In support of the IIRP’s involvement in WPS, school board member, Ernestine Krehbiel, emphasized that “this model has already been shown to be excellent. We have had problems, from huge budget cuts to superintendent changes, to COVID; it is exciting to now be able to spread this framework across the entire district.”

Using a holistic approach to training and coaching, IIRP instructors have thus far trained more than 3,000 teachers, administrators, and staff, including security staff, food services, and sanitation services. Staff and teachers are engaged in small and large group circles where they are encouraged to be self-reflective and provide input regarding various issues. In their respective schools they brainstorm what healthy relationships look like and tackle different methods of problem-solving together.

The goal at the end of this multi-year initiative is to have all staff across the district trained in the foundations of restorative practices. Additionally, WPS will have more than 100 trainers on staff that will continue to train new staff across the district. This will enable the district to be self-sufficient in their ongoing training efforts and support the implementation of restorative practices for years to come.



IIRP ACROSS THE GLOBE

SAN SEBASTIÁN, BASQUE COUNTRY, SPAIN

IIRP Assistant Professor Fernanda Fonseca Rosenblatt, Ph.D., organized and helped facilitate a roundtable on gendered violence and restorative justice, as well as a plenary talk about transitional justice for the tri-annual Victimology Symposium. This year's theme was "Victimization in a Digital World," and Fernanda worked with professors from around the globe, including Estelle Zinsstag (Edinburgh Napier University, Scotland), Tinneke Van Camp (California State University, USA), Marie Manikis (McGill University, Canada), Jo-Anne Wemmers (University of Montreal, Canada), and Dawn Beichner (Illinois State University, USA). Throughout the conference, she participated in meetings with both the outgoing and the newly elected Executive Committee of the World Society of Victimology, of which she is a member, and with the Chief Editors of the International Journal of Restorative Justice, for which she is the Book Review Editor. The prominence of restorative practices throughout this year's conference proves the growing maturity of the field's research, as well as its expanding diversity, spanning the arts, transitional justice, and topics of war.

BOGOTÁ, COLOMBIA

The Judicial Drug Treatment Monitoring Program being implemented by the municipal government in Bogotá, Colombia, uses a restorative approach to justice by attending to victims, providing evidence-based medical treatment to participants, and encouraging reparations for damages caused. A delegation from the U.S. government supporting this initiative included Todd D. Robinson, Assistant Secretary of State for the Bureau of International Narcotics and Law Enforcement Affairs, Rahul Gupta, Director of the White House Office of National Drug Control Policy, and Peter Natiello, Senior Deputy Assistant Administrator of

the U.S. Agency for International Development. In August 2022 they participated in a hearing of the Judicial Follow-up Program for Drug Treatment to observe the program's outcomes. The Directorate of Juvenile Criminal Responsibility staff was led by IIRP trainer, Iván Torres, and current IIRP student, Daniel Rios. Together, they prepared for the delegation's visit, during which they conducted a joint work session with 120 judges, prosecutors, family defenders, and public defenders who work in adolescent justice. They trained participants in the communication and pedagogical skills staff need to conduct successful follow-up hearings. "These hearings allow judicial and administrative authorities to observe the services we provide to victims and performance of the adolescents in treatment programs. They also get to see the achievements of the restorative process, including the work with families and the productive and social inclusion of the teenaged participants," explains Daniel. His work will continue to transform the lives of youth in Colombia through restorative practices.

SAN GERARDO DE DOTA, COSTA RICA

Incorporating restorative practices into the workplace has begun taking on a new setting in nature. Former IIRP Instructor Miguel Tello is guiding leadership teams in Forest Therapy called *Re-energizing Work Teams in Nature*. During these two-day immersive experiences, Miguel leads teams through the forest in silence before facilitating workshops on giving and receiving feedback and reflecting on how they can each contribute to the team's well-being. As a certified Forest Therapy Guide, Miguel is using this profound experience to proactively build stronger teams and coach executive leaders. Participants shared that this journey allowed them to feel more connected, both within themselves and to the team as a whole.



FREIBURG, GERMANY

The Max Planck Institute for the Study of Crime, Security and Law is one of the most important crime-related research institutes in the world. Conducting cutting-edge longitudinal, experimental, and spatial research, the Department of Criminology "aims to push the boundaries of theory development." To this end, the Department granted IIRP Assistant Professor Dr. Fernanda Fonseca Rosenblatt the status of Guest Researcher from May-June 2022. During this time, Fernanda concentrated her research efforts on the topic of gendered violence and restorative justice, utilizing one of the biggest libraries in the world with titles related to crime, criminal law, and criminal justice at the Institute.

SÃO JOSÉ DE CAMPOS, BRAZIL

Prison Fellowship International is changing the way communities in Latin America perform incarceration. Brazil has the third largest prison population in the world; however, starting in 1972, the Association for the Protection and Assistance of the Condemned (APAC) has offered an alternative to the traditional prison system that not only lowers the economic cost of incarceration, but the social cost as well. The faith-based program, which is managed by volunteers and the prisoners themselves, has spread to more than 50 Brazilian prisons, where it has led to recovery rates of 87% among men and 95% among women. The IIRP 2022 World Conference hosted a powerful conversation about community responses to crime, incarceration, and reintegration of youth. A highlight of this conversation is the work of Denio Marx Menezes, Director of International Relations at the Brazilian Fraternity of Assistance to Convicted Persons. Denio is currently responsible for Beyond Frontiers, a project of international cooperation financed by the European Union to promote human rights with the goal of promoting APAC in Latin America. He has worked in the implementation of humanized prisons in countries such as Costa Rica, Paraguay, Chile, Argentina, Mexico, and some countries in Europe.

SYDNEY, AUSTRALIA

When thinking about how to support at-risk youth of Australia with a safe space, Anna Ainsworth decided to look no further than the ground beneath her feet! Anna serves as the Community Development Manager for Eden Gardens, a commercial horticulture organization, where she established an employment program in 2004 for at-risk youth. Since studying with the IIRP, she has incorporated restorative practices into the employment program and across the wider commercial organization. The goal of the employment program is to create relational communities around disadvantaged youth as they transition to be valuable adult members of the wider community. This work turns education into jobs that help nourish the community through hands-on experience, centering on the mission of building a community that connects at-risk youth with the natural environment. The work is furthered by the scholarship program that was created in 2008 through Eden Gardens, supporting marginalized youth with otherwise unavailable resources to continue growing and learning.

TRINIDAD AND TOBAGO

An independent senator in the Parliament of Trinidad and Tobago and a vice president of the International Society of Family Law, Hazel Thompson-Ahye, 2017 IIRP graduate, dedicates her life to advocating for restorative justice and children's rights. "In the Senate, at every turn where there is an opportunity to talk about restorative justice, I do," she

states. This year, she is serving as the conference convener for the International Society of Family Law Caribbean Regional Conference in Tobago. In this role, Hazel is helping to bring together members of the government, law professors, family law practitioners, policy makers, psychologists, social workers, and other professionals to deliberate on the human rights of family members. She intends to train the Senate in restorative practices and hopes it will become embedded in her country's justice system. An attorney, Hazel presents on family law and restorative justice worldwide and recently founded a nonprofit, The Child Rights and Restorative Justice Organization. In 2018, she received the Hummingbird Gold Medal for loyal and devoted service to the Republic of Trinidad and Tobago in the sphere of Public Service and Youth Development.



KILDARE, IRELAND

In August 2022, Maynooth University Innovation Lab (Mi: Lab), in collaboration with the Restorative Justice Pedagogy Network, held a three-day workshop that convened 29 restorative justice professors and researchers from 16 different countries, including IIRP Assistant Professor Dr. Fernanda Fonseca Rosenblatt. This event was facilitated by IIRP Lecturer, Dr. Ian D. Marder, Assistant Professor in Criminology at Maynooth University School of Law and Criminology in County Kildare, Ireland. This immersive workshop experience compelled the participants to investigate how we can better communicate restorative justice to the communities we seek to help. Focused on public education, professors connected, discussed, challenged, mapped, and brainstormed how to overcome barriers to effective communication to diverse populations of people.

EXPANDING THE IMPACT OF RESTORATIVE PRACTICES IN CANADA

In recent years, IIRP Canada recognized the need for offering restorative practices training not only in English, but also in Canada's other official language, French. Canada has more than 3,000 French-language primary and secondary schools, 75 French-language colleges, and nearly 30 French-language universities. Leading the charge in this translation effort is Peggy Barrette, an IIRP bilingual trainer and consultant.

Peggy started her work on a small scale, offering the two-day Introduction to Restorative Practices training course in French and promoting other training opportunities at conferences across Canada. Through Peggy's work and the translation of IIRP resources, IIRP Canada has been forging strong relationships with a number of French-speaking schools, including two school boards in Ontario, Conseil scolaire Viamonde and Conseil scolaire catholique de district des Grandes-Rivières.

Working closely with the senior administration of both boards, Peggy has helped design and support the implementation of restorative practices initiatives across their school districts. For instance, using an adaptation of the social discipline window as a guide, Conseil

scolaire catholique de district des Grandes-Rivières has developed a comprehensive implementation plan that balances accountability and support. "We hope to better support positive school communities and better manage conflict through restorative practices by building relationships and repairing harm. We want to strengthen students' connections to both staff and other students, which in turn will strengthen the school climate. We also want to promote collaborative problem-solving in order to lessen the achievement gap and foster inclusivity," says C. Mackey, System Principal.

While the COVID pandemic did slow the implementation efforts, both school boards are pleased by the impact being made so far. They see excitement from teachers, administrators, and staff who are developing tailored resources and taking real ownership of making restorative practices an ingrained part of their school cultures.

The IIRP Canada team is excited about the progress that has been made toward more effectively serving the needs of Canada's culturally diverse French-speaking population and is eagerly approaching the opportunities to come.



2022 PUBLICATIONS

THE PRESIDENTIAL PAPER SERIES

The Presidential Paper Series highlights leading thinkers and new voices in the field of restorative practices. Papers explore innovative theories and applications in fields such as education, community health, social justice, and organizational leadership, pointing to new directions for civil society advocates around the world.

USING FAIR PROCESS TO BUILD ONLINE GRADUATE STUDENT SERVICES

In Spring 2022 we published *Using Fair Process to Build Online Graduate Student Services* by IIRP's Dean of Student Services, Jamie Kaintz, M.S. In this paper, Jamie offers the experiences of a specialized graduate school as a model of how to build services for online graduate

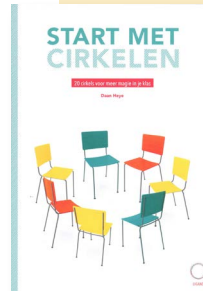
students through a restorative practices framework. Fair process and feedback are specifically showcased as approaches that can help institutions to build community by creating strong, ongoing relationships between students, staff, and faculty. These relationships can help with a range of institutional goals, such as student satisfaction, retention, and ongoing alumni engagement. Jamie addresses challenges to successful

implementation, draws on research from others in the field of higher education, and uses examples and observations from her own experience in creating and improving student services for online graduate students.

The IIRP plans to publish two to three papers annually. Future topics include: perfecting the implementation of restorative practices to improve school climate and the use restorative practices to achieve community health goals.



COMING SOON! NEW IIRP BOOKS



START TO CIRCLE

Working with our colleagues at Ligand in Belgium, the IIRP will be publishing the English translation of their book *Start to Circle* and its accompanying three card sets to help implement circles in schools, communities, and with families.

The book will be available for purchase on Ligand's website: ligand.be/shop

HEART STRONG WORK: IMPROVING WORKPLACE CULTURE

The IIRP's new president, Dr. Linda J. Kligman, has a new book. *Heart Strong Work: Improving Workplace Culture* explores the praxis of "culture keeping," which engages all employees in an organization, not just those in leadership. *Heart Strong Work* will be published in the coming year.



All Presidential Papers can be downloaded for free at iirp.edu/presidential-paper-series.

OPENING OF BUXMONT ACADEMY'S NEWEST SCHOOL, TATAMY CREEK CAMPUS

After nearly three years of dreaming and planning, Buxmont Academy's sixth school, the Tatamy Creek Campus, a model program of the IIRP, opened its doors in April 2022. It is located in Easton, PA, and is similar to its sister schools in its curriculum and commitment to restorative practices in and out of the classroom. In 2019, Easton School District reached out to Buxmont leadership with the desire to create a partnership that would help provide a quality education alternative school for the students in their district.

Formerly known as Easton Area Academy, the Tatamy Creek Campus has all the aspects that make it a Buxmont Academy school but in a space that has a similar look and feel to a student's home school. The potential of easing students back into their home school is greatly increased when the environments are atmospherically similar. Students from 7th to 12th grades are eligible to come to the school. With the middle school and high school students on different floors, staff and students can readily address age-appropriate issues and teachers can shift their delivery and teaching style for the age range on each floor. Students at the Tatamy Creek Campus are getting the benefit of a traditional schooling experience with the support of being in smaller classes with more oversight and attention to their individual needs.

Heather Walter, Dean of Students at the school, has been with Buxmont at multiple schools and is currently focused on norming staff and students to the restorative ethos and methods that Buxmont Academy is built upon. When issues arise, Heather responds quickly with restorative methods. As she explains: "I take each opportunity and create a teachable or learning moment for the staff and students, whether we are dealing with conflict or creating classroom norms."

By establishing the basics of restorative practices, Heather and her staff are laying the foundations of building relationships and community with their students. Staff and students participate in circles, deal with conflict directly, and process incidents when they happen. Relationships between students and staff are being intentionally built on a daily basis, helping to create social capital. Staff are able to show transparency and grace through their approaches to processing and addressing conflicts as they arise.



WEEKEND CITIZENSHIP PROGRAM TEACHES 21ST CENTURY COMPETENCIES

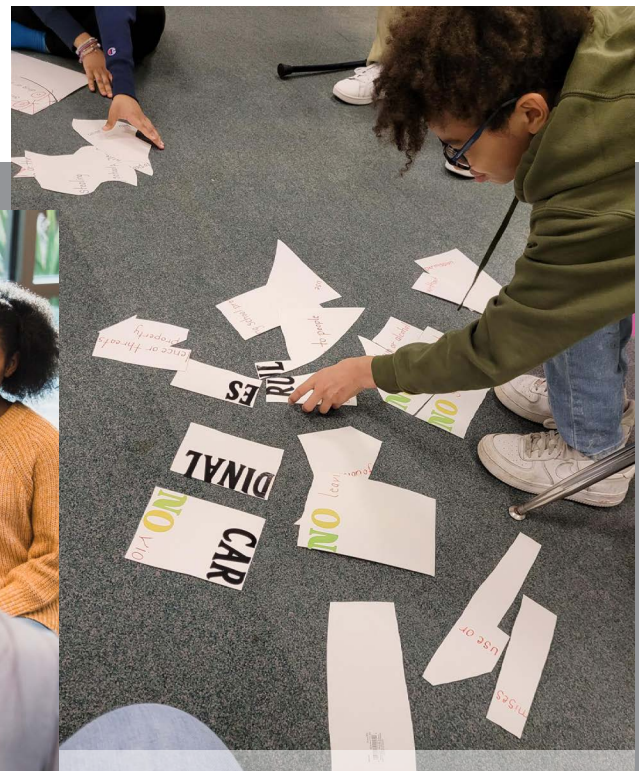
21st century issues need 21st century solutions, and that does not always mean equipping ourselves with the newest technologies, but instead equipping ourselves with new skills and competencies. That is what Community Service Foundation (CSF), a model program of the IIRP, is accomplishing with their Citizenship and Social Responsibility Weekend Program through Pennsylvania's Bucks County Juvenile Court System. The program utilizes a social skills curriculum to target competencies that are both necessary and useful to today's youth. Evidence and assessment are the cornerstones used to align programming and intervention with their needs. This focus helps youth build skills in collaboration, creativity, critical thinking, problem solving, flexibility, social responsibility, citizenship, and communication while still taking accountability for their actions.

The program provides practical education in different areas. For career development, youth work on résumé writing, interviewing, and increasing social skills. Participants are taught personal financial literacy skills, such as budgeting and financial responsibility. Digital citizenship and responsible online behavior are important parts of the program, as well. Participants learn about the dos and don'ts of being on social media, protecting their privacy, and cyberbullying so they have the tools to make smart decisions online.

Jerry Bradley, Assistant Director of Community Based Services at CSF, believes the success of the program lies in the curriculum, which engages and provides structure for the participants as well as their families. Families are invited to join their youth and program staff on Sundays for lunch, creating an opportunity to connect and to discuss the skills learned that weekend and ways those new habits can help lead to better choices in the future.

Jerry says, "Seeing the impact it has on youth when their families show up for them is so impressive and encouraging. This program is making a difference in these youth's lives and we have their families to thank for supporting them and really sealing in the importance of the skills they are learning."

Currently the program is only available to residents of Bucks County, PA. CSF is looking to expand to other counties and support communities across eastern Pennsylvania.



THANK YOU!

The IIRP and its consortium of organizations appreciate all gifts, great and small. We want to acknowledge the following donors who gave to the IIRP, Community Service Foundation, and Buxmont Academy from September 2021 through October 2022 in support of our work to restore community, including Impact Scholarships.

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