RESTORATIVE WORKS

2018 YEAR IN REVIEW



PARTNERING WITH COMMUNITIES

IIRP International Institute for Restorative Practices

STRENGTHENING THE SPIRIT OF COMMUNITY
The IIRP World Conference in Detroit

IMPACTING YOUNG PEOPLE
Mending Racial and Gang Tensions

Paul Engstrom Photography

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2018 YEAR IN REVIEW

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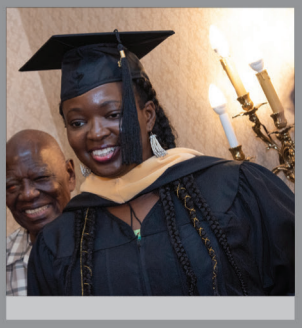














BASIC CONCEPTS SHAPE OUR CULTURE

A MESSAGE FROM OUR PRESIDENT



In this issue of Restorative Works you will hear about many important projects and stories from around the world. The unifying theme of this issue is that restorative practices is the science of relationships and community. In addition to organizations and schools, these practices and ideas have the power to transform everyday relationships, give regular people more voice, and increase their ability to impact the civil society issues that matter most. This is not a utopian philosophy. On important and complicated issues such as race relations, education reform, policing and civil engagement, this new social science offers no easy solutions. Yet the stories in this issue offer a glimpse into new ways of engaging with our neighbors — especially those with whom we disagree, who see the world differently, and even those whom we might fear. How we relate to everyone within our communities matters more than we might suspect.

At the IIRP Graduate School, we practice what we teach. Over the past year we have begun reexamining our own organizational community and making our collective expectations and commitments more explicit. Through a variety of experiences, we engaged all our staff in re-examining one of the most foundational keystones of our culture: our Basic Concepts. They express, in the clearest way possible, how everyone in the IIRP consortium of organizations is expected to approach relationships, with each other and with those we serve.

These are high expectations. They apply equally to everyone in the organization from the president, to trustees, to our international affiliates, to our CSF Buxmont demonstration programs, to the newest intern. I hope that you, and everyone we serve, will hold the IIRP accountable to these expectations. I also hope that they can serve as inspiration within your own community.

Everything of great value requires great effort. Restoring community requires that we face tough questions, complicated histories and challenging relationships. It is often hard and uncertain work. The IIRP is here to help you in that work, as we know you are here to support us in this mission.

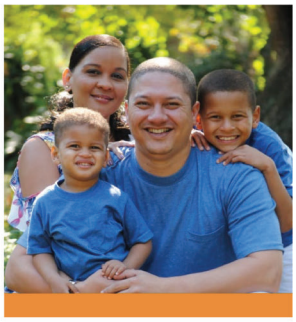


John W. Bailie, Ph.D.
President

OUR BASIC CONCEPTS

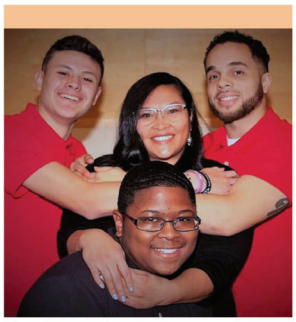
- We believe that people are capable of growing and learning in their work and behavior.
- We respond to situations WITH people, not TO them, FOR them, or NOT at all.
- We separate the deed from the doer by affirming the worth of the individual while disapproving of inappropriate behavior.
- People function best in an environment that encourages free expression of emotion — minimizing the negative, maximizing the positive, but allowing people to say what is really on their minds.
- We are not expected to have all of the answers. Instead of trying to answer or act without adequate knowledge, we need to ask others for help.
- We hold each other accountable by giving and receiving feedback respectfully.
- We act as role models by admitting when we are wrong and being humble.
- We help people develop competencies rather than providing the answers for them.

ALUMNI CREATING POSITIVE CHANGE



DARIAN SMITH, '10
DURBAN, SOUTH AFRICA

Darian is working tirelessly for social change in his native South Africa. (He learned about the IIRP from Professor Frida Rundell, Ph.D., once his teacher in Durban.) Today he is equipping young leaders to effect positive change in their communities. They're tackling issues such as gangs, drug abuse and rape, working with Activate Change Drivers. Darian also oversees a Safe House for abused women and a Rescue Center for drug-abuse sufferers, as a volunteer. He speaks publicly for strong father-son relationships, often accompanied by his son, and runs a fatherhood support group. "I love my continent," says Darian. "The world sees Africa as a defenseless child with nothing to offer. But Africa is beautiful, with amazing potential. I invest everything I am in her because I want my sons to grow up in a better place."



CHRISTINE SINGLETON, '18
Indianapolis, Indiana

Christine relies on skills learned in the Master's program to help Indianapolis teens and foster parents improve their relationships. The opioid epidemic has greatly increased the number of children in care. Her work stabilizes foster placements and keeps kids out of restrictive residential facilities. Before children age out of care, she ensures they have skills for successful independent living, including how to maintain healthy family relationships. Christine holds talking circles with teens and foster parents. A 19-year veteran with the Indiana Department of Child Services, she finds these meetings have more engagement and better outcomes since she has applied what she learned at the IIRP. A foster parent herself, Christine employs restorative practices at home.

FACULTY FOCUS ON MARGINALIZED INDIVIDUALS



NICOLA PRESTON
Lecturer

Restorative practices helps children with special needs and social-emotional issues engage in learning. This is what Nicola, IIRP Graduate School Lecturer and University of Northampton Ph.D. candidate, has discovered in her research as a special needs teacher. She is finding these practices can transform problems such as ADHD (attention-deficit/hyperactivity disorder) and offer an alternative to medical diagnosis. Challenging behavior should not be addressed punitively, but through respectful exploration with restorative questions, such as "What happened?" and "Who was affected by your actions?" This process develops empathy and the ability to reflect on feelings and actions. Children who learn how to tell their story can help themselves and others understand their behavior. Styles and methods of communication are key. Some might respond better to visual modes, like pictures or puppets. Teaching parents to use restorative questions can reduce stress for everyone. And children who feel heard and respected at home are less likely to come to school frustrated and angry.



BORBÁLA FELLEGI, PH.D.
Assistant Professor

Foresee Research Group, a Hungarian nonprofit Borbála founded and directs, received the 2018 European Forum for Restorative Justice award. The group was honored for outstanding contributions to the development of restorative justice in Europe. Borbála brought together professionals in social work, mediation, law and sociology to research and solve society's most pressing issues. These include school exclusion, criminality, victim trauma, and offender rehabilitation and reintegration. For 10 years, she has empowered people to tell their life histories, heal their trauma and bridge differences. "Hungary has suffered serious trauma in the last centuries," she maintains. "There is urgent need to help people talk and reflect." Foresee's projects involve abandoned children, peacemaking circles in intercultural communities, and radicalization prevention among prison inmates. Borbála asserts, "Each conversation, from one-on-one to society-level, can have its impact, and that can impact others."

ROLE MODELS THE WORLD NEEDS

COMMENCEMENT 2018

"If our communities are the sum total of our individual relationships, then our ability to manage those relationships effectively, and with more grace, is paramount." John Bailie, Ph.D., President, shared this key restorative concept in his opening remarks. "Our graduates are doing this work every day. They will continue as part of a passionate network of IIRP alumni, as researchers, practitioners and civil society advocates around the world. They will be the professionals, leaders and role models the world so desperately needs."

"We stand for the uncommon cause of resolving conflict and healing harm."

The 19 members of the Class of 2018 participated in the Master of Science in Restorative Practices program from 11 US states — from Texas to Connecticut, as well as Ontario, Canada, and Cape Town, South Africa. They are employing the skills and competencies they learned at the IIRP to inform their work as a family court magistrate, a school superintendent, a youth advocate, a behavioral health worker and more.

Lamar Culpepper of North Carolina and Melissa Ash of Pennsylvania represented their fellow graduates as Commencement speakers. Lamar shared how his 14-year-old son's arrest for murder has galvanized his commitment to restorative practices, stating "We stand



for this uncommon cause of resolving conflict and healing harm, in this world of revenge, retribution and ever-escalating conflicts." Melissa called on us to "unlearn" our ineffective old ways of addressing harm and to "perceive individuals not as equivalents to their mistakes, but with the potential to repair harm caused and heal wounds created."

HEALING CHILD SEXUAL ABUSE



Arti Mohan is healing child victims of sexual abuse, in New Delhi, India. She's employing her IIRP education to create responses that are trauma-informed and promote healing for those harmed, those who caused harm, and the community. Sexual violence is rampant in India's impoverished communities, with every second child abused, she notes. Moreover, girls and women enduring sexual violence are marginalized in the criminal justice system.

An attorney, Arti holds restorative circles with women suffering long-term sexual violence. She has heard stories of horrific abuse. The circles are providing these women with an enduring mutual support network. Through her IIRP coursework, Arti has created a handbook, Trauma-Informed Restorative Processes After Crime, which she hopes to distribute throughout India's criminal justice system. She concludes, "For communities where sexual violence, impoverishment and marginalization are unimaginably high, I see my work as contributing to making the world a better place."

Arti earned the 2018 Shawn Suzch Scholarship, awarded in memory of a man who overcame adversity with courage and determination.

Embark on your restorative learning journey at the graduate level. **Visit iirp.edu.**

STRENGTHENING THE SPIRIT OF COMMUNITY

The IIRP World Conference in Detroit was a triumph, our largest ever! Among the sold-out crowd were 75 Detroit residents who attended through scholarships, bringing a true spirit of community. Their grassroots work as stewards of their neighborhoods is supported by commitment from the top. "Restorative practices will make our city safe," Mayor Mike Duggan declared in the opening session. "Neighborhood police officers are working seamlessly with community block clubs and Detroit Public Schools," added Todd Bettison, Deputy Chief of Police, who's been trained in restorative practices himself. "It's making a huge difference. Formerly challenging kids are now leaders." Two school superintendents confirmed the district's adherence to the practices. Tonya Allen, President and CEO of the Skillman Foundation, stated, "Skillman is supporting training for teachers, police, courts and neighborhood organizations." High school sophomore and Restorative Practices Ambassador, Faith Howard, vowed, "Change starts with me!" Her schoolmate and fellow Ambassador, Jordan Cook, agreed: "I'm the one who tells kids: You can do it!"



Henry McClendon, Jr., IIRP; Alice G. Thompson, Black Family Development, Inc.

"If it can happen in Detroit, it can happen where you are."

The scope of restorative practices across the city was highlighted in numerous sessions. Michigan's Third Judicial Circuit Court, the largest in the state, is employing the practices institution-wide, with 331 of 498 staff trained to date. With buy-in from top leadership, the initiative is building strong staff connections and resolving workplace tensions and conflict. Staff are also using the practices with clients and family. "Since people who work at the court are part of the community, it will affect the whole community," observed Benita Cheatom, Executive Director of Human Resources and Labor Relations.



"Restorative practices is the model; Circle Keepers are the movement," stated Derek Blackmon, Black Family Development, Inc. Project Director for Safety Initiatives. Trained to use restorative practices in homes, families, block clubs and everywhere, Circle Keepers help resolve issues all over the city. They meet monthly with hundreds of community members, joined by neighborhood police. To fight neighborhood crime, Circle Keepers led a series of "peace marches." They've persuaded 300 business owners to become "green-light" establishments, with cameras that connect to the police department. "We asked them to be part of our community," Derek explains. "They came to our meetings and became our partners."

Henry McClendon, Jr., IIRP Michigan Representative, has spearheaded restorative practices in Detroit. Closing the conference, he proclaimed, "The best way to make a movement is to courageously follow and join in. If it can happen here in Detroit, it can happen where you are. Help us become a restorative nation!"



EASING INSECURITY AND CONFLICT IN NICARAGUA

When violence boiled over in Nicaragua in April, the country became polarized. There were waves of looting, arson and violent conflict, even among families. IIRP Latin America's licensed trainers helped people cope with their stress and fear.

AMOS, a Nicaraguan NGO that delivers health interventions, helped staff and clients deal with the nightmare. IIRP Latin America provided circles training for AMOS in 2009, and it became part of their organizational culture. They use circles to address conflict in communities, make decisions and address staff tensions. During the upheaval, circles brought healing to AMOS staff and the communities they serve. "Many of our staff live in neighborhoods where there was violent conflict," states Dr. Laura Parajón, AMOS Cofounder and Medical Director. "The circle was the only space where they felt safe to speak about it."

And yet, "They didn't want to talk because it was too emotional," notes Alejandra Medrano, AMOS Operations Director. "Or they were afraid they would get in trouble — beaten up by police." AMOS set circle norms to address these feelings: "We will listen respectfully, even if we disagree." The circles allowed participants to express their sadness, frustration and anger.

In response to trauma, people internalize negative emotions like anxiety and fear, observes Frida Rundell, Ph.D., IIRP Professor. We can heal internalized harms by listening to people's stories. Giving people space to externalize negative feelings releases "the emotional brain" and allows people to live their lives fruitfully.

In the circles, staff provided emotional support and informed each other about potential danger and violence. They brought circles home, facilitating respectful dialogue with families and neighbors. AMOS also shared the circle process with other nonprofits. Most of all, circles helped people realize that they were not alone, and find hope.

COLLABORATING FOR EQUITY IN EDUCATION

A groundswell of grassroots support for restorative practices is emerging throughout the U.S. Community groups are urging school districts to adopt these strategies to halt the "school-to-prison pipeline." The IIRP is facilitating community meetings between the groups and school representatives. Participants are learning about and experiencing the practices, and working together to benefit students.

The Direct Access and Research Training Center (DART), a network of nonprofit groups that acts on social issues, is supporting restorative practices for schools. The DART branch, CLOUT (Citizens of Louisville Organized and United Together), has advocated for the practices to tackle high suspension rates and racial inequality at Jefferson County Public Schools, in Louisville, KY. IIRP Trustee Henry McClendon led a community meeting with school administrators, CLOUT, the NAACP and civic leaders. In a circle process, participants clarified their roles in supporting a restorative school district, notes Keith Hickman, IIRP Director of Continuing Education, adding, "The meeting opened lines of communication while demonstrating a restorative approach."

DART affiliate, Faith and Action for Strength Together (FAST), has endorsed restorative practices for Pinellas County, FL, Schools. (They are now introducing the practices districtwide.) Henry facilitated a community meeting with the district administration, teachers' union, FAST, police and other stakeholders. When they shared their concerns in a structured process, everyone recognized their common goal: more equitable education for their children. Everyone professed optimism and hope and promised to meet regularly. The NAACP, police and YMCA expressed interest in training their staff. "People realized the need to align their efforts, and that no one system alone can provide all the answers," concluded Henry. "But first, you have to have relationships and trust. The meeting was a first step."





SAN FRANCISCO, CALIFORNIA, USA At Make School Product College, a two-year residential program for computer science and software development, students and staff are building trust and vulnerability in a diverse community. Students meet in circles every morning to discuss relationships and academics, reports President Adam Braus. Staff use the restorative questions when conflict arises, and everyone comes together to discuss the effect on the community. Students are developing interpersonal skills and compassion, which helps them appreciate their differences. "The processes are totally transformative for the people who are conducting it and the people doing it," notes Adam.

ALLENTOWN, PENNSYLVANIA, USA Ripple Community, Inc. (RCI), a nonprofit community center and affordable housing program, welcomes people who are struggling with homelessness, mental health issues and substance abuse. These safe, nonjudgmental spaces provide opportunities to build relationships and community and resolve problems. RCI was born at Ripple Church, a "church of the streets" founded by Tom Albright, '16, and his wife, Carolyn. Restorative practices and inclusion are foundational to Ripple. Says Sherri Brokopp Binder, Ph.D., RCI Executive Director, "Here, everyone has a role to play and a connection to a place they call home."

LOUISVILLE, KENTUCKY, USA Suspensions at Waggener High School, Jefferson County Public Schools (JCPS), declined by 30%, thanks to its Behavior Support Systems Model. A two-year pilot of the model also saw decreases in office referrals for elementary, middle and alternative schools. The model integrates restorative practices and Positive Behavioral Interventions and Supports. "Students are making better connections to each other, to their teachers and to academic content," affirms Dr. Naomi Brahim, Director of Multi-tiered Systems of Support at JCPS. "Restorative practices is creating a framework for those connections."

GUATEMALA After the Volcán de Fuego erupted in June, killing hundreds and displacing thousands, Flor García, IIRP licensed trainer and Executive Director of Asociación para el Liderazgo en Guatemala, facilitated circles with the victims. A circle with first responders enabled them to express how they had been affected by the suffering they'd witnessed and support each other. Flor asked them, "What do you need to do to continue responding to the situation in a way that is compassionate towards yourself and others?" She also trained government-run shelter managers to run circles themselves. Flor considers it essential to strengthen leaders who will continue working with these communities, adding, "We believe these skills can remain in the community and be truly sustainable over time."

CAPE TOWN, SOUTH AFRICA Gabriela McKellar, '18, presides in Family Court over disputes between parents about their children's care and child protection. Her IIRP education has equipped her with skills to navigate this emotional minefield. She uses three main ideas: The model of exercising authority described in the Social Discipline Window of doing "with" and not "to" or "for"; Fair Process ideas of engaging, explaining and clarifying expectation; and Family Group Conferences to empower families in conflict or distress to come up with their own solutions. These practices create a more humane and therapeutic experience for families caught up in the trauma of litigation and hopefully also produce a more lasting solution.

ALBERTSLUND, DENMARK IIRP Europe provided professional development in restorative practices for schools. The practices address "a higher level of conflicts than the national average," says Katrine Barnekow Rasmussen, Proactive Coordinator in Albertslund's Crime Prevention Unit. Teachers are now building stronger relationships with students and getting to the root of issues that arise, reducing suspensions and expulsions. "This framework actually works — and works sustainably — when addressing conflicts and harmful behavior," notes Katrine.



KORTRIJK, BELGIUM VIVES University College is offering a popular minor, "Restorative and Connecting Practices," as part of its Applied Social Studies Bachelor's Degree. Ligand, an IIRP partner, is providing instruction. The program focuses on real-world problems and culminates in student projects in school or youth-care settings. Ligand, which serves local youth and the community, is hosting the next IIRP Europe Conference, Community Wellbeing and Resilience, in Kortrijk, in May 2019.

SYDNEY, AUSTRALIA Fiona Wood, principal of Yeo Park Infants School for children in kindergarten through grade two, is passionate about all things restorative. Pioneer Terry O'Connell helped train staff and rewrite policies and procedures at this inner-city school to reflect the restorative ethos. The result has been significant improvement in social scores and learning outcomes. The children have built a strong relational school culture. When kids weren't cleaning up after lunch, a five-year-old spoke to the whole school: "I'm disappointed. I think we need to pick up better." When little girls say mean things to each other on the playground, they say, "Stop, we need to talk to each other."

INTERNATIONAL INITIATIVES

MENDING RACIAL TENSIONS

A facilitated encounter healed racial tensions between two Denver, Colorado, area high schools: one urban, one rural. Conflict erupted when the visiting (rural) team's fans raised a confederate flag in the stands and used racial slurs. In the clash, several players suffered injuries on the field. Hurt spread throughout both school communities. Everyone feared the situation would turn violent. But Chris DeRemer, Dean of Culture at one of the schools, had recently received professional development in restorative practices from the IIRP. He decided to bring students together from both schools to heal the harm and build relationships.



The students took tours of each other's schools and ate lunch together. Chris facilitated talking circles so each student could share their feelings about the incident, clear up misconceptions and make commitments for the future. "In this circle, we shared harsh truths about our prejudices, and they were cleared away," one student commented. "Communities coming together is the most powerful way to bridge the gap that separates us."

To spread the circles' positive effects, each student team spoke at their school assemblies. Since then, the two schools have participated in sporting events and other activities without incident. Students involved in the circles have forged new connections with each other. "What I learned directly from the IIRP has truly impacted and changed two disparate communities and brought them together," Chris concludes.



ENDING GANG VIOLENCE

Carlos Alvarez, a former Los Angeles gang member, is stemming the tide of gang violence in L.A. neighborhoods and schools. He is helping gang members and students learn to communicate better. An IIRP licensed trainer, Carlos founded the Los Angeles Institute for Restorative Practices (LAIRP), which carries out interventions, including restorative conferences, following violent incidents. He also provides restorative practices training for law enforcement, detention centers and schools with high at-risk student populations. Carlos has taught more than 300 people to conduct restorative conferences.

When a gang member shot and killed a man, the victim's brother sought vengeance. Carlos learned the killing was unintentional and not gang-related. He helped the men reach a truce through a restorative conference. They may never be friends, but they agreed not to perpetuate more killing over the incident.

As Director of Student Discipline at a public charter school in south L.A., Carlos runs restorative conferences to address fights and other student incidents previously handled with suspensions. He developed a strong relationship with a student whose father was addicted to heroin and abandoned the family. The boy lacked trust and hope for the future. One day he stole a teacher's wallet. Carlos held a restorative conference with the boy and the teacher, who actually had a good relationship. Asked why he had betrayed his teacher, the boy replied, "I knew she would eventually move out of my life. This was my way to get her out of my life first."

"When a child is extremely hurt, he will ask for help in the most disgusting ways," Carlos observes. "When they say f*** you, you have to lean into that. That's what I do." The conference helped the boy understand how his actions hurt his teacher. "He never gave me a cheesy, 'I will never get in trouble again.'," notes Carlos, "But he never did. He eventually graduated from high school." Carlos has a mission to transform systems of punishment and discipline into those of healing and empowerment. "I want to change lives," he stresses. "There's so much work and it's so exciting. We're doing God's work."

CSF & Buxmont Academy

NO LIMITS ON HIS DREAMS

Bedouens was bullied at his former school and had a hard time fitting in. But with support from Lisa Cofield, '11, Coordinator of the IIRP model program, Buxmont Academy Woodlyn, he has blossomed into an honor-roll student who is confident, creative and a leader.

At first, Bedouens didn't like it at Buxmont. "I wasn't very good with communication skills," he admits. Now, he's such a strong leader the students call him "Bedrock," a nickname he loves. He has learned to support and confront his peers with compassion and caring. These interpersonal skills are serving him beyond school, too. "I'm able to have deep conversations because of my ability to communicate," he declares. These "people skills" will help him be a leader in the workplace, enabling him to work through conflict and think critically.

Bedouens participates actively in class, excelling in all his subjects. He gave his school a tutorial on braille, so they could understand the tools that let him "see," because he is visually impaired. He dreams of attending Philadelphia's Temple University. IIRP alumna Susan Willson, '16, Temple Student Services Coordinator, Disability Resources and Services, heard about Bedouens, and hosted him and his fellow students on a campus tour. She began the tour with a circle for students to share their college hopes and fears. Many wished to attend but were afraid they can't afford it. Susan told them about financial aid and support services, leaving the students excited and hopeful.



Bedouens puts no limits on his dreams for the future. "I want to talk to people, hear their stories and spread happiness," he asserts. Thanks to steadfast support and high expectations from Lisa and Buxmont Academy, his future looks bright.

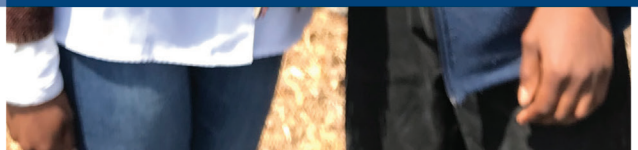
KEEPING FAMILIES TOGETHER

CSF, an IIRP model program, is empowering families to address their most serious concerns, through a process called Family Group Decision Making (FGDM). "FGDM brings families and their supports together to discuss solutions to a crisis within their family," notes Amber Doundas, who oversees CSF's program. The process helps families identify their strengths and concerns and work out a plan for their future. By mobilizing extended family members and friends to keep children in home placement, FGDM prevents children from being removed from the family. It also energizes support from family and friends who can help in other ways.

The opioid epidemic has caused a surge in family disruption and foster care placement. CSF's FGDM program has been very successful in addressing these issues, leading to increased demand for the process. A recent session had a positive outcome with a family disrupted by drug abuse. Both mother and father were unable to care for their six-year-old twin boys. The meeting brought together nine extended family members and friends and four professionals. In line with the FGDM process, after focusing on strengths and concerns with professionals present, the family met alone and came up with a plan. Following the plan, the twins are living with two aunts who were at the meeting. At this emotional gathering, family members also addressed the issue underlying the father's drug abuse: his brother's brutal murder. He agreed to pursue inpatient drug treatment. "The family was hugging each other and crying," Amber recalls. "It was very powerful."

SUPPORTING BUXMONT STUDENT SUCCESS

IIRP model program Buxmont Academy raised $13,000 for student scholarships this year through Pennsylvania's Educational Improvement Tax Credit (EITC) and Opportunity Scholarship Tax Credit (OSTC) programs. The programs allow Pennsylvania businesses to direct their state taxes to support educational opportunities for financially disadvantaged students, while reducing the amount of taxes they pay. Buxmont Academy helps students improve academic performance and achieve social competencies for successful and happy lives.



HEALING HISTORIC TRAUMA



Gayle Desmeules is bettering the lives of Indigenous people in Canada. Gayle is the IIRP Canada Regional Representative and a proud member of the Métis Nation of Alberta. A child of a survivor of Canada's residential schools, which separated Indigenous children from their parents, she understands firsthand the impact of colonization. Working with Indigenous children and families, she sees a lot of evidence of this unresolved historic trauma.

The systematic attack on the collective Indigenous psyche resulted in people believing their culture was inferior, notes Gayle. This led to internalized feelings of shame, manifested in self-harm and self-sabotage, unwittingly passed on generationally. Gayle believes restorative practices offers a path for recovery. Yet this path is unique for everyone. It begins by giving people the chance to find their voice and share their story. With their consent, we can then craft a recovery process to suit the needs of children, youth and families involved in the social-justice system. But we must be mindful of working 'with' instead of doing 'to' or 'for,' which hasn't been successful addressing over-representation in the system, and has bred intergenerational dependency."

Gayle facilitated a restorative conference with a teenage Métis girl who was chronically absent from school. Family, a community liaison and a school counselor participated. "In conference preparation, I was clear: This is a circle of support, not a shaming exercise." Everyone shared openly, responding to restorative questions. It came out that the girl's mother was addicted to drugs, living on the streets. Everyone wept as the circle revealed the family's legacy of residential schools, grief, death and trauma. "When I dug deeper to talk about what was going on and how it was impacting her, we found the root cause, contributing to her inability to focus," Gayle reflects. "There's the link: that internalized shame. 'I don't measure up, so why bother.'" Ultimately, everyone made a commitment to support the girl's future.

"Being restorative means being who you authentically are," Gayle concludes. "Honoring traditional ways of knowing one's ancestral roots reinforces the power of a restorative process in our collective effort to reclaim healthy relations with oneself, one's family, community and nation, and achieve self-determination."

Gayle organized and facilitated "Indigenous Communities Engaging in Restorative Action to Promote Reconciliation," a panel at the IIRP Canada conference, Leading and Sustaining Change, in Toronto, in spring 2018.

RESPECT BUILDS TRUST



The IIRP is helping give young children the best start in life. It's collaborating with the nonprofit, ChildStrive, an organization that works with families in their homes to support young children with developmental delays or disabilities. Through a Community Health model, they empower families to identify and address their health concerns.

Jim Welsh, ChildStrive Executive Director, finds restorative practices a perfect fit for the organization. He is committed to providing professional development for his entire staff.Mary Cline-Stively, Director of Programs, and Rebecca Mauldin, Marketing & Development Manager, even went on to earn their Graduate Certificates in Restorative Practices. Staff believes restorative practices is transforming their work. Instead of presenting themselves as experts, they're working *with* clients, valuing them for who they are and what they know.

Mary tells about a ChildStrive nurse visiting a first-time expectant mother who seemed uninterested in her services. Before learning about restorative practices, the nurse might have assumed the woman didn't want her support, and left. Instead, she asked the woman to tell her story, treating her as a person, not a referral. She learned the woman was listless because she hadn't eaten in days.

ChildStrive is implementing the practices internally. Leadership is involving staff in decisions that affect them, instead of assuming they know best. Administrators asked staff what would make their work happier and more productive. Their answer: unlimited paid time off. As long as their work is done, staff can take as much time off as they need. The policy is very successful. Mutual respect prevents abuse. Jim Welsh is wholly committed to restorative practices for ChildStrive. His new goal is to develop a restorative community center where everyone will be versed in the practices.

BUILDING EMPATHY AND RESOLVING CONFLICT

Combining social-emotional learning (SEL) and restorative practices has helped build good relationships, resolve conflicts and improve discipline at Philadelphia's Charles W. Henry School (K-8). The school has incorporated circles and other restorative practices through the IIRP's SaferSanerSchools™ program. This has enhanced the school's initiative to teach children emotional intelligence through Second Step, a program of the nonprofit, Committee for Children.

"The most powerful practice that we're getting good at is circles," observes Fatima Rogers, principal of C.W. Henry. "We're getting so much information in the circles: who had problems, who had a great time. We're solving conflicts no one knew about." In one post-recess circle, a first-grader said she didn't have anyone to play with. The teacher asked the class what to do. A student chimed in, "I'll play with you tomorrow!" Second Step teaches children how to be empathetic and a friend. With restorative practices, Fatima observes, "Kids are putting their knowledge into practice and becoming problem solvers." Fatima is also thinking differently about her leadership style. She's listening to staff concerns, such as having enough time to implement both programs well, and providing support for teachers to learn skills and plan lessons.

"When adults provide a restorative environment coupled with Social Emotional Learning instruction to help students participate in that framework, everyone in the learning environment has a better experience," comments Juliet Kandel, Implementation and Partnerships Manager of the Committee for Children. Adds Keith Hickman, IIRP Director of Continuing Education, "At C.W. Henry, teachers and administrators have the knowledge and the space to practice. They're learning to lead with engagement and compassion."

The joint project grew out of the IIRP 2015 Symposium: Integrating School Climate Reform Efforts.



IMPROVING STUDENT RELATIONSHIPS AND LEARNING



The IIRP's Continuing Education division provided restorative practices professional development and coaching for 103 schools and districts across the U.S. (This total for academic year 2017–18 also includes 11 non-school-related organizations.) "Restorative practices allows teachers to establish connections with students and families, strengthen communities and promote deep learning through relationships and the desire to help students grow and achieve," affirms Deanna Webb, '09, Special Education & Emotional Support Teacher, Freedom High School, Bethlehem, PA, and IIRP Continuing Education Instructor.

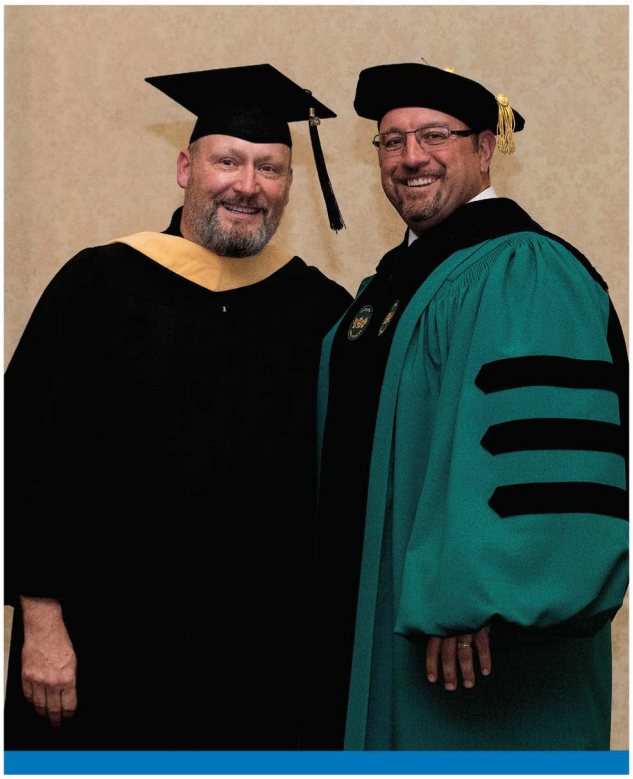
LICENSED TRAINER SPOTLIGHT: JOYCE MUNDY, EDUCATOR

Joyce is a longtime educator who has served as a teacher, principal and superintendent for nearly four decades. As Associate Professor of Education at Florida's Stetson University, Joyce taught graduate students to support classroom diversity and inclusion. She has brought restorative tools to K-12 schools through the Nina B. Hollis Center for Educational Leadership. Currently, as Director of Curriculum, Instruction and Professional Learning at the Delaware County, Pennsylvania, Intermediate Unit, she is helping to foster educational equity. Joyce is passionate about restorative practices: "I think it can change the world."



TRANSPARENT TUITION

"As a 21st Century adult learning institution, we put student needs at the center of everything we do." Craig Adamson, Ph.D., IIRP Provost, explains, "What we teach is relevant and useful. When and how we teach is built around the active and diverse lives of our students. And financing our education is transparent, easy to understand and affordable." The IIRP introduced Transparent Tuition, part of its commitment to providing students with accessible, groundbreaking graduate education.



Transparent Tuition guarantees students their tuition will never increase while they are completing their program of study. It also eliminates application, graduation and transcript fees. Students don't need to apply for financial aid each year, like at most higher education institutions. And there are no burdensome loan programs. Instead, we provide a zero-interest payment plan at a low monthly rate: the same simple, affordable plan for everyone. Students know exactly what their education will cost so they can plan ahead. And they love it.

With the IIRP's innovative approach to graduate education, learning is focused on real-life challenges and projects. Most students in the Master of Science and Graduate Certificate programs remain in their current job roles while they study. IIRP courses are blended, asynchronous and online, so students can participate from anywhere in the world.

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Our sincere thanks to the Founding Members of the IIRP Legacy Circle, who have included us in their estate plans or wills. Their care and commitment is helping to ensure an enduring future for the IIRP Graduate School and its students. They are having a positive impact on human behavior, strengthening civil society throughout the world.

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The IIRP and its consortium of organizations appreciate all gifts, great and small. We want to acknowledge the following donors to the IIRP, Community Service Foundation and Buxmont Academy who gave from September 2017 through October 2018 in support of our work to restore community.

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Black Family Development, Inc., "We have been working in communities with individuals, families and other support systems impacting children's and families' lives since 1978. We have evolved to be a pace setter for quality innovative services and training, with national recognition. Restorative practices is essential to achieving our key commitments, from building community capacity to expanding youth development opportunities." *— Alice G. Thompson, CEO*



University of Michigan-Dearborn "We are deeply committed to being a restorative campus. Nearly half of our students are from disadvantaged zip codes, rife with poverty and food insecurity. We provide access and support that make it possible for our students to get here and stay here. We are training the leaders of our community's future." *— Tracy S. Hall, Ph.D., Executive Director of the Office of Metropolitan Impact*



The Skillman Foundation "The Foundation has a long, deep tradition of building safe and healthy communities and promoting self-determination. We have always worked in communities with disadvantaged people to build capacity and improve quality of life for children and families. Restorative practices allows communities to develop healthy norms. It can work in any community or country and in the world." *— Robert Thornton, Senior Program Officer*



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