

RESTORATIVE WORKS

2024 YEAR IN REVIEW

EXPLORING THE POWER OF PLURALITY



International Institute
for Restorative Practices
Graduate School

REMOVING BARRIERS IN BOGOTÁ, COLOMBIA

Student Spotlight: Matt Crowe

EMPOWERING EDUCATION

Leveraging the Educational Improvement Tax Credit Program

RESTORATIVE WORKS

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iirp

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Graduate School

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EXPLORING THE POWER OF PLURALITY



Dear IIRP Community,

In a world of increasing polarization, our Graduate School explores the power of plurality. Many of the most pressing social issues span cultures, histories, communities, and disciplines. The interdisciplinary foundation of our Graduate School and the field of restorative practices have our students well positioned to make a positive impact in addressing these issues.

Leaders of public and private institutions learn and adapt to emerging “hard skills” for technical competence but may take for granted “soft skills,” which revolve around people’s personal, social, and methodological skills. Soft skills transcend profession to reference attributes such as our ability to manage time and our social ability to navigate workspaces and communicate effectively. Soft skills position us to lead and follow, supporting our career competence to make appropriate decisions that also make us happier outside of work.

Do not mistake soft skills as sentimental or optional. Soft skills influence career achievements; Stanford research studies attribute 75% of career achievement to soft skills, while Harvard research studies weigh them up to 80% (Qizi, 2020). They also play a part in defining our shared future: Will we choose to be more compassionate? More just? More inclusive? These are essential skills for our next generation of leaders.

To that end, I am pleased to announce that we are adding two new programs to our offerings. The Relational Facilitation for Healing Trauma and the Change Implementation in Organizations and Social Systems graduate certificates are designed for people who want to create positive social change inside and outside their organizations and workplaces.

Join us in learning restorative practices and apply these powerful theories and processes in your spheres of influence. Our restorative practices–based curriculum and these two new certificates provide students with the relational soft skills critical to supporting people navigating difficult situations and managing a diverse workforce. Beyond investing in self-regulation and navigating intergroup conflict, students will strategically collect, perceive, and discern different experiences and perspectives to effectively identify key issues, anticipate downstream consequences, and envision and evaluate new possibilities.

I invite you to study and practice with head, heart, and habit to embody the skills that will set you apart as an agent of change, as someone who treats people as individuals full of possibilities and not as problems to be managed.

A handwritten signature in black ink that reads "Linda J. Kligman". The signature is fluid and cursive, written in a professional style.

Linda J. Kligman, Ph.D.
President

THE IIRP WELCOMES NEW PROVOST FOR ACADEMIC AFFAIRS



After a national search, Michael Valdez Raffanti, Ed.D. was selected as provost for academic affairs.

Since joining the IIRP, Dr. Valdez Raffanti has supported the introduction of our two new graduate certificate options, engaged the faculty in research around the origins of restorative ethos from a global perspective, and represented the IIRP at

the European Forum for Restorative Justice Conference in Estonia alongside Dr. Linda Kligman and associate professor Dr. Fernanda Fonseca Rosenblatt. Over the summer, Dr. Valdez Raffanti led the search process to identify and select two new faculty members, Dr. Michael A. Washington and Dr. Doug Judge, who have extensive expertise in restorative practices, implementation, and change management.

Dr. Valdez Raffanti has an extensive professional background in education and social justice. He became interested in a career in education while practicing poverty law in San Francisco, California, where he had the opportunity to co-create a high school law academy. He earned his doctorate and launched a career in higher education as a professor and academic leader. He has

engaged with restorative practices and related concepts as a lawyer, teacher, and scholar and is committed to the growth of the field of restorative practices through interdisciplinary research, evidence-based practice, and forging relationships with like-minded scholars and practitioners.

“The field of restorative practices offers evidence-based means for strengthening individual relationships and community connections. It also can make an impact on counteracting the division, isolation, incivility, and community deterioration that are so prevalent in today’s world,” said Dr. Valdez Raffanti. “I am honored to join the IIRP team and further the mission of restorative practices.”

Dr. Valdez Raffanti sees the adoption and implementation of restorative practices as a need natural to the human condition and the upkeep of social harmony. His vision for the future includes the expansion of the graduate school’s course and graduate certificate options as well as expanding the faculty with knowledge experts from diverse disciplines to show the breadth of the field of study as applicable across sectors.

SAVE THE DATE FOR THE 2025 IIRP WORLD CONFERENCE!



IIRP WORLD CONFERENCE • CHATTANOOGA, TN • OCT. 19–22, 2025



Conference partner, STARS Nashville

Mark your calendars and stay tuned for more information in the coming months!
Subscribe to IIRP News at iirp.edu/news for the latest updates.

TWO NEW FACULTY JOIN THE IIRP



In September 2024 we welcomed two new faculty members to the Graduate School. Highly accomplished in their respective fields, Dr. Doug Judge and Dr. Michael A. Washington will support the expansion of our curriculum, starting with our new Graduate Certificate in Change Implementation in Organizations and Social Systems. The commitment of these two scholar-practitioners to education and leadership offers our students invaluable perspectives on complex and multifaceted topics. Together, they bring over 50 years of experience in education, leadership, social work, and youth services, with careers focused on addressing systemic inequities within public institutions.

Dr. Judge's career is marked by his dedication to serving disadvantaged communities. He has held roles as a social worker in foster care and schools, a juvenile probation officer, a special education teacher, and a school administrator, among others. His most recent role as the Director of Social and Emotional Learning for Highline Public Schools saw him lead districtwide implementations of restorative practices and positive behavior supports.

Dr. Judge's academic achievements include a Master of Arts in Teaching from Western Washington University

and a Ph.D. in Special Education from the University of Washington. His research interests encompass international comparative approaches to inclusive and restorative practices, multi-tiered restorative practices across the prevention continuum, school mental health, and antiracist SEL and leadership.

Dr. Washington has held successful leadership roles across business, nonprofit, and educational sectors and brings with him practical experience in large-scale change management and a strong belief in human-centered decision-making. He has served as an adjunct professor at both Loyola University of Chicago in the Quinlan School of Business and Union Institute and University. He has enjoyed working across the Americas and Asia providing senior leadership development and consultancy work focused on diversity, equity, inclusion, and operational excellence.

Dr. Washington's academic achievements began at Tuskegee University where he earned his Bachelor of Science in Chemical Engineering and Fisk University for his Bachelor of Science in Chemistry. He earned his Master of Arts in History and Culture and his Ph.D. in Interdisciplinary Studies, with a concentration in Ethical and Creative Leadership, both from Union Institute and University.

THE IIRP INTRODUCES TWO NEW GRADUATE CERTIFICATE OPTIONS

Restorative Practices is an ever-evolving field of study that lends itself to many arenas of use. Just like the field, the IIRP evolves to develop and deliver new and relevant educational opportunities to professionals across industries. Starting in the 2024–2025 academic year, we now offer two new Graduate Certificate options: Relational Facilitation for Healing Trauma and Change Implementation in Organizations and Social Systems. These certificates equip students with restorative practices–based principles to increase their effectiveness when working in the spaces of healing trauma and change implementation.



Trauma affects all humans at every stage of life. Professionals working with trauma-affected individuals are seeking more relational and restorative-informed practices to better serve these populations. **The Graduate Certificate in Relational Facilitation for Healing Trauma** is

designed for individuals who work in the fields of crisis intervention, counseling, social services, criminal justice, and other settings where stakeholders have been affected by specific traumatic experiences. It equips students with practical techniques to recalibrate difficult situations. What makes this certificate different from others with a similar focus is the unique ability to practice facilitation with the knowledge base of trauma and restorative practices. This certificate is culturally and emotionally grounded in a systemic post-modern approach to processing trauma from a personal to an organizational level.



The Graduate Certificate in Change Implementation in Organizations and Social Systems addresses the steps needed to take change implementation from planning to action. Designed with change-makers of the world in mind, this certificate focuses on the human side of

change. Although it may seem like a simple shift, it is a powerful assist when implementing large-scale change processes in schools, workplaces, and organizations. As IIRP Provost Dr. Michael Valdez Raffanti describes: “Implementing change is a leadership and management responsibility that is fraught with challenges. IIRP instructors and implementation coaches have for years guided schools and other organizations in navigating the implementation process, and I’m thrilled that we will leverage that expertise in our new Graduate Certificate.”

2024 GRADUATE SCHOOL HIGHLIGHTS

GRADUATES

We welcomed **73 new graduates** to the IIRP alumni family:

25 MASTER OF SCIENCE
IN RESTORATIVE
PRACTICES ALUMNI

48 GRADUATE CERTIFICATE
RECIPIENTS

PROFESSIONAL DEVELOPMENT

IIRP offered professional development opportunities across:

30 STATES,
WITH A TOTAL OF...

1097 EVENTS!

2024 GRADUATES

MASTER OF SCIENCE IN RESTORATIVE PRACTICES



Jennifer Lynn Ball
 Susan Smith Bosland
 Shirley Ann Boyles
 Linda Susan Brown
 Ivelisse Cotto
 Diane E. Elze
 Joseph Adam Ferko
 Carly Friedrich
 Chiye Hosokawa Fox
 Julie Anna Glynn
 Alistair Gould
 Clark Jason Hardy
 Stephanie Kelly
 Michaela Page Kiger
 Susan Marie Knutsen
 Kizzy L. M. Nicolas
 LaShona S. Richetta
 Vivianne A. Salgado
 Jonathan C. Shenk
 Heather Smith

Rochelle Eslyn Tramaine Sparman-Small
 Breanne Michelle Squires
 Judy Celeste Tisdale
 Mary Thompson
 Elizabeth Wiegert

CLASS OF 2024 TESTIMONIALS

Alumni of the IIRP Graduate School are taking their education and applying it to real-world situations of proactive community building and responding to harm and conflict. Our students come from varying backgrounds and diverse areas of expertise, from criminal justice to education to mediation, and they are affecting positive change and making impact in their communities, nationally and internationally. Their voices reflect the Graduate School and its programs. We asked our class of 2024 alumni about their experience earning their Master of Science, which courses impacted them the most, and how they are putting their degree to use.



**JONATHAN
SHENK**
SMALL BUSINESS
OWNER

What skills or knowledge did you learn throughout the program that you found most useful in your career?

I own a small business, and I am also part of a church-based microloan program for formerly incarcerated entrepreneurs. One restorative principle that I regularly use is to get input from those who will be affected by the decisions I make. A Senegalese proverb puts it like this: if you want to give someone a haircut, make sure they are in the room.

How are you applying what you have learned in your workplace, community, or family?

I have incorporated circle check-ins into my house painting company and community meetings. In my business, this means occasionally stopping by a worksite and pulling the crew aside for a brief check-in time. It shifts the focus from productivity to connection and it has strengthened our teamwork and morale.

What was your favorite course, and why?

I enjoyed Narrative Inquiry for Empowering Facilitators taught by Dr. Frida Rundell. I like the concept that we each have various narratives we tell ourselves about our lives. Our challenge is to minimize the narratives that hold us back and build on the narratives that free and empower us.



**IVELISSE
COTTO**
DEAN OF
DISCIPLINE

What skills or knowledge did you learn throughout the program that you found most useful in your career?

The most valuable skills and knowledge I acquired from the program include compassionate witnessing, the various types of restorative circles, and the application of restorative practices within classroom content. These skills have been instrumental in managing daily conflicts and concerns, repairing harm, and providing a safe space for students to be vulnerable without pressure. I am looking forward to sharing insights about integrating restorative practices with classroom content with teachers, particularly those who find it challenging to conduct check-in/check-out circles. This would allow them to maintain focus on their content while simultaneously building meaningful relationships with their students.

How did your time at the IIRP positively impact your current career, interests, friends, or family?

My time at the IIRP has had a profound impact on various aspects of my life. It has helped me identify and address personal biases which, in turn, has allowed me to be more effective in my interactions with students. It has helped me become a better, and more empathetic, listener with friends and family as well. I have also been able to offer valuable strategies to friends who are parents facing challenging behaviors at home.

How are you applying what you have learned in your workplace, community, or family?

In my role as Dean of Discipline, everything I do is centered around restorative practices and social emotional learning (SEL). As I handle peer conflicts, parent meetings, and teacher concerns, I am always using compassionate witnessing and restorative circles in every situation. To my own surprise, many parents have required more compassionate witnessing than the students themselves. Compassionate witnessing has provided parents with the opportunity to express their frustrations, be vulnerable, and trust my decision-making for their children. Even when some parents are resistant, I have learned to channel that compassion toward myself, preventing frustration and maintaining my own well-being.



CHIYE FOX
JUVENILE
PROBATION
COUNSELOR

What skills or knowledge did you learn throughout the program that you found most useful in your career?

Throughout this program, I discovered how crucial self-awareness, self-compassion, and self-healing are to effectively embody a restorative approach. Being restorative is not just about applying strategies or practices; it is a lifestyle. In order to be restorative, we must approach relationships and trauma from a place of compassion and love, and not take negative behaviors and interactions as personal attacks against us or who we are. It taught me the importance of maintaining a "place of love" and continuously relating to others from that perspective. Most importantly, this program showed me how to sustain this mindset through self-care and self-reflection, enabling me to consistently relate to people with genuine compassion.

How are you applying what you have learned in your workplace, community, or family?

In my role as a juvenile probation counselor, I interact with many children suffering from trauma and adverse childhood experiences (ACEs) who have developed coping mechanisms that often manifest as disrespect, defiance, substance abuse, and verbal and physical aggression, among other behaviors. By utilizing the skills and knowledge I've gained, I am able to de-escalate difficult situations and create a safe and supportive environment for these youths. I also have the opportunity to collaborate with school staff, which often gives me the chance to offer support in managing incidents using restorative practices. Currently, I am working on a personal project, developing a restorative alternative to punitive sanctions and community service within our juvenile program. My goal is to reduce recidivism by offering more constructive and supportive interventions that align with the principles of restorative justice.

REMOVING BARRIERS IN BOGOTÁ, COLOMBIA

STUDENT SPOTLIGHT: MATT CROWE



Matt Crowe is an Impact Scholarship recipient and IIRP Graduate School student. He is the founder and director of i58 Movement in Bogotá, Colombia, an educational program that provides essential resources and opportunities to children and families displaced by internal conflict who suffer from extreme poverty and injustice.

Q: What brought you to the IIRP?

A: While working for Youth Off The Streets in Australia in 2015, I completed a two-day professional development conference focusing on restorative practices. For me, this was revolutionary. Not only did we explore strategies for resolving conflict, but we learned how to create environments for building healthy relationships and community. By 2023, I had already worked in Colombia for six years at i58 Movement, an educational program I founded for children and families displaced by conflict. That was when I received an Impact Scholarship from the IIRP. I was exploring further education; however, I wanted to develop practical skills alongside theoretical knowledge. Most university courses did not offer this combination. The IIRP offered me a balance of theory and practice through topics and themes that were relevant to the community I am journeying alongside.

Q: What does your professional work entail, and what makes you passionate about it?

A: In 2017, I left my position as a director of alternative education in Sydney, Australia, and came to Colombia to build peace where it was broken. I was able to gain entry to a closed community suffering from extreme poverty and injustice. Together, my wife and I developed a program for young people and families displaced by Colombia's internal conflict. Through this program, we provide services and activities centered around peace, justice, and healthy relationships. I am passionate about seeing each life with which we connect receive the opportunity to flourish and removing any obstacles preventing that from happening. I believe the world needs the gifts, talents, and beauty of these individuals and without these being shared, we all miss out.

This year we have focused on strengthening our preschool program, which serves children 3-5 years of age. This program was created after conducting targeted research with our community to highlight the most urgent needs of children. Due to their difficulty in securing fair employment conditions, most parents and caregivers must travel long distances and work long

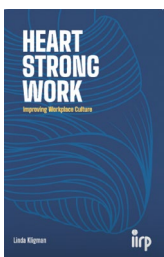
days. This creates challenges finding safe and supportive care environments for their children, as there are no services provided by the government. Often, children will be left with a neighbor, a makeshift daycare in someone's home, or under the care of a sibling who is often only a few years older and will have to miss school by staying at home.

Our program provides a stimulating play environment with nutritious food and health services, as well as activities that are targeted to their key stages of cognitive and motor development. We have employed both a local teacher (who we support with professional development and study opportunities) and a local mother who oversees the cleaning, cooking, and security during the hours of operation. We are working toward the long-term goal of the community operating this program independently.

Despite being a small team with no formal funding, we continue to face challenges head-on and persevere for our community's sake. Whenever difficulties arise—and they often do—we remember the reason we do this work, and this enables us to see the faces of our community ahead of the challenges and obstacles. We continue to reach out to individuals and organizations who have experience in similar community engagement and are passionate to share their wisdom and expertise on how we can grow and strengthen the work we are doing. We are always looking for partners who are interested in contributing to the work we are doing or supporting our community's needs.

Q: What would you like to see in your professional work in the future?

A: I want to see lives that are empowered and flourishing. I want to see peace come to our community in ways that are sustainable because the peace processes and community building will be driven by equipped and experienced local leaders. I want to see young people empowered to lead and break the cycles of poverty and injustice that burden their lives and their families.



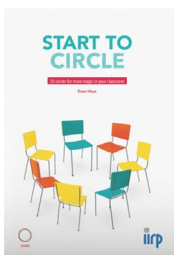
Heart Strong Work: Improving Workplace Culture — Linda J. Kligman, Ph.D.

At a time when employers are looking for new workplace models and employees are expecting them, *Heart Strong Work* shows how any workplace can support both personal growth and steward collective goals.

Heart Strong Work: Improving Workplace Culture by Linda Kligman is a practical

guide to connecting with colleagues, closing the gaps that divide us, and finding recognition, mutual support, and satisfaction in the workplace. Essentially co-creating with restorative practitioners what might be the first organizational theory of a restorative work culture, this is not a typical book about leadership.

Kligman shares what she's learned about how to build authentic relationships; nurture inclusivity, creativity, and resilience; and transform conflict into productive engagement. *Heart Strong Work* combines research from Kligman's doctoral studies, where she focused on workplace leaders using restorative practices with their colleagues and work experiences of her own and others. Chapter by chapter, the book provides detailed information about how to proactively create a restorative culture and address common issues in any workplace. Highlighted examples, informative graphics, leadership tips, and three Heart Strong Habits further illuminate the theme of each chapter.



Start to Circle — Daan Hays

Start to Circle: 20 Circles for More Magic in Your Classroom offers detailed instructions on running circles with middle and high school students to build connection, openness, and security in your classroom and how to address issues such as conflicts and recurring problems. Each circle is described in detail, including its objective, how to open

and close the circle, materials needed, and a time frame for planning. By providing all the specifics of facilitating each kind of circle, this book allows educators to focus on the work of the circle.

Additional features include a short primer on the basics of circles, a tips-and-tricks section on running circles, select print and video references, and six appendices that offer resources and worksheets when running the circles.

Start to Circle Cards — A Box Full of Questions

Circling in the Classroom — Circling in the Family — Circling in the Team

A Box Full of Questions consists of 120 cards printed with questions to prompt discussion in your classroom, workplace, and family.

These card sets offer 3 types of color-coded questions to indicate levels of conversational depth, ranging from low-risk material questions (e.g., What is your favorite movie ever?) to emotional/psychological (e.g., What could you use help with?) to existential (e.g., What do you value?). These sets include an instruction sheet with guidance on how to use the cards and run a circle. No longer will you need

to spend time thinking up a prompt to start a circle. Now you can intentionally select an appropriate question using color-coding to address your specific situation.

The Presidential Paper Series

The Presidential Paper Series highlights leading thinkers and new voices in the field of restorative practices. These 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.



A Restorative Framework for Transforming Police Practice — Kerry Clamp, Ph.D.

Our policing institutions are in a state of crisis. An Associate Professor in Criminology at the University of Nottingham, Dr. Clamp argues that meaningful reform will require cultural transformation that places community

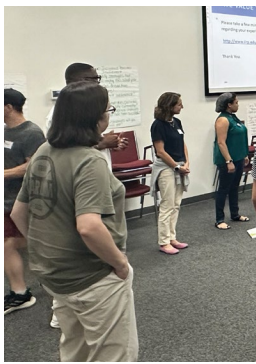
and relationships at the core of frontline policing. The integration of restorative practices—restorative principles and techniques—is presented as a better approach to reform than other solutions currently on offer. While this article fully acknowledges that restorative justice in policing is one of the most contested areas of application, it also asserts that these objections are principally based on an overly restrictive view of police officers as facilitators. Much less attention has been given to how restorative practices can frame frontline policing to improve staff morale and increase positive police–community interactions. This article plugs that gap. Drawing on more than a decade of research, Clamp proposes foundational components of an explicit practice framework for restorative policing and outlines the potential outcomes for frontline officers and the communities they serve.



Restorative Literacies: Working With Students to Teach Reading and Writing — Deborah L. Wolter, M.A.

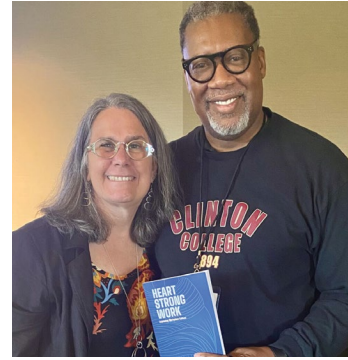
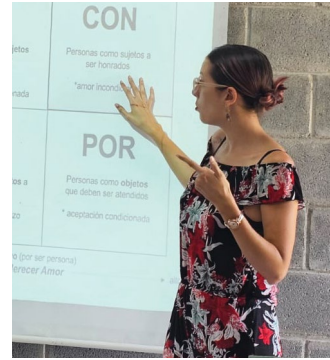
Restorative Literacies merges research in literacy with restorative practices to offer an approach that engages and empowers students, maximizes exploration of literacies, and fosters positive literacy identities. Not prescriptive or dogmatic

to a particular program or model, restorative literacies embraces a wide variety of cognitive and metacognitive processes for reading and writing. However, it begins uniquely with educators learning to notice and listen for the stories students bring with them to their formal education in order to disrupt deficit mindsets, center literacies learners, and uphold voices. Wolter draws on 30 years' experience to describe how she came to see the connection between behavior and literacy and how the social discipline window inspired an approach to teaching literacy based on working with students. Citing extensive research in education and literacy, the paper also features an example of an educator learning how to teach in this agentic manner.



A YEAR IN PHOTOS





PARENTS, SCHOOL COMMUNITY, AND A TAILORED APPROACH TO SCHOOL-WIDE IMPLEMENTATION

Change comes in many forms, the best of which are tailored to meet the specific needs of a community. Knoxville County Schools in Knoxville, Tennessee, which serves more than 60,000 students, took on the challenge of change, starting with five of their 94 schools. This commitment to change has made a tremendous impact on the dynamics of the relationships between parents and school staff, and students to their peers and teachers. The three middle schools and two high schools started their restorative practices implementation plan by first conducting a comprehensive gap analysis using systems thinking for each school. This approach to implementation is part of the IIRP's Collaborative Application Consulting offering led by Koury Cook, Director of Organizational Development at the IIRP. Based on each school's results, Cook developed individualized implementation plans to ensure a common thread of leadership training across all five schools.

Utilizing a holistic approach, Cook introduced systems thinking to address the unique challenges and opportunities within each school. Five IIRP coaches were assigned, one to each school, to facilitate the restorative training plans. This tailored approach allowed for targeted interventions and support based in a culture of restorative practices within each school community.

One of the most significant outcomes since the introduction of restorative practices to these five schools has been the increased involvement of parents in the school community. After engaging with a handful of parents, school leaders realized that communication was a barrier to reaching them. Based on feedback received through one-on-one and circle-style conversations as well as emails, the schools adapted their communication strategies in different ways, such as prioritizing social media for its accessibility. By educating parents on the core principles of restorative practices—including the social discipline window, fair process, circle processes, and the fundamental hypothesis—schools were also able to promote greater understanding and support from families.

Translators were specifically included in circle conversations and meetings in schools with high populations of Spanish speakers, ensuring those stakeholders had the opportunity to fully engage. As an outcome of one of the parent circles, a parent advisory committee was formed to facilitate ongoing dialogue and create a mechanism to follow up on issues discussed during meetings.

Parents were not only given a forum to voice their concerns but were also equipped with practical tools to implement restorative practices at home. For example, the "1-2-3 check-in" method helps parents gauge their children's emotional state after school, mirroring the



techniques used in the classroom. Nathan Waddell, a facilitator in KCS Department of School Culture, noted that "having somebody who is with your child every day, who is using these methods in the classroom, passing on that kind of tool to the parents, is invaluable."

Students have greatly benefited from the implementation of restorative practices. The fair process approach has provided them with a secure platform to express their thoughts and concerns. Waddell stated that one of the most powerful moments in a circle format with a group of middle school students was when they were asked to identify "safe people" in their school environment. Students easily identified several teachers, staff, and administrators—not just counselors and social workers—that they would go to in certain situations, displaying a robust support network for times of distress, joy, or safety concerns.

The creation of restorative leadership teams (RLT) within each school has been pivotal. These teams support teachers in managing classroom dynamics and emotional regulation, particularly when reintegrating disruptive students. Programs like "Restore at the Door" involve restorative liaisons and interventionists who help students return to a state of calm and are ready to address any harm or disruption. Additionally, teachers are trained in emotional self-regulation, emphasizing shared ownership of the classroom space and collective responsibility.

Looking ahead, Knoxville County Schools are working to deepen parent involvement, strengthening the home-school relationship. Sustainability is a key focus, with plans to ensure that leadership teams can continue to train staff in restorative practices with fidelity. The successful methodology of assessment, gap analysis, and holistic planning will be expanded to other schools, broadening the impact of restorative practices across the district. Through this collaborative application of restorative practices, Knoxville County Schools are creating a more inclusive, supportive, and responsive educational environment for students, parents, and staff.

EMPOWERING EDUCATION: LEVERAGING THE EDUCATIONAL IMPROVEMENT TAX CREDIT PROGRAM

By integrating restorative practices, Buxmont Academy equips students with the skills to forge positive relationships and tackle challenges with grace and determination. Fortified with the embedded partnership of its sister program, Community Service Foundation, and the support of the IIRP, Buxmont cultivates a collaborative environment where restorative practices thrive, ensuring every student can flourish.

At the core of Buxmont's mission lies a firm commitment to equitable access to quality education for all. Buxmont Academy proudly participates in Pennsylvania's Educational Improvement Tax Credit (EITC) program, enabling businesses to invest in the future of the youth in their communities through essential educational scholarships. Pennsylvania's EITC program stands as a beacon of hope and opportunity, channeling resources to educational institutions like Buxmont Academy and Community Service Foundation.

"Univest's participation in the EITC program allows us to give back to educational institutions and support local students in a much bigger way than we could without the tax credit," said Betsy Roush, Vice President of Community Relations, Univest. "We are proud to support Buxmont Academy and applaud the great work it does to give students a chance to thrive in a caring environment where they're learning the skills they need to be successful in life."

QNB Bank and Univest are proud to support and contribute to Buxmont Academy through the Pennsylvania EITC program. QNB and Univest work side by side with community partners and applaud Buxmont Academy for its tremendous efforts to educate at-risk youth. As Courtney L. Covелens, QNB Executive Vice President, Chief Retail & Chief Business Banking Officer, states: "We are grateful to participate in the EITC program, which allows



our contribution dollars to go further, providing dedicated organizations like Buxmont Academy the needed funds to do even more!"

The EITC program provides more than just academic support—it serves as a demonstration of how equitable education can transform lives. As we address each student's desire to succeed, we recognize the pivotal role of programs like EITC in shaping educational equity across Pennsylvania. The EITC program transcends mere financial contributions; it displays a commitment to community and shared responsibility. Businesses of all sizes play a crucial role in sculpting Pennsylvania's educational landscape. By investing in education, businesses secure tax benefits, cultivate a skilled workforce, and bolster our state's economic vitality.

As Buxmont Academy and Community Service Foundation President Craig W. Adamson observes: "Beyond reducing educational disparities, EITC promotes community involvement and empowers students to surmount obstacles." Together with our partners, we aim to raise over \$200,000 by June 30, 2026, impacting the lives of 250 students and ensuring them a brighter future.



HELP US ACHIEVE \$200,000 (+)*, WHICH WILL BENEFIT 250 BUXMONT STUDENTS

Please contact David Reinfeld, Director of Development, at dreinfeld@iirp.edu or (610) 816-0442 to receive insights into the program's benefits, the impact of your contributions, and details about how you (especially our IIRP alumni) can advocate for educational opportunities in your company and community. <https://dced.pa.gov/scholarship-organizations/>

**Businesses can obtain a tax credit equal to 75% of their contribution, with a maximum credit of \$750,000 per taxable year. If your business agrees to assign the same amount for two consecutive tax years, the maximum credit allowed increases to 90% of the contribution.*

GLOBAL SPOTLIGHTS: CELEBRATIONS

In our collective efforts to create a more just and civil society, we sometimes forget to look back at our accomplishments. We'd like to take this opportunity to recognize practitioners and organizations that are being celebrated in their communities for the impact of their work in schools, with women and families, and in justice settings.

TORONTO, ONTARIO, CANADA

2024 was an incredible year for IIRP podcast collaborator Marlee Liss. Marlee is a survivor advocate and award-winning speaker on Restorative Justice for Sexual Violence. In June she traveled to Belfast, Northern Ireland, for the Action Trauma Summit, where she spoke on a panel titled "Compassionate Justice." She delivered a keynote sharing the account of her personal sexual assault case, which set a precedent in North America as the first to be concluded using restorative justice means through the courts. The conference included several renowned voices in the field of trauma and healing, including Dr. Gabor Maté, Richard Schwartz, Fritz Horstman, Stephen Porges, Nomfundo Walaza, and Dr. Mariel Buqué. Sought after for her deeply impactful storytelling, Marlee has delivered presentations and training sessions advocating for survivor-centered justice at more than 20 universities, symposia, and conferences, including Vanderbilt University, Stop Violence Against Women Perth, Connecticut Women's Consortium, Fordham University, University of San Francisco, and more. She is currently working on her memoir and a documentary about her restorative justice story, directed by Kelsey Darragh.



ISLAND OF CURAÇAO, SOUTH AMERICA

Sentro Di Dama (SEDA), the Women's Development Center of Curaçao, celebrated 44 years of work in February 2024! SEDA supports community members experiencing violence, financial instability, and interfamilial conflict through restorative methods and ongoing community training. The celebration centered around reflections and storytelling, relaying the resilient history of the island and its people, along with the role SEDA has played. The celebration strengthened SEDA's resolve to provide quality support to women and families for many years to come. SEDA has been working with the IIRP since 2012 to bring restorative practices to women and families on the island.

SPRINGWOOD, NEW SOUTH WALES, AUSTRALIA

Vic and Liz O'Callaghan, pioneers in the field of restorative practices, were awarded Medals of the Order of Australia in the 2024 Australia Day Honours, which recognizes the good work of Australian citizens. Vic and Liz received this award to honor their contributions to restorative practices and education. Their work in restorative practices has focused on formalizing the Listening Circle process and has had an unprecedented impact on the field's evolution. The IIRP is proud to teach people how to facilitate Listening Circles, which aid individuals in developing a mutual understanding of their personal experiences related to a difficult experience or event.

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 2023 through September 2024 in support of our work in our community, supporting our students, and strengthening our Impact Scholarships.

LEADERSHIP CIRCLE

\$10,000 AND ABOVE

Embassy Bank
KeyBank

Univest Corporation of Pennsylvania

VISIONARY CIRCLE

\$1,000–\$9,999

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RESTORING SOCIETY CIRCLE

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

IMPACT SCHOLARSHIPS

IIRP students and alumni are engaging individuals, tackling racism, and promoting educational and professional equity and inclusion. They are educating the next generation, supporting those who've been incarcerated as they reenter their communities, and developing new strategies for building strong relationships across colleges and universities.

We want to expand this positive impact to areas of the world that need it most. Our Impact Scholarships provide full tuition for graduate students who demonstrate promise for greatly impacting their communities. Our intention is to make a graduate-level education in restorative practices more accessible to more people from a variety of backgrounds, benefiting the recipients and the communities they serve. This initiative also elevates our entire IIRP learning community by infusing new, diverse perspectives into the student body.

We need your help to continue this vital work.

Donate today at iirp.edu/give