

# Restorative Works

year in review

2015

## ENGAGING STUDENTS IN LEARNING

INCORPORATING STUDENT VOICE AND INITIATIVE

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## WELCOMING A NEW IIRP PRESIDENT

INAUGURATING JOHN W. BAILIE, PH.D.

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## EXPANDING THE WORLDWIDE MOVEMENT

RESPONDING TO THE REFUGEE CRISIS

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# Restorative Works

year in review

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Restorative Works is a publication of the Restorative Practices Foundation. The philanthropic sister organization of the International Institute for Restorative Practices, the Restorative Practices Foundation aims to advance education, applications and articulations of restorative practices throughout the world.

Restorative Practices Foundation and the International Institute for Restorative Practices  
P.O. Box 229, Bethlehem, PA 18016 USA  
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# A Movement with an Impact Far Beyond Our Size

A MESSAGE FROM OUR NEW PRESIDENT



Many years ago, speaking as one of the first graduates of the IIRP graduate program, I stated that every generation of humanity faces a few clear and undeniable challenges. One central challenge for this generation is a crisis of community and relationships. Now more than ever, we need strategies to build community.

This reality in large part explains the explosion of interest in the emerging social science of restorative practices. Last year, the IIRP Graduate School provided professional development for nearly 10,000 people worldwide. In our Master of Science and Certificate programs, students who hail from many diverse regions around the world are collaborating to create a stronger, more participatory society. Our work is positively impacting communities across the globe.

From very humble beginnings, the IIRP, our international affiliates and our network of friends and collaborators have bloomed into an intellectual and social movement with an impact on a scale far beyond our size.

*“Now more than ever, we need strategies to build community.”*



A simple measure for a life well lived is that the world is better for your having been in it. In the case of the IIRP Graduate School, we can be confident that the world is a better place because we, together with all of you who support our work, are in it as well.

*John W. Bailie Ph.D.*

**John W. Bailie, Ph.D.**  
PRESIDENT

*Seated, L-R: Vidia Negrea, Hungary; John Bailie, USA.  
Standing, L-R: Terry O'Connell, Australia; Daniel Ang, Singapore;  
Miguel Tello, Costa Rica; Bruce Schenk, Canada.*

# United by a Passion for a Just and Participatory World

## FACULTY AS SCHOLARS AND PRACTITIONERS

IIRP faculty are charged with pioneering the emerging social science of restorative practices. Therefore they must be both academically qualified and skilled restorative practitioners. Working closely with our students, our faculty share their own professional experiences from various fields, while encouraging students to further expand the boundaries of our knowledge.

### Borbála Fellegi, Ph.D.



Borbála Fellegi, Ph.D., joined the IIRP this past July as a published researcher as well as a skilled mediator and conference and peacemaking-circle facilitator. Her recent research includes work in intercultural communities in diverse countries — Serbia, Austria and Northern

Ireland — studying how people from different ethnic and cultural backgrounds living side by side in these localities can use dialogue processes to confront their problems.

*“My research examines how dialogue processes can help with conflict in intercultural contexts.”*

### Jonathan Cohen, Ph.D.



Jonathan Cohen, Ph.D., Director of the National School Climate Center (NSCC), joined the IIRP faculty as a guest lecturer this past summer. Jon brought his national expertise to a course that helped graduate students develop tailored action plans for implementing school climate reform.

“Data in education today tends to be used as a hammer, not a flashlight,” says Jon. Whereas federal and state accountability policies are experienced as punitive, the data needs to lead to learning and improvement. Jon explains, “Data should be used to provide information we can learn from to shape our actions.”

*“Data should be used to provide information we can learn from to shape our actions.”*



### Craig Adamson, Ph.D.

Craig Adamson, Ph.D., IIRP Director of Graduate Studies, is also Executive Director of Community Service Foundation and Buxmont Academy — the IIRP’s restorative demonstration programs for young people struggling with school, drug and alcohol, legal or family issues. Craig, who’s been working at CSF Buxmont for more than twenty years, recently helped develop an innovative new program for young people expelled from Bethlehem, Pennsylvania, schools. The Restorative Learning Community provides academic, social and emotional skills youth need to reintegrate back into their community schools.

*“We’re combining the best of online learning and in-person support to create an atmosphere of connectedness and growth.”*

## Our graduate students aren't just looking for a graduate degree.



Many of our students already have advanced degrees. What unifies them is their singular passion for a more just and participatory world. IIRP students customize a program that speaks to their specific interests. Working with faculty, they form a coherent program of study to complete a Certificate or Master of Science degree, which pushes them forward in their thinking and challenges them to conduct research, synthesize new ideas and take action within their own communities.

## Our students make their own roads.

The graduating class of 2015 includes professionals who are employing explicit elements of restorative practices to develop new ideas in their fields. Their capstone projects explored finding common ground among individuals with polarizing political stances; developing teaching environments for foreign language instruction; working with developmentally impaired adults within a church congregation; improving teaching and learning in difficult settings; integrating restorative practices in the criminal justice system, inner-city classrooms, workplace leadership, and with veterans suffering from post-traumatic stress; and redefining restorative justice within a contemporary preventative construct, mimicking the development of public health.



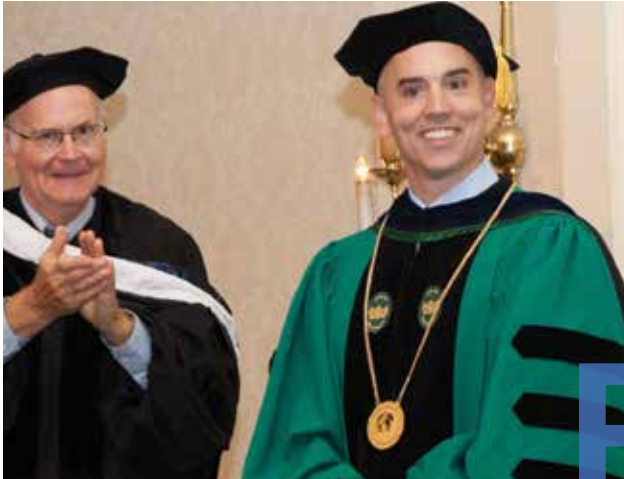
2015 commencement speaker David Knightly, Head Teacher of a technical school Diversified Occupations program, in Oxford Hills, Maine, spoke about the support that fueled his fellow classmates' accomplishments: "We represent three countries, an array of careers and myriad stories. This group has provided examples of the power inherent in restorative practices when we learn about each other and with each other. We leave this place changed

as a result of what we have learned and put into practice, but more important, because we have done it together. To all these pioneers, I offer my deep admiration and respect. Where some are still asking about that silly chicken crossing the road, this group is asking questions about the road itself."

David Knightly

# John W. Bailie, Ph.D., Appointed the IIRP's Second President

Dr. John Bailie was inaugurated as the second president of the IIRP on October 23, in Bethlehem, Pennsylvania. John came to the IIRP in 2000 and developed his passion for restorative practices beginning as a counselor for delinquent and at-risk youth at the IIRP's model



programs. Before becoming president, John was Director of Continuing Education, where his entrepreneurial skills raised the profile of restorative practices on the national stage, providing a sustainable alternative to end zero-tolerance policies through the SaferSanerSchools Whole-School Change program. He also led the rapid expansion of IIRP professional development, bringing practical skills to tens of thousands in the U.S. and internationally.

"We firmly believe that every community has within it the people, the will and the capacity to create lasting change," said John in his inaugural address. "But we all can benefit from the support of others to bring our dreams to reality, and the IIRP will be well positioned to offer this support where needed."

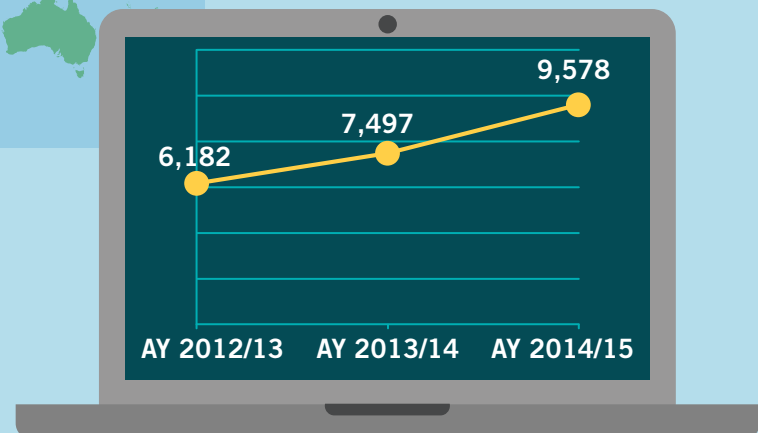
## PASSION

### EVENTS WERE HELD IN



### ATTENDEES

*The number of participants in our professional development events demonstrates a growing interest, as attendance increases every year.*



## IIRP Professional Development



**19th IIRP World Conference, Bethlehem, Pennsylvania**

“Restorative Works: Share. Teach. Engage,” October 26–28, 2015, convened more than 200 participants from a dozen countries, who came to advance the worldwide movement for restorative practices.



**Symposium: Integrating School Climate Reform Efforts**

School climate reform leaders and 150 educators from across North America came to Bethlehem, July 20–21, 2015, to explore how the wide array of programs created to replace zero-tolerance policies could work together to make schools safe, engaging places for learning.



**IIRP Europe Conference, Budapest, Hungary**

“From Dream to Reality: Dawning of a New Social Science,” June 10–12, 2015, brought together restorative practitioners and researchers from across Europe, North America and the world, to share their knowledge and experience.



**Save the Dates**

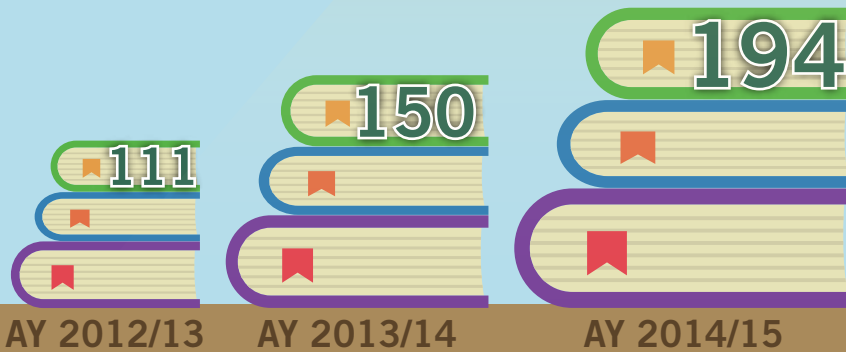
**SAN JOSÉ, COSTA RICA – JUNE 6–7, 2016**

Join us in San José, Costa Rica, for the first IIRP conference in Latin America, sponsored by IIRP Latinoamérica. The conference will be conducted in Spanish and English.

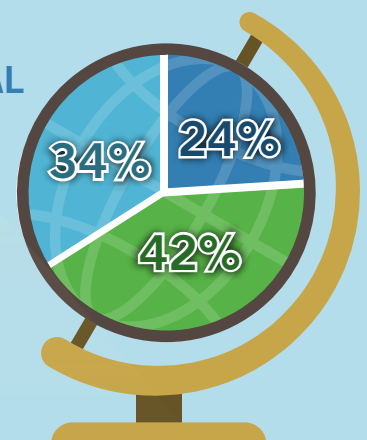
**BETHLEHEM, PA – OCTOBER 24-26, 2016**

**GRADUATE EDUCATION STUDENT ENROLLMENT**

*Enrollment numbers indicate steady growth in interest in the IIRP and restorative practices, along with a rising percentage of students from outside Pennsylvania and the U.S.*



**STUDENT BODY IN STATE OUT OF STATE INTERNATIONAL**



# Expanding the Worldwide Movement

RESTORATIVE PRACTICES AROUND THE GLOBE

# GLOBAL



**Canada** Aboriginal families (First Nations, Métis and Inuit) are integrating Family Group Conferencing (FGC) with traditional Indigenous teachings to support their recovery from historic trauma. In addition to helping with decision-making, these processes restore healthy relationships and a positive identity by unpacking internalized oppression — feelings of helplessness, loss of hope or a sense of despair. Gayle Desmeules, Métis, an IIRP instructor, combines her work with government and communities to help families regain the power to act on behalf of their own affairs. She presented her research — published for the Centre of Excellence for Child Welfare — at the IIRP Europe Conference, in Budapest.

**Costa Rica** Magistrate Doris Arias, an IIRP licensed trainer, is spearheading the use of restorative conferences by the courts to address both adult and juvenile crimes. The conferences are facilitated by judges and involve victims, offenders and their supporters, along with police and attorneys. Besides creating satisfying, humanizing experiences for participants, the conferences incur half the cost of traditional justice processes yet take half the time to complete. IIRP Latinoamérica representative Miguel Tello is coordinating restorative practices efforts throughout Latin America.

**Tennessee, U.S.A.** Jennifer Woods, the education chair of Chattanooga Hamilton County NAACP, is not just concerned with the racial inequity of school suspensions, she's concerned with the impact that has throughout communities. "Too many kids are being suspended across the board," she says. "You can teach a test, but having knowledge does you no good when you can't manage to get along with people." As a result, the NAACP encouraged school districts to implement restorative practices and this fall hosted the IIRP to conduct professional development for schools, juvenile justice workers and community members throughout Tennessee.



**Limerick, Ireland** The Le Chéile Restorative Justice Project, a partnership between a nonprofit, Le Chéile “Together” and Young Persons Probation, recently underwent an independent evaluation and Social Return on Investment Study. Mary Henihan, Regional Manager at Le Chéile, explained how “Together,” Youth Probation, mentoring and family support created a positive experience with measurable results. The report demonstrated a 21.47% increase in young people’s empathy due to restorative practices. Positive engagement was evident in working with parents, victims of crime, and community members. Furthermore, every €1 invested in the project generated €2.92 in social value.

**Kortrijk, Belgium** Heerlijkheid van Heuleis is a farming day program for youth who have dropped out of school, which engages them with neighborhood volunteers, restoring a sense of community. The related Oranjehuis Residential Program hosted a Visitation Day with the IIRP to showcase this program and the restorative milieu that helps young people learn to live independently. The visitation was a great success and resulted in IIRP President John Bailie and Founder Ted Wachtel being featured in the premiere episode of the Restorative Conversations podcast, produced by Ian Marder and the Community of Restorative Researchers.

**Cluj, Romania** Romanian social worker Izabella Kasza works in Pata-Cluj, “an integrated approach to social inclusion.” Living beside the city’s waste dump outside the city of Cluj, a group of 300 displaced Roma families resides and works in deprived conditions. The use of restorative questions has been immensely helpful in working with people living amidst persistent adversity in traumatizing situations. Izabella explains that developing strong relationships can build trust, with the ultimate goal that these individuals will “gain trust in other people and institutions in order to step up for their rights and have a better life, and to feel fully entitled as citizens of our county.”

**Peshawar, Pakistan** Ali Gohar, founder of Just Peace Initiatives, has been using informal video trainings and social media to reach and educate people about restorative practices. In one story, aired on national television, Ali wanted to ensure that women’s voices were heard and honored. He created a script based on a woman’s sexual assault, which was misrepresented as her own fault. The movie drew attention to the injustice of “honor killings” and demonstrated the need for traditional justice practices to be more aware of women’s rights. In addition, he has written several other social justice-themed dramas. “This brings the issue directly inside the home. It is a discussion starter,” he says.

**Adelaide, South Australia** A group of 18 Aboriginal education and social services professionals from the Aboriginal Services Department of Education and Child Development (DECD) attended the IIRP Basic Restorative Practices event in September. They found “priceless skills to support Aboriginal students and families to connect and communicate better,” wrote Jess Maynard, Claudine Buckskin and Colleen Haseldine, of the DECD Kadina Education Office.

# RAND Research Study

## MAINE SCHOOLS REAPING RESTORATIVE BENEFITS

With funding from the National Institute of Child Health and Development, researchers from RAND Corporation are conducting a randomized controlled trial of restorative practices in 14 schools in Maine. With this five-year project, which began in school year 2014–15, seven schools are implementing the practices, and seven comparable schools are not.

The goal of the trial is to show how restorative practices affect the school environment (such as school climate and student connectedness) and youth behaviors (bullying, academic achievement, disciplinary referrals), and whether a restorative middle school can protect students from engaging in risky behaviors (e.g., drinking, sex) after they transition



# SUPPORT

*“All my students are so much more supportive — of each other, of the teachers. They think about how each other feels...”*

to high school. Educators and students at the restorative practices implementation schools tell of positive effects after the first year.

“This has been the easiest year behaviorally I’ve ever had in my 20-something years of teaching,” exclaimed Val Albertini, a sixth-grade math teacher at Ridge View Community School, in Dexter, ME. “All my students are so much more supportive — of each other, of the teachers. They think about how each other feels, and academically there has been a lot less chasing people down for work because they’re all supporting each other, which is great!”

## Whole-School Change

Teachers across the U.S. who are learning to incorporate restorative practices in their classrooms through the IIRP Whole-School Change program are also becoming trained as IIRP trainers. As a result, they will be able to spread their knowledge to their colleagues and increase the program’s sustainability.



AY 2013/14

AY 2014/15

**SCHOOLS PARTICIPATING IN THE IIRP  
SaferSanerSchools Whole-School Change Program**

Will Kusnierz, a fifth grader at Ridge View, summed up the benefits of circles, a key component of a restorative classroom, this way: "I like circles because you get to know a lot more about people, and I feel like you can be a lot more open, and you'll learn better."

*Both the NEA and the AFT — the two major U.S. teachers' unions — support restorative practices in schools.*



**Heidi Fisher**

MAKING LITERATURE ENGAGING



Language Arts teacher Heidi Fisher is employing the Restorative Questions in circle discussions to encourage students to relate to their reading assignments, in her classroom at Indian River Middle School, in Canaan, New Hampshire.

As part of the eighth-grade curriculum, Heidi created an activity for teaching the book, *The Eleventh Plague*, by Jeff Hirsch. First, she asked her students to decide on a key situation involving the main character, Steven. Then, in a circle go-around, they all responded to the Restorative Questions, speaking as if they were Steven.

Some of these questions are: "What happened?" "What were you thinking about at the time?" "What have you thought about since?" and "What do you think you can do to make things right?"

"The kids were really in tune with the discussion," notes Heidi, "They really picked it apart and connected it to other things in the book. Then everyone did some great writing about it. I was blown away!" What's more, she says, "The exercise really helped

*"It gives them the courage to say things they wouldn't say otherwise. And if they notice somebody else is having a problem, they reach out."*

them focus on everything they do: to realize that they're responsible for the choices they make and have the ability to affect another human being."

Heidi holds every class in a circle. She explains, "There are no sides to a circle, so my students are not out on the edge. It gives them the courage to say things they wouldn't say otherwise. And if they notice somebody else is having a problem, they reach out. What an awesome way to start changing the world!"



AY 2012/13 AY 2013/14 AY 2014/15  
**GROWING NUMBER OF LICENSED TRAINERS**

**RESTORATIVE TEACHING**

# Feeling Good Coming to Work

RESTORATIVE LEADERSHIP EARNS RECOGNITION



Kerrie Sellen

Re-Engage Youth Services, a social services agency based in Adelaide, South Australia, placed 13th on Australia's Business Review Weekly Best Places to Work List, thanks to its restorative approach with staff. Through professional development work with the IIRP, Re-Engage is

employing a restorative framework, both to engage at-risk youth and to inform workplace culture.

"We believe in order to have a positive impact in the community we must first have a positive and supportive workplace culture," explains Re-Engage Youth Services Manager Kerrie Sellen. "To have this put to the test by an independent, rigorous study and be recognized as one of the best places to work out of hundreds of organizations is extremely encouraging."

Kerrie believes that restorative leadership provides a common language and a structure for employees to talk about their practice and be more intentional about it.

One of her managers was struggling with the organization's growth in a way that affected her work. So Kerrie and the manager delved together into the woman's four-year journey with the agency, focusing both on her prior development and on ways she could grow.

"It only took an hour, but it completely shifted her sense of self and who she is in the organization," says Kerrie.

## IMPACT

*"...in order to have a positive impact in the community we must first have a positive and supportive workplace culture."*

In most workplaces, explains team leader Grace Moncrieff, supervisors focus on behavior and whether someone is following rules and procedures. Instead, she asks her staff, "What do you need to feel good about coming to work? What do we need to do to support you?"

"What's different here is the focus on relationships," concludes Grace. "When people feel connected, they feel good about doing really difficult work."



Tami Ritter

MASTER'S DEGREE, CLASS OF 2010

Tami serves as the Director of Glen County, California, Family Court Services and is also an elected City Councillor in the nearby town of Chico. Her leadership models a restorative approach to authority that promotes individual accountability. Tami reflects, "The most important thing I learned at the IIRP was how valuable it is to give people a voice."

Tami had to overcome her colleagues' mindset that more police officers enforcing the law would make lives better. She focused on an innovative approach to prevention and is spearheading

Chico Youth Court. This new restorative diversion program will provide youth offenders with an effective alternative to the juvenile justice system, holding them accountable for wrongdoing while giving them an opportunity to be reintegrated back into the community.

## ALUMNI SPOTLIGHT

# Restorative Justice in Pakistan

## MUSLAHATHI COMMITTEES MODEL RESTORATIVE PRACTICES



John Braithwaite

“Restorative prevention of violent crime can be important for the prevention of war,” explains Dr. John Braithwaite, of the Australian National University, an honorary trustee of the IIRP. The world-renowned criminologist’s Peacebuilding Compared Project — an in-depth study of 50

former war zones that will track the sustainability of peace-building efforts for a generation — has led him around the world, including to Pakistan, where he teamed up with Ali Gohar (in center of photo on right), founder of Just Peace Initiatives, based in Peshawar. Together John and Ali have shed light on a local community-based restorative practice that can fill a void where state justice is absent or ineffective.

Piloted in Khyber Pukhtoonkhawa by the provincial police, the model, known as muslahathi (“reconciliation”) committees, engage people who have been harmed or impacted by an event to restore relationships and repair harm. In the year of this model’s study, police were able to resolve 13,699 criminal and 7,314 civil cases, using volunteers.

In one incident, a large number of people had been displaced to another village. Some men, housed in the attic of a house, were caught peering at women in an adjacent building, invading their privacy. When this was discovered, the community erupted in anger and violence, and arson destroyed families’ homes. As a result of a restorative process that convened people who had caused the harm, been harmed and been impacted by the violence, the offenders agreed to rebuild the homes. However, because

the offenders had no money, the muslahathi committee members provided building materials and worked side by side with them to achieve restoration.

As an improvement to traditional village councils, muslahathi committees meet in special rooms built within police stations, protected from attack; outcomes are recorded and documented; and women are allowed to serve on these committees. Those engaged in the problem-solving process represent various sides of the crimes and perspectives and have direct participation in the process and outcome.

John and Ali discovered this local model to be not only effective at creating opportunities for reconciliation and restoring communities, but also affordable.



*“Restorative prevention of violent crime can be important for the prevention of war.”*



**Dianne Williams**

CURRENT GRADUATE STUDENT

Dianne Williams wants to change the way the citizens of Trinidad and Tobago handle conflict. A college lecturer in criminology and a criminal justice consultant to the government of Trinidad and Tobago, Dianne focuses on endeavors ranging from crime prevention via environmental design to training police how to serve the public in non-confrontational ways. She has already earned a Ph.D. but chose to pursue a master’s degree at the IIRP to deepen her knowledge of restorative practices.

In IIRP courses, Dianne observes, “You are required to do a lot of soul searching and reflecting. Those skills are a part of every class and become second nature.” She continues, “This is critical to the success of the restorative movement and makes it possible to lead conflicting parties through the resolution process.”

## STUDENT SPOTLIGHT

# Restorative Action Without Borders

HELPING REFUGEES AND THE COMMUNITIES THEY IMPACT

IIRP Europe representative Vidia Negrea, who lives in Hungary, is determined to address the refugee crisis facing her country and the continent. Thousands of refugees have been arriving in Hungary daily, fleeing devastation in the Middle East. The response in Hungary has been to build fences.



Vidia Negrea

A refugee herself who found a warm welcome when she fled Romania for Hungary 25 years ago, Vidia has been especially dismayed by the refugees crisis.

Seeing police dealing with a crush of refugees near the train station, Vidia tried to help them communicate with each other, but could not.

She left, feeling helpless and discouraged. Thinking others must be having similar feelings, she held a circle go-around for students in her university restorative practices course so they could share their fears and frustrations around the crisis. Some said they were frightened of this large group of people coming into their lives. Some were worried about their relatives who were police officers. Yet everyone wanted to help the refugees. After the circle everyone felt relieved and happy that they could share their fears and needs. What's more, students found ways to humanize the experience, going down to the train station to offer comfort and help to the stranded refugees.

Vidia relayed this circle experience to members of the European Forum for Restorative Justice. She and five



Forum members have launched Restorative Action Without Borders, a program to model how to provide safe spaces for honest conversations with refugees and the professionals and

volunteers who serve them. The group also hopes to guide communities and policy-makers facing this crisis.

Vidia is taking every opportunity to engage people in this issue, including at the IIRP World Conference in Bethlehem, Pennsylvania, and at the Victimology Society Conference in Belgrade, Serbia.

She hopes the initiative will support conversations that let people have a voice in a respectful way. "It's an evolving project," says Vidia. "We are not the experts on these issues. The refugees themselves are the experts, and they may create a different path, but that will be OK."



**Dawn Squire**  
CURRENT GRADUATE STUDENT

Dawn Squire is improving children's lives through restorative practices, as Family Involvement Coordinator in high-poverty York, Pennsylvania. She's creating a sense of mutual responsibility for the education process for students, families and staff. Dawn's success inspired school administrators and teachers to implement the practices.

"We see restorative practices as the glue that holds together all our programs," she explains. With the city of York, her church and school, Dawn is developing a residential home for transient

and homeless students that will utilize restorative practices. A mother of five, Dawn also finds the practices essential within her own family.

## STUDENT SPOTLIGHT

# Thank You

The IIRP and its consortium of organizations appreciate all charitable gifts, great and small. We want to acknowledge the following contributors to the IIRP, Community Service Foundation, Buxmont Academy, and the Restorative Practices Foundation, who gave between July 2014 and October 2015 in support of our daily work and the IIRP's mission.

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Binny Silverman  
Robert van Pagée  
Ted & Susan Wachtel

# GRATITUDE



**Joe Devlin**  
CLASS OF 2011

"The IIRP has done so much for me to help me grow as an individual," explains Joe. He employs what he learned at the IIRP every day as a Drug and Alcohol Case Management Specialist at the Bucks County (Pennsylvania) Drug and Alcohol Commission, with adults struggling with issues related to mental illness and drugs and alcohol.

Working *with* others, not *to* or *for* them, Joe is able to empower people to make positive changes in their lives. He feels that his IIRP education also gave him valuable communications skills, not just in his work but in his daily activities with his wife and children, aged two and ten months. This is why Joe donates monthly to the IIRP Graduate School Pay-it-Forward Scholarship fund. "In my own small way, I hope I can give someone else what I received."

## DONOR SPOTLIGHT

# Restorative Practices Foundation

[www.restorativepracticesfoundation.org](http://www.restorativepracticesfoundation.org)

The foundation and its consortium of organizations appreciate all charitable gifts, great and small.

The IIRP established the "Pay-It-Forward" Scholarship to ensure that funds will always be available for graduate students who need them. Students who accept Pay-It-Forward scholarships agree to replenish the pool of funds for future students as circumstances allow.



# SCHOLARSHIP



## Buxmont Academy

[www.csfbuxmont.org](http://www.csfbuxmont.org)

In Pennsylvania, businesses can direct their tax dollars to help students in our model programs.

The Pennsylvania Educational Improvement Tax allows businesses to direct their tax liability to fund scholarship programs supporting academic, emotional and behavioral growth. Every dollar you allocate will decrease the taxes you pay and directly benefit students who need help with their education.

# SUPPORT