

An abstract graphic featuring two spheres, one at the top and one at the bottom, both containing the word 'innovation' in a stylized font. The spheres are surrounded by flowing, multi-layered lines in shades of purple, blue, and orange. The top sphere is partially obscured by the lines. The bottom sphere is more prominent and contains the text 'Au cœur de l'innovation'.

Inspiring *innovation*

Au cœur de l'*innovation*

**Restorative
Justice Week**

**Semaine de la justice
réparatrice**





RESTORATIVE JUSTICE

Restorative justice (RJ) is a philosophy that views crime and conflict principally as harm done to people and relationships.

RJ is a non-adversarial, non-retributive approach to justice that emphasizes healing in victims, the meaningful accountability of offenders, and the involvement of citizens in creating healthier, safer communities.

RJ is about giving all parties involved in a conflict the opportunity to take an active role in a safe and respectful process that allows for open dialogue between the victim, the offender, and the community.

- RJ provides victims with an opportunity to tell their story, address the harm caused, and find answers to questions that are important to them.
- RJ provides offenders with an opportunity to take responsibility for their actions and to be held accountable by those they harmed.
- RJ empowers communities to gain a better understanding of the root causes of crime and allow the community to express and reduce its fears.

Principles and Values of Restorative Justice

Recognition of Harm
Inclusion
Accountability
Dialogue
Truth
Voluntary Participation
Safety
Choice
Holism
Humanism
Reparation





Restorative Justice Week 2020

November 15-21

Author Biographies

Alana Abramson has been involved in the field of restorative justice (RJ) as a researcher, practitioner, and trainer since 1999. She has extensive experience implementing RJ in community, prison, and school contexts. In 2017, Alana was the recipient of the Restorative Justice Award from the Ministry of Public Safety and Solicitor General. Alana is currently a full-time Criminology Instructor at Kwantlen Polytechnic University, Coordinator and Facilitator for the Alternatives to Violence Project, member of the Interior Restorative Justice Hub, Board Member for BC Bereavement Society and the BC Association of Restorative Justice, and trainer with Achieve/Crisis & Trauma Resource Institute.

Brenda Morrison is the Director of SFU's Centre for Restorative Justice and a long serving board member of North Shore Restorative Justice. She and her family are settlers on Nexwléxwm (Bowen Island), the traditional unceded territory of the Skwxwú7mesh Nation. Her research and teaching interests are at the intersection of rights, justice and reconciliation, with particular attention to women and children.

Caroline Gosling recently retired after 35 years as an educator. During that time she taught at elementary, junior and senior high, was a behaviour consultant, a principal at four different schools and spent time working for both Alberta Children's Services and Alberta Education with a focus on supporting students who are vulnerable and creating welcoming, caring, respectful and safe learning environments. Caroline has over 20 years experience using restorative practices within schools, districts, and the justice system.

Emma Mendez is a creative and passionate individual who strives to help create a decolonized world free of oppression and injustice. She is passionate about social justice and climate justice. Empowering others through various ways, she uses her creative works as a form of resistance as well as to educate. Currently a student at Capilano University, she lives, creates, and studies on unceded Squamish, Musqueam and Tsleil-Waututh land.

Heidi Knull holds a Bachelor's Degree in Psychology and Criminology from University of the Fraser Valley and has worked for many years with a variety of students as an Education Assistant. During this time she also volunteered as a Facilitator with Abbotsford Restorative Justice Advocacy Association working with sensitive police referred cases. Caring for vulnerable and often misunderstood people, Heidi now works as a Victim Offender Mediation Program

(VOMP) Facilitator for CJJ. Heidi is known to passionately pursue all aspects of her life whether that is hiking, gardening or improving the lives of individuals around her.

Jennifer Jordan is the Director of the Students Rights and Responsibilities Office (SRRO) at Kwantlen Polytechnic University. The SRRO promotes a community of care and respect and works with the KPU community to handle student conduct (non-academic) issues, behaviors of concern, and incidences of sexual violence. Jennifer strongly believes in supporting learning and growth through intentional and empowering processes. As such, restorative approaches are applied whenever possible in working with students in repairing harm(s) caused and restoring a positive relationship with the University Community. Jennifer has professional training in areas that include: administrative justice, conducting investigations, Forensic Experiential Trauma Interviewing, and risk / threat assessment.

Marcela Jordão Villaca is an immigrant-settler on the unceded and traditional territories of the Squamish, Tsleil-Waututh, and Musqueam Nations, currently acting as an RJ facilitator at the North Shore Restorative Justice Society. She holds a Bachelor of Arts and Sciences from Quest University Canada, and works to push justice and education away from a model of conflict and competition and towards equity, accessibility, and peace. Outside work, makes art, grows vegetables, and makes space for whatever feels important.

Peggy Barrette has more than 30 years in the field of education. Most recently she retired from her position of elementary school principal with the Trillium Lakelands District School Board, in Ontario, where she led professional learning in French as well as in English. As a school administrator, she has gained invaluable experience implementing restorative practices within diverse school communities. Peggy is currently a bilingual (French and English) trainer and consultant for IIRP Canada.

Tina Parbhakar is a Punjabi settler and the Interim Executive Director at the North Shore Restorative Justice Society on the unceded and traditional territories of the Squamish, Tsleil-Waututh and Musqueam Nations. She is a supporter of child and youth rights on the North Shore and beyond, as an executive of the Children's Law Section of the Canadian Bar Association, BC Branch, and a member of the Trauma Informed Practice Project of the justice, public safety and anti-violence sectors in BC.

Building Bridges & Inspiring Innovation: Restorative responses to sexualized violence & misconduct within the post-secondary environment



By Alana Abramson & Jennifer Jordan

When I became involved in restorative justice (RJ), I felt I had found my community. I was grateful to have many mentors like Liz Elliott to help ground me in the RJ philosophy. Over the past two decades, my community has expanded and just a few years ago I was thrilled to find someone at my university outside of the criminology department who was passionate about RJ. I was delivering a workshop on Sexual Harassment Awareness and Prevention that the Kwantlen Polytechnic University (KPU) Student Rights and Responsibilities Office personnel attended. Jennifer, her staff, and I clicked right away as it was evident we did our work from a place of shared values. Since then we have had many conversations about how victim/survivors could have voice and choice in their justice process. This theme is salient in the increasing body of literature relating to responding to sexualized violence in the post-secondary arena.

- **Alana Abramson**

I became involved with RJ when I began working in what was then called the Office of Student Judicial Affairs at KPU. KPU had instated an office to handle student non-academic misconduct in 2010. A subsequent program was developed that took, wherever possible, a non-punitive approach in response to non-academic misconduct by focusing on the holistic development of the student including educational and restorative opportunities to learn from the misconduct, repair harm and restore a positive relationship with the University. As such, alternative dispute resolution including the option for RJ is always taken into consideration as a viable means to address misconduct. Meeting Alana and others in the RJ community enhanced my commitment to this healing approach. In the last two years I was a member of a planning committee, organized by the Ministry of Advanced Education, Skills and Training, where KPU hosted and I co-emceed a Symposium called Moving Forward Together: Building Capacity to Prevent and Respond to Sexual Violence on Campus; I joined the planning committee for the National Restorative Justice Symposium; and I began a graduate program in Conflict Resolution.

- **Jennifer Jordan**

There are a growing number of tertiary institutions that are exploring the role restorative justice (RJ) might play on campus. In 2013, David Karp noted that 22 institutions of higher learning in North America have incorporated RJ initiatives. Many of us working within tertiary education are recognizing that RJ principles such as inclusive decision-making, active accountability, repairing harm, and rebuilding trust are essential to responding to harm, bias, and offensive conduct in a meaningful way. A case highlighting the use of RJ in universities made international news in 2014 when student harassment allegations within Dalhousie University's Faculty of Dentistry in Nova Scotia were addressed through an RJ process. The University of Victoria in British Columbia (BC) has utilized RJ to deal with non-academic student misconduct since 2011. RJ has various applications in post-secondary environments including:

- Facilitated dialogue between staff/students/faculty in response to misconduct and harm including sexualized violence
- Reintegration circles following harm on campus
- Circles or other dialog processes in response to problems/harm within student housing
- Restorative pedagogy as a way of teaching material through circles, dialogical processes, experiential learning, and storytelling

When BC enacted the Sexual Violence and Misconduct Policy Act in 2016, only one or two institutions had a policy specific to sexualized violence and misconduct. Post-secondary institutions undertook reviews and consultations in collaboration with faculty, students, and staff to engage a wide variety of perspectives and raise awareness about issues related to risk, consent, and reporting of sexualized violence. The resultant policy and procedures KPU created were similar to other institutions in that they were general and did not specifically articulate a RJ process. However, RJ was considered an option for victim/survivors as it relates to our university's stated responsibility to "offer support to Victims/Survivors, using a victim/survivor-centered/trauma-informed approach." At KPU, there is an understanding that a trauma-informed approach is one that aligns with careful, ethical RJ practice.

The needs of victims for information, validation, vindication, restitution, testimony, safety and support are the starting points for justice... Victims are empowered by maximizing their input and participation in determining needs and outcomes... Victims have the principal role in defining and directing the terms and conditions of the exchange.

In 2017, it became mandatory for all post-secondary institutions in BC to implement a stand-alone sexualized violence and misconduct policy. In developing this new policy, KPU intentionally linked any formal complaint process where the student is the Respondent to the Student Conduct (Non-Academic) policy and processes. As such, RJ approaches can form part or all of the response to incidents of sexualized violence and misconduct. Additionally, KPU expanded the portfolio and changed the department name to the Student Rights and Responsibilities Office (SRRO) which is the office responsible for both the Student Conduct (Non-Academic) and Sexual Violence and Misconduct policies.

RJ approaches have been offered in response to non-academic misconduct at KPU as a way to support those affected by sexualized violence to move their lives forward in a positive way. Language such as “restorative engagement” or “restorative approaches” are used and victim/survivors guide the process by determining what level of involvement will be most empowering and healing for them. Approaches rooted in the philosophy of RJ have the potential to level power imbalances, address the relational nature of sexualized violence and respond more meaningfully to human needs.

Those who practice restoratively with victims/survivors need not be experts on trauma nor ask victim/survivors specific questions about their traumatic experience. However, a trauma-informed approach to RJ would mean Facilitators:

- Operate with “universal precautions” by assuming that everyone they are working with have experienced trauma
- Work to “do no harm” or to “do no further harm”
- Acknowledge their own histories of trauma and exposure to direct and vicarious trauma and attending to proactive and on-going self-care
- Actively work with victim/survivors to avoid exposure to triggers and take care to address common fears about physical safety, recounting traumatic experiences, feelings of shame, worry about not being believed, or seeing the perpetrator
- Create physical and emotional safety through offering opportunities for victim/survivors to have voice and choice in any and all processes. Some examples of this might be:
 - Explaining any procedures that must be followed
 - Providing a menu of restorative processes (direct, indirect dialogue, exchange of letters/videos, surrogate, etc.)
 - Providing choice about if, how, and when to tell their story and level of participation in the justice process
 - Taking as much time as needed to prepare all parties for a restorative process
 - Acknowledging the difficulty of the situation, their response to it, and the emotions that arise

While RJ is not for everyone, information about this option and the availability of a trauma-informed approach should be available for all victim/survivors. While we are unclear of the extent to which these options are already being offered in BC universities and colleges, our goal for RJ week 2020 is to learn just that.

Although BC is home to many experienced and passionate RJ practitioners and advocates doing work inside and outside the legal system; it is unknown exactly what RJ initiatives are happening in BC universities/colleges. In response to this, we have built a network of people from post-secondary institutions in BC interested in or actively offering RJ approaches within the university/college setting. In the lead up to RJ Week 2020, we will be facilitating discussions with representatives from 19 different post-secondary institutions with the goals of raising awareness of RJ and promoting trauma-informed, responsive practices. This inclusive and varied network which includes both university faculty and staff will support one another and build relationships, share promising practices, and, engage in collaborative training. We encourage other provinces and territories to engage in similar dialogues as this subfield of RJ and universities will certainly continue to expand.



Restorative Justice in Systems Failure

by Heidi Knoll



Stats Canada is reporting that there has been an increase of worsening mental health in Canadians during the COVID-19 pandemic and in turn higher rates of drug use (opioid crisis), alcohol consumption, homelessness and tobacco use (Rotermann, 2020). Primarily the challenges to mental health come from uncertainty. The necessary physical disconnect between people has also created the perfect environment for isolation to take its toll.

A global pandemic is a catalyst for many issues and in some situations, inspiration when circumstances present themselves. Some inspirations come from a dramatic moment and others from researching what has been done and realizing that it would be an incredible fit for a presenting issue.

The project coordinator for the City of Abbotsford in Housing and Homelessness saw that a Wellness Check as done in Lethbridge, Alberta with seniors, could be adapted for Mental Health in Abbotsford, BC. In her role with the city of Abbotsford she has been privy to the negative impacts to the most vulnerable in the community. A contingent of those community members are those that live with poor or compromised mental health and drug addiction. She passed the idea to the Community Facilitator of Abbotsford Restorative Justice and Advocacy to see how he could grow it. He saw that this idea could be a restorative system intervention and the project began to take shape.

Restorative justice is an intervention between two or more parties in an attempt to give opportunity for responsibility taking and to allow for reparation of the harm done. In a restorative system intervention the identified broken relationship is between the community member and the systems or resources needed. An example would be a person struggling with poor mental health who cannot access treatment such as counselling or medication necessary due to isolation, language barriers, lack of housing or the effects of their poor mental health. Restoration and relationship need to occur in order for the person to be connected to the community and for the community to thrive. A wellness check in is a method of reaching out to the vulnerable to repair or support a broken or non-existent system.

The following information came from an interview with the Community Facilitator, Chris Lenshyn with regards to how a Check In could facilitate the restoration of a system. According to Lenshyn the restorative systems intervention has four primary purposes to meet the needs of those struggling not just during the covid-19 pandemic but also in the future. The following four are listed in no particular order.

First, the purpose is to restore dignity to people who have experienced a systems failure. Systems failure such as inability to access resources or an unrealistic waitlist for a program or intervention (medical or mental health) which generally causes people to give up on help. These issues speak to the inequity. Inequity is what can grind innovation to a halt or can erode at the strength of any project. How do you set the proverbial place at the table for everyone and how do you make sure the invitation makes its way to everyone. Systems failure can take many forms and in a project such as this it's important to address these barriers. It is important to acknowledge that even the message needs to take a form that is understood and not offensive to those being invited. Dignity comes from the invitation being extended to everyone, from not having to beg for help and dignity comes from having an acknowledged and accessible place in our community. This restores and builds strength in our communities. Volunteers would have a responsibility to not only get the invitation out but to continue to reach out or in essence restore dignity while removing inequity.

The second purpose of the restorative systems approach is to build relationships and connections within our community. This is done in a trauma informed approach and is a lifeline for those in need. Trauma informed approach involves the understanding that trauma has a large and broad definition and many consequences that require respect and an environment of safety (Menschner & Maul, 2016). Respect and safety will provide the platform for relationship and connection to grow and in turn, trust which will allow volunteers to hear the needs of each person and connect or direct them with the resources they may find useful.

Each step of the intervention brings about change. Change is the third purpose of the restorative systems approach. Change happens to each individual involved through the relationships built. That change can occur for the people who experience the training for volunteers and this is made evident in how they interact with members in their community, where they see need and how they recognize what gaps can be filled. Change will also occur for the individuals who are receiving the wellness check in. They will be seen and experience a connection with a community member who listens and can also support them. The ability to access what is needed in a timely manner gives credence and dignity to a person. Ultimately, change occurs to the system making it more equitable and beneficial.

The fourth and final purpose of the restorative systems intervention is to work toward changing the structures that exist and that aren't meeting the communities' needs. The idea is to create a free and accessible organization run by volunteers who provide mental wellness checks that direct people to accessible services or potentially identify gaps in services. The gaps that are left in the system often occur because organizations have met their organizational threshold for provision of care. This means the community needs 'bigger' help. Government funding to bring in more organizations or employees to meet the needs of the community.

The hope is that trained volunteers will provide connections through phone calls that increase the communities' capacity for health and support. This builds resilience which is the beginning of community restoration. This training will also provide skills for the volunteers to care for others in the community which can potentially decrease the need or dependence on pre-existing systems.

Some of the issues that have become apparent in the beginning stages of discussion are equitability, volunteer training and volunteer retention. Equitability means that all people should be aware of and have access to the programs. It also means that training will inform volunteers of culture, religious views/beliefs, abilities, and sexual identity. In addition to the equitability skills there is education necessary to be trauma informed. Volunteers will also need to be trained to know how to manage a crisis situation. This will be required, among many other necessary skills and learned scripts.

This leads to the issue of who does the volunteer training. Who is qualified and where do they find someone to train the volunteers in these necessary aspects of trauma care, crisis and referral? Currently, most crisis call-in organizations provide the training for free by volunteers and it can be anywhere from a few hours to many weeks and requires shadowing. Organizations that require a monetary sum for the training provide a more extensive training but, will that be a deterrent for volunteer recruitment? Recruiting volunteers and volunteer retention is also an issue. The level of training required for volunteers is extensive and speaks to the need of a commitment for longer periods of time.

Although none of these are insurmountable issues, they all take time and collaborative thinking to find solutions and implement a successful program. It is the hope of Lenshyn and the others involved that a year from now another paper will be out documenting how people have changed, anecdotes about relationships and how systems have been reformed to meet the needs of our community.

References

Keep In Touch Program • Volunteer Lethbridge. (2020, August 27). Retrieved September 13, 2020, from <https://volunteerlethbridge.com/keep-in-touch/>

Lenshyn, Chris. (2020, July 20). Personal Interview

Menschner, C., & Maul, A. (2016, April). Key Ingredients for Successful Trauma-Informed Care Implementation. Retrieved August, 2020, from https://www.chcs.org/media/ATC_whitepaper_040616.pdf

Rotermann, M. (2020, May 07). The COVID-19 pandemic has changed Canadians' lives in previously unimaginable ways in a very short period of time. Given the disruption and stress it may come as no surprise that the consumption of cannabis, alcohol and tobacco has increased for some. Retrieved September 13, 2020, from <https://www150.statcan.gc.ca/n1/pub/45-28-0001/2020001/article/00008-eng.htm>



Restorative Practices – Responding to a Global Pandemic

By Peggy Barrette and Caroline
Gosling, trainers/coaches with IIRP
Canada



Recently, the International Institute of Restorative Practices Canada (<https://canada.iirp.edu/>) launched a Webinar Series, entitled A Restorative Return to School. While the first webinar in the series, Educating Under Pressure, was directed primarily towards educators, the information it presented will resonate with everyone and has practical applications for any workplace or organization.

These are extraordinary times. For the first time in recent history, we are all connected by “one common” experience, the fact that we have all been affected in one way or another by COVID-19. However, the Canadian Human Rights Commission reminds us that we have not all been affected in the same way and to the same degree. Some communities have been disproportionately distressed by the COVID-19 crisis. It is therefore critical that one does not assume to know what another has experienced.

There is a lot of apprehension and trepidation in returning to the places (work, school, worship) that we left suddenly six or so months ago. How does one re-establish the relationships that were placed on hiatus? How do we maintain the same level of productivity amidst the myriad of new safety protocols and expectations? And in some cases, for those of us in the business of relationships, how do we make and sustain those important connections?

We believe some of the answers can be found in the field Restorative Practices. Restorative Practices is an emerging social science that studies how to strengthen relationships between individuals and enhance social connections within communities (www.iirp.edu). When one thinks about the Restorative Justice Approach, resolving conflict comes to mind. However, we like to think of Restorative Practices as not only a response to conflict, but rather a framework that is imbedded into everything that we do. In schools, we aspire to reach a ratio of 80/20 – 80% of the time we are working at proactive relationship building and nurturing while 20% is spent on responding to conflicts. The image of a teeter-totter comes to mind here; as relationships grow, conflicts decrease and vice-versa.

Relationships are at the core of Restorative Practices. More than ever, this is a time for kindness, empathy, and compassion. How can that be nurtured among a group of adults? For starters, we need to honour where we are, how we are feeling and understand that we have all been affected differently. In the webinar, Educating Under Pressure, Mardi Hardt posed the following questions to the participants. These questions allowed participants to 1) stop and think about how they had/are being affected by the pandemic and 2) to start to understand how others had/are being affected by COVID-19. Results of this type of survey can be used by leaders in organizations and schools to gauge how people are faring and to consider what they might do to support the mental well-being of staff in order to better serve clients/students.

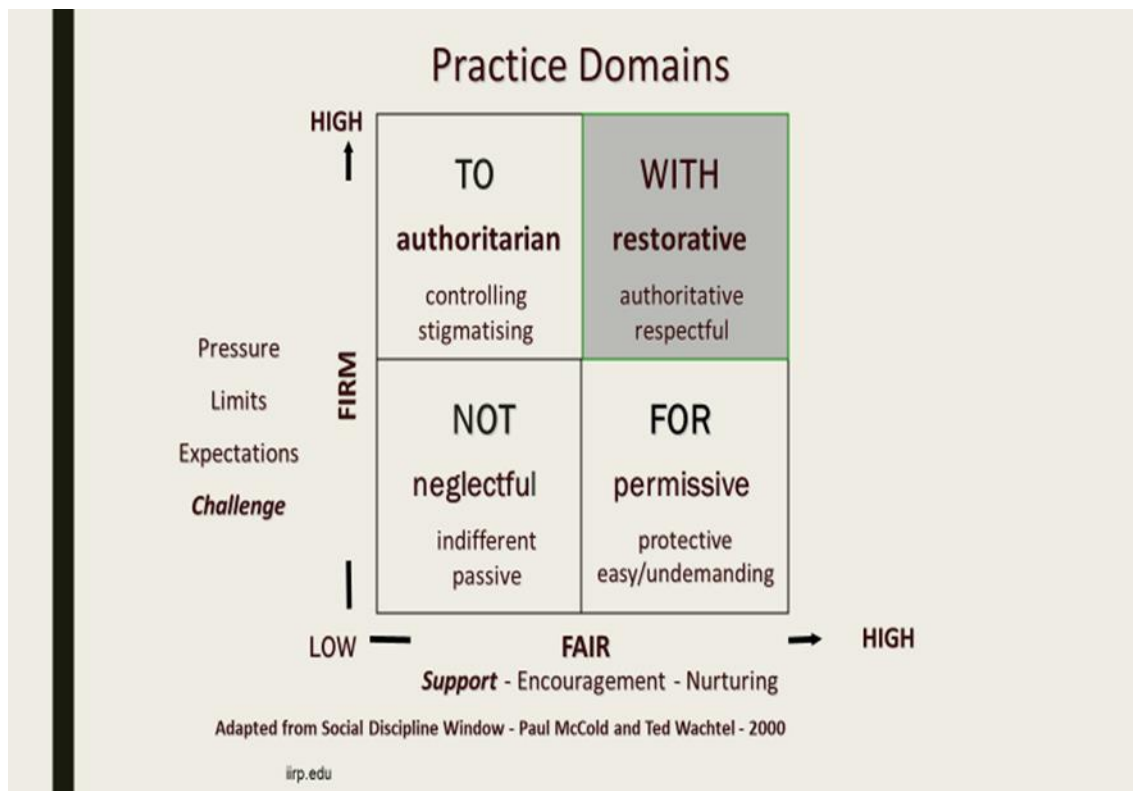
| Wellness Survey Questions | |
|--|--|
| Compared with my pre-Covid functioning: | |
| 1. My sleep is | <input type="checkbox"/> more disrupted <input type="checkbox"/> the same as it was <input type="checkbox"/> less disrupted <input type="checkbox"/> better than it was |
| 2. My nutritional intake is | <input type="checkbox"/> less healthy <input type="checkbox"/> the same <input type="checkbox"/> more healthy |
| 3. My level of satisfaction with regards to my work has | <input type="checkbox"/> decreased <input type="checkbox"/> stayed the same <input type="checkbox"/> improved |
| 4. My relational connection with my colleagues has | <input type="checkbox"/> worsened <input type="checkbox"/> stayed the same <input type="checkbox"/> improved |
| 5. My relational connection with my family and friends has | <input type="checkbox"/> worsened <input type="checkbox"/> stayed the same <input type="checkbox"/> improved |
| 6. My satisfaction with my own daily structure and routine has | <input type="checkbox"/> worsened <input type="checkbox"/> stayed the same <input type="checkbox"/> improved |
| 7. My physical activity has | |

| | |
|--------------------------|--|
| <input type="checkbox"/> | decreased |
| <input type="checkbox"/> | stayed the same |
| <input type="checkbox"/> | improved |
| 8. | My time spent on social media or watching the news has |
| <input type="checkbox"/> | decreased |
| <input type="checkbox"/> | stayed the same |
| <input type="checkbox"/> | increased |
| 9. | Overall, my state of mental health and wellbeing has |
| <input type="checkbox"/> | worsened |
| <input type="checkbox"/> | stayed the same |
| <input type="checkbox"/> | improved |

Shared with permission by Mardi Hardt (2020)

Belinda Hopkins dives deeper into this in her book entitled *Just Schools: A Whole School Approach to Restorative Justice*. The author introduces the idea of restorative enquiry: a one-to-one process “that enables the listener to draw out the speaker’s story as well as acknowledging their thoughts, feelings, and needs in a given situation.” (p. 32). She goes on to describe how this process allows the listener to remain impartial, while creating a space for the speaker to communicate.

This idea of listening to others and working with others is the cornerstone of Restorative Practices. IIRP Canada has developed the Practice Domains to illustrate this. Operating in the “with” quadrant provides opportunities for voice. As previously stated, there is a lot of apprehension and trepidation in returning to the places (work, school, worship) that we left suddenly 6 or so months ago, especially around the myriad of new safety protocols. Including staff in decision-making, where possible, will help reduce their stress by allowing some control, while moderating the demands being placed on them.



The idea of working “with” employees is not new. In their article, *Fair Process: Managing in the Knowledge Economy* (2003), Kim and Mauborgne discuss that employees will be better equipped to accept a decision that is not ruled in their favor if the following three principles are met: engagement, explanation and expectation clarity. Expectation clarity will be key moving forward in these COVID-19 times. Many procedures and expectations have been dictated by our respective provincial and federal governments. While we may not be able to mitigate those directives, taking time to explain the “why” will surely appease some anxiety and increase the likelihood of compliance.

In conclusion, we must nurture our employees and make sure that they are taking care of their own mental health as well as their clients/students, as they are our most valuable resource. Restorative Practice provides the framework to support our communities while we navigate in these challenging times.

References:

Canadian Human Rights Commission (n.d.). Statement-Inequality amplified by COVID-10 crisis. Retrieved from <http://chrc-ccdp.gc.ca/eng/content/statement-inequality-amplified-covid-19crisis>

Hopkins, B. (2004). Just Schools: A whole school approach to restorative justice. Jessica Kingsley Publishers.

International Institute of Restorative Practices (n.d.). What is Restorative Practices? Retrieved from <https://www.iirp.edu/restorative-practices/what-is-restorative-practices>

Kim, W. C., & Mauborgne, R.A. (2003, January). Fair Process: Managing in the knowledge Economy. Harvard Business Review, 81(1), 127- 136.



Youth Circles Resist the Threat of Social Isolation

On behalf of the North Shore Restorative Justice Society & SFU Centre for Restorative Justice



Adaptive to our times, the NSRJ Youth Justice Lab helped foster new connections in the summer of social distancing

Restorative Justice (RJ) values and principles nurture community strength through empowerment in our own backyards. The power of an upstander becomes the power of the community. For example, in responding to conflict or crime, instead of relying on a single decision-maker or institution of authority, RJ invites us to reach out to all people, directly or indirectly connected to the harm, to discuss how to repair the harm done. RJ Circles are an intimate and vulnerable process where feelings, hopes, and reflection are valued as much as facts. Through this collaborative process, we create community accountability. In a culture of fear and punishment, embracing Restorative Justice requires a fundamental shift in our approach, individually and collectively. In many ways, the pandemic of 2020 required the same.

The Youth Justice Lab was born in response to the many unpredictable challenges the pandemic has brought upon us. For many years, the North Shore Restorative Justice Society (NSRJ) has supported local children and youth in schools. Through our Restorative Justice in Education Initiative, we sit in Circle with over 350 students every week exercising RJ values, skills, and knowledge to empower the youngest members of our community. With the shift to virtual classes in March 2020, our initiative had to adapt. More than ever, we noticed a need to uplift youth voices, strengthen connections, and build resiliency. Thus, in May, with the support of the SFU Community Engagement Initiative, the Government of Canada Emergency Community Support Fund, and the West Vancouver Foundation, we launched our inaugural Youth Justice Lab.

Over a period of six weeks, fifteen youth from the North Shore joined us weekly to discuss issues of justice from many different perspectives. With a wonderful line-up of guest speakers, we learnt about restorative justice, decolonization, racial struggles, intergenerational activism, art and justice, and a lot more. Embracing these systemic challenges, participants dove into the material, developing group projects with the support of Lab mentors. This pilot program was completed in September, culminating with a virtual graduation, and the response from all people involved has been overwhelmingly positive. Indeed, some participants have allowed us to share their reflections in this piece:

Emma Mendez, says: “In the last few years I had been feeling very discouraged and hopeless about the state of the world, and in the last few months those feelings were being amplified to distressing levels. Aside from feeling hopeless, I also felt isolated since I didn’t know many other youth who were passionate about making real change and who wanted to advocate for my rights alongside me. When I heard about the Youth Justice Lab I knew it was perfect for me, and I’m so happy I took the leap to apply. This program has really taught me so much about communication and its relationship with justice. As well it created an amazing safe space for the entire cohort to learn, grow, and explore difficult topics together with guidance from the facilitators and mentors. Being a part of the Youth Justice Lab has given me a renewed sense of hope and has provided me with a community full of individuals who want to make long-lasting change.”

When asked about any lessons they’d learned about themselves one participant said...

“I learned that my ideas and my suggestions can actually be inspirational for others. I never thought that I was a person who inspires others. But throughout the presentation and the project people really liked my ideas and I liked that maybe I inspired them and made them pay attention to something they otherwise would not!”

This feeling was likewise reflected by others in the group:

“The most important thing that I achieved was feeling valued amongst other people my age when having dialogue. From my personal experience not a lot of teenagers really care all that much to have interesting or intellectual conversations, and this course made me realize that there are people like me, who care, out there not too far away.”

“Through my participation in the program, I feel that I have become much more confident in my ability to participate and voice my opinion in a group setting, which has been one of my personal goals for a long time. This program has also allowed me to form connections with youth with similar interests, which has been so valuable to me as I have been so inspired. Our Youth Justice Lab has also given me the opportunity to acquire the necessary skills for planning and implementing a project, through working on my project with my mentor and project group. The program has also given me the means to make an impact in my community by giving my project group and I the necessary support and platform to actualize our project idea. Finally, learning from NSRJ staff, guest speakers and my project mentor has been so eye opening for me - I feel so much more educated and aware.”

When asked whether the program met their original expectations, the responses were resoundingly positive. One participant summarized their experience as follows:

“This program definitely exceeded all my expectations. I did not expect the sessions to be so engaging and in depth, and I learned so much more than I could hope for from each one. I also did not expect to feel so connected to the group in such a short period of time, but the relationship-building was one of the best parts of this program and I am so glad that I had the opportunity to form meaningful connections with other youth.”

Through the NSRJ Youth Justice Lab, these youth created a new community and transcended the isolation of COVID bubbles, engaging in vulnerable but necessary conversations about what it means to live in community. For many, it was their first opportunity to discuss these topics with peers their age. The virtual atmosphere at graduation, where they presented their projects, was one of awe and inspiration. One group designed a peer mental health support program, another drafted a proposal for decolonizing public schools, and yet a third created a short film tackling the stigma of poverty. The range of topics was broad and the quality of their work might match that of upper year university students, which showcases just how much we gain as a community when we share power. Indeed, momentum from this cohort continues to grow as some of the groups have decided to pursue their projects outside the virtual world. At NSRJ, we are celebrating the success of this pilot Lab and working hard to turn it into an annual program. 2020 has brought many unforeseeable challenges to our community, but the Youth Justice Lab showed that solutions might be within reach. And often, they might be a lot closer and a lot younger than we think.



Restorative Justice Week 2020

November 15-21

Inspiring

innovation

Recent News and Developments

Canadian Highlights

Dalhousie law school houses international restorative justice lab

The Restorative Research, Innovation and Education Lab (RRIELab) is the first international lab to focus on restorative justice (RJ). Located in Nova Scotia at the Dalhousie University's Schulich School of Law and supported by the Donald R. Sobey Foundation, its purpose is to accelerate the growth and development of restorative approaches to protect the health, safety and wellbeing of individuals and communities in Canada. The lab will address issues of institutional abuses and failures and advance the development of restorative cities worldwide. Some of the contributions will include:

- Leading research in RJ to demonstrate its positive impacts
- Development of education and training programs
- Supporting diverse organizations in applying RJ approaches
- Forming a global collaboration network to build knowledge to advance justice transformation.

Professor Jennifer Llewelyn, a distinguished global leader in the RJ field, will be its chair.

For more information visit:

<https://www.dal.ca/news/2020/06/10/dalhousie-officially-launches-first-ever-international-restorati.html>

Community Justice Initiatives Waterloo Region (CJIWR) introduces Sulah to its specialized services

In 2019, CJIWR began collaborating with the Coalition of Muslim Women of Kitchener Waterloo (CMW) to provide a specialized mediation service called Sulah. CMW began in 2012 as a response to the Islamophobia that many of its members had experienced over the years in the region.

Sulah is a common term in many languages that translates to reconciliation. The mediation service aims to provide restorative justice processes to help with prevention and intervention of hate crimes. Instead of serving a sentence or paying fines, the accused can go through a restorative process

and all those affected, including the community, can express their experiences and develop a way forward.

The program recently received a grant from the Ontario Trillium Foundation to expand. For more information on Sulah and other services provided by CJIWR, visit:

<https://cjiwr.com/mediation/>

CCJC launches interactive justice storytelling quilt online

In 2005, the Church Council on Justice and Corrections (CCJC) presented the quilt at the first Restorative Justice Symposium in Ottawa, ON. The quilt was the result of years of collaboration between CCJC and Centre de services de justice réparatrice (CSJR). CSJR organized the participants to come together to contribute to the quilt and to provide their stories.

In 2020, the quilt became available online. Each patch is a symbolic descriptive image produced by victims and offenders from across Canada. There are 40 blocks with 13 stories in French and 27 in English.

To access the virtual quilt and listen to the stories, visit:

<https://ccjc.ca/current-projects/>

Canadian Restorative Justice Consortium: new Board members and new website

Established in 2012, the CRJC recently introduced changes to its organization. Within the last year, it has elected new board members and launched a new website, which serves as a tool for providing information to the RJ community on developments in Canada and the world.

The CRJC's vision is to make restorative justice more visible and viable for Canadians. Its mission is to serve as a hub for RJ, creating opportunities for sharing and connecting, and supporting learning, understanding, and practice of RJ.

For more information, visit: <https://www.crjc.ca/home>. CRJC welcomes your comments and suggestions on the site so that they may develop it further.

Alberta Court of Queen's Bench researches pilot project

Alberta's Court of Queen's Bench is looking to pilot a restorative justice project. The purpose of the project is to refer certain provincial cases to restorative justice in order to create a more efficient criminal justice system and address certain access to justice issues.

The referrals would focus on criminal cases as the agencies available in the province have a strong background in dealing with criminal issues, especially with youth. More serious offences such as domestic violence and sexual offences would only be referred in exceptional circumstances.

Set to launch in the fall, the pilot project is the work of various professionals that have come together to create policies and procedures and training programs. Some of the experience includes working with LGBTQ+ and Indigenous groups.

https://www.thelawyersdaily.ca/articles/20530?utm_source=rss&utm_medium=rss&utm_campaign=section

City of Thompson, MB, embraces new public safety strategy

Thompson, MB, is working on a new community-led strategy to address homelessness, addictions, and youth crime in the city. This is a response to the province's announcement that it would be supporting a public safety strategy in order to increase the use of restorative justice in Northern Manitoba.

To date, the city has collaborated with the Community Safety Knowledge Alliance to put together a Community Safety and Well-being Action Plan to identify the city's strengths and weaknesses. They are in the process of bringing together over 15 agencies from the city who are all invested in creating a healthy and thriving community.

A part of the bigger plans for the community strategy is to use already existing RJ programs, like Ma-Mowo-We-Tak's Second Chances for Youth. A dedicated RJ facility is also one of the long-term plans for the city.

<https://www.thompsoncitizen.net/news/thompson/province-community-work-for-restorative-justice-in-northern-manitoba-1.24153857>

Restorative Justice Week 2020

November 15-21

Inspiring innovation

Books, Articles & Films

Most Recent Resources

This list includes a small selection of recently published books, chapters, articles, films, videos, and podcasts related to restorative justice.

- Abraham, S. (2019/2020) Through the Lens of Restorative Justice: A Re-Humanizing. *New York Law Review*, 64, 11-29.
- Ahrens, D. M. (2020) Retroactive legality: Marijuana convictions and restorative justice in an era of criminal justice reform. *Journal of Criminal Law & Criminology*, 110, 379-440.
- Al-Alosi, H., and Hamilton, M. (2019). The ingredients of success for effective restorative justice conferencing in an environmental offending context. *University of New South Wales Law Journal*, 42, 1460-1488.
- Allen, M. (2020). Socioeconomic circumstances of youth who participated in restorative justice in Nova Scotia, 2009/2010. *Juristat*,
- Azoulay, N., Winder, B., Murphy, L., Fedoroff, J. P. (2019) Circles of support and accountability (CoSA): a review of the development of CoSA and its international implementation. *International Review of Psychiatry*, 31, 195-205.
- Blankley, K. M. (2020) Expanding Options for Restorative Justice. *Alternative Dispute Resolution*, 24, 24-27.
- Blagg, H., Tulich, T., May, S. (2019) Aboriginal youth with foetal alcohol spectrum disorder and enmeshment in the Australian justice system: can an intercultural form of restorative justice make a difference? *Contemporary Justice Review*, 22, 105-121.
- Bolton, K. L. (Producer). Friedman, C. (Director), Watchtel, T. (2020). Detroit Rising: How the Motor City Becomes a Restorative [Documentary]. Detroit, USA.
- Burford, G; Braithwaite, J; Braithwaite, V. (2019). Restorative and Responsive Human Services. USA: Routledge.
- Caron, C. (2019). Justice alternative : quand punir ne suffit pas. *Relations*, 801, 14-16.
- Cook, A. (2019) Restorative practice in a forensic mental health service: three case studies. *Journal of Forensic Psychiatry & Psychology*, 30, 876-893.
- Dana, O., Crawford, S. (2019/2020) Restorative Prosecution? Rethinking Responses to Violence. *New York Law School Law Review*, 64, 53-66.
- Das, A., Macbeth, J., Elsaesser, C. (2019) Online school conflicts: expanding the scope of restorative practices with a virtual peace room. *Contemporary Justice*, 22, 351-370.
- Deer, S., Barefoot, A. (2019) The limits of the state: Feminist perspectives on carceral logic, restorative justice and sexual violence. *Kansas Journal of Law & Public Policy*, 28, 505-526.
- Desireena A. (Director). (2019). *To Germany, with love / The Worst Thing*. [Documentary]. Germany: Almoradie Media.
- Desrosiers, J., Rossi, C., Cloutier, M., Brassard, V. & Béland-Ouellette, A. (2020). Étude comparative des programmes canadiens de mesures de rechange ou comment favoriser le désengorgement des tribunaux. *Revue générale de droit*, 50, 95-150.
- Díaz Gude, A., Navarro Papic, I. (2020) Restorative justice and legal culture. *Criminology & Criminal Justice: An International Journal*, 20, 57-75.
- Ehret, S. (2020). Making Meaning of Justice Ideals for Intimate Partner Violence: Reflections on Restorative Justice. *British Journal of Criminology*, 60, 722-741.
- Fairbank, N.A. (2019) Can unity be achieved through restoration? A case study of how restorative justice mechanisms impacted national unity in post-apartheid South Africa. *Contemporary Justice Review*, 22, 389-411.
- Fania D. (2019). The Little Book of Race and Restorative Justice: Black Lives, Healing, and US Social Transformation. USA: Good Books.
- Friedland, H. (2019). Pour la reconnaissance des traditions juridiques autochtones. *Relations*, 801, 26-29.
- Giles, H. (2019) Toward a theory of justicecraft: language, narratives, and justice in restorative community conversations, *Contemporary Justice Review*, 22, 257-279.
- González, T. (2019) The legalization of restorative justice: A fifty-state empirical analysis. *Utah Law Review*, 1027-1067.
- Hooker, D. A., Schiff, M. (2019) Introduction to special issue of contemporary justice review on reimagining restorative justice. *Contemporary Justice Review*, 22, 213-218.
- Jaccoud, M. (2019). Les voies d'une justice alternative. *Relations*, 801, 17-20.
- Jonas-van Dijk, J., Zebel, S., Claessen, J., Nelen, H. (2020) Victim-Offender Mediation and Reduced Reoffending: Gauging the Self-Selection Bias. *Crime & Delinquency*, 66, 949-972.
- Kohler, F. (Director) (2019). *Je ne te voyais pas/I did not see you*. [Documentary]. Switzerland: PS Productions.
- Kohn, L. S. (2019) #METOO, wrongs against women and restorative justice. *Kansas Journal of Law & Public Policy*, 28, 561-586.
- Krinsky, M., Phares, T. (2019/2020) Accountability and repair: The Prosecutor's Case for Restorative Justice. *New York Law School Review*, 64, 31-50.

- Lavigne, M. (2019). La justice réparatrice : le pari de l'empathie. *Relations*, 801, 21–23.
- Maglione, G. (2019) The political rationality of restorative justice. *Theoretical Criminology*, 545-562.
- Mainwaring, C. J., Bardi, A., Meek, R. (2019) A glimpse into the role of personal values within the restorative justice process: a qualitative study with restorative justice facilitators. *Contemporary Justice Review*, 22, 60-85.
- Martin, S. L. (2019). La réconciliation : notre responsabilité à tous. *Les Cahiers de droit*, 60, 559–580.
- Mbanzoulou, P., Cario, R., Bouchard, J.P. (2019) La dimension psychologique de la justice restaurative. *Annales Medico Psychologiques*, 177, 597-604.
- Miller, S. L., Hefner, M. K., Iovanni, L. (2020) Practitioners' perspectives on using restorative justice with crimes of gendered violence. *Contemporary Justice Review*, 23, 65-90.
- Pavelka, S., Seymour, A. (2019) Guiding principles and restorative practices for crime victims and survivors. *Corrections Today*, 36-46.
- Pointer, L., Giles-Mitson, A. (2020) Sustained restorative dialogue as a means of understanding and preventing sexually harmful behavior on university campuses. *Contemporary Justice Review*, 23, 22-43.
- Rossi, C., Charbonneau, S. (2020). La médiation relationnelle: Rencontres de dialogue et justice réparatrice. Québec, Canada : Editions L'Harmattan.
- Seiki, S. (2019) Living Restoration: Discipline over Punishment: Successes and Struggles with Restorative Justice in Schools. *Multicultural Perspectives*, 21, 174-176.
- Shepp, V., O'Callaghan, E., Ullman, S. E. (2020) Journal of Aggression, Interactions with Offenders Post-Assault and Their Impacts on Recovery: A Qualitative Study of Sexual Assault Survivors and Support Providers. *Maltreatment & Trauma*, 29, 725-747.
- Sliva, S. M., Porter-Merrill, E. H., Lee, P. (2019). Fulfilling the aspirations of restorative justice in the criminal system? The case of Colorado. *Kansas Journal of Law & Public Policy*, 28, 456-504.
- Stroup, B. (2019) Conceptualizing and implementing a restorative justice concentration: transforming the criminal justice curriculum. *Contemporary Justice Review*, 22, 334-350.
- Sweeney, R. (2020) Building Bridges: Prisoners, Crime and Restorative Justice. *Howard Journal of Crime & Justice*, 59,108-111.
- Taylor, K. R. (2020). Choosing Restorative Justice. *School Library Journal*, 66, 30-33.
- Thomas, E. C.; Bilger, A., Wilson, A.B., Draine, J. (2019) Conceptualizing restorative justice for people with mental illnesses leaving prison or jail. *American Journal of Orthopsychiatry*, 89, 693-703.
- Tiarks, E. (2019) Restorative Justice, Consistency and Proportionality: Examining the Trade-off. *Criminal Justice Ethics*, 38, 103-122.
- Traguetto, J., de Aquino Guimaraes, T. (2019) Therapeutic Jurisprudence and Restorative Justice in the United States: The Process of Institutionalization and the Roles of Judges. *International Journal of Offender Therapy & Comparative Criminology*, 63, 1971-1989.
- Vedandanda, N. S. (2019/2020) Learning to Heal: Integrating Restorative Justice into Legal Education. *New York Law School Review*, 64, 95-113.
- Wagner Fields, D. (2019). Chaplains and restorative Justice: Working toward healing and wholeness. *Corrections Today*, 81, 10-12.
- Walker, L., Kobayashi, L.E.(2020) Hawaii Federal Court Restorative Reentry Circle Pilot Project. *Federal Probation*, 84, 48-55.
- Weaver, J. L., Swank, J. M. (2020) A Case Study of the Implementation of Restorative Justice in a Middle School. *Research in Middle Level Education Online*, 43, 1-9.
- Weimann-Saks, D; Peleg-Koriat, I. (2020) Promoting Inmates' Positive Attitudes toward participating in a Restorative Justice Process: The Effects of a Victim Awareness Process. *Prison Journal*, 100, 381-398
- Willis, R. (2020). 'Let's talk about it': Why social class matters to restorative justice. *Criminology & Criminal Justice: An International Journal*, 20, 187-206.
- Winslade, J. (2019) Can restorative justice promote social justice? *Contemporary Justice Review*, 22, 280-289.

Restorative Justice Week 2020

November 15-21

Inspiring
innovation

Internet Resources

Some Relevant Links

Alberta Restorative Justice Association:
www.arja.ca

Art of Hosting: www.artofhosting.org

Canadian Families and Corrections Network:
www.cfcn-rcafd.org

Canadian Institute for Conflict Resolution:
www.cicr-icrc.ca

Canadian Resource Centre for Victims of
Crime: www.crcvc.ca

Canadian Restorative Justice Consortium:
crjc.ca

Peacemaking and Conflict Studies – Fresno
Pacific University:
www.fresno.edu/programs-majors/graduate/peacemaking-and-conflict-studies

Centre for Restorative Justice – Simon Fraser
University: www.sfu.ca/crj.html

Centre for Restorative Justice and
Peacemaking – University of Minnesota:
www.cehd.umn.edu/ssw/rjp

Church Council on Justice and Corrections:
ccjc.ca

Correctional Service Canada – Restorative
Justice: www.csc-scc.gc.ca/restorative-justice

Department of Justice – Policy Centre for
Victim Issues: www.justice.gc.ca/eng/cj-jp/victims-victimes

Department of Justice – Restorative Justice:
www.justice.gc.ca/eng/cs-j-sjc/just/10.html

European Forum for Restorative Justice:
www.euforumrj.org

International Institute for Restorative
Practices: www.iirp.edu

Justice Institute of British Columbia –
Bibliographies:
www.jibc.ca/library/research-help/bibliographies

Living Justice Press:
www.livingjusticepress.org

Mennonite Central Committee Canada –
Restorative Justice:
mcccanada.ca/restorativejustice

Parole Board of Canada – Victims of Crime:
pbc-clcc.gc.ca/victims/victims-eng.shtml

National Association of Community and
Restorative Justice: www.nacrj.org

New Zealand Ministry of Justice –
Restorative Justice:
www.justice.govt.nz/policy/criminal-justice/restorative-justice

Nova Scotia Restorative Justice Community
University Research Alliance: www.nsrj-cura.ca

Peace of the Circle: peaceofthecircle.com

Équijustice : equijustice.ca/en

Restorative Christian Ministries – M2/W2
Association: m2w2.com

Restorative Justice Council:
www.restorativejustice.org.uk

Restorative Justice in British Columbia:
www.rjbc.ca

Restorative Justice for All:
www.rj4all.info

Restorative Justice International:
www.restorativejusticeinternational.com

Restorative Justice on the Rise:
restorativejusticeontherise.org

Restorative Justice Online:
www.restorativejustice.org

You can find a variety of
restorative justice groups,
resources and information
on social media.

Facebook, Twitter,
LinkedIn, YouTube



**Restorative
Justice
Week 2020**
November 15-21

Inspiring **innovation**

**For more information about this resource or
Restorative Justice Week, contact:**

**Restorative Justice Unit
Correctional Service Canada**
340 Laurier Avenue West
Ottawa, Ontario K1A 0P9
Telephone: **1-877-730-9673**

Email: restorativejustice@csc-scc.gc.ca

Website: www.csc-scc.gc.ca/restorative-justice