

# KEY



**Racial Equity:** Because judicial and educational systems create barriers for diverse community members to meaningfully engage, we seek to invite and honor the experiences of those whose voices are marginalized. Through knowledge exchange, storytelling and culturally reinforcing dialogue, we will listen and learn how systemic inequities are negatively impacting members of our community and how this can be addressed. Diverse community member's voices must be better understood in culturally relevant discussions of justice and injustice.



**Strengthening Community Partnerships:** Restorative justice is a community response to community issues of harm, accountability, and healing. Through this focus area, we seek to hear from actual and potential partners who have contributions to make to restorative justice practices. Community-based service providers, social organizations, business owners, faith communities, all these and more have needs, ideas, and resources relevant to how we practice restorative justice.



**Responding to Victim's Voices:** As many restorative justice practitioners strive to be more responsive to the varied and nuanced needs of survivors and victims, we invite victims, survivors, and those who serve them to deepen our understanding of their experiences. In order to continue growing and contributing, the restorative justice movement must stay open to having its assumptions challenged and modified through careful listening. Victim services professionals, volunteers, and representatives are crucial members of any healthy restorative conversation.



Other



**[A]** Advanced (for those with advanced knowledge and experience of restorative justice)



**[E]** Entry Level (new to restorative justice, for all skill levels)

# 2019 NORTHWEST JUSTICE FORUM

## Inviting Every Voice

### SCHEDULE

**Tuesday, June 25, 2019**

**8:00 am - 8:30 am | Registration and Check-In**

*Room JCA Cafeteria*

**8:30 am - 3:00 pm | Pre-Forum Training**

**Racism: How Do We Talk About It? Making A Mess Together | Ms. NtombiZandile (Zed) Xaba, Process Work Institute; Cathy Bernatt, Process Work Institute**

*Room JCA Cafeteria*

Racism is an issue for everyone. We know that no matter how noble a vision or mission we have within our organizations, and no matter our individual intentions, messes around racism happen, because we have all been “marinated” in racism. More often than not we are either unaware that we have made a mess, or we sweep these messes under the carpet because we know, and have experienced that having conversations about or around race can be scary, messy and painful. However, the impact of these “messes” cause harm to individuals that we are committed to supporting, thus minimizing our impact and our ability to execute our vision and mission. Furthermore, it undermines efforts at addressing the inequities of racism.

In this Pre-Forum training, we will share our emerging learnings about the subtle ways racism continues to plague us. Using interactive, theater, and experiential methods, people will engage with making meaning and sense of that information as it relates to them individually and collectively. There will then be a focus on bringing that material alive within the group that is present in the session.

We assume we will make messes along the way. Collectively, we will create a compassionate space for doing inner work, relationship work, and group work and share awareness, insights and concrete suggestions for how to apply the gold we mine back to your organizations.

**Wednesday, June 26, 2019**

**8:00 am - 8:30 am | Registration and Check-in**

*Room JCA Cafeteria*

**8:30 am - 10:00 am | Plenary Session**

**The Systems We Navigate and the Restorative Answer | *Stephen Fowler, Performing Artist, Racial & Social Advocate and Community Educator***

*Room JCA Cafeteria*

White supremacy, patriarchy, and capitalism are strong systemic pillars that support and maintain oppression in the United States of America. As US citizens we are all navigating these systems in different ways. Some of us are targeted groups, others are agents, and all of us play a part in perpetuating these specific systems. It is no surprise that these systems are impacting each of us, nor is it a surprise that some are benefited while others are burdened by the outcomes.

As a person of color and a restorative justice proponent and practitioner, my duty in this work is to expose how these systems of oppression have a grip on all of our lives from an institutional standpoint to everyday interactions. I will speak to my experience as a black man failing in the education system and going through the criminal justice system. How I have perpetuated the continuation of these systems will be the personal and guiding example of the kind of reflection we all need to participate in for meaningful change to occur.

Together we will explore how the practice of restorative justice, when internalized, can be the answer to arriving at a society where we are noticing these systems and changing our ways to uplift the most impacted, which inherently lifts everyone up.

---

# BREAK

10:00 am - 10:15 am

---

# BREAKOUT SESSION 1

10:15 am - 11:45 am

---

**Internalized Oppression: Honoring the Voice That is Always Present, but Never Welcome | *NtombiZandile (Zed) Xaba, Process Work Institute***

*Room B3 | [E] *

This workshop will facilitate an exploration of Internalized Oppression through case studies of individuals from different marginalized groups through video format. Participants will then be taken through exercises to further explore Internalized Oppression in themselves and others.

**Measure 11 Education Seminar | Babak Zolfaghari-Azar, Portland Opportunities Industrialization Center; Robert White, Portland Opportunities Industrialization Center; Kenny McGee, POIC-CHI; Trevor Walraven, Youth Justice Project**

Room B4 | [A]  

Oregon has the 2nd highest rate of juveniles transferring to the adult system in the United States and incarcerates youth at a rate of \$100,000 per year, per youth. Ballot Measure 11, which was passed by Oregonians in 1994 and overwhelmingly supported again on the ballot in the early 2000s, significantly contributes to those two statistics. Furthermore, in Portland, about 87% of high school and middle school students do not understand what Measure 11 even is. A majority of community members know little about Measure 11, but after being educated, have values and a vision of justice that significantly differ from how we currently respond to youth misconduct. Despite the social and financial impact of mandatory minimum sentencing, starting at the age of 15, there had not been significant modifications to Measure 11 in 25 years until SB1008 passed on May 23, 2019! This workshop will further educate people about Measure 11, changes to youth justice as a result of SB1008, and what can be done to further change the trajectory of safety and justice in Oregon.

**Parallel Justice for Crime Victims/Survivors: Ensuring Safety, Recovery, and Re-Engagement in Life | Mary Zinkin, Center for Trauma Support Services**

Room TL 111 | [A] 


In *Parallel Justice* (2010), Susan Herman identifies three main needs of crime victims: to be safe, to recover from trauma and to regain control in life. The needs of many who are harmed are not addressed through our justice system given that less than half of all crimes are reported to police, most reports don't end in arrest, fewer get prosecuted and even fewer get convicted. While supportive of Restorative Justice, she recognizes that most programs are limited by being dependent on offenders being apprehended. This workshop will explore that limitation and how Restorative Justice might better meet victim/survivor needs.

**Group Leadership: Skills for Restorative Process Facilitators | Elizabeth Levy, Multnomah County Juvenile Services Division**

Room TL113 | [A] 

As we implement restorative processes in group settings (classrooms, teams, organizations) practitioners must be skilled at balancing the needs of the group with the needs of individuals in that group, especially when harm or trauma has occurred. In these settings, facilitators need to practice the dual roles of leading and following the group, both offering service, and guiding process. Through an interactive presentation, reflection, and practice, this workshop will help facilitators cultivate the skill of understanding and perceiving group needs alongside individual needs to best serve the group as a whole.

**Developing a Restorative Practice of Evaluation | *Rachel Cunliffe, Portland State University***

Room TL114 | [E] 

The presenter will discuss issues arising from a second year of program evaluation of restorative practices in schools. The challenges and opportunities of developing a restorative practice of evaluation will be explored with participants.

# LUNCH

11:45 am - 1:00 pm

JCA Cafeteria

# BREAKOUT SESSION 2

1:00 pm - 2:30 pm

**How the Voices of Formerly Incarcerated People Can Address Reentry Challenges | *Nicole Lindahl, Educator; Cathy Bernatt, Process Work Institute***

Room B3 | [E] 

In this workshop we will debut a segment of our forthcoming film involving interviews of formerly incarcerated individuals who successfully reintegrated into society. Interviewees were asked to speak to people leaving prison and jail about how they overcame the deepest challenges of reentry: securing housing and employment, navigating relationships with parole/probation officers, reuniting with family, and overcoming triggers and relapses. We intend the film to be used by community and criminal justice agencies to provide inspiration and advice for reentering individuals. We also hope it will serve as a tool for combating the stigma facing individuals with criminal convictions.

**Insider: A Look Into the US Department of Justice's Consent Decree in Cleveland, Ohio | *Anthony Body, City of Cleveland Commissioner***

Room B4 | [A] 

This workshop offers insight on what brought about the Department of Justice's Consent Decree in Cleveland, Ohio. The presenter will begin by giving a first-hand account of cases in Cleveland including the one known as "137 Shots" and the killing of Tamir Rice. He then takes you step by step on the participatory process enacted to engage community and include everyone's voice in the efforts to reform the Cleveland Police Department. This workshop showcases the journey towards better enforcement informed by community. The tools and

practices shared by outlining Cleveland's work can be applied to any group hoping to engage community thoughtfully and effectively.

### **You Never Asked Me What I Needed | Amy Davidson, Partnership for Safety and Justice**

**Room TL111 | [E]**  


In 2017, the Crime Survivor Program of Partnership for Safety and Justice set out to understand more deeply the needs of communities most impacted by crime and least helped. The intention was to assess the needs of crime survivors of color in Oregon, and to elevate participants' voices in the discourse on public safety policy. This small but mighty project came to completion in 2018. We'll share who we met, what we learned and imagine what's possible in a new public safety paradigm.

### **Creating Safe and Sacred Spaces for Restorative Justice in Faith Based Intimate Partner Violence (IPV) Prevention | Ron Clark, Agape Church of Christ**

**Room TL113 | [E]** 

Through our work with Christian, faith-based communities in Portland, the US, and now other countries, Agape Church of Christ has partnered with agencies to address IPV prevention and offer support to survivors, while creating spaces/communities that are both safe and sacred. Research among faith communities indicates that victims continue to feel unsafe and leaders unprepared to hold offenders accountable. Through our trainings we have helped faith-based leaders become better prepared to create awareness in their congregations and--through the sacred texts--develop communities providing justice and healing for survivors and calling offenders to repentance.

### **RJ so White | Manuel Padilla, Portland Meet Portland**

**Room TL 114 | [A]** 

Restorative Justice is increasingly experiencing critical feedback concerning its capacity to be fully inclusive of communities of color, both philosophically and practically. This workshop aims to, for a few moments, engage RJ stakeholders in suspending assumptions or already established perspectives and use our moral imaginations to explore what about RJ might be determined by white dominant culture and what we can do to make it more inclusive of and relevant to communities of color.

---

# NETWORKING BREAK

2:30 pm - 3:00 pm

JCA Cafeteria

---

# BREAKOUT SESSION 3


3:00 pm - 4:30 pm

**Young, Incarcerated & Trans/Queer | Rev. Terri Stewart, Church Council; J Mase III, awQward**

**Room B3 | [E]** 

Incarcerated youth experience so many struggles coming of age within the system; some have the added burden of being trans and/or queer while being incarcerated under the charge of staff and systems that are often ill-equipped. As the facilitators of a trans/queer support group for incarcerated young people, Rev. Terri Stewart & J Mase III want to ask, "How are other restricted care sites supporting trans/queer youth?" This session will serve as a brainstorming and support space for staff, volunteers, and those in solidarity with trans/queer incarcerated youth to plan around best practices.

**Getting to Them Before They Get to Us: Community/Government Partnerships Addressing Alternatives to Detention | Polly Davis, King County Office of Alternative Dispute Resolution; Dominique Davis, Community Passageways; Jimmy Hung, King County Prosecutor's Office**

**Room B4 | [E]** 

Through Community and King County partnerships a crucial shift is happening within the juvenile legal system. There is a commitment to: expand the range of community-based alternatives to detention, help young people thrive, keep them from entering the juvenile legal system, divert them from further juvenile legal system involvement, and support strong communities. This interactive presentation includes members from the Community, the King County offices of the Prosecuting Attorney, and the King County Executive and Office of Alternative Dispute Resolution. Together we are supporting youth and their families in their communities so that they achieve their full potential, youth do not return to the legal system, negative impacts to their lives are minimized, and their inherent strengths and skills are promoted.

**Developing an EDI Spirit and an EDI Professional State of Mind | Maria Chavez-Haroldson, Culturally Responsive Solutions; John M. Haroldson, Benton County District Attorney's Office**

**Room TL111 | [A]**  

Serving diverse victims of crime in a culturally responsive, relevant, and reinforcing manner is social justice in action. This workshop is designed to engage in a meaningful dialogue with social justice advocates around equity, diversity, and inclusion (EDI). The demographic growth in the U.S. offers and creates opportunities for social justice leaders to embrace change and engage in the development of EDI policies, practices, and protocols. This dialogue session is for anyone interested, curious, challenged by, or currently leading services for victims of crime,

and will address critical social justice issues and leadership in the 21st Century. Social justice leaders seeking to build upon their EDI skills and awareness are invited to attend this interactive session.

**Finding Dignity in Survivor Testimony | *Amanda Byron, Portland State University***

**Room TL113 | [A]** 

This workshop will share emergent research on the presence and absence of dignity in survivor testimony, and will consider how restorative practices can reinstate dignity in the aftermath of interpersonal violence, social upheaval, and mass atrocities. Victims' voices, in the form of testimony, will be forefronted as the most authentic source for understanding harm and humiliation, and for developing appropriate pathways toward healing and dignity.

**Serving Crime Victims through Restorative Justice | *Catherine Bergen, Just Outcomes; Matthew Hartman, Just Outcomes***

**Room TL114 | [A]** 

A central principle of restorative justice is to support the involvement and voice of crime victims and survivors in justice, yet it has sometimes fallen short of fulfilling this promise. Drawing on current domestic and international experience and research, this interactive workshop will explore how restorative justice providers can work toward services that are inclusive and empowering for victims and survivors. We will explore such questions as: "How do we think about or envision the role of victims/survivors in restorative justice?" and, "How can the processes we offer be shaped by what we hear from victims regarding their needs?"

---

# BREAK

4:30 pm - 5:30 pm

---

# KEYNOTE RECEPTION

5:30 pm - 6:00 pm

Tabor Space

---

# KEYNOTE DINNER & AWARDS

6:00 pm - 8:00 pm

Tabor Space



## **Unintended Consequences: A Journey to Healing | *Sheila Kembel, Puget Sound Educational Services District and Restorative Practices Advocate***

In less than a minute a life was extinguished. Unimaginable. Unexpected. Horrific. For the victim, it happened in a flash, but for the surviving family, friends, and colleagues the aftershock was unbearable. Ripples of loss and emptiness continue to this day. For the offender, the accident happened in a flash, too. Unintended. Unexpected. Irreversible. The story of each--the victim and offender--is real and raw, filled with emotion and regret for lives lost and things unsaid, for relationships ripped apart and life trajectories forever altered. In the center of this turmoil came an act of courage that led to an extraordinary journey, instigated by the victim and responded to by the offender. This is a story of incredible belief... belief that there could be light in dark, that there could be a seed of purpose to be realized from a situation so overwhelmingly catastrophic.

This is Sheila's story and the path she took to engage with the person responsible for the death of her mother, to find a different vision of what could happen for both of them, and to turn tragedy into hope and anger into forgiveness. If you have suffered a loss at the hands of another, or you work with victims of crime, you'll want to hear this. Hear from a victim how she navigated the system and found the strength to overcome and find her voice once again.

**Thursday, June 27, 2019**

**8:00 am - 8:30 am | Registration and Check-In**

**8:30 am - 8:45 am | Welcome**

**8:45 am - 9:45 am | Panel**

*Room JCA Cafeteria*

***Toward a Culturally Integrated Restorative Justice | Bobbin Singh, Oregon Justice Resource Center; Carma Corcaran, Lewis and Clark Indian Law Program; Julia Yoshimoto, Women's Justice Project; Sheila Kembel, Puget Sound Educational Services District and Restorative Practices Advocate; Sheila Warren, Portland Parent Union***

Restorative Justice was introduced to the dominant culture criminal justice system in the 1970s, yet its core concepts are ancient and have been practiced in indigenous communities around the globe long before the term "restorative justice" was developed. Restorative justice offers a path forward to repair harm, rebuild, strengthen and heal, not only the person impacted by harm, but those who have caused harm to the community. In this panel discussion, representatives from each of this year's tracks will explore:

- What it means for the restorative justice movement to invite every voice;
- How to honor the traditional and indigenous roots of restorative justice in a meaningful way;
- Community reflections on the value of the field of restorative justice, including when it helps and hurts to identify with the field and why, and;
- The reasons why racial equity is a critical component to restorative responses to harm.

# NETWORKING BREAK

9:45 am - 10:00 am  
JCA Cafeteria

# BREAKOUT SESSION 4

10:00 am - 11:30 am

**Restorative Responses to Student Absenteeism: Racial Microaggressions and Student Self-Efficacy | *Gregory Baldwin, Alexandria Schools; Tara Newton, Alexandria Schools***

**Room B3 | [E]** 

Many school mission statements cite core values of equity and cultural competency. Yet, researchers like Glenn Singleton and Gloria Ladson-Billings have noted blaring threads of inequity which suggest otherwise. Research in education suggests that racial microaggressions can impact students' academic performance and self-efficacy. This presentation will explore the topic of racial microaggressions and its impact on student absenteeism. We will examine how restorative practices can empower students of color and teach them student self-efficacy skills. The presentation will also include an engaging student-produced video that will allow the workshop participants to experience firsthand the power of the restorative circle.

**What's the Deal with Domestic Violence Advocates? | *Chelsea Penning, Multnomah County Department of Community Justice Crime Victim Services***

**Room B4 | [E]** 

If you are a restorative justice practitioner who has ever wondered why domestic violence advocates tend to get defensive (or maybe even offensive) when the idea of addressing domestic violence with a restorative justice lens is mentioned, then this is the workshop for you! The intimate relationship between a survivor of domestic violence and their abuser makes the dynamics and impact of this crime different from any other. Join this workshop for an exploration of intimate partner violence, the use of coercive control, and the unique safety and legal challenges faced by survivors.

**A Transformative Journey of Healing Through "Cathy's NOT ART Art" | *Cathy Bernatt, Process Work Institute***

**Room TL111 | [E]** 

After being struck by a commercial truck in 2015, and being cast into an internal wilderness with serious brain and spine injuries, I found an art process that became crucial to my


journeys of healing – both from traumatic brain injury (TBI) and my inner relationship with the highly intoxicated drunk person who had been driving the truck. I will use the vast array of *Cathy's NOT ART Art* that I created over this period to share parts of my personal story of healing. Participants will have a chance to create some new NOT ART Art of their own during the workshop and, if time allows, create a makeshift art gallery for others to share in their creations.

**Positive and Restorative Investment in Discipline for Education (PRIDE): Lessons Learned From Year Two | *John English, University of Oregon; Claudia Vincent, University of Oregon***

Room TL113 | [A] 

PRIDE is a three-year research project funded by the U.S. Department of Education. The project seeks to integrate restorative justice practices and philosophy with existing positive behavior support frameworks in high school settings. The long-term goal is to strengthen teacher/staff relationships, reduce exclusionary discipline (particularly for vulnerable student subgroups) and improve academic engagement and performance. This workshop will present findings and lessons learned for year two of the project, which involves pilot work in three alternative high schools in Lane County, Oregon. We will also discuss plans and participation opportunities for year three.

**Design--What's in Your Training? | *Carley Adams, Center for Mediation and Dialogue; Amy Watts-Padilla, Center for Mediation and Dialogue***

Room TL114 | [A] 

In the midst of our efforts to gain more community support for our programming, or build new partnerships, many of us hold 'RJ 101' trainings or presentations. What's important to include to maintain the integrity of our restorative justice values and principles? Come to this workshop to join a conversation around key core concepts when teaching or presenting RJ for different audiences. Trainers will offer insights from a cross-county curriculum collaboration as well as facilitate conversation amongst attendees to explore and create best practices together. Insights from this workshop will be shared with the Restorative Justice Coalition of Oregon as it delves deeper into this topic—come participate and inform statewide leadership!

---

# NETWORKING BREAK

11:30 am - 11:45 am  
JCA Cafeteria

---

# LUNCH & STORYTELLING

11:45 am - 1:00 pm  
JCA Cafeteria

## **Storytelling with Pamela Bond**

Pamela Chelalakem Bond is an enrolled member of the Snohomish tribe and lives in Tulalip, Washington. She is an educator who uses Traditional Teachings/Storytelling to bring attention to social and environmental issues.

# BREAKOUT SESSION 5

1:00 pm - 2:30 pm

## **Justice as a Living Question | Trevor Walraven, Youth Justice Project**

**Room B3** | **[A]** 

In this workshop, participants are engaged in the question of how we define justice as a society. Using restorative justice as a lens and the challenges of reintegration into community as the focus, the presenter will guide a consideration of the value of justice in a deep and complex way. Around 95% of incarcerated people will return to the wider community. With a life story that includes acknowledgement of tremendous harms committed and nearly two decades of incarceration, Trevor brings an important perspective to the project of staying honest and open about all the harm that has been done, while being forward-looking in our applications of justice and restoration. Participants will leave with a deeper sense of how community needs are and are not being served by current systems, and with some ideas of what fuller, more need-based support could look like.

## **Healing Centered Engagement: Beyond Trauma Informed Care | Austin Averett, Portland State University; Jordan Banks, Portland State University**

**Room B4** | **[E]** 

This workshop examines the impacts of trauma and the limits of trauma informed care (TIC). TIC teaches an understanding of what trauma looks like in the brain, body and environment. Healing centered engagement is the next step, allowing practitioners to move beyond individual experience to acknowledge the social realities and historical conditions that facilitate trauma. This approach centers the strengths of the individual rather than symptoms that result from external circumstances. Incorporating healing centered engagement will amplify restorative practices allowing practitioners to holistically support people as they heal themselves and their communities.

## **Restorative Justice in Self-Governed Houseless Villages of Formerly Houseless People | *Gabriele Ross, Resolutions Northwest***

**Room TL111 | [E]** 

Houseless people formed self-governed villages in Portland. As villages developed from tent camps to more permanent communities with tiny houses, the tremendous opportunities and the need for support became self-evident. Resolutions Northwest partnered with local networks to supported four villages by training residents in restorative justice. The villagers then trained each other. Restorative practices helped villagers maneuver communal living in diverse settings where almost everybody is severely impacted by trauma and disabilities, including mental illness. It reduced exclusions from villages and helped build relationships with neighbors. It also helped people in their interactions with family, and in seeking employment or permanent housing.

## **Helpful or Harmful? Examining Implications of Restorative Justice Statutes Across the United States | *Thalia Gonzalez, Occidental College and Georgetown University Law Center***

**Room TL113 | [E]** 

There are currently 236 individual laws across 45 states that directly incorporate restorative justice approaches. This work is forthcoming in the *Utah Law Review* (fall 2019), and fills a gap in the criminal justice field. While law is not self-executing, and the most significant restorative justice work is often being done in the absence of formal legal recognition, there is a benefit to this approach being recognized by law as well as a burden of being system embedded. In this presentation we will explore the results of a 50 state analysis of the codification of restorative justice into state law from 1975 to present.

## **Restorative Practices in Schools: Learn from Professionals Who Do it Everyday | *Jen Kirksey, The RJ Solution***

**Room TL 114 | [E]** 

Restorative Practices, with fidelity, ensures equity in school discipline. There is a brief activity that helps learners understand the profound influence perspective has when conflict or harm occurs. We then move into an introduction to Restorative Practices (RP) philosophy, provide data on the impact it has on equity, social-emotional development, and learning. We will demonstrate a restorative conference, and participants practice the four guiding questions that are at the heart of Restorative Practices. The session includes direct learning and interactive participation. Refresher supports and guiding materials will be provided.

---

# NETWORKING BREAK

2:30 pm - 2:45 pm

JCA Cafeteria

---

# RAFFLE & CLOSING

2:45 pm - 3:30 pm

JCA Cafeteria

---