



COMMUNITY JUSTICE  
INITIATIVES ASSOCIATION

*Fraser Region | British Columbia*

Annual Report 2014

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## Executive Director's Report

■ By David L. Gustafson

The last fiscal year marked the beginning of a new phase for CJI. With Sandi Bergen's retirement, the organization moved from a Co-Directorship model (formerly shared by Sandi and myself) and I, Dave, was confirmed as Executive Director. The Board of Directors has shown tremendous support this year as we met together to consider the organization's strengths and challenges, redefined roles and responsibilities, and attempted to strategize for challenging and uncertain times. I am extremely grateful for the openness, accessibility, commitment, responsiveness and counsel of the Board members.

And, as always, the staff daily demonstrate remarkable commitment to the work of the agency, bringing their particular skill sets, competencies, personalities and vision with them to what for each of them is nothing less than vocational calling. We were fortunate to be able to recruit Susan Underwood to work with Dave and Aaron Lyons on the Victim Offender Mediation Program (VOMP). Susan brings to the team her many years of experience working with federal prisoners in a variety of settings: as the Coordinator of the highly regarded Partners in Learning Program, and as a member of a group of prisoners and community volunteers who meet weekly in a restorative justice circle at Ferndale Institution. Aaron Lyons is the other member of the VOMP team. Aaron, too, brings a quite astonishing breadth of experience to the work. His commitment to peacebuilding has long been in evidence, through his work with Israeli and Palestinian youth or his thirst to acquire knowledge and experience in far-flung places (such as among the Maori in New Zealand to name just one example). All of that diverse experience stands him in good stead as a VOMP facilitator and in relation to what has been his primary staff role as trainer and training coordinator.

Dan Basham, similarly, brings a devotion to his role as the staffer representing CJI in our partnership with the Langley School District. Dan coordinates the project we began with the District in 2000, the Educating for Peacebuilding Project. Dan's commitment to the students, the teachers and the administrators of the District has paid dividends in these lives that will continue to go on and on. It was a joy this past year to travel with Dan to award CJI scholarships to the students whose lives Dan had touched and who had distinguished

*Crime and Conflict result in harm to people.  
Restorative justice seeks to heal and right the wrongs, focusing on the needs of the harmed and those responsible for the harm.  
It encourages accountability, healing and closure for all.*

### OUR MISSION

*To foster peacemaking and the resolution of conflict in the community through the development and application of Restorative Justice values, principles and processes.*

### OUR VISION

*We aspire to the achievement of a society where the natural response to conflict and harm is more restorative than punitive, more relational than isolating, and more healing than productive of further harm.*

### OUR VALUES

*In all of our relationships, our actions will be guided by an ethic of care characterized by safety and responsibility.*

themselves as remarkable Restorative Action Team members in their schools, hearing the testimonies from their parents, their peers and their teachers of how each had found their own niche as mediators and resolvers of conflict in their schools and even in their homes.

Rose Wilson and Jennifer Siemens, once again, took care of the details that ensure the office operates smoothly, handling with ease and professionalism job descriptions that are also broad and demanding. Both, by virtue of their own personalities and character traits, help keep the office 'tone' upbeat and welcoming. One of the highlights of fiscal year 2014 was providing the final trainings to staff and volunteers in Community Accountability Programs throughout the Province. A substantial two-year grant was received from the Ministry of Public Safety and Solicitor General, Victim Services and Crime Prevention Division in 2012 for this province-wide training, much of it overseen by Aaron, with steady-handed logistical support provided by Jennifer and Rose.

We would like to thank those of you who helped support the work of CJI by your donations, memberships, and encouragement for the work that takes place in this office, in the wider community, throughout the Province and, through our training and consultation efforts, to numerous national and international settings, as well. To all of you, the members of the Association, our friends, colleagues, Board members, committed, wonderful staff and those of you served by our programs, whose trust in us has also graced us greatly, our heartfelt thanks for another excellent year.



Dave Gustafson  
Executive Director

# Educating for Peacebuilding

■ By Dan Basham, Program Coordinator

The Educating for Peacebuilding program (known as Restorative Action in the school setting) is currently in its 14th year in the Langley School District. This program is committed to educating and training students, staff and parents in the values and principles of Restorative Action, focusing on peacefully resolving conflict by involving in dialogue the people directly affected by the situation.

There were a couple of major changes in the Restorative Action program this year with the retirement of Dave Coutu, District Principal in charge of Restorative Action and Carol Griffiths, Restorative Action teacher. I have worked closely with both Dave and Carol over the past four years. The program has evolved and improved significantly because of their input and hard work.

A new project this year has been the OWN IT initiative in the Aldergrove catchment area. We had been doing quite a bit of work with the staff at Betty Gilbert Middle School and wanted to start to work with students. Together with staff at the school, the acronym OWN IT was developed. OWN IT is based on the five principles of Restorative Action. It stands for: Open up the conversation, Work towards healing the harm, Now own your actions, Identify the effect on others, Think about next time. Betty Gilbert staff felt that OWN IT closely relates to trying to help students take responsibility for their actions and repair harm. All grade seven classes at Betty Gilbert were then trained. The OWN IT initiative is now being expanded to the two elementary feeder schools, Shortreed and Parkside Centennial as well as Aldergrove Community Secondary School.

This strategy of using the same language across all grade levels and with all staff in a catchment area will mean that there is consistency with how situations are dealt with and students will understand what is required of them when they have made a mistake. Our ultimate goal of course is that they will also start to think before reacting and lessen the number of incidents of harm occurring.

CJI and the Langley School District have had a very solid partnership over the past 14 years. The district has looked to our agency for help on a number of complicated situations in which an outside neutral mediator has been needed to facilitate a dialogue. The district has also invited CJI staff to be on the LGBTQ<sup>1</sup> committee. The goal of the committee is to identify issues that are negatively affecting students of the LGBTQ

community and come up with recommendations that will help students feel accepted and safe in their schools. We have heard from a number of students and staff from different schools and will put together recommendations later this year.

Langley School District has also included CJI to be a community member signing off on and trained in the VTRA<sup>2</sup> protocol. The VTRA protocol has been developed to identify and deal with situations involving threats and the risk of violence. The protocol helps staff by providing a clear framework on how to deal with this type of situation. It is an honour for our agency to be asked to be a part of VTRA.

## Restorative Action in Action

I was working at an elementary school and happened to be out on the playground at recess with the principal when a Grade 2 student approached us. He was quite upset and told the principal that a “big bully” had just wrecked the tunnel that he had dug in the sandbox.

The principal encouraged the student to accompany us over to the sandbox to talk to the other boy. When we got to the sandbox we noticed that the “big bully” was about the same size as the boy making the complaint. The Principal asked the first student to repeat his story. He said “I had been working really hard on this tunnel and you came over and stomped on it.” When asked how he was feeling he said he was angry and frustrated because he had put a lot of time and effort into making the tunnel.

The principal then turned to the other boy and instead of telling him to apologize she just said “so what happened from your perspective”? The boy said that he saw the tunnel the other student made and thought it looked really cool. He was curious about whether the roof would hold him up and so he stepped on it. He then said he was sorry and felt bad about wrecking it. The principal then asked the boys what they thought could be done to make the situation better. The boy who stepped on the tunnel suggested that he help the other boy make a new tunnel. The smile and look on the other boy’s face told us that everything would be fine and that he had just made a new friend.

This example helped me understand how Restorative Action can be used effectively and efficiently for resolving lots of different conflict situations. It also proved to me that training school district staff pays off in big dividends for Langley students.

<sup>1</sup> LGBTQ stands for Lesbian, Gay, Bisexual, Transgendered and Questioning

<sup>2</sup> VTRA stands for Violence Threat and Risk Assessment

## Congratulations to the 2013 Educating for Peacebuilding Scholarship winners

In June 2013 Community Justice Initiatives announced the recipients of the Educating for Peacebuilding scholarships: Sydney Gobin, Langley Fine Arts School; Yi Wei Zhao, R.E. Mountain Secondary School; and Kandiss Wright, Langley Fine Arts School – “Special Recognition”. All three deserving student mediators have been active members of their school’s Restorative Action team and have been a positive influence with their peers. They have embraced the values and principles of Restorative Action and have integrated them into their school and personal lives.

**Sydney Gobin, Langley Fine Arts School:** “Restorative Action is the heart of our school and has enabled the community to develop in a positive direction. It has built a foundation of trust throughout the student body that has allowed me to truly connect with the younger grades on a sincere level. My respect for everyone at Langley Fine Arts has grown due to being able to understand others personal struggles and their perspectives”.

**Yi Wei Zhao, R.E. Mountain Secondary School:** “I have realized that the concept of Restorative Action involves promoting a healthier environment overall whether it is at school or in the community”.

**Kandiss Wright, Langley Fine Arts School:** “My experience with Restorative Action at Langley Fine Arts School has been a big change for me over the 4 years. It has changed me as a family member, as a sister and as a friend. When I was in grade 10 one of the older mentors made me become who I am and what I was supposed to be. Being in Restorative Action gave me hope.”

It is with a genuine sense of gratitude that we honor these young people with the CJI Educating for Peacebuilding scholarships and Special Recognition award. Gratitude for the positive influence they have had in their schools that will continue to impact many others that come into their lives.

# Victim Offender Mediation Program

■ By Dave Gustafson

For this year's Annual Report, I decided to invite Carys Cragg, one of our recent VOMP participants, to consider submitting an account of her personal journey, one on which we were privileged to accompany her and the prisoner with whom she met. Carys rose to the challenge, went to work and produced the article below. Hers is a unique story, with unique outcomes, yet its major themes—trauma recovery, new degrees of healing and growth for both sides, and for Carys, unanticipated but remarkable outcomes—also surfaced in a number of other cases last year. We are grateful to Carys for permission to share her story here.

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## Unanticipated Outcomes

by Carys Cragg

20 years is a long time to wonder just who is the man who crashed into my family's life and violently claimed my father's soul? As an 11 year old, you're not privy to process, information, facts, and people, for better or for worse. So in the spring of 2011 it occurred to me, after the idea developed and lingered somewhere in the depths of my mind for some time, that I had a window of opportunity to be in contact with this man, the person responsible for my father's violent death, who, until 2017, would continue to be incarcerated.

How would I do this? I did not know, but I knew of stories and organizations who may guide me to this goal. Why on earth would I want to disrupt my seemingly peaceful life? I worked hard to survive after the trauma this man caused, who broke into my family's home in the middle of the night, stabbed my father to death, and lied throughout the trial and appeals for years. With the support of my community, our family survived, imperfectly. But something was missing.

And so began a process, facilitated by Dave Gustafson and Sandi Bergen, and later Susan Underwood, along with their counterparts in Alberta. Over the span of 2 years this man and I wrote, sometimes with months between the letters, and eventually met in the institution where he is incarcerated. In those letters we discussed, amongst many things, identity, understanding, family history, accountability, responsibility, pain, privilege, and truth. When I felt it was time to meet, we met. And when I felt it was time to end, we ended. The control the restorative justice facilitators gifted to me meant everything. When trauma and its subsequent mini traumas are struck upon you, control is the first thing that is ripped away. In the restorative justice process, control is the first thing that is given back. Next comes respect. Then comes a profound experience of dignity.

When I think about outcomes, something that results from something, because of my profession in the field of child and youth care, I immediately think of what we typically expect to see from services rendered: number of cases treated, decrease in problematic symptoms, and some claim to the abstract concept of healing. Ironically, before I began this process, I was fine: a successful adult with a promising vocation, loving family and friends, and contributor to the community. But something was missing and I didn't know what it was until I followed my heart, trusting that that desire knew something I did not yet know.

*You don't have to see the whole staircase. Just take the first step.*

– Martin Luther King Jr.

What follows is a list of the unanticipated outcomes I experienced. Collectively, they can be understood as a certain kind of healing. A healing beyond healing.

- I had access to undocumented information of which I never would have been privy if it weren't to the extended conversations through writing and meeting;
- I met him in a safe and unthreatening environment next to people who cared deeply for what I was experiencing;
- Through the process of writing letters and meeting him, I practiced being present and in doing so I am more able to be present in all areas of my life;
- The man responsible for my father's death became a person, not a 20-year never-spoken-of-ghost, but a person;
- I confirmed my long held understanding that my father died because our society doesn't care for its most vulnerable;
- I experience more compassion and care for the people I work with and for;
- I began to allow myself to feel more. More joy, more pain, more disappointment, more love, more peace throughout my life. Instead of putting my emotional needs aside, as though inconvenient to everyone around me, I am now more authentic;
- My mother and I have never felt so connected and I cannot wait to see how our relationship develops from here;
- I am more empathetic to my younger self and my family's younger selves and our flawed efforts to survive;
- I am more able to confront conflict with friends and family and know that my concerns are valid and worthy of care;
- My friends and family tell me I'm more myself, more relaxed, more joyful, more present;
- I reimagined and redefined what I wanted from life;
- I began to feel a peace in my world that I had never felt before;
- I began to pursue activities that gave me joy;
- I feel more confident in myself than I have ever felt before;
- I am living proof that without a doubt the only way to productively respond to violence is through peaceful conversation;
- I have learned that you can hold someone accountable and concurrently show compassion and understanding, that they are not exclusive of one another;
- And perhaps most surprisingly and meaningfully, I feel more connected to my father.

These are the outcomes that I experienced and they will no doubt be different for each and every person who experiences the diversity of processes in this thing we call Restorative Justice. What happens from here? I have no idea and there's a peace in that state of mind. Nothing is perfect; I still have questions, wonderings, times of pain and peace. There is no such thing as closure and that's okay. I had a voice and I will continue to do so. A voice in the manner with which I wanted to express it means everything to me.

*They said I was a great survivor... I don't want to survive – I want to live.*

– Lemn Sissay, Poet and Foster Care Survivor

I survived quite successfully before I did this. I could not be more satisfied with the process and its outcomes. And now I want to live.

## The other side of the equation

By Dave Gustafson

Carys chose to tell her own story, speak her own truth, and say little about her perceptions of the offender's experience of their meeting. However he, too, reported being astonished by the outcomes, most of them unanticipated, as well. Many prisoners begin the VOMP process by saying something to the effect of, "This is for the victim(s); I'm not seeking or anticipating that there will be anything in it for myself." Almost axiomatically, however, when the process is completed, they conclude that the process proved to be "transformative" or "deeply healing", for themselves as well as for those they had harmed in the commission of the crime. Shadd Maruna, a criminologist, researcher and author whose recent work is widely read and proving influential, asserts that offenders who "desist" from further criminal behaviors once released from prison, have constructed "an alternative, coherent and pro-social self-identity", a narrative:

*bridge between their [former] undesirable lives and new ways of living. Desisting offenders appeared to live according to a redemption script, where negative past experiences were reinterpreted as providing a pathway or conduit to the forging of a new identity and more authentic ways of living (Maruna, 2007, p86, emphasis in original).*

Imagine, if you can, the impact of meeting with the family survivor in a case in which you were responsible for taking the life of their loved one, and perhaps more difficult to grasp, experiencing grace and mercy in that exchange that astonished you, and which in itself challenged you to make the most important amend possible: a new way of living, with genuine commitments to "make good" and harm no one in future, to construct your own very real "redemption script" and live it out in constructive and beneficial ways. Naïve as that may sound, it has proven to be a reality in the lives of many of the offenders who have been referred to VOMP and who have met with those whom they have harmed. After 24 years of program operation, the outcomes are proving to be beyond anything we could have hoped or anticipated for what, when we began it, was fragile and at least somewhat experimental. "Wisdom", the sages say, "is vindicated by her children." We have the joy of seeing this program, one of CJI's early progeny, continuing to produce these sorts of outcomes. At the heart of that joy the on-relationships with the participants, who, while they may have been surviving, (and perhaps even remarkably well, given what they have endured), are now asserting that they no longer want to simply survive...they want to live, and that to the full.

Reference:

Ward, T., and Maruna S., (2007). Rehabilitation: Beyond the Risk Paradigm, in T. Newburn (Ed.), *Key Ideas in Criminology*. London: Routledge

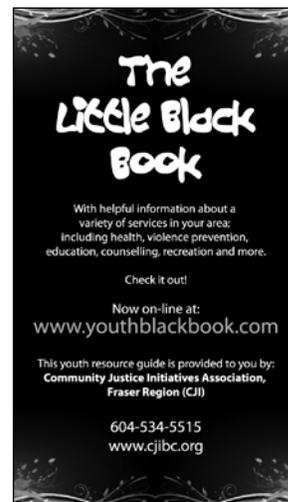
## The Little Black Book

The Little Black Book is an online resource guide for youth in the Langley, Surrey, White Rock and Delta areas with information on health, violence prevention, education, counselling, recreation and more. CJI prints over 15,000 information cards each year, listing the Little Black Book website along with the top seven emergency phone contacts. These cards are distributed free of charge to all the schools and communities in the represented areas.

The online version allows us to reach many individuals and communities, and provides the opportunity to expand further into other Metro-Vancouver areas. The web version enables our agency to continue to offer this resource in a way that is financially manageable and accessible to more youth with a minimal impact on the environment.

We feel this project is an essential and beneficial resource guide for the youth in our communities and are dedicated to ensuring its continuation.

The website and important numbers are listed on the card and can easily be carried in a wallet or purse. We have designed it to be a convenient reminder that the Little Black Book is available online at [www.youthblackbook.com](http://www.youthblackbook.com).



We would like to thank the generous supporters of this project in 2013:

- City of Langley Community Grant
- City of Surrey Community Grant
- Chris Spencer Foundation
- Township of Langley
- Pacific Community Resource Society – Surrey Youth Resource Centres

## 2013/2014 VOMP STATISTICS

Referrals accepted April 1, 2013 to March 31, 2014. . . . .	42	CSC Contacts . . . . .	1402
Active cases in process as of March 31, 2014 . . . . .	95	(case-relevant telephone, written and in-person contacts with various Corrections Service Canada personnel)	
Victim Contacts . . . . .	977	Other contacts . . . . .	533
(telephone, written, in-person; includes support, therapy and after care)		(directly related to active cases)	
Offender Contacts . . . . .	267	Face-to-face Victim Offender Mediation Dialogue meetings . . . . .	9
(mainly in person at institutions; also includes telephone and written contacts)		Cases which underwent significant work. . . . .	33

# Training and Education

■ By Aaron Lyons, Training and Education Coordinator

Looking back on this rich year for the Training and Education Program, a few themes stand out: working deeply with people across cultures; reaching larger numbers of training participants; and forging new relationships with other organizations and trainers.

Twice this year I had the privilege of travelling to Iqaluit on invitation of the Nunavut Department of Justice. With CJI contact trainer, Restorative Justice Victoria Coordinator, and this year's National Ron Wiebe Award Winner, Gillian Lindquist, the aim of the visits was to provide training, mentoring and consultation in restorative justice to Nunavut's team of Community Justice Specialists. We were there to assist the Specialists in gaining a deepened theoretical and practical understanding of restorative justice, and to explore with them the complex task of introducing these ideas to existing Community Justice Committees in Nunavut's communities and hamlets.

The core values of restorative justice are by no means new to many aboriginal communities, and the Inuit of Nunavut are no exception. It is also clear that while restorative justice as movement owes much to the wisdom and teachings of indigenous peoples around the world, restorative justice is not synonymous with indigenous justice. Yet in the quickly changing cultural environment of the North, doing community justice in a way that both meets with the demands of the contemporary criminal justice system and is resonant with traditional approaches is a challenging task that may indeed be served by the language and philosophy of restorative justice. Within the first year of this ambitious project, Nunavut Community Justice Specialists report high levels of enthusiasm for restorative justice from the local community members whom they support across the Territory. With much Departmental vision at the helm and adaptation and translation of CJI's training manuals currently underway, I am excited to see Nunavut's sustained and fruitful relationship to the timeless philosophy of restorative justice continue to unfold in very positive directions.

Meanwhile, this year also saw the wrap-up of CJI's province-wide training and capacity building initiative for Community Accountability Programs (see CJI's Annual Report, 2013). A Ministry of Justice evaluator's survey conducted at the conclusion of the project found that:

*"92% of respondents agree that they were more confident in their ability to lead a RJ process as a result of the training, felt better prepared to facilitate a RJ process (89% agree), and felt more confident about taking on more complex cases (84% agree)"*

The evaluator then concluded that:

*"The high satisfaction numbers, the large groups of participants indicating they learned 'a lot' about various aspects of the restorative justice process, and the significant numbers of respondents reporting stronger confidence, increased abilities, and an increased sense of 'RJ community' indicate the training has been a great success. The numbers of individuals reporting they are going to make their process more victim-centred, flexible, and increase their pre-conference preparation are most encouraging from a program development view."*

We are grateful to the Ministry of Justice, Victim Services and Crime Prevention Division, for its generous contribution of Civil Forfeiture Funds towards this successful initiative.

The Training and Education Program has continued to expand its geographical scope this year through our fruitful partnership with the Crisis and Trauma Resource Institute (CTRI). Our introductory curriculum has been offered in several Canadian provinces and now a couple of US states, resulting in an influx of private training requests and new relationships with trainers in the field. For example, CJI's one-day curriculum (*"Restorative Justice: Guiding Principles for Communities and Organizations"*) inspired staff in one Manitoba School District to lead the way for restorative justice principles to be introduced on a district-wide basis. CJI trainers in Manitoba continue to employ our curriculum in support of school staff at both elementary and secondary levels.

The Training and Education Program is strengthened by CJI's resilient history, a talented network of trainers, and an excellent and evolving array of training curricula. I am excited to see the Program continue to deliver its unique and sought after service in Canada and beyond over the coming year.

## ■ South Korean Teachers Visit CJI

Restorative Action is making an impact in local schools and obviously catching international attention. Recently 21 teachers, from both private and public schools in South Korea, paid their own way to travel to Langley BC. Their goal was to learn about Restorative Action in Schools. The group members are some of the first pioneers of Restorative Action in Korea. They all have extensive theoretical knowledge of Restorative Action but were looking to CJI to provide practical applications for integrating this approach into classrooms and schools.

CJI started off the week by hosting a three-day workshop, along with support from many local restorative justice groups. Thanks to Langley School District for providing the space at Simonds Elementary Media Centre for the training.

That final afternoon the group travelled to Langley Fine Arts School to hear directly from staff and students who are part of their Restorative

Action team. Approximately ten students spoke about what being on the Restorative Action team has meant to them. The students inspired all present. Many thanks to those who helped facilitate the Langley Fine Arts session.



Langley Fine Arts Students inspire South Korean Teachers

# Board Chair's Report

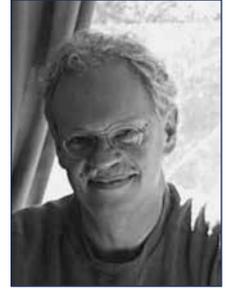
■ By Fraser Simmons

Another active year for CJI in a climate of challenging workloads. In the face of increasing demands for facilitated opportunities for healing, and for training in more satisfying ways of dealing with conflict, the CJI team continued to respond with professional caring and competence. Thanks to all those staff whose dedication and hard work contributes to a smooth running organization.

A particular highlight this year involved CJI partnering with local Restorative Justice practitioners and supporters to provide an opportunity for training and exchange of ideas with a delegation of teachers from South Korea.

We continue to appreciate the support and generosity of our corporate sponsors such as Coast Capital Savings, Envision Financial, HomeLife Benchmark Realty and TD Bank.

Finally, a thank you to the Board members who contribute the richness of their diverse experiences to our discussions.



## ■ Langley Student to produce Restorative Action video

Brookwood Secondary School student Emma Mackie accepted a donation of \$1000 from HomeLife Benchmark Realty to produce a video on Restorative Action for Community Justice Initiatives (CJI).

Emma won an award for a Public Service Announcement (PSA) video she produced last year, and is looking forward to working on the CJI production. The video will be shown to different audiences throughout the Langley School District as well as outside of Langley. It will serve to inform students, staff and parents about the Restorative Action program and how it can be beneficial in different conflict situations.

HomeLife Benchmark Langley and Walnut Grove Community Committees are proud to be contributing to the project funding and looking forward to the completed production. Dan Bennet of HomeLife Benchmark sits on the CJI Board and was joined by Bronwyn Nelson and Micheal Dreyer of HomeLife's Walnut Grove office to present the cheque. Also on hand were Brookwood staff members Sarah Dean, Robert French and Principal Marcello Moino. Dan Basham of CJI was also present to accept the cheque with Emma Mackie.

### Board of Directors 2013/2014

Fraser Simmons Retired; Senior Manager National Parole Board; Counsellor and Psychology Instructor	Chair	Jeff Christian Independent Consultant in Criminal Justice, Human Rights and Corrections; Past Chair of Kent Institution; Retired Correctional Services Canada employee	Director
Fae Chato-Manchuk Retired; Vice Chair of BC Parole Board; Group Therapist – female & male offenders	Vice Chair	Vic Derksen Siemens Self Employed Contractor; Agriculturalist	Director
Alison McVeigh School Trustee, Langley School District; Self-Employed	Secretary	Dan Bennett Self Employed; Realtor	Director
Scott Nichols Business Office Manager	Treasurer	John Unrau Retired; High School Teacher; Hospital Chaplain; Pastor	Director
		Mark Hughes Business Client Manager	Special Advisor

### Staff 2013/2014

David L. Gustafson	Executive Director, VOMP Mediator & Trainer
Susan Underwood	VOMP Mediator
Aaron Lyons	Trainer, Facilitator, VOMP Mediator
Dan Basham	School Program Coordinator
Rose Wilson	Administrator
Jennifer Siemens	Office Manager



CJI's 2013/14 Staff (left to right): Susan Underwood, Aaron Lyons, Rose Wilson, Jennifer Siemens, Dan Basham, Dave Gustafson

## Community Support

The continued support of individuals, organizations, foundations and community groups helps sustain CJI's programs. The Board of Directors and Staff would like to acknowledge and extend appreciation to these contributors:

- BC Ministry of Justice
- Coast Capital Savings
- Correctional Service of Canada
- Edith Lando Foundation
- First West Foundation
- HomeLife Benchmark Langley & Walnut Grove Community Committees
- Langley Mennonite Fellowship
- Langley School District #35
- Langley School District Foundation
- TD Bank (Walnut Grove)

## Little Black Book Support

- City of Langley Community Grant
- City of Surrey Community Grant
- Chris Spencer Foundation
- Township of Langley
- Pacific Community Resource Society  
Surrey Youth Resource Centres

## Quotes

**From a trauma survivor who participated in the Victim Offender Mediation Program:**

*CJI and their Restorative Justice programs put me on the path to peace. VOMP guided me through a peaceful conversation that enabled me to get answers to questions long unanswered. I was able to ask why it happened to me, and for the very first time, I was given reasons. Those reasons gave me understanding, with understanding...came peace.*

**From school personnel after participating in training conducted by Educating for Peacebuilding staff:**

*The whole school model of restorative practice - social responsibility is basic to everything we do at school. It was a good reinforcement/reminder in September about the importance of creating a sense of community in the classroom where children feel safe to express their feelings.*

**From a student:**

*Thank you for giving me the chance to be a part of this and learn so much. It has made me look at life in a completely different way and it's because of this (training)."*

