

PREP GUIDE

Professional Certificate *in* Restorative Justice Practices



Class of 2023-2024

WE LOOK FORWARD TO WELCOMING THE CLASS OF 2023-24!

The mission of the CRJ at Suffolk University for 25 years has been to promote the understanding and development of RJ values and practice to re-invent and re-imagine our core public institutions - primarily the criminal legal system; public/private education, social services and health care - in the service of restoring justice to our way of life.

The Suffolk University Professional Certificate in Restorative Justice Practices (PCRJP) is a one year program of part time study designed for practitioners in the fields of education, law, criminal/juvenile justice, social work and community-based conflict resolution seeking to become leaders and specialists in the implementation of Restorative Justice practices. PCRJP graduates will be equipped with the theoretical understanding, practical knowledge and leadership skills to advocate, develop, implement and lead restorative justice practices and programs.

This program is a leadership program designed for those who are seeking to lead the development and implementation of Restorative Justice - within their organization, school or community. We believe the time is ripe for bringing restorative justice to our communities and institutions and we need a generation of leaders capable of leading the way for others to learn, choose and practice restorative justice in their lives, workplace and communities.

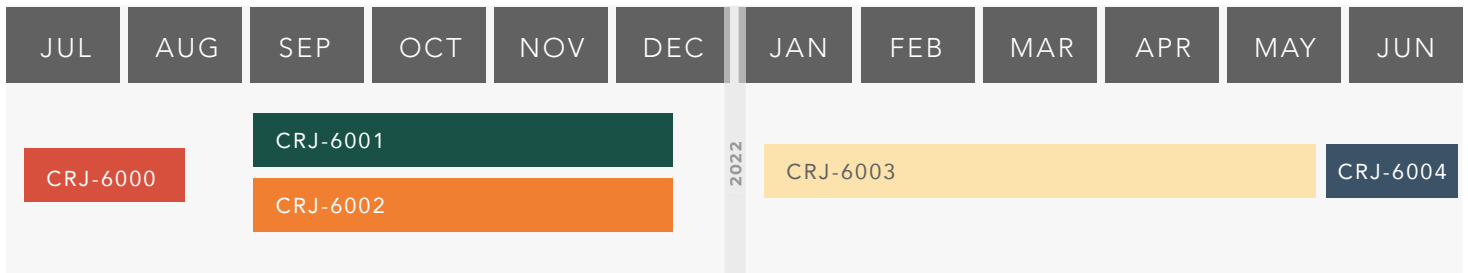
This Prep-guide outlines the one year program - although details may be subject to change we hope that it is helpful as an overview of what will be in store for our students. We aim to give you a more detailed example of the two week Intensive we call The Core, and a holistic understanding of the program.

With gratitude and respect,

Susan Maze-Rothstein, Fátima DeBastiani, Liz Murray & Delinda Passas

PROGRAM OVERVIEW

CERTIFICATE PROGRAM 2022- 2023



RESTORATIVE JUSTICE: THE CORE CRJ-6000

This two-week intensive focuses on the deep engagement and understanding of the paradigm shift underlying the contemporary movement in Restorative Justice. It is designed to combine group and individual exploration of the meaning of restorative justice and its relationship to the current practices, cultural understandings and issues of equity and racial justice. Through group work, practitioner-led workshops, guest lectures, reflective reading and experiential practice, students will explore the global practice, implementation and theory of Restorative Justice across an array of contexts and settings. Required reading will be assigned prior to the start of the two week intensive.

Note: Class meets Monday-Friday 9- 4 p.m. Special events may be scheduled for the evening; if this a hardship please consult instructor.

RESTORATIVE JUSTICE IN EDUCATION CRJ-6001

This 14-week on-line course provides students with an in-depth understanding of the relationship between restorative justice and key educational theories and practices relevant to K-12 education and higher education. The course reviews the current state of implementation of restorative justice within educational settings and the challenges and benefits of restorative justice practice for educators from classroom teachers to administrators to policy-makers. Students will learn the science of implementation, principles of organizational change, training/development of school community and the art of leadership within the educational context in order to advance the development of restorative justice within education. The online course combines synchronous and asynchronous meetings.

RESTORATIVE JUSTICE IN THE CRIMINAL-LEGAL SYSTEM CRJ-6002

This 14-week on-line course provides students with an in-depth understanding of the possibilities and challenges of developing and implementing restorative

justice within the criminal-legal system. Students will learn the current scope and development of restorative justice in legal systems and the relationship between the restorative justice practice and the current legal-theoretical framework within different legal and organizational contexts. The course focuses on the relevance, opportunities and barriers to implementation within the criminal-legal system through analysis of implementation in criminal legal systems. The course will also explore the implications of restorative justice practice for practitioner roles within the criminal legal system and strategies for leadership, advocacy and implementation within the system. The online course combines synchronous and asynchronous meetings.

SUPERVISED PRACTICUM IN RESTORATIVE JUSTICE CRJ-6003

This 14 week on-line course will provide intensive supervision by CRJ faculty for students as they engage in implementation, advocacy and leadership within an educational or criminal legal setting. Students are required to develop a spring placement site for implementation during the Core and fall semester with assistance from CRJ faculty. Through weekly meetings and reflection exercises, students will engage in training, advocacy, implementation and capacity-building within a particular setting/context. The instructor and peers will provide on-going support and guidance as each student explores strategies and concepts within their setting. The online course combines synchronous and asynchronous meetings.

LEADING AND SUSTAINING CHANGE CRJ-6004

This five-day course completes the Professional Certificate program and will focus on leadership and sustainability. Participants will share and reflect on the lessons learned from their experience in implementation and will learn strategies for embedding change within their organizations. This course will also address the art of leading and developing the capacity of others to learn and practice restorative justice through a focus on training, organizational structure, ethics and assessment.

THE CORE

TWO WEEK INTENSIVE

DAY	MORNING SESSION 9:00AM - 11:00AM	LUNCH	AFTERNOON SESSION 1:00-4:00PM
MON 7/17	"Whats Love Got to Do With It?"		Meet The Faculty
TUES 7/18	Connection & Conflict		Why Restorative Justice Matters
WED 7/19	Unpacking the Paradigm		Learning from Survivors Janet Connors and Clarissa Turner
THUR 7/20	Transformative Justice: Systemic Harm & Restorative Justice		Why Truth Telling Matters
FRI 7/21	The Scope of The Restorative Justice Movement		Understanding The Restorative Justice Movement - Examining Practice
SAT 7/22	Trauma And Healing - Cycles Of Harm And Healing		Learning From Incarcerated Citizens
MON 7/24	The Hidden Power of Shame		Affect Theory & Restorative Justice Practice
TUES 7/25	Affirming the Vision of Restorative Justice		Returning to the Teachings
WED 7/26			
THUR 7/27	Circle Training with Kay Pranis		Circle Training with Kay Pranis
FRI 7/28			

COURSE WORK

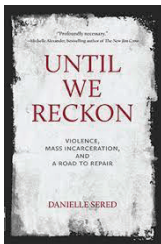
Readings *and* Journals



DEAR STUDENTS,

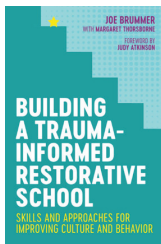
We believe that to raise big questions - that do not have simple or easy answers - are the heart of doing this work. To live these questions - together - shapes our destiny. As always, it is important to begin, from wherever you are.

There are 3 core intro books we would like you to acquire and read prior to the start of our Summer Intensive and throughout your time in the program. To get started, we offer several such big questions on each for you to ponder. Please continue to the next three pages in this prep guide to see them.



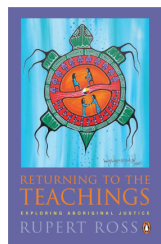
1. *Until We Reckon: Violence, Mass Incarceration and a Road to Repair.*

Danielle Sered. New York: The New Press. 2019.



2. *Building a Trauma-Informed Restorative School: Skills and Approaches for Improving Culture and Behavior.*

Joe Brummer and MarThorsborne. London: Jessica Kingsley Publisher. 2021



3. *Returning to the Teachings: Exploring Aboriginal Justice.*

Rupert Ross. Canada: Penguin. 2006.

We understand that you may have competing obligations which may make finding time for these readings challenging - so do as much as you are able. What is most important is taking time to reflect and find your own connections and insights.

So - we ask that you create a journal: find a notebook of a size and feel that you like - or start a digital diary. Whatever the format, this journal will accompany you throughout this course as a place where you can record your thoughts, feelings, insights, doubts and dreams. This will be yours to explore freely - to share with others as you see fit.

Finally, in addition to the books above that we are asking you to acquire and read, we are also sending you a gift of three other books: *The Little Book of Race and Restorative Justice*, by Fania Davis, *The Little Book of Trauma Healing*, by Carolyn Yoder, and *The Little Book of Restorative Justice*, by Howard Zehr. These books are not required for your coursework but will be very helpful in your journey ahead.

In Solidarity And Peace,

Susan, Fàtima, Liz & Delinda



UNTIL WE RECKON

Begin by reading *Until We Reckon* and respond to the following questions in your journal. This book explores the structural-cultural complex of the criminal legal system and how ideas of justice and punishment are bound up with the structures of white supremacy.

1

How much of the content explored in this book did you already know? How did you know this? What is your personal experience with the criminal legal system?

2

What are your feelings in reading this book?

3

In what ways is accountability different from punishment? What is your own experience with punishment? What is your own experience with accountability?

4

Why does truth-telling matter - to offenders, to victims and to the community? What does truth-telling mean to you in your life?

5

Sered claims that one of the greatest harms of the criminal legal system is suggesting we don't know how to solve the problems between us and amongst us. Is this true? What does community have to do with public safety?

6

Sered states that "A person does not make something normal. Only a culture can do that." What does our culture tell us about what is "normal"? What are the stories we tell ourselves, about ourselves? What are the stories we do not tell and do not hear?



BUILDING A TRAUMA-INFORMED RESTORATIVE SCHOOL

Joe Brummer and Marg Thorsborne put forth foundational ideas about how we should view and treat children - as well as adults - in schools. Schools reflect our deep cultural beliefs and values. What do we need our schools to be?

1

What are the hidden assumptions/ideas/values in our current educational institutions?

How does our current educational system relate to the criminal legal system - what connections do you see and feel everyday as teachers and educators?

2

Explore the impulse and desire to "control" - children as well as adults. How much is this impulse built into the structure of education? What is the nature of "influence"? Why does influence matter? What pre-conditions make influence matter?

3

Why are universal precautions when it comes to trauma necessary and important? What is your understanding of trauma in your personal experience?

4

How much is our everyday language bound up with judgement and blame? Why is this language "violent"? What does non-violent communication look and sound like? Does this make sense to you in your own lived experience?

5

What are the stories you tell yourselves about who you are and what is important to you at your school - (family, organization, community or nation)?



RETURNING TO THE TEACHINGS

Rupert Ross, a Western prosecutor from Canada spent a year trying to understand how the First Nation people understand justice. This book is an introduction to a different way of seeing the world, treating ourselves, each other and acting together to solve our shared issues.

1

What learnings stood out for you in reading this book?

2

Indigenous justice practices take great care to condemn the act and not the actor. Why do they do this? How does this compare to our Western mindset and practice? Explore this contrast in your own life in how you respond to harmful behavior by those you love .

3

Indigenous cultures are focused more on understanding the connections or relationships between things - than on understanding the thing itself. A person who is done harm to others is seen as "out of balance" - and if one person is out of balance, then the community is out of balance since we are all connected. How does this thinking change the way we respond to a person who has done harm?

FACULTY & CONTRIBUTORS

(SUBJECT TO CHANGE)

Estelle Archibold is currently a Postdoctoral Researcher in Organizational Behavior at The Pennsylvania State University, and a Social Ethics faculty member of the Doctor of Business Management and PhD in Management program at Case Western Reserve University (where she earned her Doctor of Philosophy in Organizational Behavior). Having had a thriving professional career in conflict transformation and reconciliation practices across sectors, Estelle draws particular insight from her experiences to study the role of social identity factors (such as age, gender, race and class) in negotiations and conflict in groups and organizations. Estelle has been engaged in restorative practices work across schools and communities for more than 15 years in the United States and abroad. She has continued in her practice as an educator in professional development and consultant roles in the U.S. and abroad in places such as Abu Dhabi, UAE and Liberia, West Africa. Estelle is also a graduate of Spelman College, Emory University in Atlanta, GA, and Boston University.

Carolyn Boyes-Watson is Professor of Sociology at Suffolk University and founding director of the Center for Restorative Justice at Suffolk. She holds a Ph.D. from Harvard University and has published numerous articles and books on restorative justice, juvenile justice and the criminal justice system. Dr. Boyes-Watson is a national trainer in juvenile restorative justice and has worked with schools, juvenile justice systems, youth-serving organizations and communities throughout New England to implement restorative justice. Her most recent publications include *Peacemaking Circles and Urban Youth*, Living Justice Press (2008) and *Heart of Hope: A Guide for Using Peacemaking Circles to Develop Emotional Literacy, Promote Healing and Build Healthy Relationships* with Kay Pranis (2010); *Crime and Justice: Learning Through Cases*, Rowman and Littlefield (2013); and *Circle Forward: Building a Restorative School*, Living Justice Press (2014) with Kay Pranis; *Youth Crime and Justice*, Rowman and Littlefield (2018);

Betsy Bowman has been an effective teacher and school leader in Boston and Cambridge urban schools for 22 years. She has always centered her work and her leadership around the power of positive relationship and community building to transform classrooms and schools into more humane, equitable and compassionate communities for adults and for young people. As a school leader, Betsy has supported three schools in becoming less punitive, and more restorative in their approach to

school climate and discipline. Betsy is an experienced mediator and restorative circle keeper and has led adults and students in learning and embracing these practices at Prospect Hill Academy Charter School, Cristo Rey Boston High School, Dearborn STEM Academy and across the Boston Public Schools. Additionally, Betsy has served as a long term volunteer teacher at schools in Honduras and Haiti, and she communicates effectively in Spanish and Haitian Kreyol. She has a Bachelor's Degree in History and Italian Literature from the University of Notre Dame, and a Masters Degree in Teaching and Curriculum from the Harvard Graduate School of Education and holds a professional teaching license as well as a professional Principal / Assistant Principal license in the Commonwealth of Massachusetts.

Malcolm Clarke joined Northeastern Law this fall as an Elizabeth Ann Zitrin Fellow with the Civil Rights and Restorative Justice Project at Northeastern School of Law. Prior to coming to Boston, Malcolm worked as a technical consultant with several federal consulting firms in the DC area. He also served as the chair of the Race and Equity Task Force in Hyattsville, MD. Malcolm received his BS in computer science from Howard University, and his JD from Georgetown University Law Center.

Janet Connors is a locally and nationally renowned restorative justice practitioner. She is also, a long time community and social justice activist in Boston, targeting neighborhoods most affected by violence and social injustices. Janet brings over 40 years experience working with youth and families in community based organizations as a Survivor Support Coordinator at the Louis Brown Peace Institute, and member of Mothers for Justice and Equality, Legacy Lives On Survivor Support Organization, the Leadership Team of the Family Advisory Committee for the Department of Children and Families, and is a Survivor to Survivor Support and Program Consultant to the Homicide Support Services Program at the BIDMC Violence Prevention and Recovery Center. A survivor herself, Janet lost her son, Joel, to homicide. Janet met in restorative dialogue with two of the young men who killed her son and their mothers. Her own personal journey brought about a change in policy practice to Massachusetts, offering victims the option of participating in victim-offender dialogue. Janet has worked extensively in Boston Public Schools serving as a restorative justice trainer and educator in several BPS alternative high schools.

FACULTY & CONTRIBUTORS CONTINUED

Maria D'Addieco is a Senior U.S. Probation Officer at U.S. Probation & Pretrial Services in the District of Massachusetts. In addition to being an adept probation officer, with experience in community supervision, federal sentencing investigations, and case law, she developed and oversees the District's Restorative Justice program, which is the first of its kind in the federal system. Prior to working with the U.S. Probation & Pretrial Office, she was employed at the Department of Children and Families in Massachusetts, where she held positions as an Investigator, Family Circle and Group Conferencing Coordinator, and Supervisor. She is an experienced facilitator and program developer and has 17+ years of experience working with restorative practices in various settings including: in community settings; with incarcerated populations; within government systems; and throughout criminal proceedings. Ms. D'Addieco also has a keen clinical background having been an LICSW providing individual and family therapy in both private practice and community health care settings. Ms. D'Addieco has an undergraduate degree from St. Anselm College, where she focused on Politics and International Relations and a Master of Social Work from Simmons College. She has been a guest faculty member and presented for numerous Federal Judicial Center events including the National Magistrate Judge's Conference and FJC & the Petrie-Flom Center at Harvard Law School's Pretrial Justice Workshop, and at the International Institute for Restorative Practices and Vermont Law School. In the US Probation office in US District court and is the co-creator of the pathbreaking RISE restorative justice program in the US federal courts in Massachusetts. The RISE program is a front-end specialty Court program in the District of Massachusetts for defendants who are on pretrial supervised release. Maria is an experienced circle keeper and restorative justice practitioner working for many years with MA Department of Children and Families keepings circles for youth and families. The Rise Program combines individual healing work with reparative peacemaking sessions with victims and families in a value-based process rooted in the understandings of community and connectedness.

Fatima De Bastiani Price was born in Brazil where she taught for 39 years, ranging from Language Schools and University, public and private schools. She began her work in restorative justice in 2010 as a translator, interpreter and co-facilitator. She has translated *Heart of Hope and Circle Forward* by Carolyn Boyes-Watson and

Kay Pranis, Family Group Conferencing, New Zealand Style by Howard Zehr and Allan McRae and several articles on Restorative Justice and the Circle Process. Fatima also served as the Coordinator of the Judicial RJ Project in the city of Caxias do Sul, Brazil, which became a model for many cities across Brazil. Since 2014 Fatima resides parttime in California.

Formerly a teacher, department head and administrator, **Angie Dornai** is a passionate keynote speaker and workshop facilitator on the topics of designing inclusive and engaging school cultures through restorative approaches. Director of Restorative Schools, she offers interactive workshops for those who want to develop a restorative mindset as part of their school culture. She has conducted over 200 restorative discipline conferences at schools. Co-author of two books for educators (*Reaching for the Stars 1 and 2*), Angie has also conducted numerous workshops on restorative practices for educators across Ontario and around the world. Angie has also chaired the Mediation Services Resource Bank for OSSTF since 2004.

Dr. Kathy Evans is an Associate Professor of Education at Eastern Mennonite University, where she has helped develop EMU's graduate program in Restorative Justice in Education (RJE), which supports educators as they create learning environments that promote relational approaches to teaching and learning, justice and equity in schools and classrooms, and transformational approaches to conflict and harm. She is the co-author of *The Little Book of Restorative Justice in Education* and has published articles and book chapters related to restorative justice and school discipline practices, focusing on the ways in which restorative justice is applied to educational contexts. With a Ph.D. in Educational Psychology and Research from The University of Tennessee in Knoxville, her teaching and scholarship focus on ways in which educators participate in creating more just and equitable educational opportunities for all students, including those with disability labels, those who exhibit challenging behavior, and those who are marginalized for a variety of reasons, including race, ethnicity, language, sexual orientation, and gender identity.

Kara Hayes, (they/them), the Chief of Victim Witness Assistance and Director of Restorative Justice Practices for the Suffolk County District Attorney's Office is a survivor of violence, circle keeper, prison volunteer,

FACULTY & CONTRIBUTORS CONTINUED

and policy analyst. Their community programming includes collaboration with MCI Norfolk's Restorative Justice Program in a pilot program that brought members of the Suffolk County District Attorney's Office and inmates participating in Restorative Justice programming into community circle work to discuss common themes of community and accountability.

They are an adjunct faculty member at Suffolk University, where they teach both Victimology and Restorative Justice. A circle keeper for over twenty years, they trained in the Peacemaking Circle process by Harold Gatensby and Mark Wedge, Elders of the Tangleis Tlingit Nation, Judge Barry Stuart, retired First Chief Judge of the Yukon Territory, Gwen Jones of Frogtown Community Circles and Kay Pranis. When not at work, they promote awareness of social justice issues, raise funds for LGBTQIA+ programs, and volunteer in both the Massachusetts Correctional Institution at Norfolk and the South Bay House of Correction.

Susan Maze-Rothstein seeks societal justice informed by ancestral wisdom. She is the executive director of the Center for Restorative Justice at Suffolk University. Trained at Cornell University and Boston College Law School, she has 22 years' experience in social justice education and 17 years' experience in restorative justice. A lawyer, a judge and then law professor, at Northeastern University School of Law, for two decades, professor Maze-Rothstein directed its signature social justice course and program. Among some 300 social justice projects that she managed during her tenure, six involved restorative justice. The six led to her founding a juvenile court diversion non-profit, Our Restorative Justice that successfully diverted young people, pre-arraignment to reparative practices averting a juvenile record. She trains, coaches, consult, presents and counsels in restorative justice.

Kay Pranis teaches and writes about the dialog process known as 'Peacemaking Circles.' From 1994 – 2003 Kay held the position of Restorative Justice Planner at the MN Dept of Corrections. Since that initial exposure to the use of Peacemaking Circles in the justice system, Kay has been involved in developing the use of Peacemaking Circles in schools, social services, churches, families, neighborhoods, museums, universities, municipal planning and workplaces. Since 2003 Kay has been an independent trainer sharing the peacemaking circle process. Kay has authored or co-authored several books about Circles: *Peacemaking Circles: From Conflict to*

Community; The Little Book of Circle Processes – A New/Old Approach to Peacemaking; Doing Democracy with Circles – Engaging Communities in Public Planning; Heart of Hope – A Guide for Using Peacemaking Circles to Develop Emotional Literacy, Promote Healing & Build Healthy Relationships and Circle Forward – Building a Restorative School Community with Carolyn Boyes-Watson.

Olivia Strange joined Northeastern School of Law in the fall of 2022 as an Elizabeth Zitrin Justice Fellow with the Civil Rights and Restorative Justice Project, where she has taught the CRRJ Clinic and spearheaded CRRJ's work in posthumous pardons. Prior to joining Northeastern, Olivia was a law clerk for the Connecticut Superior Court, where she supported the Connecticut judiciary in an extensive docket of civil cases. Olivia holds her JD from Boston University School of Law, where she graduated in 2021 as an Edward F. Hennessey Distinguished Scholar. During law school, she represented clients in a range of access to justice matters, including unemployment, housing, and prison disciplinary proceedings across the state of Massachusetts. As a clinical student, she received recognition for her research on intersectional identity and educational experience in the first-year legal classroom. Olivia also holds a BA with highest honors in English literature from Sweet Briar College.

Dr. Ram Bhagat (he/him/We) is a longtime educator, arts innovator, peacemaker, and community healer. Dr. Bhagat is a highly respected circle keeper, international conflict resolution trainer, mindfulness instructor, restorative justice specialist, and emotional emancipation facilitator. Dr. Ram offers Mindfulness Based Restorative Practices and Trauma Responsive Engagement through yoga and communal rhythm to those seeking healing in an arts-integrated environment. Ram is the founder and director of Drums No Guns Foundation, a non-profit organization whose mission is to break the cycle of trauma caused by gun violence. He brings an abundance of experience in education, health, and yoga to his current position, as the Holistic Life Foundation's Director for the Clinton Global Initiative to expand their mindful moment program across the nation.

Clarissa Turner grew up in Dorchester and has raised six children. She remembers a time when children played on the streets, neighbors had barbecues together, and everyone looked out and supported one another. Clarissa lost her eldest son Willie Marquis Turner at age 24 when

FACULTY & CONTRIBUTORS CONTINUED

he was shot in the back of his head while walking from a visit with his girlfriend and son. This tragedy led her to reflect on youthful offending and the lasting impact of crime on communities. She founded the survivor support group Legacy Lives On and works in schools, social service agencies, and other settings to provide young people and their families a sense of understanding, resilience, compassion, and empowerment to move productively past trauma. She is guided by a strong Christian faith that gives her strength and ties her to her community.

Danielle Leblanc and Joseph Davis will be joining us to speak on the Native American Medicine Wheel, a very ancient symbol of Native American teachings of a Spiritual, Physical, Mental and Emotional Way of Life. These Teachings and their aspects will enable us to “ Live in Right Relationship” with ourselves and All Our Relations. They are both active members of the Women and Water Coming Together Symposium core committee, since its inception in 2016. The purpose of this committee is to bring attention to the world the importance of keeping our Waters clean, because “Water is Life” .

Danielle Leblanc was born in South Florida and received a bachelor’s degree in nursing from Barry University, Miami, Florida majoring in Holistic Nursing. Her clinical experience has been in Substance Abuse Recovery, Public Health and Native Traditional Medicine. Danielle is currently living in Northern Maine retired but working part time in Substance abuse recovery. Her family ancestry is Abenaki, Etchemin, Mi’kmaq, and French-Canadian heritage from her parents who were from Quebec, Canada. She follows her families’ Native Spirituality of the Quebec Innu and Algonquian communities. Danielle has experience with Native Traditions in her many travels to communities in Canada and United States assisting Native families in healing and ceremonies.

Joseph Davis was born in Baton Rouge, LA. He is of Native American Cherokee and African American descent. He follows the “old traditional ways” of his Cherokee ancestors. His Great-Uncle was a Traditional Herbal Medicine Healer. He is recognized as an Elder, a Traditional Ceremonial Leader, a Sun Dancer and is also recognized as a teacher by his Medicine Society. He has lectured at Universities, Colleges, High Schools, Grade Schools, and various Seminars on Native American Spirituality and Traditional Teachings. He currently resides in Northern Maine.

USEFUL ENROLLMENT INFORMATION

Look Out for Your Suffolk University Email

Look out for your MySuffolk login, password, and your new Suffolk University email shortly after you deposit. These will be sent in two messages—one with your login information, the other with your initial password. If you need help setting or re-setting your password, contact the Suffolk University Service Desk at 617-557-2000. Please have your Suffolk University ID ready—you can find it in your admission letter.

Pay Your Tuition Bill

For information about paying your tuition for the Professional Certificate in Restorative Justice Practices program please contact ehackney@suffolk.edu.

Get Your Student ID Card

As an official Suffolk University student, you'll need an ID card. You can get yours at the Sawyer Building's second-floor security office, Monday–Saturday, 7 a.m.–11 p.m. You can also get one by calling University Police at 617-573-8333. Your Suffolk ID is free; if you lose it, though, there is a \$25 replacement fee.