COMMUNITY TOOLKIT for a YOUTH RESTORATIVE JUSTICE PROJECT

Mark Totten, Katharine Kelly and Tullio Caputo

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# Table of Contents

1. **Introduction**  
   - What is Restorative Justice?  
   - What Types of Communities are Involved?  
   - Table 1: Program Mandate  
   - What is a Community Justice Forum?  
   - A Strengths-based, Community Development Approach  
   - How Can My Community Benefit?  
   - Figure 1: Youth Restorative Justice Model  

2. **Building Commitment**  
   - Identifying the Need: Who, What, Where  
   - Table 2: Identifying Problems and Objectives  
   - Organizing Meetings  
   - Assembling School, Criminal Justice, Community-based Teams  

3. **Funding**  
   - Volunteers and In-kind Resources  
   - External Funding  

4. **Setting Up Your Program**  
   - Eligibility Criteria  
   - CJF Intake Assessment  
   - Victimless Incidents and Safety Prioritization  
   - CJF Process  
   - CJF Facilitator Checklist  
   - CJF Facilitator Script  
   - CJF Seating Plan  
   - CJF Facilitation Tips  
   - CJF Agreement  
   - CJF Follow-up Steps  

5. **Evaluating the Impact**  
   - Measuring Progress  
   - Start-Up Issues  

6. **Appendices**  
   - A. Glossary of Terms  
   - B. CJF Information Flyer for Participants  
   - C. Intake Assessment Questionnaire  
   - D. Consent Forms  
   - E. CJF Observation Survey  
   - F. CJF Facilitator Immediate Feedback Form  
   - G. Participant Follow-up Evaluation  

7. **Resources**
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For the period of January 2000 – January 2003, we provided restorative justice services to over 150 young people and their families. We worked in partnership with the BM and DD social housing communities, Ottawa Housing Corporation, Ottawa Police Services, Royal Canadian Mounted Police, local schools, Ottawa-Carleton Wraparound Initiative, City of Ottawa, Crown Attorney’s Office, and countless other people who made significant contributions to our project. We thank you all.
1. Introduction

The purpose of this toolkit is to describe, in plain language, how to plan for, deliver, and evaluate a youth restorative justice program in your community. The material in this toolkit may be freely copied by people involved in restorative justice work.

Your ‘community’ might be a school, neighbourhood, an ethnic group, or church congregation. Depending upon your needs, the focus might be solely on criminal behaviour. However, many harmful behaviours are not against the law. Therefore, your most pressing need might be to resolve interpersonal conflicts between tenants or students. Or, your neighbourhood may be experiencing racial conflict. Our intent is to provide a generic framework which is applicable to any youth setting. You do not need to get new funding to run this project, although a small budget will make tasks easier. Many of the resources and supports discussed in this toolkit are available at no cost. The breadth and strength of your partnerships is key. Good partners are able to bring resources to the project from their own organizations. Other partners volunteer their time and link you up with needed neighbourhood supports.

What is Restorative Justice?

Restorative Justice (RJ) is founded on the belief that the harm caused by crime represents a conflict between offenders and victims, in a community context. Youth RJ projects provide a context within which young people can take responsibility for their actions, restitution can be made to victims, offenders can be reintegrated, and harmony can be restored to a community. People with strong ties to their communities (including opportunities for personal growth and access to social services) are less likely to engage in harmful behaviour. Building community capacities can provide youth with a “social web” (a dense network of social ties) necessary in order to make a successful transition back into their community after their harmful behaviour has been committed.

What Types of Communities are Involved?

Our generic youth restorative justice model is applicable to a number of distinct settings. In this toolkit, we consider schools, the youth justice sector, and neighbourhoods as distinct communities in which you can deliver community justice forums. In the beginning, we suggest that your program focus on one setting only. The required partnerships in each setting will differ, as will the eligibility criteria for program participants. Table 1 outlines how program mandates varies according to community setting.
### Table 1: Program Mandate

<table>
<thead>
<tr>
<th>SETTING</th>
<th>PARTNERSHIP</th>
<th>REFERRAL SOURCE</th>
<th>OFFENDER PROFILE</th>
<th>TYPE OF INCIDENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>school board, schools (limited number), police, youth-serving agency</td>
<td>schools</td>
<td>junior and high school students involved in harmful behaviour at school</td>
<td>Non-Criminal: bullying, vandalism, theft, fighting, disciplinary problems</td>
</tr>
<tr>
<td>Youth Justice</td>
<td>police, Crown, probation, youth justice agency</td>
<td>police, courts, lawyers, youth justice agencies</td>
<td>12 – 17 years of age at time of offense</td>
<td>Criminal: vandalism, theft under, minor assault, shoplifting, break and enter, drug offenses</td>
</tr>
<tr>
<td>Neighbourhood</td>
<td>community association, residents, grass roots groups and agencies, social housing landlord, municipal recreation, spiritual/religious groups</td>
<td>local groups and agencies, residents</td>
<td>youth in specific geographic area involved in harmful behaviour</td>
<td>Non-Criminal: interpersonal conflicts, ethno-racial problems, landlord-tenant problems</td>
</tr>
</tbody>
</table>

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**What is a Community Justice Forum?**

A Community Justice Forum (CJF) is a safe, controlled environment in which an offender, victim and their families or supporters are brought together under the guidance of a trained facilitator. Together they discuss the offence, how they have all been affected, and jointly develop a plan to correct what has occurred. “Righting the wrong” can involve a simple apology and restitution for the victim. Other agreements may include community service work, counselling, or addictions treatment for the offender. In a CJF, offenders must accept responsibility for their own actions. They are confronted with how their behaviour affected the victim personally - and they hear it directly from their victim. This is the first step toward healing and reintegrating the offender into the community as a productive member.

The focus of the CJF is the offence and repairing the harm that has been done. A primary goal is to have the offender take responsibility for his/her actions. During the CJF, the needs of victims and the community are addressed. The process allows victims to bring closure to the incident while providing a way for community harmony to be restored. The outcome of the CJF must be agreed to by all parties and must be seen by all as fair to the victim, offender and the wider community. It is not a means of avoiding the
formal justice system, about letting the offender ‘off the hook’, humiliating the offender about his/her behaviour, or judging the offender as a good or bad person.

The offender is expected to admit his/her part in the incident in question, listen respectfully, accept responsibility for their actions, apologise to the victim(s), participate in reaching a resolution of the harm, and complete the requirements of the CJF agreement. The offender is free to leave the forum at any stage. If s/he leaves, the matter can be referred back to the police or the courts for follow-up. The offender’s supporter is expected to assist the offender in fully admitting his/her part in the incident in question and not to allow them to avoid accepting responsibility, support the offender by focusing on the incident and the offender’s part in it and not on the offender as a good or bad person, help the offender accept responsibility, encourage the offender apologise to the victim(s), and participate in reaching a fair resolution of the harm.

The victim is expected to explain to the offender the personal or social impact his/her actions, share with the forum participants the harms (emotional harm and other consequences) of the offence, explain what s/he would like to see achieved at the CJF, and participate in reaching a fair resolution to the incident. Victim’s supporters are expected to share with the participants the impact of the harms (emotional harm and other consequences) of the offence, assist in understanding what the main issues arising from the incident are, focus on the incident and not on the offender as a good or bad person, and participate in reaching a fair resolution to the incident.

A Strengths-Based, Community Development Approach

Community development means supporting communities to tackle the problems they face. It involves neighbourhoods and schools identifying their own needs and finding ways to solve problems. This involves getting local organizations to change their services to better meet community needs. It also involves supporting neighbourhoods to set up and run their own support systems and projects. The goal is to empower communities to change things by using their own resources (skills, knowledge and experience) and by working in partnership with other groups and agencies. Key strategies include:

♦ Strengthening networks
♦ Building self-help activities
♦ Developing local leadership
♦ Working together in partnership

Figure 1 describes the main steps in developing and delivering a youth RJ project.

How Can My Community Benefit?

When comprehensive partnerships are developed at the community level to address local youth problems, it is possible to hold youth accountable for their actions in an efficient and respectful manner, and work out neighbourhood solutions for repairing harm done to victims and communities. CJFs are often more cost-effective and immediate than the court process. All participants have a chance to be heard equally and to learn. Individuals directly affected have a say in the outcome. Offenders, victims and supporters gain a deeper perspective on the incident. Victims receive an answer as to why the offence was committed. Bonds between people can be restored or created. Offenders
can take responsibility for their actions. Victims and offenders receive closure and healing. Some studies demonstrate lower recidivism rates for offenders.

**Figure 1: Youth Restorative Justice Model**

**STEP 1**
Identify harmful youth behaviour, community setting

1. Engage key stakeholders
2. Assess youth problem (who, where, what, when, impact)

**PRODUCT: Stakeholder assessment**

**STEP 2**
Build commitment for Restorative Justice program

3. Determine level of support in broader community
4. Identify participants (youth, residents, police, justice, school)
5. Set goals and develop work plan
6. Strike Advisory Committee

**PRODUCT: RJ Action Plan**

**STEP 3**
Funding, training, protocols, Community Justice Forums

7. Obtain resources: in-kind, volunteers, external
8. Train
9. Start Community Justice Forums

**STEP 4**
Quality assurance and evaluation

9. Monitor program performance
10. Evaluate impact

**PRODUCT: Ideas for improvement**

**PRODUCT: Start Program**
2. Building Commitment

It Takes Time

Rome wasn’t built in a day. Restorative practices are a ‘new way of doing business’, so expect that there will be resistance from many stakeholders. Count on at least a 6-12 month period of time between building commitment and facilitation of your first CJF. If you rush the restorative process, you will compromise the outcome.

If your project focuses on youth crime, expect that probation officers, lawyers, Crown attorneys, and the police will resist. If your program is school-based, plan on having to ‘win over’ more than a few teachers, parents and administrators. The best way to overcome turf wars and resistance is to engage key stakeholders right from the start in the planning and development of your RJ project. Put some thought into what’s in it for them. They need to see that their jobs will be made easier and outcomes will be more effective.

Identifying the Need: Who, What, Where

One of your first tasks is to meet a few times with a small group of key stakeholders to ‘rough out’ a simple assessment of problem behaviour and brainstorm RJ interventions to address the need. You do not need ‘experts’ outside your school or neighbourhood to do this. You want to encourage community ownership as much as possible. This means that solutions are based upon existing strengths. A simple ‘who, what, where’ table will help identify the nature of harmful behavior, impact, and project objectives.

<table>
<thead>
<tr>
<th>What is the Problem?</th>
<th>Where is it Happening?</th>
<th>Who is Involved in Harmful Behaviour?</th>
<th>Objective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bullying and vandalism have created unsafe school climate and resulted in high rate of suspensions and expulsions</td>
<td>Local middle school</td>
<td>A group of 20 grade eight boys is victimizing grade seven students in special education class and breaking windows</td>
<td>Using whole-school approach, reduce problem behaviour and improve school safety. Offer perpetrators RJ program instead of suspension/expulsion</td>
</tr>
<tr>
<td>Local courts clogged with minor, first time offenders; court process very slow; victims not involved</td>
<td>Youth Justice System</td>
<td>First time young offenders committing minor assaults, theft, disturbing peace</td>
<td>Divert 1/3 of cases into RJ program; provide increased support and meaningful voice to victims</td>
</tr>
<tr>
<td>Racial conflict between local youth groups (harassment, graffiti, slurs) is causing unsafe environment and reducing program participation rates</td>
<td>Community Recreation Centre</td>
<td>Racist behaviour by Vietnamese, Somali Caucasian youth is causing fights and many children are afraid to participate in activities</td>
<td>Increase safety and participation rates at Centre; engage youth as peer educators in cultural awareness workshops</td>
</tr>
</tbody>
</table>

Table 2: Identifying Problems and Objectives
Organizing Meetings

After sketching out your assessment of problem behaviour and possible program objectives, your small group of key stakeholders needs to facilitate at least one community meeting with a broad cross-section of individuals having an interest in youth in your setting. The objective of this meeting is to facilitate dialogue on the identification of needs and problem-solving. The work of your small stakeholders group should be briefly described. However, the bulk of time should be directed at engaging the community in a discussion about how an RJ approach might make peace, restore harmony and hold individuals accountable for their harmful actions. It is important to leave enough time at the end of the meeting to develop an action plan for moving the project forward. Ample opportunity should be given for participants to engage in the project.

Things to Consider

♦ Who needs to be there?
♦ What basic information do you need to give?
♦ Where should it be held?
♦ How should it be presented?
♦ Why should people bother to come?

Pointers

♦ Involve the community in the planning to increase their ownership
♦ Provide information before the meeting through word of mouth, advertising
♦ Be clear about objectives and stick to an agenda
♦ Choose a time and date which will fit with busy schedules
♦ Select an accessible location
♦ Provide cultural interpretation
♦ Offer refreshments
♦ Record the meeting using flip chart notes
♦ Have strategies to prevent an individual or small group from controlling the discussion
♦ Make it participatory by limiting presentations and facilitating dialogue
♦ Leave enough time to discuss next steps
♦ Have a back-up plan if the audience turns sour
## Assembling School, Youth Justice, and Community-based Teams:

### Things to Consider

- What will you do to ensure that all youth (and not just privileged young people) have access?
- How will you guard against ‘criminalizing’ youth who would otherwise not come to the attention of school or justice officials?
- Are youth meaningful partners?

### Pointers

- Having a registered non-profit youth agency or school board leading the project and managing funding is very helpful
- You must be associated with an organization which can provide the right kind of liability insurance (to cover volunteers, staff)
- Team members should reflect the diversity of potential program participants
3. Funding

Volunteers and In-kind Resources

Things to Consider

♦ A registered non-profit youth agency, school board or the police should lead the project. They should have an established track record of sound fiscal and human resource management, professional and effective delivery of services, strong and collaborative working relations with community groups, and demonstrated commitment to social justice issues.

♦ Volunteers must be covered by the right kind of liability insurance of the lead organization.

♦ Proper training takes time and resources. If you cut corners here, you will most likely run into serious problems facilitating CJFs.

♦ Expect resistance from the youth justice sector if you are using volunteer facilitators. Police, probation officers, judges, and the Crown will likely have concerns about confidentiality of cases and quality of CJF facilitation.

Pointers

♦ Volunteers should be interviewed to ensure adequate fit with your program values and to determine their skill level. You may be able to collaborate with a local volunteer recruiting organization if you have limited resources.

♦ Volunteers considered for your project should provide three references and submit a criminal records check conducted within the last three months

♦ Volunteer human resource files should contain relevant documentation

♦ Before facilitating a CJF, volunteers should successfully complete all required training, including observing and co-facilitating CJFs with experienced facilitators

♦ Ongoing supervision and quality control is essential. This means that the project coordinator or a researcher should observe a minimum of three CJFs facilitated by a new volunteer, using the CJF Observation Survey contained in Appendix E. Monthly information-sharing and educational sessions should also take place with the volunteers.
**External Funding**

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**Things to Consider**

♦ Most community projects have one paid coordinator and rely on volunteer facilitators
♦ Although multi-year funding is desirable, proposal writing takes skill and time
♦ Most potential funders require that the lead applicant be a registered non-profit
♦ If your project is youth justice-based, there are good opportunities for funding through Department of Justice Canada National Crime Prevention Centre. The new Youth Criminal Justice Act emphasizes diversion, conferencing, and community-based alternatives to incarceration. Go to: [www.prevention.gc.ca](http://www.prevention.gc.ca) Click on Community Mobilization Program. Or, call 1-613-957-6361.
♦ If your project is school-based, your local school board(s) may have some start-up money. Also try your provincial/territorial ministry of education. Go to [www.cmec.ca/educmin.stm](http://www.cmec.ca/educmin.stm) for contact information in your area. There is growing concern across Canada about the negative impact of rigid zero tolerance policies, with increasing numbers of suspended and expelled students. Restorative practices in schools are an effective alternative to excluding students through long-term suspension or exclusion. Go to [www.ysb.on.ca/en/publications.html](http://www.ysb.on.ca/en/publications.html) to download ‘Bullying, School Exclusion and Literacy’ (Totten and Quigley, 2003) and ‘The Youth in Conflict with the Law Project: A Report to the Social Sciences and Humanities Research Council (Kelly, Caputo and Totten, 2003).

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**Pointers**

♦ Talk with potential funders before submitting a letter of intent or full proposal
♦ Proposals with broad, relevant partnerships have a better chance of securing funding
♦ Local universities usually have faculty members in sociology, criminology, social work or law who have expertise in restorative justice; they can access research grants
♦ Working protocols and accountability structures are critical with partners
♦ Make sure that you can get along with your partners before you start
♦ Partnerships on paper do not automatically translate into actual sharing of resources: make sure that roles are explicitly defined and approved by the right people
♦ Small pilot projects can be a doorway into longer-term funding
4. Setting Up Your Program

We suggest that you use the RCMP Community Justice Forum (CJF) model. Training is available free of charge, and the RCMP CJF Canadian Resource Guide provides an easy to follow, step-by-step facilitation guide. Go to: http://www.rcmp-learning.org/restjust/docs/ccap0001.htm

The RCMP is undertaking a major effort to train facilitators in communities throughout Canada. If a trained facilitator is not available within your community, check with a neighbouring detachment or jurisdiction. You can also contact another RJ project in your region of Canada. They may be willing to offer support and guidance at no cost, and allow you to sit in on some of their own CJFs. Please see section 7 of this toolkit for web sites listing Canadian RJ programs for youth.

Eligibility Criteria

The following criteria must be met before an offender can be considered for the process:

♦ The offender must take responsibility for his or her actions and be willing to participate voluntarily.
♦ Victim involvement is essential to the process.
♦ Criminal cases are referred to the process by the police or Crown.
♦ The facilitator must feel the case is suitable for a CJF.

The RCMP suggests that you consider the following questions when determining if a CJF is appropriate for dealing with an incident:

♦ Has someone been harmed?
♦ Is there a need to repair that harm?
♦ Has the offender admitted responsibility?
♦ Could a CJF cause further harm?
♦ Does the victim want this process?

Intake Assessment

The first step in the intake process is to address each of the eligibility criteria listed above. This will require you to meet with the offender and his/her guardian(s) in person, and the victim (and his/her guardian[s] if under the age of 18 years) face-to-face. Always meet with the offender first. Under no circumstances should you attempt to meet with the victim and offender together, put them in contact with each other, or provide either of them with the other’s contact information.
The second step involves reviewing the CJF Information Flyer (Appendix B). If participants are willing to proceed (and eligibility criteria have been met), you then review the consent forms (Appendix D) and get signatures from all required parties.

Finally, there are some basic questions you need to ask the offender. These are contained in the Intake Assessment Questionnaire (Appendix C). It is important to interview the youth and his/her guardian(s) together. An important part of this assessment is to identify the guardian’s level of support for their child’s participation in your project. Our experience has been that successful completion of the project is difficult in the absence of strong parental supervision and support. If this becomes apparent during the intake interview, you should engage the guardian(s) in a dialogue on this issue. If there are serious concerns about the family’s motivation to fully participate, you should not proceed with the case. Failure to do so may lead to re-victimizing the victim in the CJF.

There are two options for using the Intake Assessment Questionnaire. If you or the individual conducting the interview is a qualified social worker, mental health practitioner, or youth justice professional, all questions can be covered. Please note that questions 13 – 16 are for the youth alone (you ask the guardian to leave at this point in the interview). Issues of suicide, self-injury, substance use and abuse, sexual orientation and violence victimization and perpetration are covered. Unless your organization has the expertise and resources to respond immediately to disclosures on these issues, you could put the youth, the intake interviewer, and your project at significant risk by proceeding. There are legal duties to report to relevant authorities with certain disclosures (See Appendix D, Consent and Authorization Form). If you, the interviewer, and your lead organization are not qualified to deal with these issues, you must skip questions 13 – 16 and go directly to question 17. Don’t worry! This means that your assessment process will be shorter.

**Victimless Incidents and Safety Prioritization**

Often, young people commit harm against property or individuals where no victim is directly involved. Examples of this include school vandalism, hate graffiti or drug dealing. In these cases, you need to find an individual who can speak to the impact of the harmful behaviour in the CJF. In the first example, a school principal is appropriate. In the second, a community representative from the group targeted by the graffiti can testify about the harm done to themselves and other minority group members by this type of behaviour. In the final example, a police officer or substance abuse counselor can discuss the consequences of drug dealing and use. Never proceed with a CJF unless you have secured the participation of a willing and safe victim or victim representative.

In some cases, the participation of the victim in person at the CJF will cause or could cause her/him emotional or physical harm. Under no circumstances should a victim participate directly in the CJF unless s/he, his/her guardian (if under the age of 18 years), and the facilitator/lead organization are certain that safety will not be compromised. The CJF Facilitator Checklist and CJF Facilitator Tips clearly outline the processes involved in ensuring the safety of victims. If there are any concerns here, a victim can write an impact letter to be read to the offender at the CJF if they so choose. A good choice for a surrogate victim (or victim representative) at the CJF would be an individual who can represent the impact of the harm, such as a community member, a counselor, or an adult who has overcome her/his own victimization experiences.
CJF Process

Step 1 – Incident / Responsibility
♦ offender must admit responsibility for actions for process to proceed
♦ for youth justice programs, the CJF is primarily a pre-charge option but can also be used post-charge or pre-release into the community
♦ for school programs, the CJF can be used as an alternative to suspension or expulsion, or a condition of re-entry

Step 2 – Process Voluntary
♦ all parties – victim/offender must agree to participate
♦ coordinator contacts each participant to explain process and assess appropriateness

Step 3 – Session
♦ set process – facilitator follows a script
♦ seating plan is pre-arranged (see seating plan)

Step 4 – Resolution
♦ agreement is reached which is signed by both parties - may include an apology, community service or compensation for victim
♦ solutions for resolution should belong to participants – facilitator does not promote their own resolution suggestions

Step 5 – Closure
♦ while facilitator drafts agreement, participants share a light snack. Due to its significance, this portion of the forum cannot be skipped. It provides a further opportunity for closure through dialogue.
## CJF Facilitator Checklist

- Do you have a clear understanding of the incident?
- Is a conference needed?
- Have you met in person with the offender and his/her guardian(s) before the CJF?
- Does s/he understand the CJF process?
- Has the offender admitted responsibility?
- Have you explained her/his legal rights?
- Have you given the offender the chance to discuss the crime, reflect on her/his role, and the impact on the victim?
- Have you assessed the offender’s ability and motivation to repair the harm?
- Has the offender selected a support person?
- Have you met face-to-face with the victim before the CJF?
- Have you discussed the risks and benefits of a CJF?
- Have you clearly informed the victim that s/he can choose not to participate?
- Does the victim fully understand how s/he might react when interacting with the offender?
- Have you reviewed with the victim realistic conditions of the agreement?
- Has the victim selected a support person?
- Have you given the victim a description of community resources which could promote healing?
- Have you invited all necessary participants, and do they know how to contact you?
- Do participants understand the conference process and its purpose?
- Have you reserved a suitable room?
- Do participants know the time, date and location, and how to get there?
- Do participants have transportation or childcare needs?
- Is a cultural interpreter required?
- Have you developed a seating plan?
- Are you familiar with the conference facilitator’s script?
- Have you thought about how the conference may unfold?
- Do you need assistance, a co-facilitator or an observer to give you feedback?
- Do you know what may happen if the conference does not reach an agreement or the offender fails to satisfy the agreement?
- Do you have the following items for the conference?
  - a copy of the conference facilitator’s script
  - agreement forms, other required forms, conference seating plan
  - a “Do Not Disturb” sign
  - a box of tissues and snack
Conference Facilitator's Script

(Based on the Wagga Wagga, New South Wales, Australia conferencing model [Moore and O’Connell, 1994] and the RCMP community justice forum [1998] scripts).

1. Preamble

“Welcome. As you know, my name is (your name) and I will be facilitating this conference.” Now introduce each conference participant and state his/her relationship to the offender/s or victim/s.

“Thank you all for attending. I know that this is difficult for all of you, but your presence will help us deal with the matter that has brought us together. This is an opportunity for all of you to be involved in repairing the harm that has been done.”

“This conference will focus on an incident which happened (state the date, place and nature of offense without elaborating). It is important to understand that we will focus on what (offender name/s) did and how that unacceptable behavior has affected others. We are not here to decide whether (offender name/s) is/are good or bad. We want to explore in what way people have been affected and hopefully work toward repairing the harm that has resulted. Does everyone understand this?”

“(Offender name/s) has/have admitted his/her/their part in the incident.”

Say to offender/s: “I must tell you that you do not have to participate in this conference and are free to leave at any time, as is anyone else. If you do leave, the matter may be referred to court/handled by the school disciplinary policy/handled in another way.”

“This matter, however, may be finalized if you participate in a positive manner and comply with the conference agreement.”

Say to offender/s: “Do you understand?”

2. Offender/s

“We’ll start with (one of offenders’ names).” If there is more than one offender, have each respond to all of the following questions:

♦ “What happened?”
♦ “What were you thinking about at the time?”
♦ “What have you thought about since the incident?”
♦ “Who do you think has been affected by your actions?”
♦ “How have they been affected?”

3. Victim/s

If there is more than one victim, have each respond to all of the following questions:

♦ “What was your reaction at the time of the incident?”
♦ “How do you feel about what happened?”
♦ “What has been the hardest thing for you?”
♦ “How did your family and friends react when they heard about the incident?”
4. Victim Supporters
Have each respond to all of the following questions:
♦ “What did you think when you heard about the incident?”
♦ “How do you feel about what happened?”
♦ “What has been the hardest thing for you?”
♦ “What do you think are the main issues?”

5. Offender Supporters
To parent/caregiver ask: “This has been difficult for you, hasn’t it? Would you like to tell us about it?”
Have each respond to all of the following questions.
♦ “What did you think when you heard about the incident?”
♦ “How do you feel about what happened?”
♦ “What has been the hardest thing for you?”
♦ “What do you think are the main issues?”

6. Offender/s
Ask the offender/s: “Is there anything you want to say at this time?”

7. Reaching an Agreement
Ask the victim/s: “What would you like from today’s conference?” Ask the offender/s to respond. At this point, the participants discuss what should be in the final agreement. Solicit comments from participants. It is important that you ask the offender/s to respond to each suggestion before the group moves to the next suggestion, asking “What do you think about that?” Then determine that the offender/s agree/s before moving on. Allow for negotiation. As the agreement develops, clarify each item and make the written document as specific as possible, including details, deadlines and follow-up arrangements.

As you sense that the agreement discussion is drawing to a close, say to the participants: “Before I prepare the written agreement, I’d like to make sure that I have accurately recorded what has been decided.” Read the items in the agreement aloud and look to the participants for acknowledgment. Make any necessary corrections.

8. Closing the Conference
“Before I formally close this conference, I would like to provide everyone with a final opportunity to speak. Is there anything anyone wants to say?”
Allow for participants to respond and when they are done, say: “Thank you for your contributions in dealing with this difficult matter. Congratulations on the way you have worked through the issues. Please help yourselves to some refreshments while I prepare the agreement.”
Allow participants ample time to have refreshments and interact. The informal period after the formal conference is very important.
It is essential to follow this seating plan in order to prevent pre-conference conflict or harm to the victim and her/his supporters. Give yourself about 20 minutes before the CJF starts to arrange chairs, place name tags, and ensure that the room temperature and lighting are comfortable. Ideally, participants should have a supervised area to wait in before the facilitator leads them into the conference. Victims and their supporters are seated first, then community members, followed by offenders and their supporters.
CJF Facilitation Tips

♦ Maintain confidentiality of participants. They all must sign the confidentiality oath.
♦ Treat all participants with dignity and respect.
♦ Do your CJF preparation! Make sure that all participants understand their role and the forum process.
♦ Read from the script!
♦ Keep your facilitator hat on. You are a neutral party who facilitates the process. This means that you cannot take sides.
♦ Make sure that no one is stigmatized, especially the offender.
♦ Facilitate a fair agreement. Conditions must be do-able and achievable within a 4 – 6 week period.
♦ Take your ‘emotional pulse’ frequently. You should stay calm and not react to anger or obstinance. It is fine for participants to be emotional, as long as they are not abusive.
♦ Choose your location carefully. The space should be confidential, quiet, and safe for all participants. School classrooms, community centre and library meeting rooms, places of worship, and youth-serving agency offices are good spots. Any people outside of the CJF meeting area should not be able to look in through a window or hear anything.
♦ Hang a ‘do not disturb’ sign on the door. Pagers and cellular phones must be turned off.
♦ Ensure beforehand that all participants arrive on time and can remain for the full CJF. In school settings, this may be difficult. It is therefore best to facilitate forums after classes are finished.
♦ Don’t go ahead with a CJF if the facts about the incident are not clear.
♦ Avoid facilitating CJFs if you are in a conflict of interest with any participant. For example, if you are related to any participant or have been directly affected by the incident, you cannot be neutral.
♦ Uninvited guests or persons not having a clearly defined role in the CJF should not be there!
COMMUNITY JUSTICE FORUM AGREEMENT

The Community Justice Forum took place at (place)______________________________
On (date)_______________________ and was coordinated by____________________

The Participants in the CJF were (list all in attendance):

The following agreements were made:

The terms of the agreement will be supervised by: _____________________________

Follow-up in the form of (phone, meetings)_______________________________

will take place on (day and time) ___________________________________________

Signatures:

------------------------------------------------------------------------

CJF Follow-up Steps

♦ Monitor the agreement until all conditions are met.

♦ Inform the victim and other participants if conditions are revised and upon completion.

♦ Maintain regular contact with the victim to ensure that safety has not been put at risk as a result of the CJF.

♦ Reconvene another CJF if the offender refuses or is having difficulty complying with the conditions. It may not be necessary for all participants to attend.

♦ Notify the referral source if the offender is unable to comply with the agreement conditions. If it is a criminal case, the Police or Crown may choose to take further action. If it is a school case, the administration may pursue further disciplinary action.

♦ Resources permitting, all participants should be surveyed on their level of satisfaction with the CJF process and outcome. Standardized surveys are available, so there is no need to develop your own. For example, go the Youth Services Bureau of Ottawa’s website for a complete set of evaluation instruments.
5. Evaluating the Impact

Measuring Progress

There is no need to reinvent the wheel when it comes to program evaluation. Effective measures have already been developed. The sophistication of your evaluation will likely be driven by your staffing resources. At minimum, we recommend that you evaluate the following areas: quality of CJF; CJF agreement completion rate; participant behavioural changes; and impact on immediate school, youth justice, or neighbourhood community. Below, you will see which tools to use for each of these areas. You will find these tools in the Appendices.

If you have sufficient resources to measure participant satisfaction with the CJFs, we encourage you to do so. These surveys are more detailed and are available free from the YSB web site. Simply click on restorative justice.

CJF Quality

♦ CJF Facilitator Immediate Feedback Form (Appendix F)
♦ CJF Observation Survey (Appendix E)

CJF Agreement Completion

♦ Program coordinator monitors CJF Agreement
♦ Participant Follow-up Survey (Appendix G)

Behavioural Changes of Participants

♦ Participant Follow-up Survey (Appendix G)

CJF Satisfaction

♦ Victim Feedback Survey
♦ Victim Supporter Feedback Survey
♦ Offender Feedback Survey
♦ Offender Supporter Feedback Survey
  (all available from YSB web site)

Impact on Community

Your Community Advisory Committee should be giving you regular feedback in this area. We recommend facilitating at least one focus group with key stakeholders in your school, neighbourhood, or youth justice sector. Key questions for discussion come from the program mandate and objectives contained in Tables 1 and 2. They include:

♦ Are we doing what we said we would do?
♦ Are we having the impact we said we would?
♦ Is our school/neighborhood/local justice system benefiting?
♦ What have we learned?
# Start-Up Issues

<table>
<thead>
<tr>
<th>COMMON PROBLEMS/ UNINTENDED CONSEQUENCES</th>
<th>SOLUTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Partners resist RJ approach; it threatens traditional responses to harmful youth behaviour (criminal charges, school suspension/expulsion)</td>
<td>- engage key stakeholders right from the start in planning and delivery. You cannot treat them as an afterthought. Make sure that you focus on ‘what’s in it for them’ (things that will make their job easier, more rewarding). - sometimes partnerships fall apart after funding is awarded (it is a partnership on paper only). To avoid this, it is important to get buy-in from the CEO/President of a partnering organization and their designated employee who will represent the organization in the project.</td>
</tr>
<tr>
<td>Leadership is not clear/weak; conflicts within team</td>
<td>- one organization must take the lead. It is responsible for human resource and fiscal management, quality control - establish clear lines of accountability. This includes signing a letter of understanding between key partners and detailing a conflict resolution mechanism (i.e., a mediator).</td>
</tr>
<tr>
<td>Limited funding</td>
<td>- hire a consultant to write proposals for you. Often, you can contract payment with them conditional upon funding approval. - academics at your local university or college will often take the lead on proposal writing (no charge) if their participation in the project is guaranteed. They have to ‘publish or perish.’</td>
</tr>
<tr>
<td>Few referrals from justice system or school board</td>
<td>- this is a clear indicator that your local education and youth justice system stakeholders don’t want to play ball. It could also be caused by a failure of senior managers in these organizations to effectively communicate to their employees. - arrange for a meeting(s) with relevant stakeholders to develop an action plan to address the problem. Revise referral protocols where necessary.</td>
</tr>
<tr>
<td>Lack of trust from local ethnic/visible minority groups</td>
<td>- volunteers and staff must reflect the diversity of the target population. Don’t hire staff or screen volunteers until you have found suitable candidates. - cultural interpretation services should be available. - new immigrants can be distrustful of Canadian educational and legal systems. Often, they have come from countries where these systems are corrupt or very different from our own. Fear of deportation may be an issue.</td>
</tr>
<tr>
<td>Re-victimization of the victim/Increased risk of harm</td>
<td>- get proper training from the RCMP and/or victim services (local police or court). - engage victim services organization as partner. - follow CJF Facilitator Checklist and Tips. - do not proceed with CJF if there are any concerns.</td>
</tr>
<tr>
<td>Stigmatization/victimization of offender</td>
<td>- allow sufficient time to review CJF flyer with participants. - stick to the CJF script.</td>
</tr>
</tbody>
</table>
6. Appendices

A. Glossary of Terms

♦ **Advisory Committee** – The governing group of your project.

♦ **Baseline** – a measure of how much (or little) activity is happening right now in your community. For example, a baseline of youth crime in your neighbourhood means the number of crimes committed by young people in a given period of time. This information is provided free of charge by the police. Baselines are useful for the comparison of crime before and after a RJ project.

♦ **Building Capacity** – raising awareness and training to help community members develop knowledge, confidence and skills to meet their goals.

♦ **Community** – People who have common needs, hopes, experiences, identities, or interests. Although a community is often defined by geography (for example, a social housing complex), there are usually many groups within this geographic location which have competing or very different identities (such as ethnic or cultural groups, schools, disabled people).

♦ **Community Justice Forum (CJF)** - A CJF brings an offender, victim(s) and their respective families and supporters together with a trained facilitator to discuss an offence and its’ effects, and to jointly decide on how to resolve the situation. The focus of the Community Justice Forum is the offence and repairing the harm that has been done.

♦ **CJF Agreement** – The CJF addresses the needs of victims and the community, allowing victims to bring closure to the incident while providing a way for community harmony to be restored. The agreement focuses on repairing the harm and reintegrating the offender. It must be agreed to by all parties and must be seen by all as fair to victim, offender and the wider community. Agreements usually include apologising or writing a letter of apology to the victim, participating in short-term counselling, community service hours, or paying for damaged or stolen property.

♦ **CJF Agreement Monitoring** – A coordinator supervises the progress of the offender in meeting the conditions of the CJF agreement. If the offender has difficulty following through with the agreement, a CJF can be reconvened or, if appropriate, the case can be sent back to the police.

♦ **Community Service Hours** – Short-term volunteer work in the community done by the offender to address the harm s/he has caused. Usually, no more than 40 hours are assigned, and completion is monitored by the CJF facilitator.

♦ **Crown** – The government lawyer who tries to prove to a judge that the youth is guilty of a crime.

♦ **Defence** – The lawyer who represents the youth charged with a crime, and tries to prove to a judge that the young person is innocent.

♦ **Diversion** – Dealing with a crime or other harmful behaviour outside of the formal justice system. Instead of laying a charge, police can refer a youth to your RJ project. Likewise, school administrators can opt for a CJF instead of long-term suspension or expulsion. If the young person completes the project, s/he will not have a criminal record. However, if s/he does not participate well in your project, the police may lay a
charge against the youth. For school cases, successful completion may gain a student re-entry back into school.

♦ Empowerment – Developing confidence and skills in people to help them take more control over their lives. The result is that a community has a greater voice in institutions, agencies and day-to-day situations which affect them.

♦ Ethno-cultural group – A group of residents with similar ethnic or cultural background.

♦ Evaluation – This is a way to make sure that lessons are learned from your project. Were the goals and objectives met? What was learned along the way?

♦ Counselling support – Intervention provided by professional staff from local social service, school or youth justice organization, taking place during the CJF preparation and agreement monitoring stages. This service is holistic, meaning that the focus is not just on offending. Instead, schooling, employment, family, personal issues, spirituality, and leisure activities are also important areas to focus on when supporting the reintegration of a young person back into your community.

♦ Indicator – A measure used to look at the performance of the project. Indicators are needed for evaluation.

♦ Offender – Youth aged 12 – 17 years who accepts responsibility for the harmful behaviour they are accused of committing.

♦ Outcomes – The broad impact of your project. Outcomes are compared to baselines.

♦ Outputs – The specific results of your project (for example, number of participants who completed a Community Justice Forum).

♦ Participation – Being actively involved in something.

♦ Partnership – The group of people and organizations who agree work together in the planning, delivery and evaluation of the RJ project.

♦ Pre-charge – This refers to diversion.

♦ Post-charge – After the police have laid a charge on a youth. The Crown and Judge may agree that if the youth completes the RJ project, s/he will get a reduced sentence.

♦ Protocols – Rules developed by Advisory Committee to make sure partners work effectively together.

♦ Reintegration – The process of supporting and accepting back into a community a youth who is repaying the harm done by his/her actions.

♦ Restitution – When offenders pay to victims the value of what was stolen or damaged.

♦ Strengths-based approach – RJ projects build on existing resources in your community; in other words, they build capacity. This means ‘not reinventing the wheel.’ Almost all communities have leaders, groups and organizations that provide resources, or informal ways of supporting residents.

♦ Youth Justice System – The people, laws, courts, agencies that are involved with young offenders (youth aged 12 – 17 years who commit crimes).
What is a Community Justice Forum?

- A Community Justice Forum brings an offender, victim(s) and their respective families and supporters together with a trained facilitator to discuss an offence and its’ effects, and to jointly decide on how to resolve the situation.
- The focus of the Community Justice Forum is the offence and repairing the harm that has been done.
- A primary goal is to have the offender take responsibility for his/her actions.
- During the Forum, the needs of victims and the community are addressed. The process allows victims to bring closure to the incident while providing a way for community harmony to be restored.
- The outcome of the Forum must be agreed to by all parties and must be seen by all as fair to victim, offender and the wider community.

What a Community Justice Forum is NOT:

- It is NOT a means of avoiding the formal Justice system.
- It is NOT about letting the offender ‘off the hook’.
- It is NOT about humiliating the offender about his/her behaviour.
- It is NOT about judging the offender as a good or bad person.

If you are the OFFENDER you are expected to do the following:

- Attend the forum on the agreed upon date/time/place.
- Participate in a positive way in the forum.
- Fully admit your part in the incident in question.
- Listen respectfully to what others in the forum have to say.
- Accept responsibility for your actions.
- Apologise to the victim(s).
- Participate in reaching a resolution of the harm caused by your actions.
- Complete the requirements of the forum agreement.

PLEASE NOTE:
You are free to leave the forum at any stage. If you do leave, the matter will be referred back to the police or the courts for follow-up.

If you are the Offender’s Supporter you are expected to do the following:

- Participate in a positive way in the forum
- Assist the offender in fully admitting his/her part in the incident in question and not to allow them to avoid accepting responsibility
- Support the offender by focusing on the incident and the offender’s part in it and NOT on the offender as a good or bad person.
- Listen respectfully to what others in the forum have to say
- To help the offender accept responsibility for his/her actions
- Encourage the offender apologise to the victim(s)
- Participate in reaching a FAIR resolution of the harm
*If you are the Victim you are expected to do the following:*  
- Explain to the offender the personal or social impact his/her actions had on you or on the community that you are representing.  
- Share with the forum participants the harms (emotional harm and other consequences) of the offence for you or for the community.  
- Tell participants what the main issues arising from the incident are for you.  
- Explain what you would like to see achieved at the forum.  
- Focus on the incident and NOT on the offender as a good or bad person.  
- Listen respectfully to what others in the forum have to say.  
- Participate in reaching a fair resolution to the incident

*If you are the Victim’s Supporter you are expected to do the following:*  
- Explain to the offender the personal or social impact his/her actions had on the victim, on you as a supporter of the victim or on the community.  
- Share with the forum participants your sense of the harms (emotional harm and other consequences) of the offence  
- Assist the forum in understanding what the main issues arising from the incident are for you.  
- Explain what you would like to see achieved at the forum.  
- Focus on the incident and NOT on the offender as a good or bad person.  
- Listen respectfully to what others in the forum have to say.  
- Participate in reaching a fair resolution to the incident
C. Intake Assessment Questionnaire

1. THOSE PRESENT AT ASSESSMENT:
2. REFERRAL SOURCE:

QUESTIONS FOR GUARDIAN/YOUTH TOGETHER

3. REASON FOR REFERRAL:
4. Are you involved in the youth justice system?
4.1. If yes,

Previous and Concurrent Charge(s)  Convicted of:  Conviction Date(s)

4.2. Are you in custody? Have you ever been in custody? If yes, get details:
4.3. Are you on probation? Have you ever been on probation?

5. FAMILY/SUPPORT NETWORK/LIVING ARRANGEMENTS:
5.1. Who are you living with? What kind of place?
5.2. Who are the people you feel most supported by (indicate the 3 most important and rank in order of significance, with 1 = most important):
5.3. Do you have any children? If yes, probe for details regarding custody, age, supports, etc.
5.4. Now let’s talk about your family of origin. Tell me about your parents and brothers or sisters.
5.5. How do people in your family get along? Are there any problems? How do people in your family resolve problems and conflict?
5.6. If not living with family of origin, ask: Tell me about the people you live with. Who are they? How do they get along? How do they resolve problems and conflict?

6. COUNTRY OF ORIGIN:
6.1. What is your country of origin?
6.2. What is your first language?
6.3. If you were not born in Canada, what year did you come to Canada? What were the circumstances under which you came?
6.4. Do you have Canadian Citizenship? If NO, what is your current immigration/refugee status?
6.5. What has been most difficult about living in Canada?
6.6. Have you been a victim of any comments, threats, or attacks because of your race, ethnicity, or culture? If yes, can you give examples?

7. SPIRITUALITY:
7.1. Does religion have a role in your life? If yes, how?
7.2. Does spirituality have a role in your life? If yes, how?

8. FINANCIAL AND EMPLOYMENT:
8.1. Are you supporting yourself? If yes, how do you support yourself?
8.2. Are your parents/guardians supporting you? If yes, how do they support you?
8.5. Does anyone else (friends, etc.) support you? If yes, how do they support you?
9. EDUCATION
9.1. Are you in school now? If no, indicate last school, year attended, highest grade.
   If Yes, what school do you attend and in what grade?
9.2. Have you ever been suspended? If yes, when did this happen? Why?
9.3. Have you ever been expelled? If yes, when did this happen? Why?
9.4. What are you good at in school? What causes you problems (learning and behavioural difficulties)?

10. PHYSICAL AND MENTAL HEALTH
10.1. Have you ever been hospitalized for a serious problem? If yes, when? What for?
10.2. Are you on any drugs prescribed by a Doctor for physical or mental health reasons? If yes, what, why?

11. PRESENT & PREVIOUS SERVICE PROVIDERS:
(Professional resources and/or services: police; child welfare; mental health; school; residential placements)

   Service providers within the past two years:

<table>
<thead>
<tr>
<th>Name</th>
<th>Agency</th>
<th>Signature(s) requested for information consent (yes/no)</th>
<th>Consent signed and mailed to agency</th>
</tr>
</thead>
</table>

12. STRENGTHS/RESOURCES (youth identified)

<table>
<thead>
<tr>
<th>STRENGTHS &amp; RESOURCES</th>
<th>DETAILS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Things most liked about self/family</td>
<td></td>
</tr>
<tr>
<td>Most important thing youth has ever done</td>
<td></td>
</tr>
<tr>
<td>Is happiest when</td>
<td></td>
</tr>
<tr>
<td>Best qualities are</td>
<td></td>
</tr>
<tr>
<td>Persons turns to for help, to talk, support</td>
<td></td>
</tr>
<tr>
<td>Activities enjoys with/out family are</td>
<td></td>
</tr>
<tr>
<td>Special values/beliefs which are important</td>
<td></td>
</tr>
</tbody>
</table>

QUESTIONS 13 – 16 CAN ONLY BE COVERED IF YOU ARE A QUALIFIED SOCIAL WORKER, MENTAL HEALTH PRACTITIONER, OR YOUTH JUSTICE PROFESSIONAL. GO DIRECTLY TO QUESTION 17 IF YOU DO NOT MEET THESE QUALIFICATIONS.

13. QUESTIONS FOR YOUTH ALONE
Is there anything further you want to tell me now that your parent(s)/guardian is not here?
I would like to ask you a few sensitive questions.
13.1. Have you ever been:

<table>
<thead>
<tr>
<th>Hit, slapped, punched?</th>
<th>Kicked?</th>
<th>Had objects thrown at you?</th>
<th>Choked?</th>
<th>Had a weapon used on you?</th>
<th>Other (specify)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1=yes / 2=no</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Describe most recent incident [Probe for - when, who, nature, injuries]

13.2. Have you ever thought about killing yourself? If yes, when and reasons why:

13.3. Have you ever tried to kill yourself? If yes, when, nature of attempt, any medical attention required.

13.4. Are you suicidal now? If yes, assess risk: supports, realistic plan, and previous attempts.

13.5. Have you ever hurt yourself on purpose without trying to kill yourself? If yes, when, how, behaviour now:

13.6. Have you ever been touched in a sexual way that made you feel uncomfortable? If yes: when, who, nature of touching:

13.7 What was the outcome? Did you get help? Would you like help?

14. How would you describe your sexual orientation?

- heterosexual
- lesbian
- gay
- bisexual
- transgendered
- other

15. ALCOHOL/DRUG USE/ABUSE

15.1. In the last 6 months, have you used alcohol? If yes, what types (e.g. beer, wine, hard liquor,) how often?

15.2. Have you had any bad experiences with alcohol? If yes, explain:

15.3. Have you ever tried to stop your use of alcohol? If yes, when and why? What does alcohol do for you?

15.4. In the last 6 months, have you used (without a prescription) any drugs? If yes, which drugs, route (i.v., nasal, oral), and how often?

15.5. Have you had any bad trips from drugs? If yes, explain:

15.6. Have you ever tried to stop your use of other drugs? If yes, when and why? What do drugs do for you?

16. SOCIAL NETWORK/RECREATION/LEISURE

16.1. What do you enjoy doing in your spare time?

16.2. What community activities do you participate in in your neighbourhood?

16.3. How do you handle stress/problems?

16.4. What are your goals for the future?

Do you have anything to add? Any questions for me?

17. WORKER’S ASSESSMENT:

Describe youth’s motivation and appropriateness for Project participation. Will a cultural interpreter be needed? Have these recommendations been discussed with the youth and parent(s)/guardian?
D. Consent Forms

CONSENT AND AUTHORIZATION FORM

Client’s Name: ____________________________
Client #: ______________ Date of Birth: ______________

I, _______________ consent to receive services from and participate in the research undertaken in XXX Project for the following purposes:

__________________________________________________________________________

I understand the nature and purpose of the services provided. Any major changes will be discussed with me, and cannot be made without my permission. I understand that if project staff have any suspicion of child maltreatment, they must report this information to the local child welfare authority. If staff have evidence that I may endanger my own life or that of another person, I understand that they will take appropriate action to ensure my safety and/or that of another person.

__________________________________   ____ _______________
(Signature of client)      (date)

__________________________________   ____ _______________
(signature of parent/guardian)      (date)

__________________________________   ____ _______________
(signature of witness)     (date)

Form authorized by: _____________________________ Date: _____________________

CONSENT TO RECEIVE INFORMATION FORM

Client’s Name: ____________________________
Client #: ______________ Date of Birth: ______________

I hereby give XXX Project full authority to receive any information, documents, records, or any other materials from:____ (name of agency/institution) with respect to ____ (client name) as it seems necessary.

This consent to receive information is effective from the date of ______ to ______.

__________________________________   ____ _______________
(signature of client)     (date)

__________________________________   ____ _______________
(signature of parent/guardian)    (date)

__________________________________   ____ _______________
(signature of witness)       (date)

Form authorized by: _____________________________ Date: _____________________
CONSENT TO TRANSMIT INFORMATION FORM

Client’s Name: ___________________________________________
Client #: ____________________ Date of Birth: ________________
I hereby give XXX Project full authority to transmit the following information, documents, records: ______ to _______ (name of agency/institution) with respect to ________ (client name).

This consent does not give permission to release this information to anyone else without a further signed release. This consent to transmit information is effective from the date of: _____ to ______

______________________________________ ______________________
(signature of client) (date)

______________________________________ ______________________
(signature of parent/guardian if applicable) (date)

______________________________________ ______________________
(signature of witness) (date)

Form authorized by: _____________________________ Date: ________________
E. CJF Observation Survey

Date: Location: Observer:
Case ID Number: Facilitator:

Structured Forum Process
Comment on the stages of CJF and indicate expressions (verbal and non-verbal) of the following:
tension, anger, shame, remorse, apology, forgiveness, relief and cooperation by members.
Also, expressions of empathy of facilitator to victim(s), offender(s) and other members of the forum, and between members of the forum (i.e. offender to victim and supporters, victim to offender etc.)

☐ Seating
☐ Introductions
☐ Appreciation of effort
☐ Set forum focus - why and how

☐ Offender right to terminate
☐ Check for Understanding
☐ Invite Offender to Give account

☐ Invite Victim to Give Account

☐ Invite Victim Supporters
☐ Invite Offender Supporters
☐ Invite Community members if Any

☐ Negotiation of Agreement
☐ Signing of Agreement
☐ Closure of Conference

☐ Refreshments/reintegration

Cultural/religious sensitivity

Not at all  some  moderately  quite  very much

Details (by who, how)
Victim satisfied with outcome? Not at all some moderately quite very much

Details:

Offender experiences support/caring? Not at all some moderately quite very much

Details (from who, how, what)

Offender shows empathy? Not at all some moderately quite very much

Details (to who, what, how)

Offender expresses remorse? Not at all some moderately quite very much

Details (how, what said)

Victim experiences support/caring? Not at all some moderately quite very much

Details (from who, what, how)
**F. CJF Facilitator Immediate Feedback**

Please take a few minutes to answer the following questions immediately after the conference.

<table>
<thead>
<tr>
<th>Facilitator:</th>
<th>Date:</th>
<th>Duration of CJF:</th>
<th>Total CJF Participants:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Number of Victim's Supporters:</th>
<th>Number of Offender's Supporters:</th>
<th>Others Attending:</th>
</tr>
</thead>
</table>

Please Indicate any participants who agreed to participate but who DID NOT attend:

<table>
<thead>
<tr>
<th>Question</th>
<th>not at all</th>
<th>some</th>
<th>moderate</th>
<th>quite a bit</th>
<th>very much</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Overall, how satisfied are you with the CJF session that you just participated in?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>2. Was everyone open-minded about solving the problem that brought them here (not focused on assigning blame)?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>3. How fair are the terms of the agreement that was reached?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>4. Do you think that the terms of the agreement will be honoured?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>5. Do you believe that no one felt any undue pressure in accepting the agreement reached?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>6. How appropriate was this case for a CJF (compared to the courts or school expulsion)?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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</tr>
<tr>
<td>7. Do you feel that the damage caused by the offending action will be actually repaired?</td>
<td>1</td>
<td>2</td>
<td>3</td>
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<tr>
<td>Did you feel that the impact of the offending incident was fully understood?</td>
<td></td>
<td></td>
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<tr>
<td>8a) - by the offender?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>8b) - by the offender’s supporters?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>9. To what extent did the victim(s) receive the answers to their questions about the offence, and achieved a sense of closure (i.e., “I know everything that I needed to know in order to go on with my life.”)?</td>
<td>1</td>
<td>2</td>
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<td>4</td>
<td>5</td>
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<tr>
<td>10. Was an Agreement reached?</td>
<td></td>
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<tr>
<td>11. Nature of Agreement (mark all that apply)</td>
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<tr>
<td>☐ money: amount total $_________________</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>☐ personal service: total hours _____________ what?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>☐ community service: total hours _____________ what?</td>
<td></td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>☐ other: specify ___________________</td>
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<tr>
<td>12.</td>
<td>Anyone assigned to monitor compliance to Agreement: Yes ___ No ___</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>13.</td>
<td>Who was assigned to monitor (list all names; please print)</td>
<td></td>
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<tr>
<td>14.</td>
<td>Briefly explain why no agreement was reached:</td>
<td></td>
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<tr>
<td>15.</td>
<td>What was the most positive aspect of this CJF?</td>
<td></td>
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<tr>
<td>16.</td>
<td>What was the most difficult aspect of this CJF?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**G. Participant Follow-up Evaluation**

<table>
<thead>
<tr>
<th>Case Identification Number:</th>
<th>Date of Case Intake:</th>
<th>Date of CJF:</th>
<th>Date of Last Contact with Program:</th>
<th>Date of Current Follow-up:</th>
</tr>
</thead>
</table>

Thank you for agreeing to this interview. The purpose of this interview is to find out what has happened to you since you entered the program.

**Community Justice Forums:**
1. Since completing the community justice forum have you been charged with any crimes?
   If yes, note:

<table>
<thead>
<tr>
<th>Charge(s)</th>
<th>Arrest(s)/Conviction(s)</th>
<th>Date(s)</th>
</tr>
</thead>
</table>

2. What were the circumstances surrounding the incident (i.e., what was going on in your life, what happened to lead you to commit this harm):

**Impact of the CJF:**
3. Since the Community Justice Forum has the relationship between you and your parent(s):
   - Improved
   - Stayed about the same.
   - Declined.
   Please describe your relationship with your parents

4. Are you currently attending school?
   If no go to question 9.

5. Since the community justice forum has your school attendance:
   - Improved
   - Stayed about the same.
   - Declined.

6. Since the community justice forum has your school achievement:
   - Improved
   - Stayed about the same.
   - Declined.

7. Since the incident for which you were referred to this program have you been suspended or expelled from school? Please give details.

8. Is there anything, in particular, that is causing problems for you at school (probe: if identified in past with learning disabilities or behaviour problems – ask if s/he has since been identified as having these problems, conflict with peers (especially victim in CJF if applicable), teachers/principals?

9. Are you currently working?
   If no go to question 10.
   If yes, can you tell me what your current job is?
10. Who are the people you currently feel are most supportive of you (indicate the 3 most important and rank in order of significance, with 1 = most important)? Can you tell me how each of these people have been supportive to you since our last contact?

<table>
<thead>
<tr>
<th>Support Person</th>
<th>Details of Support (probe for financial, emotional, etc.)</th>
</tr>
</thead>
</table>

11. Who are you living with?
Type of Accommodation: _________________________

12. Since the last assessment, have you had any serious health problems?

13. Since the last assessment, have you had any bad experiences with alcohol or drugs?

14. In your opinion, what has been the biggest change in your life since entering the project?

15. What services or supports did the project provide to you?

**Service providers:**

<table>
<thead>
<tr>
<th>Agency</th>
<th>Referral Issue(s)</th>
<th>Goals</th>
<th>Length of Wait for Services (0=none)</th>
<th>Level of Completion (1-5 with 5 being completed)</th>
</tr>
</thead>
</table>

16. Were there any problems with the programs you were referred to (check all that apply)?
☐ Access to services a problem – specify (e.g. waiting list, inconvenient times, etc.)?
☐ Conflict with staff.
☐ Program not suitable
☐ Other (specify)

17. Do you feel that you have benefited from the program?
If yes, can you tell me how you have benefited?
If you feel you have NOT benefited from participating in XXX can you tell me why not?
7. Resources

Gail Findlay, HAZ Project Manager, Camden & Islington Health Authority, 110 Hampstead Road London NW1 2LJ  Tel: 020 7853 5536  Fax: 020 7853 5485  Email: gail.findlay@islingtonpct.nhs.uk

Canadian Directory of Restorative Justice Programs with Youth
www.youthrestorativejustice.ca


Royal Canadian Mounted Police, Community, Contract and Aboriginal Policing
1200 Vanier Parkway, Ottawa, ON K1A 0R2
tel. 613-993-6221  fax 613-998-2405 aborig@rcmp-ccaps.com  www.rcmp-ccaps.com


Simon Fraser University Centre for Restorative Justice  www.sfu.ca/cfrj
The Church Council for Justice and Corrections  www.ccja.ca
The Restorative Justice Directory  www.restorativejustice.ca


National Crime Prevention Centre
123 Slater Street, 9th Floor, Ottawa, ON K1A 0H8
1-613-957-6361
www.prevention.gc.ca


Office for Victims of Crime (2000). The Restorative Justice and Mediation Collection. Available from the OVC Resource Center 1-800-627-6872 or National Criminal Justice Reference Service, P.O. Box 6000, Rockville, MD 20849-6000. This excellent collection includes the following documents:
♦ National Survey of Victim-Offender Mediation Programs in the U.S.
♦ Multicultural Implications of Restorative Justice: Potential Pitfalls and Dangers
♦ Family Group Conferencing: Implications for Crime Victims
Directory of Victim-Offender Mediation Programs in the U.S.


www.crimereduction.gov.uk/toolkits/as00.htm

Youth Services Bureau of Ottawa  
1338 Wellington Street, Ottawa, ON K1Y 3B7  
www.ysb.on.ca  
tel. 613-729-1000