



Guide for Developing Restorative Justice Programs in Alberta



PREPARED BY: ALBERTA RESTORATIVE JUSTICE ASSOCIATION

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Prepared by Alberta Restorative Justice Association 2015

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I. Introduction

Background
Purpose of the Guide
How to use this guide

Background

Restorative justice has been a part of the Alberta scene for many years. Sentencing circles and circles of restoration have been an important part of Aboriginal culture dating back hundreds of years. Programs in the non-Aboriginal community started in Canada in the 1970's and in Alberta in the 1990's. In 2007, Alberta Restorative Justice Association (ARJA) was formed. Its main purpose is to see that restorative justice is accessible to all across the province.

To carry out its mission ARJA partnered with the former Alberta Conflict Transformation Society (ACTS) in January 2010 to create a document on guiding principles for restorative justice programs. Other organizations had an opportunity to give their insights into this document by attending planning meetings and workshops on Best Practices and Evaluation. Participants in these activities came from across Alberta and represented different programs. This two year process culminated in the document, *Guiding Principles toward Restorative-based Programs/Approaches*.

Two events occurred in 2013 that lead ARJA to reach the conclusion that the *Guiding Principles* document needed to be expanded. One event was a workshop on promising practices in restorative justice held at the 2013 Provincial Restorative Justice Conference. The other was a research/thesis on a framework for developing restorative justice programs in a rural setting (Robinson A., 2014). Feedback from these two events indicated that not only was there an interest in knowing effective practices, but there was also a need for practical information on how to develop a restorative justice program.



Purpose of the Guide

Restorative justice is inherently a community justice process and should be driven by community practitioners. Often, when community groups or individuals in a community want to start a restorative justice program there are many questions that come to mind. Who to contact? Where do referrals come from? How to get funding? How are volunteers trained? Where does support come from? This Guide helps answer these questions. It is also meant to be a resource for all of those who might have a role in initiating, supporting or participating in restorative justice programs.

Specifically this Guide may be used for the following purposes:

- *Provide principles and approaches of restorative justice programming from which local communities could build their own programs or assess their present program.*
- *Provide information to local communities of what can be expected from a Restorative Justice program.*
- *Give credibility to Restorative Justice Programs for potential funders and stakeholders.*
- *Be a useful tool for potential referrals.*



How to use this guide

There are many different types of restorative justice programs, not only in Alberta but nationally and internationally. This Guide does not address all the variations in describing restorative justice and its principles nor all the diverse ways these programs are implemented. What is described in this Guide are the most common approaches to restorative justice and the implementation of restorative justice programs that ARJA has learned in its interaction with organizers, practitioners, and its own research.

The first part of the Guide gives a description of restorative justice and its guiding principles and values. This forms the basis for the second part of the Guide, Starting a Restorative Justice Program. Due to the diversity of restorative justice programs, it is not possible to describe the implementation details for each type of program and for each community. ARJA has chosen general elements common to most programs with some explanations of how it might be implemented.

“Restorative Justice is a compass, not a map,” and so this guide sets directions and options but not specific roads. It is the community leaders and restorative justice practitioners in a given community that best understand the way to build a restorative justice program that will lead to safe and caring communities.



II. Restorative Justice

Description of Restorative Justice
Principles of Restorative Justice
What is a Restorative Justice Process?
Restorative Justice Processes in Communities
Inclusive Restorative Practice

Description of Restorative Justice

Restorative justice is an approach that focuses on the repair of harm and restoration of damaged relationships caused by specific incidents between people and within communities.

Restorative justice in the context of the justice system is a way of looking at crime. It is a response to crime that focuses on addressing the harm suffered by victims, holding offenders accountable for the harm they have caused and collectively dealing with the consequences of the crime. Depending on the harm caused restorative justice may involve the victim, the offender, their social networks, justice agencies, and all those impacted by the crime.

Restorative justice in a non-criminal context means any process which seeks to address or repair the harm caused by the actions of another person(s) and to collectively deal with the aftermath of the damaged relationship. In this context the term victim is replaced by “person harmed” that is, someone who has been directly harmed or affected by the actions of another person. The term offender is replaced by person responsible or harm doer which means the person who bears the responsibility for the action that caused the harm or affected another person.

The underlying principle in a restorative justice approach is to put things right as much as possible when a crime, injustice or harm has occurred.



Principles of Restorative Justice

The following principles support the underlying basic principle of restorative justice:

1. Address harms that have occurred and subsequent needs of the persons harmed.

Restorative justice approaches begin with a concern for the persons harmed and their needs. These needs would depend on the nature of the harms and their impact on a physiological, psychological and social level.

2. Address obligations that result from this harm.

- To address the harm implies accountability on the part of the person who did the harm and the acceptance of responsibility to repair the harm as much as possible.
- Obligations may also extend to communities of care to support the persons who were harmed and those who did the harm.
- The wider community may have responsibilities for the situations that are causing or encouraging crime or wrong doing.

All of these principles are effective in restorative justice practices when they are supported by a set of commonly understood values:

- *Respect*
- *Safety*
- *Inclusivity*
- *Accountability*
- *Voluntary*
- *Holistic*
- *Fairness*
- *Culturally sensitive*

3. Address the cause of the harm.

Persons responsible for the harm need to begin to understand the cause and consequences of their behaviour and what they need to do in order to change this behaviour so it is not repeated. Support from different social agencies may be needed in order for this change of behaviour to occur.

4. Participation by all of those impacted by the incident.

The principle of engagement or participation implies an involvement by all of those who have been impacted by the harm or have a legitimate interest or stake in its resolution. Two key questions to assess community involvement are a) who in the community cares about these people who have been harmed, or have been responsible for the harm and b) how can we involve them in the process?

5. Balance concern for all.

This principle involves balancing the rights of all parties who have been impacted by the harm. Each person is worthy of respect, dignity and has a right to a voice in the processes that affected them.

Principles of Restorative Justice Cont'd

6. Use of collaborative outcomes.

Outcomes need to be agreed upon in a way that includes all parties with an emphasis on fair, proportionate and balanced agreements that repair the harm done as best as possible. These may include reparation, restitution, community services, and referrals to programs to address underlying causes of the harmful behaviour.

A restorative process has the following elements:

- *It is voluntary*
- *It respects all of the participants*
- *It is held in a safe place*
- *It has informed consent*
- *It holds the person responsible for the harm accountable*



What is a Restorative Justice Process?

A restorative justice process is an encounter between an individual who was harmed by an incident with the person who is responsible for causing the harm.

Restorative justice processes use different formats or models. The differences in the models may be procedural (e.g. type of seating, cultural rituals, types of questions, and levels of participation by those affected by the harm). A restorative justice process can be designed to fit individual circumstances and the cultural needs of all those involved.

COMMON RESTORATIVE JUSTICE MODELS USED IN ALBERTA

Peacemaking Circles – are rooted in Aboriginal experience and tradition and based on the belief that the primary responsibility for addressing incidents of harm lies in the community, the persons harmed and the persons responsible for the harm. ¹

Healing Circles – are ceremonies that provide an opportunity to bring conflict to a close, allow participants to express their feelings, and indicate that the person harmed and the person responsible for the harm have undergone personal healing. ²

Sentencing Circles – victim, offender, family, and community members meet with a judge, lawyers, police and others to recommend what type of sentence the offender should receive. The victim and the community have the opportunity to address the offender and may take part in developing a plan related to the offender's sentence. ³

Community Conferencing or Restorative Conferencing (Circles) – is a circle process with the primary people who were impacted by the incident of harm and those responsible for the harm. It may also include other people connected and affected by the incident such as families, support people and community members. ⁴

¹ Pranis, K. (2005). *The Little Book of Circle Processes*. Intercourse, PA: Good Books.

² Stevenson, J. (1999). *The Circle of Healing*. *Native Social Work Journal*, Vol. 2, April 1999.
Retrieved from: www.ceaa.gc.ca/050/documents/p63928/92023E.pdf

³ Lilles, H. (2008). *Sentencing Circles: Part of Restorative Justice Continuum*.
Retrieved from: http://www.iirp.edu/article_detail.php?article_id=NDQ3

⁴ *Safe and Caring Schools and Communities* (2007). *Restorative Justice Community/Classroom Conferencing*.
Retrieved from: safeandcaring.ca/wp.../08/Restorative-Justice-booklet-Web-version.pdf

What is a Restorative Justice Process? Cont'd

Victim Offender Mediation (Dialogue) – This is a meeting between the person harmed and the person responsible for the harm aided by a trained facilitator. ¹

Family Group Conferencing – is a meeting of parents, children, extended family, and other individuals who are ‘like’ family. The purpose of the meeting is to create a plan to protect a child from harm. The plan considers the child’s physical, emotional, mental, and spiritual needs. ²

Community Justice Forum – is most often associated with the criminal justice system. The victim, offender, and their families meet with a trained facilitator to discuss the offence and jointly develop a plan to repair what has occurred. ³

Youth Justice Committees (YJC) – are the most common restorative justice model in Alberta. YJCs are legislated under the Youth Criminal Justice Act and work in partnership with the provincial justice system to administer the extrajudicial sanctions program. YJCs are comprised of volunteer community members who have an interest in the resolution of youth crime in their communities. Volunteers work with the young person to be accountable and take responsibility for their offence. YJCs also assist individual young people to understand the causes of their behaviour and support them towards positive change. Part of the process is to ask direct victims for their input and invite them to be part of a meeting with the young person.

Further information about Youth Justice Committees can be found at www.solgps.alberta.ca

¹ Mediation and Restorative Justice Centre (2015). Restorative Dialogue.

Retrieved from: http://mrjc.ca/index.php/community_services/page/restorative_dialogue

² Bears paw Legal Education and Resource Centre Family (n.d.). Group Conferencing.

Retrieved from: www.bearpaweducation.ca/sites/.../FGC%20Discussion%20Guide.pdf

³ Royal Canadian Mounted Police (2011). Restorative Justice: Recommitting to Peace and Safety.

Retrieved from: <http://www.rcmp-grc.gc.ca/pubs/ccaps-spcca/restjust-justrepar-eng.htm>



Restorative Justice Practices In Communities

Criminal Justice System

Restorative justice has a long history as part of the criminal justice system in Canada. Restorative justice approaches were first seen as part of the First Nation's culture. As restorative justice moved beyond the First Nations' society it became associated with the formal criminal justice system. In order for restorative justice approaches to be used in the justice system criminal acts need to be viewed not just as a breaking of the law, but most importantly, a breaking of relationships. The emphasis then becomes "how can the harm be repaired that will satisfy the needs of the victim and prevent future incidents" rather than "what punishment should be given out". The differences between criminal justice and restorative justice are illustrated in the following table :¹

Two Different Views

Criminal Justice

- Crime is a violation of the law and the state.
- Violations create guilt.
- Justice requires the state to determine blame (guilt) and impose pain (punishment).

Central focus: offenders getting what they deserve.

Restorative Justice

- Crime is a violation of people and relationships.
- Violations create obligations.
- Justice involves victims, offenders and community members in an effort to put things right.

Central focus: victim needs and offender responsibility for repairing harm.

Within the criminal justice system restorative justice is often associated with youth and less serious crimes. However, as restorative justice programs have developed in Canada² and elsewhere, especially in the United Kingdom³, it has been found that restorative justice is also effective with adults and serious crimes.

¹ Zehr, H. (2002). The little book of restorative justice. Good Books, Intercourse, PA. Pg. 21.

² Public Safety, Government of Canada (2005). Restorative Justice in cases of Serious Crime. Retrieved from: www.publicsafety.gc.ca › Home › Resources › Publications

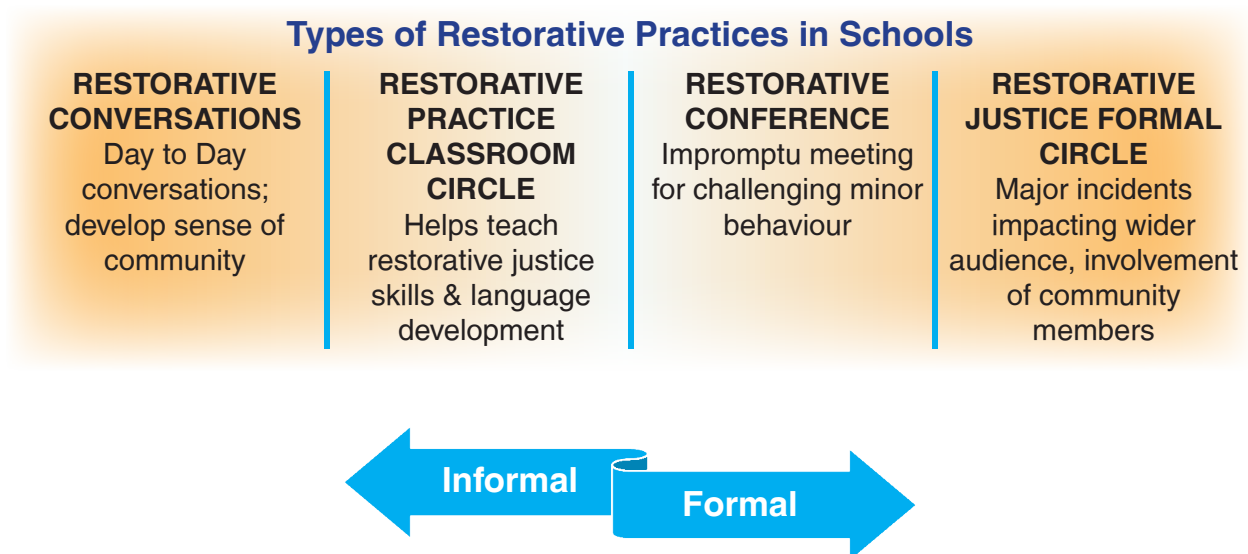
³ UK Ministry for Prison and Rehabilitation (2011). Restorative Justice Action Plan. Retrieved from: <https://www.gov.uk/government/.../restorative-justice-action-plan.pdf>

Restorative Justice and Schools

Restorative justice practices can be used in schools as an approach to discipline and learning. In a school community restorative approaches can address incidents of harm by involving the people most affected (students, staff, parents or community members) in a meeting that focuses on the harm caused and the ways to prevent it from happening in the future. It is useful for encouraging positive behaviour, building respectful relationships, and acquiring helpful conflict communication skills.

Using restorative practices in schools supports recent amendments to Alberta's School Act (2015), which now requires school boards to provide welcoming, caring, respectful, and safe learning environments that encourage diversity and nurture a sense of belonging. These changes to the School Act also require boards to take into account a student's age, maturity and individual circumstances when considering consequences for inappropriate behaviour. It also asks boards to provide support not only to students impacted by such behaviour but also to those who engage in these activities. Restorative principles and practices are consistent with these amendments to the School Act and should be encouraged in schools.

The following illustrates the types of restorative justice practices that can be used in a school setting ranging from informal conversations to format restorative circles.¹



¹ Adapted from Hamilton-Wentworth District School Board: Safe & Caring Schools-Restorative Justice-Information for Parents, Schools, p.4.

Restorative Justice and the Workplace

Many workplaces require strong and effective teamwork in order to achieve the goals of the organization. Teamwork is built on interpersonal relationships which can often be the source of conflict and misunderstandings. Restorative justice approaches in the workplace are appropriate because of its emphasis on relationships in resolving a conflict or repairing a harm. It also provides an opportunity for all of those involved to collaborate to find a positive and acceptable way forward.

Benefits of restorative justice practices in the workplace:¹

- *Brings together all those affected by the conflict;*
- *Provides a safe environment for expression of emotion;*
- *Allows participants to come to shared understanding;*
- *Provides opportunities to rebuild damaged relationships and;*
- *Can be used within existing discipline and grievance systems.*

Restorative approaches can be used in a wide range of workplace conflicts including personal misunderstandings and more serious situations like emotional and verbal abuse, harassment, intimidation, and bullying. Assisting staff to reach a mutual agreement in order to repair the relationships in any of these situations not only builds a strong team but ensures all parties can work together to help the organization achieve its purpose.

Restorative Justice and Areas of Human Interaction

There are many areas of human interaction within any given community where individuals cause harm and others are harmed. Some of these include: citizen complaints against police, neighborhood disputes, foster care, adoption, medical negligence, family disputes, and elder abuse in care homes/facilities. In each of these areas incidents may occur that harm relationships and people's sense of safety. Restorative approaches to conflict offer a framework to repair relationships that have been damaged or broken by focusing on human needs and obligations. The aim of restorative approaches is to build empathy and understanding and to strengthen relationships.

¹ Adapted from International Institute for Restorative Practices (IIRP). Restorative Practice in Workplace Conflict. Retrieved from: www.iirp.eu/training/restorative-practices-in-workplace-conflict/

Restorative Conversations

In daily living and interactions with others in family or in the community, people can hurt or cause harm to one another and a conflict may arise. A restorative conversation between the parties may help to determine who was harmed, who caused the harm, and how it can be repaired to the greatest possible extent. A restorative conversation can also serve as a learning opportunity to determine what needs to happen so this behaviour does not occur again. A restorative conversation may ask questions similar to the ones in the following chart : ¹

Restorative Conversation Questions

CHALLENGING BEHAVIOR

- What happened?
- What were you thinking at the time?
- What have you thought about since?
- Who has been affected?
- In what ways have they been affected?

TO HELP THOSE AFFECTED

- What did you think when you realized what happened?
- What impact has this incident had on you and others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?
- What do you think needs to happen to make things right?

¹ Restorative Works Learning Network, (2012). Time to Think: Using Restorative Justice Questions. Pg. 1.



Inclusive Restorative Practice

The phrase Inclusive Restorative Practice (IRP) indicates a practitioner, program or organization that strives to make its services accessible to all members of their community. While restorative justice is generally considered inclusive, and offer a space for everyone to be heard; an Inclusive Restorative Practice recognizes there is more to inclusivity than just the process. It involves the individual facilitators and the organization as a whole. Inclusivity in restorative justice facilitators, programs and organizations allows for greater participation from all members of a community.

Benefits of creating inclusive restorative practices:

- Facilitators who have an increased capacity to work with the diverse groups and individuals within their community. They have a more insightful and respectful approach to the people they work with.
- Restorative programs that are offered to a wider, more diverse audience. Participants are more open and able to share what matters to them and understand what is important to others.
- An organization that has the ability to offer and respond to the needs of its community and can bridge understanding between different cultural communities.

Three things to consider to make a restorative justice program inclusive:

1. What cultures and groups are members of your community and are not currently accessing your services?
2. What are the barriers keeping them from accessing or participating in your programs?
3. What is the best way to find out what they need?

Barriers to Participation

BARRIERS | *EXAMPLES*

Culture	Are there people in your community who may not know what restorative justice is or what services you offer because there are cultural barriers which prevent them from accessing you?
Language	Are your advertising materials, forms and documents, sessions and workshops only offered in one language?
Exclusion	Are there people who could, but are not accessing your services? (No female, youth involvement etc.)
Poverty	Do people have to leave work to participate? Can they afford your services?
Transportation & Mobility	How do participants get to you? Do they drive, take a bus, or walk? Is your building accessible to those with disabilities?
Family Care	How can people who do not have access to childcare participate?
Knowledge	Do members of your community know and understand what restorative justice is and how it reflects or differs from processes used in their cultures?
Flexibility	Are your facilitators and your programs adaptable to suit the needs of your community?

Additional Information

Additional information can be found at www.arjassoc.ca/irp_project. There is a description of programs that have implemented inclusive restorative practices, a literature review on inclusive practices¹ and a link to an article on cultural competency.²

¹ Federspiel, L. (2012). Inclusive Restorative Practices Review Guide. Retrieved from: www.arjassoc.ca/irp_project

² Ngo, V. (2008). Cultural Competence: A Guide to Organizational Change. Retrieved from: www.ccis-calgary.ab.ca/.../Cultural_Competence_A_Guide_to_Organizat



III. Developing A Restorative Justice Program

Seek Community Support
Setting up the program
Implementing the program

The following section presents important areas to be considered when developing a restorative justice program. How and when each of these steps will be implemented in any given program or practice will depend on the community, its needs and the type of program. The following are suggestions as to how each area could be developed.

I. Seek Community Support

1. Consult with the community

Engage in consultation activities with a diverse cross-section of the community. This could include: community leaders, potential referral agencies, possible funders, cultural groups, diverse social groups, and groups concerned with building safe and healthy communities. Specific groups on a larger community level might include: criminal justice services, police services, community associations, probation offices, legal services, Friendship Centres, social service agencies, schools, victim services, municipal programs, and private sectors.

2. Determine the need in your community for a restorative justice program

To be successful and sustainable a restorative justice program must reflect the needs of a community. Depending on the size of the community this could range from informal discussions with community leaders to public consultations through written surveys, public forums, town hall meetings, or world cafe models. *(See Appendix A: Agenda & Questions for World Cafe)*

Annual reports are another source of information about the needs of a community. These could include reports from municipalities, law enforcement offices, school districts, and social agencies. Reviewing local reports could also provide information on programs and services



II. Setting up the Program

1. Organizing Committee

An advisory committee or interim board is needed to move forward and carry out the results of the consultation process. The members of this group could include representatives from any partnerships that have been formed as well as potential referring groups. The committee/board should be representative of the diverse groups in the community. The role of the advisory committee is to determine the purpose of the program, its vision and mission as well as a set of goals and objectives for the program. This group could also oversee the implementation of the program.

2. Structure of the Program

Determine if the program will be part of an existing agency or program in the community, a non-profit society, an informal restorative justice approach or a youth justice committee:

- If the restorative justice program operates separately from an existing agency then the procedures to form a non-profit registered organization need to be followed. This requires a set of By-Laws approved by Alberta Societies Act. The website www.servicealberta.ca provides a detailed tip sheet on forming a society.
- If the organization structure will be a youth justice committee then it must be sanctioned by the Minister of Justice and Solicitor General. Groups must contact the Young Offender Branch for guidance and support at all phases of the YJC formation process, as the branch is responsible for ensuring compliance with documentation and other requirements. (*See Appendix B: Guidelines for Forming Youth Justice Committees*)

3. Choosing a Program Coordinator

The coordinator will need to have a variety of talents - part entrepreneur, personal relations, grant writer, social worker, politician and passionate promoter of restorative justice. Outlining a clear job description of a Program Coordinator ensures the roles of the advisory committee/ board, coordinator and facilitators are clearly delineated (*See Appendix C: Job Description for a Coordinator*).

4. Funding

Secure funding for start-up costs. This could be in the form of a government grant, private sector donation or from a third party agency that will provide resources for start-up activities.

5. Insurance

If the program is separate from an existing organization it would be important to obtain general liability insurance to protect the society against third party legal liability related to property damage or injuries sustained during the program. Many funders require this type of insurance as part of the conditions for funding. The insurance policy should cover committee members, employees and volunteers. Insurance for Errors and Omissions for board members, staff, and volunteers is also highly recommended.

6. Policy, Regulations and Guidelines Manual

Policy, Regulation and Guideline Manuals need to be developed to help staff and volunteers deliver the program in an effective and efficient manner. They are developed in light of the mission and objectives of the program and they become the means by which the program's plans, rules, intents, and organizational processes become documented and communicated to staff, volunteers and stakeholders.

III. Implementing the Program

1. Choose a Restorative Justice Model

At the beginning of implementing your program the following decisions need to be made:

- Type of restorative justice model to be offered.
(See page 8 for Models)
- Clients to be served.
- Legal requirements to be considered.
- Confirmation from agencies to provide referrals to the program.

It is strongly recommended that all staff and volunteers undergo:

A Police Information Check

**Contact your local Police or RCMP station*

A Child Intervention Check

**Contact Child Youth and Family Services Alberta*

2. Recruit Facilitators

Facilitators may be trained volunteers or paid staff that aid in the restorative justice process. The organizing committee and the program coordinator need to decide whether the restorative justice facilitators will be volunteers or paid staff. This decision often depends on the funding that is available. (See Appendix D: Facilitators: Job Description, Application Form & Interview Questions)

3. Train Facilitators

Set standards of training and train volunteers/staff. This should include training in restorative justice principles and the particular restorative justice program model to be used. This should also include program governance protocols, policies and procedures. It is important the facilitators are also aware of any legal consequences or legal limitations of the program. (See Appendix E: List of Trainers and Training Institutions)

4. Information Brochure

Develop a restorative justice information brochure for referral information and to assist in the ongoing education of the general public. The brochure should clearly outline the restorative justice program that is being used. It could include a description of restorative justice, an explanation of the model that is being used, who the program will serve, any potential cost factors referral procedures, contact information, and testimonies of previous participants.
(See Appendix F: Example of a Brochure)

5. Referral Protocol

A successful restorative justice program needs to have a working relationship with referring partners to develop referral mechanism agreements and protocols. This could include contact information, the conditions for use of restorative justice processes, intake procedures, and methods of on-going communication to the closing of the file. (See Page 20 for more information)

6. Monitoring & Evaluation

Develop an evaluation component of the program for staff/volunteers and clients. (See Evaluation Section on page 29&30)

IV. Case Management

Referrals and Referral Process
Preparation
The Process
The Agreement
Post Session
Evaluation

Referrals and Referral Process

Who Can Refer?

Referrals to a restorative justice process can be made from the criminal justice community, community groups/agencies or individuals who have experienced harm. Regardless of where a referral comes from four conditions must be present in order to proceed to a restorative justice meeting. These conditions are:

1. Parties must be willing to voluntarily participate.
2. Person harmed and person responsible for the harm participate in a face to face meeting. (If a face-to-face meeting is not always possible, video conferencing or written correspondence might then be considered.) In some circumstances, the participation of a surrogate victim, that is, someone who has experienced a similar crime or harmful incident might be the most appropriate approach.
3. The person who has done the harm must accept responsibility or at least not deny responsibility for the harm.
4. Parties must consider it safe to be involved.

Criminal Justice System Referrals

Within the criminal justice system there are a number of different entry points where a restorative justice process can be initiated. The following diagram illustrates the different entry points as well as who may refer.¹

Entry Points in the Criminal Justice System

Pre-Charge	Post Charge Pre-Conviction	Post-Conviction Pre-Sentence	Post Sentence Pre-Integration	Post confinement Re-integration
Police and Crown Referrals	Crown referrals	Court and Crown referrals	Probation and Corrections referrals	Corrections, Parole and re-integration agency referrals
Self-referral victim/offender	Defense Counsel	Defense Counsel	Self-referral victim/offender	Self-referral victim/offender

¹ United Nations Office on Drugs & Crime (2006). Handbook on Restorative Justice Programs. Retrieved from: www.unodc.org/pdf/criminal_justice/06-56290_Ebook.pdf. Pg. 14.

Referrals and Referral Process Cont'd

Legal Issues

When a referral is received for a criminal incident it is important that legal issues from a particular entry point are discussed. This could include all jurisprudence concerns, victims and offender's rights, due process, and the right to counsel.

Non-Criminal Incidents Referral

Non-criminal incidents can be referred to a restorative justice program by social organizations, community groups, or by self-referral if an incident of harm or injustice has occurred. However, regardless of the source of the referral the conditions of voluntarism, acceptance of responsibility, and safety need to be respected for a restorative justice process to be effective in repairing the harm.

Referral Conversation

The purpose of the referral conversation is to provide the necessary information so a decision can be made as to whether this particular incident is appropriate for a restorative justice process. The questions and issues that must be addressed by the referring party in order to reach this decision are:

- What type of an incident took place? Criminal or interpersonal dispute?
- Are there any legal issues that would have an impact or effect participation in a restorative justice process?
- What relationship does the referee have to the parties?
- What are the expectations of the restorative justice outcomes?
- Does the referring person/agency believe that the conditions for a restorative justice process are in place? (*Willingness of both parties to freely participate, responsibility and accountability by the person who harmed and a safe environment for all parties*)

It is suggested that a confidential file be opened for each party at the referral stage. The notes from the referral conversation would be the first entry.

Initial Assessment of Participants

The goal of any restorative justice dialogue is to create a safe and meaningful forum focused on the needs of the person who has been harmed and the harm doer's accountability. In order for this to happen the restorative justice facilitator needs to determine if the individuals are in a position to commit themselves to the principles of restorative justice. This initial assessment should ideally take place with each party in a face to face meeting with the intake worker or facilitator. This gives each party a more personal experience and helps build trust and confidence in the process.

Referrals and Referral Process Cont'd

The following criteria are a guide to consider when making the initial assessment about the appropriateness of the parties for a restorative justice process.

APPROPRIATE CRITERIA

- Victim has precise issues, questions and concerns.
- Offender is prepared to co-operate.
- Offender accepts responsibility for the incident.
- Victim and offender voluntarily agree to enter the program.
- A safe environment can be provided.

CAUSE FOR CAUTION CRITERIA

- Victim does not view participation favourably.
- There is a possibility of victim being re-victimized.
- Victim or offender feels pressure to enter the program.
- Offender denies responsibility.
- Offender believes by agreeing to this process incarceration may be avoided or shortened.
- Victim indicates desire for revenge.

The results of this conversation should be recorded in the confidential file of each party along with the reasons to continue or not to accept this case for a restorative justice process. It is important to also keep the referring party aware of the progress of the case.



Preparation Stage

Once the decision is made that the person harmed and the person responsible for the harm meet the conditions necessary for a restorative process the preparation stage may begin. The preparation interview is conducted by the facilitator(s) for each party separately. It should be noted that it may take more than one interview with each participant.

Beginning of the Interview

In general, the beginning of the preparation interview is the same for all parties. This includes:

- Providing information on the purposes of the restorative justice process.
- Providing an explanation of the particular model to be used.
- Discussion on the role of the facilitator as one who ensures everyone has the opportunity to participate, all conversations are to be respectful, and for participants to be treated fairly and with dignity.
- Answer any questions or concerns.

Meeting with Victim (Person harmed)

It is important the persons harmed understand their role in the restorative process. They need to tell their story, how the incident has affected them, what needs to happen to repair the damage, and whose obligation is it to do so. This is the core of the restorative justice process.

To help with this discussion the following questions could be asked:

1. What happened?
2. What impact has this incident had on you, and those close to you?
3. What has been the hardest thing for you?
4. What would they like to tell the person who caused the harm?
5. What do you think needs to happen to address the harm and make things right?
6. Whose obligation is it to repair the harm?

In addition, the areas of safety and support should be discussed at this meeting

Safety

It is the highest priority in a restorative justice process that all parties feel safe. This is especially true when the incident is a criminal offence where there might be danger of physical harm. In addition, there is also the possibility of emotional harm to victims who have to re-live crimes. During the interview it is important to have a discussion on what needs to happen for the victim to feel safe. Without any assurance of safety, victims may not wish to proceed with the restorative justice process.

Support

- Do the victims/persons who have been harmed need any support at this time and/or during the process?
If so, assist in making appropriate arrangements or referrals. For example, contacting family networks, Victim Services, and any additional support networks as stated by the victim.
- Are there other people who have been affected by the incident?

Preparation Stage Cont'd

Meeting with Offenders (Persons responsible for the harm)

Central to restorative justice is the idea of making things right. An essential part of the preparatory interview with offenders/persons responsible for the harm is to explore their understanding of responsibility for the harm and their obligation to make things right for the person harmed.

To help them reach this understanding the following questions could be asked:

1. What happened?
2. What were you thinking of at the time?
3. What have you thought about since?
4. Who has been affected by what you have done? In what way have they been affected?

Accepting responsibility and repairing the harm

1. Discuss the question of being accountable for the harm caused.
2. Explore the ways that the harm could be repaired and how things could be made right.
3. Have they taken any steps to repair the harm up to this point?

Support

1. What support or resources might they need to complete the process and address the harm?
2. What might cause them to feel unsafe in this situation?
3. What might they need in order to lessen the risk of similar harms occurring in the future?

Preparatory Meeting with Support Person and/or Community Member

The role of the support persons and/or community members depends upon the process used and the circumstances of the incident. It may be active participation or one of observation. In either case, all of those present at the meeting need to understand and accept the principles of restorative justice. Suggested questions for this discussion are:

1. What happened?
2. How did the incident affect you and other members of the community?
3. What suggestions might you have for the offender to repair the harm?
4. What role might the community have in repairing the harm?
5. What social and educational opportunities are there within the community that may act as supportive factors in reducing the chance of similar harms happening in the future?

Conclusion of Preparation Meeting

There are two topics that need to be discussed with all participating parties before the preparation interview is concluded. These are confidentiality and consent to participate.

Preparation Stage Cont'd

Confidentiality

Confidentiality as a component of the restorative justice process helps all parties have conversations that are honest and can help build trust between all involved.

The facilitator must ensure participants understand that all conversations during the restorative justice process are confidential and may not be used for any future legal proceedings. However, there are exceptions to confidentiality. These exceptions may include the potential obligation to report any unprosecuted criminal acts revealed during the process to the appropriate authorities. In a criminal charge, the limitations of confidentiality may need to be discussed by the parties with their legal counsel prior to beginning the restorative justice process.

It should be noted that with respect to confidentiality and young people, section 10⁽⁴⁾ from the Young Criminal Justice Act is applicable.

“Any admission, confession or statement accepting responsibility for a given act or omission that is made by a young person as a condition of being dealt with by extrajudicial measures is inadmissible in evidence against any young person in civil or criminal proceedings.”

In addition the provisions of privacy which are stated in section 110(1) Protection of Privacy of Young Persons need to be respected.

Informed Consent

After all information has been given and all questions of the participating parties are answered a written consent form to proceed needs to be signed by all the participants. In the case of a young person, if the incident is referred by police at the pre-charge stage then written permission must be obtained by parents or guardian in order to proceed.¹ (See Appendix H: Consent to Participate Forms: Minor & Adult Participants)

The written consent form should note that it is a process of mutual respect, that none of the proceedings can be disclosed without the participants consent (other than disclosure of any criminal offences committed) for any legal or other proceedings (confidentiality) and that there is a right to withdraw at any time.

Post Preparation Meeting

1. Notes from the preparation interviews should be placed in the confidential files of the participants by the facilitator(s). If the participants have agreed to participate in the restorative justice process then the consent forms should also be placed in the file.
2. If the case has been referred by an outside agency then communication should take place as to the decision by the participants to proceed or not to proceed.

¹ Winterdyk, J. & Martine-Johnson, S. (2012). Guiding Principles towards Restorative-based Programs/Approaches. Alberta Justice & Solicitor General. Edmonton, AB. Pg.12.



The Process

Prior to Restorative Justice Meeting

Some practical considerations:

1. A reminder sent out a week before to confirm the day, time, place, and if refreshments will be provided.
2. The room needs to be checked out for physical comfort of the participants such as space, safety issues, room temperature, etc.
3. Arrange seating to maximize communication or defuse conflict among participants.

Introductions

- Welcome participants and give general procedural information (e.g. location of washroom facilities, length of meeting, possibilities of breaks, physical comfort level, etc.).
- Have name tags and/or have each person verbally indicate their name.
- Review the restorative justice process and expectations of restorative justice outcomes.
- Review the right to withdraw at any time during the process.
- Ask for questions or need for clarification.
- Establish the ground rules for the process, that is, conversations need to be respectful and each person treated fairly.

Common Approaches for Restorative Justice Facilitators

All restorative justice processes involve respect, a willingness to participate, safety for all, victims' needs heard, and offenders held accountable.

To achieve this Restorative Justice Facilitators will:

- Use language that is clear and understood by participants.
- Use verbal communication skills such as open-ended questions, active listening to probe, empathize, prioritize, and summarize.
- Demonstrate cultural sensitivity in working with participants of diverse cultures and background.
- Transform or redirect hostility, inappropriate language and behavior.
- Respectfully challenge the assumptions and cultural stereotypes of participants that may victimize other participants and compromise their sense of safety.
- Recognize when participants are uncomfortable or distressed by the process and suggest a break or end the process altogether.
- Recognize the needs expressed by participants and restate them appropriately during the process.
(See Appendix H: Code of Ethics for Restorative Justice Facilitators)



The Agreement

Restorative justice processes generally end with a written plan or a verbally agreed outcome. This should come about as a result of a consensus between the participants on how to repair the harm that was done.

When an agreement is reached

The closure could include the following steps:

1. Facilitators summarize what has taken place up to this point and check with the participants to see if they are ready to move to an agreement or plan.
2. Proceed with a brainstorming session about how the offender could repair the harm done by their actions as well as address the underlying reasons for the incident. It is important to start with the victim's suggestions and then the offender's suggestion. Other participants may also add to the brainstorming ideas at this point. (In youth justice committee the offender speaks first as there are legal requirements that need to be addressed, different programs models can have different protocols).
3. Each idea put forward in the brainstorming should be evaluated on how well the suggestion would repair the harm and/or how it might contribute to prevent the incident from re-occurring. The suggestions should be specific, realistic and able to be completed in a reasonable time.
4. Once consensus on the terms of the agreement is reached, then the facilitator will draft and share it with the victim and offender. The signing of the agreement needs to be a free choice by the victim and offender with no pressure from the facilitator or any other participant.
5. Once the agreement is signed, the facilitator(s) closes the meeting. At this time arrangements may need to be made with the offender to ensure all outcomes are satisfactory and/or completed.

When an agreement is not reached

At times, a restorative justice process does not end with a written or verbal agreement. This may be for several reasons. Through dialogue the victims may feel their needs have been addressed, questions answered, closure has happened and/or the offenders understand the consequences of their actions. As a result of this, the victims feel no further action is required.

There are occasions when an agreement may not have been achieved because the parties were not able to meet or after the parties met there was an impasse or the parties withdrew from the case.



Post Session

1. A debrief session may take place either after the completion of the restorative justice process or arrangements may be made for a debrief meeting at another time. This could be a face to face meeting and/or completion of a satisfaction survey.
2. It is important that all notes, documentation and reports associated with the process are collected at the end as these are confidential. They should be placed in the appropriate confidential file which was started at the intake stage.
3. If a referring agency started the process then a signed copy of the agreement needs to be sent to them. Reports are to be completed according to the requirements of the referring agency and should have been discussed with the facilitator/coordinator prior to start of the restorative justice process.
4. The question of who will supervise/follow-up the fulfillment of the agreement is necessary so that the outlined terms and conditions can take place in a timely fashion. The offender may also need to access other community resources in order for the harmful behaviour not to re-occur.
5. Determine the level of contact with the coordinator/facilitator that the victim needs with regard to support or additional information about the progress of the completion of the agreement.



Evaluation

Why Evaluate and Who Does It Benefit?

In designing evaluation tools the first requirement is to know who the evaluation is for and what is its purpose. Two groups are interested in the evaluation of restorative justice programs in Alberta. One group is the funders who support restorative justice programs. They typically want measurable results to know if restorative justice programs are effective, that is, is the community safer and is recidivism reduced. The second group are program developers and facilitators who want to know if the program is meeting its goals and the areas of improvement for the program, participants and facilitators

Types of Evaluations

There are two main types of evaluations (these can be used together or separately):

1. **Summative Evaluations:** These evaluations are based on the final outcome of the program and take place at the end of the process. Evaluation forms may be given to all participants at the end of the process.
2. **Formative Evaluations:** These evaluations are based on continuous feedback. They can occur at various points of the process, referral, intake, preparation, after fulfillment of the agreement, and post meeting.

These two types of evaluations can occur using several different methods:

1. Statistical information can be gathered through questionnaires. The information gathered may be helpful both to funders and to program managers. *(See Appendix J: Areas of Consideration for Statistical Analysis of Restorative Justice Programs)*
2. Satisfaction surveys help those managing the program to make adjustments to the program to meet the needs of the victim, offenders, and participants more effectively. *(See Appendix K: Post Session Evaluation Forms)*
3. Information and assessments can also be gathered through observation of the processes and interviews with victim, offender, and other participants.
4. Coordinator and facilitator reports and debriefing sessions. *(See Appendix K: Post Session Evaluation Forms)*

Setting up Evaluation Procedures

The temptation in setting up a program is to spend time and energy into implementing the program and after it is up and running, then decide on the evaluation plan. Consideration for evaluations should be discussed at the beginning of the restorative justice program so a strong foundation is laid to ensure goals are achieved and the program will be sustainable.

Evaluation of restorative justice programs can be challenging, as the outcomes of a restorative justice process can be difficult to measure. Systematically gathering data from the inception of the program is key for measuring its effectiveness. The creation of an evaluation process to measure outcomes will help ensure accountability, credibility and criticality from the perspective of funders and the program.



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VI. Appendices

Appendix A: Agenda Questions for World Cafe

Appendix B: Guidelines for Forming Youth Justice Committees

Appendix C: Job Description for a Coordinator

Appendix D: Facilitators: Job description;
Application Form & Interview Questions

Appendix E: List of Trainers and Training Institutions

Appendix F: Example of a Brochure

Appendix G: Oaths of Confidentiality: Participants & Facilitators

Appendix H: Consent to Participate Forms: Minor & Adult

Appendix I: Code of Ethics & or Restorative Justice Facilitators

Appendix J: Areas of Consideration for Statistical
Analysis of Restorative Justice Programs

Appendix K: Post Session Evaluation Forms

Appendices

Please Note: The following appendices have been submitted as examples of in-use documents to assist organizations and programs with setting up their own forms. Not all information will be applicable to all programs. Please use the information as a guide to create forms that reflect the needs of your program.

List of Appendices

- A. Agenda & Questions for World Cafe
- B. Guidelines for Forming Youth Justice Committees
- C. Job Description for a Coordinator
- D. Facilitators: Job Description, Application Form & Interview Questions
- E. List of Trainers and Training Institutions
- F. Example of a Brochure
- G. Oaths of Confidentiality: Participants & Facilitators
- H. Consent Forms to Participate: Minor & Adult
- I. Code of Ethics for Restorative Justice Facilitators
- J. Areas of Consideration for Statistical Analysis of Restorative Justice Programs
- K. Post Session Evaluation Forms

Appendix A: Agenda & Questions for World Cafe

Sample Agenda*

- 7:00pm** **Introductions and Welcome**
Working Principles
Housekeeping
- Introduce the process**
- Parking Lot
 - Holding patterns
 - Participants will introduce themselves at their tables
 - Each table will have a recorder
 - Recorders not to be involved in discussion – capture the information verbatim
 - Ask questions for clarity
 - Use the Flipcharts to record answers to focus questions
 - Give some time for participants to work on their own before recording answers to focus questions
 - Encourage everyone to provide their thoughts
- 7:10pm** **Setting the Context – Presentation**
Organizer/facilitator provides the context of the meeting, that is, reasons for this meeting and its format.
- 7:20pm** **Presentation Debrief (Flipchart Recording)**
Based on the information presented
- What stands out for you from the information presented?
 - What is encouraging or exciting?
- Table groups will begin Round One**
- 7:20pm** **Small Table Group Discussion – Round One**
- Would a restorative justice program be a good thing for our community? What would be the benefits of implementing a restorative justice program?
 - What might a restorative justice program look like? What kind of work would a restorative justice program be doing?
 - What problems could a restorative justice program help with?
- Before moving to Round 2 the Table groups will share with the rest of the group 3 or 4 highlights of their discussion.**
- 7:50pm** **Break and moving off to Round Two**
- 8:10pm** **Small Table Group Discussion – Round Two**
- What are the potential challenges to implementing this initiative?
 - Who would be or needs to be involved?
 - How could we move this forward? What would that take? Who should take action?
 - Are there other questions/issues you feel need to be addressed?
- Table groups will share with the rest of the group 3 or 4 highlights of their discussion.**
- 8:35pm** **Group Debrief & Next Steps**
- 9:00pm** **Closure**

Sample Questions*

1. What stands out to you from the information presented?
2. What is encouraging or exciting?
3. Would a restorative justice program be a good thing for our community? What would be the benefits of implementing a restorative justice program?
4. What might a restorative justice program look like? What kind of work would a restorative justice program be doing?
5. What problems could a restorative justice program help with?
6. What are the potential challenges to implementing this initiative?
7. Who would be or needs to be involved?
8. How could we move this forward? What would that take? Who should take action?
9. Are there other questions/issues you feel need to be addressed?

**Adapted from: Robinson, A. (2014). An Alternative to Retributive Justice: Designing a restorative justice program in the community of Three Hills Alberta. Unpublished manuscript.*



Appendix B: Guidelines for Forming Youth Justice Committees

How Do Citizens Form A Youth Justice Committee? *

1. Form a Steering Committee

Interested citizens should form a steering committee to determine local interest and support for a youth justice committee and for the selection of youth justice committee members. The local police and probation personnel can be valuable resources to the committee. It is important to obtain the support of the local judge and Crown counsel at the beginning stages of formation. The steering committee should meet to discuss the geographical boundaries to be served and the role the committee should play (e.g. sentence advisory, extrajudicial sanctions, police diversion, and determine how to inform and obtain support from the community). Interested individuals or groups should contact the Young Offender Branch of Alberta Solicitor General for information regarding procedures and the roles fulfilled by committees in other communities.

2. Identifying the Needs and Interests of the Community

The committee should identify special needs and interests of the particular community and arrange a meeting with different groups to determine issues with youth, the criminal justice system and the needs of young people. Groups canvassed could include the town council, the local police agency, community leagues, the Chamber of Commerce, service clubs, school associations, church clubs and youth groups. The information gathered from meetings with community groups will determine how a youth justice committee would best serve the community.

3. Developing a Constitution

A constitution serves as a reference for the committee and is a document that formally establishes the committee. The constitution should outline the committee's name, purpose, legal authority, aims and objectives, membership, executive functions, meetings, and procedures.

4. Formalizing the Youth Justice Committee and Providing Training

Decisions need to be made regarding who sits on the youth justice committee. An orientation session should be scheduled which would provide the members with information on the Youth Criminal Justice Act, the principles upon which it is based, the sanctions which are permitted, the elements of the youth justice system, and the services presently provided by youth correctional services and contracted agencies. On-going training sessions may be beneficial to keep apprised of legislative and/or program changes. The local probation officer can assist as required.

5. Applying for Designation under the Youth Criminal Justice Act

When the above steps have been completed a letter is sent to the Executive Director, Young Offender Branch, and the Alberta Solicitor General to apply for official designation under Section 18 of the Youth Criminal Justice Act. A copy of the committee's constitution as well as letters of support from the local youth court judge, Crown counsel, and police should be included with the request. This package will be reviewed by the executive director and forwarded to the solicitor general for consideration.

6. Receiving Formal Designation

When the solicitor general formally designates a youth justice committee, they will be provided with a copy of the Ministerial Order. Upon being designated, members of the youth justice committee are considered volunteers of the province and are eligible for liability coverage under the provincial risk management program. This coverage includes general liability insurance and some benefit coverage in the event the volunteer is injured in the course of performing volunteer duties. The general liability coverage is the same coverage that is provided to all employees of the Alberta government.

7. Collecting Data and Submitting Reports

In order for the Alberta Solicitor General to stay apprised on the work of individual youth justice committees, members are asked to submit an annual report which describes activities during the year.

8. Ongoing Evaluation

On an ongoing basis, youth justice committees must evaluate processes, procedures and functions. As the committee gains experience with the youth justice system, it must take the time to evaluate what is being done and how it is being done. Changes are made or new activities added as deemed appropriate.

**Obtained from: https://www.solgps.alberta.ca/programs_and_services/correctional_services/young_offenders/Publications/How%20to%20Form%20a%20Youth%20Justice%20Committee.pdf*



Appendix C: Job Description for a Coordinator

Restorative Justice Program Coordinator Job Description Sample*

1. Duties In Relation To Governing Party (Non-Profit Association, RJ Committee, etc.):

- Assist in calling meetings and taking/preparing meeting minutes
- Participating in Board and Staff long range planning sessions (generally one /year)
- Attends appropriate Personal Development Sessions when the board/committee directs
- Review and maintain program policy, procedures, guidelines, and practices. Any updates or revisions to be formally presented to the board/committee for approval
- Assist in preparing annual budget for the program
- Assist the board or committee members in preparing for promotional events and/or fundraisers
- Provide a monthly report as to duties performed

2. Duties To Restorative Justice Program:

a. Case Management

- Accept and review case referrals and documents
- Select and assign volunteer facilitators to cases
- Ensure (yourself or assign to facilitator) room set-up and provide facilitators with documents, lap-top, portable printer, snack items and ECT for case forums
- Be available should facilitators have questions or need assistance during the process
- Conduct case debriefing with facilitators
- Follow-up on case agreements
- Conduct victim/offender satisfaction surveys

b. Day To Day Operations

- Prepare funding proposals and grant applications
- Submit cheque stubs, invoices, and bank deposits to the book-keeper
- Website updates and maintenance
- Ensure revenues and expenses align with budget expectations
- Plan monthly facilitator meetings in conjunction with on-going skill development training
- Attend court during its regular sittings
- Seek-out, prepare, and participate in promotional presentations and trade shows
- Track data for reporting and evaluation practices
- Prepare grant reports as required
- General office duties (filing, letter writing, promotional interviews)

3. Working Conditions

- Some travel involved
- Able to work independently
- Flexibility in working hours and conditions (some evenings)

4. Required Skills

- Familiarity with restorative justice principles and is prepared to commit to them
- Strong interpersonal and communication skills
- Reading financial statements and budgets
- Basic Computer Skills (Office, Excel, Email)
- Stress and time management skills
- Effective written and verbal skills
- Able to work with tight deadlines

5. Personal Attributes

- Be able to maintain strict confidentiality
- Be honest and trustworthy
- Have a respectful attitude
- Possess inclusivity, awareness and sensitivity
- Demonstrate sound work ethics

6. Other Requirements

- Criminal Record check
- Vulnerable Sector check
- Valid driver's license and personal vehicle
- Signed: Organizational: "Code of Confidentiality" and "Code of Ethics"
- Verification of professional designations and completed education
- References (two professional and one personal)

**Original version provided by Fairview and Community Restorative Justice. www.fcrj.ca*



Appendix D: Facilitators: Job Description, Application Form & Interview Questions

Sample Facilitator Job Description*

Description

Restorative justice is a community-based alternative to the traditional justice system. Trained volunteers facilitate restorative justice processes which bring together the victim, offender, their families, supporters, and/or the community for a discussion about an incident and how it can be repaired.

Responsibilities/Duties

- Pre-Interview the victims and offenders
- Facilitate restorative justice forum
- Write resolution agreement and summary reports
- Attend monthly facilitator meetings
- Attend on-going and relevant training, education workshops, and events
- Promote and enhance restorative justice programs

Qualifications

- Excellent communication skills (Oral and written)
- Effective organization and time management skills
- Ability to work independently and as part of a team
- Ability to treat clients with respect and fairness
- Previous work or volunteer experience with at-risk youth (families) and/or conflict resolution is an asset
- Criminal Record Check and Vulnerable Sector Check (CFSA) required

Commitment

Volunteers are asked to commit from 2 to 15 hours per month for a minimum of 12 months.
Most regular monthly training is 1-3hrs/month, but some cases can range anywhere from 4-10hrs/month.

Training

Volunteers will receive 2.5 full days of Restorative Justice Forum training followed by monthly training. (Other restorative justice training opportunities will be provided to volunteer facilitators from time to time.)

Sample Facilitator Application Form*

Name	
Age	
Street Address	
Box Number	
City	
Postal Code	
Phone	
Cell	
Fax	
Email	
Current Job/Position	
Employer or Self Employed	
Length of time in the community?	
Criminal Record Check	<input type="checkbox"/> Yes, Attached <input type="checkbox"/> Yes, Will provide, if selected for interview <input type="checkbox"/> No
Vulnerable Sector Check	<input type="checkbox"/> Yes, Attached <input type="checkbox"/> Yes, Will provide, if selected for interview <input type="checkbox"/> No

1. Community involvement includes:

2. Outline in your own words why you believe you would be a good candidate to be trained and voluntarily work as a Restorative Justice Facilitator:

Sample Facilitator Interview Questions*

1. What specific skills and personal qualities do you bring to this position?

Considerations: Essential skills that successful facilitators need include communication, adaptability, creativity, and resilience as well as knowledge of restorative justice principles and an understanding of information gathering, analysis, and problem-solving.

2. We all have bias due to our worldviews. Is there a situation or circumstance where it would be difficult to be impartial? How would you handle that type of referral?

3. Give an example of a conflict situation that you've been involved in. How did you handle the situation? What do you think worked well? What do you think could have worked better?

Considerations: What actions did they take to improve the situation? What key skills were used to problem solve and in decision-making?

4. What is your comfort level in having difficult conversations?

Considerations: Can they relate it to actual examples? Do the skills they use move a conversation forward, instil confidence, and motivate change?

5. Describe your experiences dealing with confidential materials and what steps you took to keep the information confidential.

Considerations: Do they recognize potential challenges as an RJ Facilitator in a small community?

6. Do you have any questions about the restorative justice program or process?

**Adapted from Fairview Community Restorative Justice - www.fcj.ca*



Appendix E: List of Trainers & Training Institutions

The following trainers or organizations have indicated that they offer restorative justice training in Alberta. More detailed information about each program is available by accessing the contact information provided.

1. J.J Beauchamp

- o Starting a Youth Justice Program
- o Community Conferencing & Circles
- o Case Management in Restorative Justice
- o Restorative Justice

Phone: 403 227-4156 or 403 350- 5290

Email: Jjbeauch@telusplanet.net

2. Gayle Desmeules

- o Family Group Conferencing
- o Peacemaking Certificate Training
- o Facilitating Restorative Conferences
- o Developing a Restorative Practices Framework

Phone: 780 614 7890

Email: gayle-desmeules@nca.ca

3. Alan Edwards

- o Advanced Restorative Justice Training
- o Moving Toward Values-Congruence in Our Work with Offenders (2 days)
- o Working with Participants' Shame (1.5 days)
- o Understanding Violence (3.5 days)

Phone: (780) 993-0247

Email: alanedwards@shaw.ca

4. Chris Hackett & Deborah Eerkes

- o Principles & Practice of Restorative Justice for Post-Secondary Students & Staff (3 days)

Phone: 780-492-1975 or 780-492-5514

**Email: chris.hackett@ualberta.ca or
deborah-eerkes@ualberta.ca,**

Web site: <http://www.osja.ualberta.ca>

5. Mandy Halabi

- o Peacemaking Circles

Phone: 780 236 2467

Email: mandyhalabi@gmail.com

6. Sue Hopgood & Caroline Missal

- o Community Conferencing Facilitator Training (3 days)
- o Building a Restorative Culture in Your Classroom School (1 day)
- o Building a Restorative Culture in Your Organization (1 day)

Phone: 780- 940-1574 or 780 -913-2074

**Email: sueh@engage-rp.com or
carolinem@engage-rp.com**

Web site: www.engage-rp.com

7. Joanne Munro

- o Peacemaking Circles (2 days)
- o Restorative Justice (1 day)

Phone: 780 970-4495

Email: joannemunro@gmail.com

Web site: www.silverliningmediation.com

8. The ADR Institute of Alberta (ADRIA)

- o Restorative Practices
(5 day course/40 hours)

Trainer

Joanne Munro

**Phone: 780 433 4881 or 1-800-232 7214
ex 111**

Email: education@adralberta.com

Web site: www.adralberta.com

9. ADR International Group Inc.

- o Restorative Justice Theory and Skills for Facilitators – How to work with Victims and Offenders
- o Victim Offender Case Building – Assessing the case, preparing yourself and the parties
- o Building an RJ Program based on the UN's Principles of Restorative Justice
- o Designing and Facilitating Circles – to meet the needs of the parties and the situation
- o Restorative Practises – taking your facilitation skills into other arenas
- o Restorative Justice Circles and Culture

Trainer: Paula Drouin

Phone: 780-460-7599

E-mail Paula.drouin@adrig.ca

Web-site www.adrig.ca

10. Alberta Restorative Justice Association (ARJA)

- o Developing a Restorative Justice Program (1 day)
- o Restorative Justice Principles and Practices (3 hours)
- o Restorative Justice and Victims Services (3 hours)
- o Inclusivity and Restorative Justice (1 day)

Phone: 780 628-6801

E-mail: info@arja.ca

Web site: www.arja.ca

11. Fairview Community Restorative Justice

- o Restorative Justice Coordinator Facilitator Training
- o In Community Conference Forums

Phone: 780.835.2200

Email: info@fcrj.ca

12. Mediation and Restorative Justice Centre (MRJC)

- o Principles and Process of Restorative Justice
- o Working with Victims in the Restorative Process
- o Incorporating Restorative Practice in Your Organization

Phone: 780 423 0896

Email: ed@mrjc.ca

Web site: www.mrjc.ca



Appendix F: Example of a Brochure

Who are we?

Fairview Community Restorative Justice is a community run program using community justice forums to promote reconciliation, settlement or compromise.

Restorative Justice is a continuum of services that involve the victim, offender and the community and incorporates the principles of respect, inclusiveness, accountability, reparation, restoration, and community involvement.

The purpose is not to determine guilt or innocence. The goal is to address the harms done.

The process is voluntary to parties from start to finish.

Each community justice forum is conducted by two well-trained, volunteer facilitators.

Case confidentiality is maintained.

The program practices involves victims, offenders and communities.

FCRJ is an active member of the Alberta Restorative Justice Association
Web-site: www.arjassoc.com.

The web-site has information on programs in Alberta and a list of updated resources and research articles.

Referrals to the program come from the

Fairview **RCMP** Detachment, **Schools** and **Community**.

The Fairview Community Restorative Justice

Program is an **initiative** of The Well Community Action Association.

We serve the Town of Fairview, M.D. of Fairview and the County of Clear Hills.

Fairview **volunteer** facilitators are trained in Victim/Offender Mediation and Community Justice Forums.



Fairview Community Restorative Justice

(780)835-2200

(780)835-8067

244 - 109 Street

Box 123

Fairview, AB

T0H 1L0

Fairview Community Restorative Justice



FCRJ

Restorative practices are not about punishment but accountability and consequences.

~ Violet Smith

Telephone

(780)835-2200

(780)835-8067

What is a Restorative Community Circle?

Once a referral is made, the coordinator, assigned a case number, selects two facilitators; parties are contacted and a date, time and place for a pre-interviews is determined.

(The role of the coordinator and facilitators is not to judge only to help the process move forward and assist in clear and respectful communication.)

Pre-interview

Case Facilitators meet separately with those involved in the case. Review of the program process, rules and case suitability is carried out.

Participants relate their experiences and expectations.

All concerns and questions should be addressed at the pre-interview. A date is chosen for the forum.

What happens during the forum?

Rules of the forum are reviewed with parties. Each participant, without interruption is given an opportunity to talk respectfully about how the offense has impacted them and ways the harms may be addressed.

What's is the outcome objective?

To reach an agreed upon written, signed contract on how the harm can be repaired, as much as possible.

The FCRI Coordinator conducts on-going follow-up on the offender's contract obligations status and involved parties' satisfaction rates.

Goals of the Restorative Justice Program

Providing a high quality service to all participants in a restorative processes – victims/persons harmed, offenders/perpetrators, and members of the wider community.

Provide an effective, efficient alternate justice program.

Increase satisfaction among victims, offenders, referral agents and community.

Increase the level of empathy between victims and offenders.

Increase level of accountability with offenders.

The Principles of Restorative Justice

Focus on the harms that have been done, rather than the rules that have been broken.

Work towards restorations of victims trust by empowering them and responding to their needs as they see them.

Provide opportunities for open dialog in a safe environment.

Encourage collaboration and reintegration of victim and offender rather than coercion and isolation.

The Restorative Justice process changes the manner in which people deal with crime and conflict to a positive and transforming process for the community.

**Restorative
justice
Only works well
when everyone
takes part.**

Contact Info

**Fairview Community
Restorative Justice**
244 - 109 Street
Box 123
Fairview, AB
T0H 1L0

Phone: 780-835-2200

Cell: 780-835-8067

Email: info@fcrlj.ca

Visit us on the web:
<http://www.fcrlj.ca>

Appendix G: Oaths of Confidentiality: Participants & Facilitators

Participants Oath of Confidentiality Form - Sample*

Participants Oath of Confidentiality

Date of restorative justice process: _____

We, the undersigned, pledge not to discuss any information revealed to us pertaining to this case unless directed by law.

We, the undersigned, also pledge to respect the privacy of all participants by not discussing their identities, any identifying characteristics or information, and any of the particulars of what is said here outside the restorative justice process.

Signature Date

Signature Date

Signature Date

Signature Date

**Adapted from Restorative Justice Victoria - <https://RJictoria.wordpress.com>*

Facilitators Oath of Confidentiality Form - Sample*

Facilitator Oath of Confidentiality

1. I, _____, acknowledge and agree that any information obtained by me in the performance of my services is of a confidential nature and that during my service and thereafter, I agree to:
 - a. Hold and keep in confidence all information and not discuss, communicate or transmit to others, or make any unauthorized copy or use of the information in any capacity, position or business unrelated to the restorative justice program.
 - b. Take all reasonable steps to prevent unauthorized use or disclosure of confidential information.
 - c. Abide by all practices and regulations for the protection of the information.

2. Upon completion of the restorative justice process, I will promptly deliver all documents, data, records, lists and any other materials pertaining to the case to the program coordinator. I shall not retain any documents, data or reproduction of such documents of data containing or pertaining to the file.

3. In the course of a restorative justice process, should information arise that I feel a legal obligation to disclose, such as reports of child abuse or threats of violence, I will inform the victim and/or the offender that the information will be disclosed. I will then inform the program coordinator and appropriate authorities immediately.

I understand and accept the terms of this Confidentiality Agreement.

Signature

Date

** Original version provided by Fairview Community Restorative Justice - www.fcrj.ca*



Appendix H: Consent Forms to Participate: Minor & Adult

Informed Consent Form for Minors - Sample*

Minor Consent Form

What to expect from the restorative justice program

Facilitators work with all parties to promote reconciliation and resolution. Their role is not to determine guilt but to address the harms that have been done. Once the referral is made, all parties involved are contacted and meet with the facilitators. A date, time, and place for the conference is determined.

What happens during the conference?

The conference process is explained to all parties at the pre-conference interview. Facilitators help move the process forward and assist in clear and respectful communication.

How we proceed- Each party, without interruption, is given an opportunity to talk about how the offence has impacted them and how those harms need to be addressed. During this time there is discussion of the issues and concerns. Each party is given opportunities to ask questions and respond. The parties can then determine what needs to happen in order for those concerns to be addressed.

The agreement- Following the discussion, the parties draft an agreement focusing on what can be done to resolve the harm. Facilitators write down the terms of the agreement and all parties sign it.

Non descriptive general information may be used for training purposes only. All cases are confidential.

The restorative justice process is voluntary for both victim(s) and offender(s), participants may opt-out. This ensures the victim is willing to take part and the offender has admitted guilt, accepts responsibility for the offence and is willing to make amends.

Note: A Mentor may be assigned to each file for support.

I _____ grant permission for my child/ward

_____ take part in the restorative justice program.

** Original version provided by Fairview Community Restorative Justice - www.fcrj.ca*

Informed Consent Form for Adults* - Sample

Adult Consent Form

1. I, _____, acknowledge and agree that any Information
(Print name)
obtained by me in the performance of my services is of a confidential nature and that during my service and thereafter, I agree to:
- Hold and keep in confidence all information and not discuss, communicate or transmit to others, or make any unauthorized copy or use of the information in any capacity, position or business unrelated to _____ Restorative Justice Program.
 - Take all reasonable steps deemed necessary or appropriate to prevent unauthorized use or disclosure of confidential information.
 - Abide by all practices and regulations of the program for the protection of information.
2. Upon the completion of a case conference, I will promptly deliver to the RJ office or Program Coordinator all documents, data, records, lists and other assets pertaining to the case and contract agreement and shall not retain notes, documents, data or copies pertaining to the case file. (This applies to written and electronic information (i.e. text and email messages).
3. The Program Coordinator is responsible for; shredding, secure storage of files and transfer (i.e. report to referring agent) of all confidential written and electronic information pertaining to the case.
4. In the course of the conference facilitation, should information arise that I feel a legal obligation to disclose, such as reports of child abuse or threats of violence, I will inform the offender or victim that under the law I am obligated to disclose the information. I will then inform the program coordinator and appropriate authorities immediately.

Signature

Date

o A copy of this document will be signed and dated by the program coordinator and each Case Conferencing Facilitator with copies retained in the restorative justice program office files.

** Adapted from Restorative Justice Victoria - <https://RJictoria.wordpress.com>*

Appendix I: Code of Ethics & or Restorative Justice Facilitators

Code of Ethics for Fairview Restorative Justice Program Coordinator and Case Facilitators* – To be used as a Guide **

Note: The following codes apply to entire process of case facilitation from case development, forum conferencing, and case follow-up.

1. Self-Determination: The program coordinator and case facilitators shall recognize the FCRJ program is based on the principle of self-determination. This principle requires that the mediation process rely upon the ability of the victim(s) and offender(s) to have voluntary, unpressured discussions and to reach a voluntary, unpressured agreement of repairing the harms done. The victim(s), offender(s) and facilitators have the right to withdraw from the FCRJ process at any time during the process.

Comments: *It is inappropriate for the program coordinator or case facilitators to offer, advice to any of the parties with respect to a particular perspective, course of action, or option.*

2. Impartiality: The program coordinator and facilitators shall conduct their contacts (phone, text or email), case building meetings, and case conferences with one or more of the parties, (victims, offenders, support persons, witnesses, ECT) in an impartial manner. The coordinator and facilitators are committed to victim(s) and offender(s) in a case and shall not perform the role of advocate, adversary, or savoir nor judge any of the parties. The facilitators shall examine how their own value, biases, and prejudices might affect their ability to work effectively on a particular case. If impartiality or the perception of impartiality is not possible, the facilitator shall withdraw from the case.

Comments: *The coordinator and facilitators shall avoid conduct that gives the appearance of partiality toward one of the parties. The quality of the case development in all contacts, pre-case interviews and in the case conferences itself is enhanced when victim(s) and offender(s) have confidence in the impartiality of the program coordinator and facilitators.*

3. Conflict of Interest: The roles and responsibilities of the coordinator do not present any cause for conflict of interest however; facilitators shall disclose all actual or potential conflict of interest reasonable known to him/her and shall decline to work on the case. Should a conflict of interest arise during the process, the facilitator shall suspend the process and contact the coordinator to withdraw from the case.

Comments: A conflict of interest is a dealing or relationship that might create the impression of possible bias. The bias approach to a conflict of interest is consistent with the concepts of client self-determination and facilitators' transparency. Moreover, the program coordinator and facilitators shall not advance any personal, professional, or business while acting in capacity of the restorative justice program.

4. Role Conflicts: Under no circumstances or conditions will the coordinator or facilitators function as attorney, therapist, counsellor, or any other professional role or relationship to any party during the restorative process.

5. Confidentiality: The program coordinator and facilitators shall meet the parties' reasonable expectations to confidentiality. The parties' expectations of confidentiality are with the program and depend on those in the room for case development, the conference form and any agreement they make. The coordinator nor facilitators shall not disclose any matter that a victim or offender expects to be confidential, unless given permission by that party, or unless required by law. Exceptions to the rules include disclosures of; child abuse or neglect, uttering threats to harm or kill another person, any occurrence of a criminal act during the process or the discloser of a criminal act committed prior and unrelated to the case before the Restorative Justice Program.

Comments: *It is generally acceptable that Case Facilitators are permitted to discuss the specifics of the case with the program coordinator. It also is recognized that on occasion there may be benefit to consulting an outside resource person, it is expected that the parties' identities will not be shared in these discussions.*

6. Competence: A person shall prepare or facilitate a case only when he/she has necessary qualifications to handle what is reasonably likely to arise in the case process. Training and experience is necessary for effective case development and facilitating conference forms. All facilitators of the restorative justice program are expected to commit themselves to the ongoing improvement of their skills not only through serving as facilitators, but also through availing themselves to training opportunities on an on-going basis.

Comment: *Know and respect your limits when contemplating taking on a case.*

7. Integrity of the Process: The program coordinator and facilitators are responsible for establishing and maintaining at all times the integrity of the process he or she is managing. It is the expectation that the entire process is conducted within this "Codes of Ethics" and "Code of Confidentiality", and is consistent with principles and goals of the restorative justice program.

8. Co-Facilitating: Co-facilitating cases is the practice of the FCRJ program. This practice is used partially for skill development and partly for extended safety and accountability. One facilitator is appointed the lead and the second as more of an observer available to intervene should it be necessary. Co-Facilitators shall extend every possible courtesy to each other through the process. Should a disagreement arise on how to proceed, facilitators will discuss their differing views in caucus and avoid direct criticism of each other in front of the parties. If the disagreement remains unresolved the process should be suspended until a later date. Disagreements or concerns will be reported to the coordinator. If a solution cannot be reached the coordinator may, with acceptance by disputing facilitators, replace one or both facilitators or convene the FAWCAA Restorative Justice Committee at their earliest convenience to review the matter.

Comment: *Each facilitator who is part of a co-facilitated case team has a responsibility to keep his or her co-facilitator informed of developments essential to a cooperative effort.*

9. Respectful Inclusive Conduct: The program coordinator and facilitators have a duty to show courtesy and respect to all parties who are or may become involved in a case. This respect and courtesy shall extend to all persons, regardless of his or her ethnic background, economic status, sexual orientation, level of education, mental capacity, age, or appearance. When possible, and with agreement by the parties, the coordinator and facilitators will allow an opportunity for either the victim(s) or offender(s) to include any ceremonial traditions or cultural practices that either party may feel are important to be honoured in the process.

Comments: *As a demonstration of courtesy and respect the coordinator and facilitators shall provide clients with full and accurate information about the restorative justice program so each can decide for her/himself whether to continue. A process that incorporates inclusive options encourages engagement and reflects fairness.*

10. Transparency: The coordinator and facilitators shall be open, even-handed, and transparent in all dealings with current and potential participants. At the same time they should respect the necessity of confidentiality that exists in the restorative justice process.

Comment: *For example, once a case has moved to the forum stage it is inappropriate to have outside conversation with one party without the prior knowledge and consent of all parties.*

11. Do No Harm: Parties should not be worse off for having been involved in the restorative justice process. The coordinator and facilitators who are working with victims and offenders to repair harms need to be sufficiently sensitive to the priorities of the parties as well as their emotional and physical safety, mental fitness, and general ability to participate meaningfully in the process offered.

Comment: As a Program Coordinator or Facilitator we need to be aware of the tremendous privilege and hours that go along with being asked to intervene in people's lives. We have a duty to make sure we work responsibly, intelligently, and sensitively in a way that does not bring further harm to any party. (Reference from Simon Fraser Institute Victim/ Offender Training Manual.)

Note: *A copy of this document is to be signed and dated by the Fairview Community Restorative Justice; Program Coordinator and each Volunteer Facilitator. Signed Copies will be kept on file by each in the FCRJ office. In addition an unsigned copy is included in the FCRJ Regulations and Guidelines Handbook given for quick reference to the Coordinator and each of the Facilitators*

** Reference to original draft of this document – Susan Sharp – “Code of Ethics for MRJC Mediators and Case Developers” (MRJC internet resource) and Simon Fraser Institute – “VOM Training Manual”.*

*** Original version provided by Fairview Community Restorative Justice; www.fcrj.ca*



Appendix J: Areas of Consideration for Statistical Analysis of Restorative Justice Programs

Both statistical and qualitative information should be gathered as part of the monitoring process. Statistical information that can be gathered might include:

- The number and types of cases referred to the restorative programme (including the nature of the offence committed);
- The source of the referrals;
- The length of time required for case preparation;
- The time required to conduct the restorative process;
- The nature and contents of the agreement;
- The rate of successful completion of outcome agreements
- The rate and type of re-offending among offenders who have participated in restorative processes;
- The number of volunteers and volunteer hours contributed to restorative processes;
- Information on costs;
- The attributes (i.e. age, gender, ethnicity) of crime victims, offenders and community residents who participate in restorative processes;
- The perception of participants and their satisfaction with their experience of the process.

Qualitative data can also be gathered through observation of the restorative process and interviews with the parties and other participants in the restorative process.

Adapted from United Nations Office on Drugs & Crime (2006). Handbook on Restorative Justice Programs. Retrieved from: www.unodc.org/pdf/criminal_justice/06-56290_Ebook.pdf p. 82.



Survey: Post-Agreement (RJD or CAD) for a Responsible Party

Today's date:

RJ file #:

About this survey:

- You can fill it out electronically and email it back (*insert email address*), or print it and scan/mail it back via post
- It is **voluntary**, meaning you can decline/skip any questions you like without consequence
- The only people who will read it are program staff.
- The info gathered will be used anonymously for program improvement/development, education, and/or statistics required by our funders
- Ask us if you have any questions/difficulty!
- We want to ensure we are doing the best we can. If you would like to follow-up with us about something further, please call us at (*insert phone number*)

Additional comments:

To close your file with the agency who referred it to us (e.g. Police, Crown Counsel), we will be writing a final report. We like to offer clients the opportunity to comment/provide a statement that we will include in this report. **Please choose one** of the following options:

- I do **not** want to provide any comments/statements for their final report
- I give permission for RJ to include in their final report **any part of my comments in this survey**
- I'd like RJ to put the following comments/statement in their final report: *[write here]...*

Thank you very much.

Information for our Funders

Your age (today):

- 0-11 years 12-17 years 18-24 years 25-64 years 65+ years

When thinking about your involvement with restorative justice, how do you feel about each of the following statements? Please circle/highlight the appropriate number.

	Strongly disagree				Strongly agree
I was treated fairly in the restorative justice meeting	1	2	3	4	5
I was able to express my thoughts and feelings as I needed to	1	2	3	4	5
I think the rest of the group listened to me	1	2	3	4	5
It was valuable to hear what others had to say	1	2	3	4	5
I have been supported by the RJ staff and volunteers throughout the process	1	2	3	4	5
I felt safe going into and during the restorative justice meeting	1	2	3	4	5
I was respected by the RJ staff and volunteers	1	2	3	4	5
I was respected by the other participants	1	2	3	4	5
My needs are being addressed through restorative justice	1	2	3	4	5
I voluntarily chose to participate in RJ to address the crime	1	2	3	4	5
I am satisfied with the agreement	1	2	3	4	5
In my opinion, RJ addressed the root cause(s) of the offence	1	2	3	4	5
I believe the harm has been repaired through restorative justice	1	2	3	4	5

Please comment on your answer to the last question (“I believe the harm has been repaired through restorative justice”):

If you would like to elaborate on any of the other questions above, please do so here:

Would you recommend the restorative justice process to someone else?

- Absolutely Probably I'm not sure Unlikely Definitely not

Is there anything still bothering you about the original offence that has not been addressed through restorative justice?

- No, there is nothing still bothering me
 Yes - please explain:

Is there anything about your experience with restorative justice that you are unsatisfied with?

- No, there is nothing that I am unsatisfied with Yes - please explain:

Now that the agreement is finished, how, if at all, has restorative justice affected your state of mind around the offence? (Please check [✓] one. There is room for comments below if you like.)

Much better now	Better now	Not sure / no effect	Worse now	Much worse now

Any comments:

As a result of participating in the restorative justice process, how, if at all, have the following relationships been affected? (Please check [✓] one. There is room for comments below if you like.)

	Much better now	Better now	Not sure /no effect	Worse now	Much worse now
You and your family					
You and your community					
You and the person who you harmed					
You and _____ (any other relationship affected)					

Any comments:

What was it like working with your mentor? How was he/she involved while you worked through your agreement?

If volunteering was part of your agreement, what was it like? Did you enjoy it?

If counselling/treatment was part of your agreement, what was it like? How did it help you?

Who supported you through restorative justice?

- _____ (#) of friends
- _____ (#) of family members
- _____ (#) of restorative justice volunteers or staff
- _____ (#) of _____

How (if at all) will your behaviour and choices in the future be different as a result of participating in restorative justice?

Have you experienced any benefits or positive effects from participating in restorative justice?

No Yes - please explain:

As a result of these benefits or positive effects, are you able to do something now that you had difficulty doing before?

No Yes - please explain:

Is there anything else you would like to say?

An RJ representative (not anyone who worked on your case) will be contacting you in approximately 3 months to get feedback from you about the restorative justice process. How would you like to be contacted?

By phone at: _____

By email at: _____

Thank you for taking the time to complete this survey. The information that you have provided will be used to enhance our program.

** Adapted from Restorative Justice Victoria - <https://Rjictoria.wordpress.com>*

Survey: Post-Agreement (RJD or CAD) for an Affected Party*

Today's date:

RJ file #:

About this survey:

- You can fill it out electronically and email it back, or print it and scan/mail it back via post
- It is **voluntary**, meaning you can decline/skip any questions you like without consequence
- The only people who will read it are:
 - Our Program Coordinator, *(name)*
 - Our Program Assistant, *(name)*
 - Our Admin Volunteer, *(name)*
- The info gathered will be used for program improvement/development and education
- Any information used outside of *(Organization name)* will be **anonymous** (e.g. as part of statistics reported to our funders)
- Ask us if you have any questions/difficulty!
- We want to ensure we are doing the best we can. If you would like to follow-up with us about something further, please call us at *(phone)*
- When finished, please email it back to the RJ representative who sent it to you or *(email)*

Information for our Funders

your age category:

0-11 years 12-17 years 18-24 years 25-64 years 65+ years

Please note that a representative from Restorative Justice Victoria (not anybody on this case) will be contacting you in approximately three months to get feedback from you about the restorative justice process. How would you like to be contacted?

By phone at: _____

By email at: _____

When thinking about your involvement with restorative justice, how do you feel about each of the following statements? Please circle the appropriate number.

	Strongly disagree				Strongly agree
I was treated fairly in the restorative justice meeting	1	2	3	4	5
I was able to express my thoughts and feelings as I needed to	1	2	3	4	5
I think the rest of the group listened to me	1	2	3	4	5
It was valuable to hear what others had to say	1	2	3	4	5
I have been supported by the RJ staff and volunteers throughout the restorative justice process	1	2	3	4	5
I felt safe going into and during the restorative justice meeting	1	2	3	4	5
I was respected by the RJ staff and volunteers	1	2	3	4	5
I was respected by the other participants	1	2	3	4	5
My needs are being addressed through restorative justice	1	2	3	4	5
I voluntarily chose to participate in restorative justice to address the crime/harm committed	1	2	3	4	5
I am satisfied with the agreement	1	2	3	4	5
In my opinion, restorative justice addressed the root cause(s) of the offence	1	2	3	4	5
I believe the harm has been repaired through restorative justice	1	2	3	4	5

Please explain your answer to the last question (“I believe the harm has been repaired through restorative justice”):

If you would like to elaborate on any of the other questions above, please do so here:

Would you recommend the restorative justice process to someone else?

Absolutely Probably I'm not sure Unlikely Definitely not

Is there anything still bothering you about the original offence that has not been addressed through restorative justice?

No, there is nothing still bothering me Yes - please explain:

Is there anything about your experience with restorative justice that you are unsatisfied with?

No, there is nothing that I am unsatisfied with Yes - please explain:

Now that the agreement is finished, how, if at all, has restorative justice affected your state of mind about the offence? (Please check one. There is room for comments below if you like.)

Much better now	Better now	Not sure / no effect	Worse now	Much worse now

Any comments:

As a result of participating in the restorative justice process, how, if at all, have the following relationships been affected?

	Much better now	Better now	Not sure /no effect	Worse now	Much worse now
You and your family					
You and your community					
You and the person who you harmed					
You and _____ (any other relationship affected)					

Any comments:

Who supported you through restorative justice?

- _____ (#) of friends
- _____ (#) of family members
- _____ (#) of restorative justice volunteers or staff
- _____ (#) of _____

How (if at all) will your behaviour and choices in the future be different as a result of participating in restorative justice?

Have you experienced any benefits or positive effects from participating in restorative justice?

No Yes - please explain:

As a result of these benefits or positive effects, are you able to do something now that you had difficulty doing before? No Yes - please explain:

Is there anything else you would like to say?

Thank you for taking the time to complete this survey. The information that you have provided will be used to enhance our program.

** Adapted from Restorative Justice Victoria - <https://RJictoria.wordpress.com>*



Alberta Restorative Justice Association

10066 151 St.

Edmonton AB T5P 1T3

Phone: 780 628 6801

E-Mail: info@arja.ca

